

Hoover School 2010-2011 School Improvement Plan

# Hoover School

Melrose Public School

## SCHOOL IMPROVEMENT PLAN

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SCHOOL YEAR 2010-2011

Herbert Clark Hoover Elementary School

*Principal: Dennet J. Sidell*

*Council Co-Chair: Renee Sousa*

**Signature:**

**Date**

**Signature:**

**Date**

**To be completed by school committee**

Received date: \_\_\_\_\_ Approved ( )yes ( )no date: \_\_\_\_\_

**Site Council Members**

**David Cyr**

**Kim Talbot**

**Joellen Beaudet**

**Jane Wiesen**

HERBERT CLARK HOOVER ELEMENTARY  
SCHOOL IMPROVEMENT PLAN

**At the Herbert Clark Hoover Elementary School we believe that a child's sense of wonder and joy of learning is fostered through our educational program. Every child receives high quality, well-rounded instruction that maximizes his/her academic potential and builds self-esteem. Each child learns to work independently as well as in the spirit of cooperation at our school. A child's social, emotional, and academic growth is facilitated by our highly-qualified staff of professional teachers. We believe that each child benefits from Hoover's active partnerships with family and community. The Hoover Faculty, Staff, and Community are always reflecting, reading current research, and discussing how we can move our program forward to better benefit all the students at the Hoover.**

The school improvement plan, as described in the legislation, has the following elements:

**1. An assessment of:**

- The impact of class size on student performance
- Student-to-teacher ratios
- Ratios of students to other supportive adult resources

At this time the district has made it a priority to maintain class sizes at an appropriate size in a range between 19 and 25 students per class. Student to teacher ratios are at an appropriate level in most grades across the district.

- **The Hoover ratio of students to teacher is 18 to 1**
- **The Hoover ratio of students to other supportive adult resources is approximately 19 to 1**
- **Class sizes at grades K and 1 average 23**
- **Class sizes at grades 2-5 average 23**

**2. A scheduled plan for reducing class size, if deemed necessary**

In general, class size has been addressed at the district level. A plan for reducing class size is not necessary at this time.

**3. Professional development for the school's staff and the allocation of any professional development funds in the school budget**

Professional development at the district continues to focus on district initiatives. Focus initiatives include but are not limited to: Co-Teaching model of instruction, assessment and data analysis, integration of technology and a continued focus on meeting the needs of all learners.

**Hoover:**

- 1) Provide opportunities for building and district-based professional development around core curriculum areas
- 2) Teachers will monitor their professional development plans and communicate professional development needs to the Principal

#### **4. Enhancement of parental involvement in the life of the school**

The Bridge Organization continues to provide, organize, train and utilize community members including parents to enhance the life and education for all students at each elementary school.

**Hoover:**

- 3) Communicate the needs of the Hoover to parents and community members who would like to volunteer and conduct informational meetings as well as trainings  
The Hoover is expanding volunteer opportunities for guided reading and Read Naturally programs. The Hoover will be looking for volunteer opportunities in the academic domains of math and writing
- 4) Communicate with parents on a regular basis what is happening at the Hoover  
The Hoover's primary methods of communication with parents are the Hoover school website, weekly e-notices and Connect-Ed messages

#### **5. School safety and discipline**

The cornerstone of the district Code of Conduct is the Declaration of Human Rights. This simple statement of belief drives our words and actions. This statement promotes a healthy, safe, and high-quality learning environment for all students.

**Hoover:**

- 5) To have all parents and guardians follow the procedures for morning drop-off and afternoon pickup
- 6) Introduce and implement a Hoover behavior contract
- 7) Increase strategies for teachers, parents and students to use to reduce incidents of bullying and peer conflict  
Training for teachers in the spring of 2010  
Training for parents in the fall of 2010  
Training for students in the fall or winter of school year 2010-2011

#### **6. Establishment of a school environment characterized by tolerance and respect for all groups**

The district's Declaration of Human Rights is a simple statement of belief that drives our words and actions. This statement is based on the principle that all people should be treated with respect.

**Hoover:**

- 8) Continue to communicate core school attributes or characteristics to all members of the Hoover community (Hoover PRIDE)
- 9) Expand our International Cultural Festival to give students the opportunity to learn about cultures of other countries and learn about the multiple cultures that are part of the Hoover community
- 10) Explore additional opportunities for inter-grade student interaction (book buddies, science buddies, project buddies etc..)  
To use common planning time with Dr. Sidell for inter-grade student interaction (5-3,4-1,3-K)
- 11) Encourage Hoover community participation in Melrose community service projects to demonstrate the importance of caring for others

## **7. Extra-curricular activities**

After school programs are offered through the Education Stations After-School Enrichment Program. Each elementary school offers on-site programming.

**Hoover:**

- Before school early drop-off program that begins at 7:10 A. M.
- Each elementary school has an after school program called Education Stations

## **8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs**

The elementary schools are working towards implementing co-teaching models to meet the needs of our diverse student population.

**Hoover:**

- 12) Support teachers in meeting the diverse populations of their classrooms  
Using the co-taught model at grades 1-5 as well as small group explicit teaching in ELA and Math blocks
- 13) Use district assessments, DRA results, MCAS and formal and informal classroom assessments to drive instruction and to meet the needs of all learners
- 14) Increase the number of students by 10% that receive an open response score of 3 or 4 out of 4 or a score of 2 out of 2
- 15) To have at least 70% of our students at each grade level achieve a Growth Percentile on the Spring 2011 MCAS Math test at 40% or higher
- 16) To have at least 70% of our students at each grade level achieve a Growth Percentile on the Spring 2011 MCAS ELA test at 40% or higher
- 17) Establish a Hoover garden to enhance student opportunities in science, health and wellness, and civic responsibility
- 18) Explore technology items that will assist teachers in presenting new skills, strategies and information, and enhance student practice and performance

**9. Any further subjects the principal, in consultation with the school council, shall consider appropriate**

Each individual School Improvement Plan will reflect the subjects the principal and school site council consider appropriate.

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
1. Provide opportunities for building and district-based professional development around core curriculum areas	• Principals meet together to plan with Curriculum Director times and topics for professional development based on district goals	• Summer 2010					• Time	• Professional Development plan for 2010-2011
	• Build opportunities for school staff from one school or multiple schools to gather outside of the school day for professional purposes	• Summer and Fall 2010					• Time • District or PTO Funds	• Professional Development plan for 2010-2011
	• Focus Hoover professional development opportunities for the year around district themes as well as needs of the school	• Summer and Fall 2010					• Time • PTO Funds	• Professional Development plan for the Hoover 2010-2011
2. Teachers will monitor their professional development plans and communicate professional development needs to the Principal	• Individual meetings with Principal in September of 2010	• September 2010					• Meeting times	• Schedule of meetings
	• Teachers complete the paperwork for their 5 year plans	• On-going					• Forms	• Completed paperwork

Key: A = Administrator    T = Teacher    P = Parent    S = Student

**SIP Element#4 Enhancement of parental involvement in the life of the school**

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
3. Communicate the needs of the Hoover to parents and community members who would like to volunteer and conduct informational meetings as well as trainings.	• Increase the use of volunteers in our Read Naturally program	• 2010-2011 school year					• Time from Principal • Time from Teacher Coordinator	• Schedule of volunteers
	• Increase the use of volunteers in our guided reading program	• 2010-2011 school year					• Time from Principal and teachers • Bridge Volunteers	• Schedule of volunteers
	• Explore the use of volunteers in our math program to work with small groups or one-to-one	• 2010-2011 school year					• Time from Principal and teachers • Bridge Volunteers	• Schedule of volunteers
	• Explore the use of volunteers in our writing program to work with small groups or one-to-one	• 2010-2011 school year					• Time from Principal and teachers • Bridge Volunteers	• Schedule of volunteers
4. Communicate with parents on a regular basis what is happening at the Hoover	• Use Hoover website as the main communication tool – also use weekly E-notices and Connect-Ed messages	• 2010-2011 school year					• Time from Principal and volunteer Comm. team	• Evidence of on-going notices to parents

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**SIP Element #5 School safety and discipline**

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
5. To have all parents and guardians follow the procedures for morning drop-off and afternoon pickup	• Clear directions given in Hoover Directory as well as on the Website	• Fall of 2010					• Time from Principal	• Section in the Hoover Directory
	• Parents sign a sheet that they have read the procedure for drop-off and pickup at the Hoover	• Fall of 2010					• Confirmation sheet	• Signed confirmation sheets in the office
6. Introduce to the Hoover community a student behavior and consequence plan to ensure consistency at the Hoover as well as to bridge to the MVMMS program presently used	• Give behavior plan to Teachers, Parents and Students during the summer	• Summer 2010					• Time from Principal and Site Council	• The Behavior Plan
	• Question and answer time at a PTO meeting about the behavior plan	• Fall of 2010					• Time from Principal • Time during a PTO meeting	• Minutes from the PTO meeting
	• Survey given to Teachers, Parents and Students for feedback on the new behavior plan	• Spring of 2011					• Site Council time • Time from all interest groups	• Completed surveys

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Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
7. Increase strategies for teachers, parents and students to use to reduce incidents of bullying and peer conflict.	• Partnership with MAAV and utilize their programming for the Hoover community	• Year long					• Time from Principal	• List of programs used throughout the year
	• Annual faculty and staff training conducted by MAAV	• Spring of 2010					• District funds • Time from Faculty and Staff	• Date of training
	• Training for Parents conducted by MAAV	• Fall of 2010					• PTO funds • Time from Parents	• Date of training
	• Training for Students conducted by MAAV	• Fall of 2010					• PTO funds • Time from Students	• Date of training
	• Compile ideas for extensions from the training in SAG committee and Site council	• Year long					• Time during SAG and Site council meetings	• List of ideas
	• Lessons and discussions lead by School Psychologist, Principal or Teachers	• Year long					• Time from Principal, Teachers and School Psychologist	• Lessons completed by Hoover staff

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**SIP Element #6**

**Establishment of a school environment characterized by tolerance and respect for all groups**

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion	
			A	T	P	S			
8. Continue to communicate core school attributes or characteristics to all members of the Hoover community (Hoover PRIDE)	<ul style="list-style-type: none"> <li>Focus on one attribute per month – put on website, e-notices and discuss in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>2010-1011 school year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal, classroom teacher and parent</li> </ul>	<ul style="list-style-type: none"> <li>Members of the Hoover community will be able to verbalize the attributes in Hoover PRIDE</li> </ul>	
	<ul style="list-style-type: none"> <li>Use common planning time with Dr. Sidell to teach children strategies to deal with peer conflict</li> </ul>	<ul style="list-style-type: none"> <li>2010-2011 school year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal</li> </ul>	<ul style="list-style-type: none"> <li>Common planning schedule</li> </ul>	
9. Expand our International Cultural Festival to give students the opportunity to learn about cultures of other countries and learn about the multiple cultures that are part of the Hoover community.	<ul style="list-style-type: none"> <li>Make classroom connections with cultural presentations</li> </ul>	<ul style="list-style-type: none"> <li>February - April</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Classroom presentations</li> </ul>	
	<ul style="list-style-type: none"> <li>Expand opportunities for families of the Hoover to share their cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Year Round</li> </ul>						<ul style="list-style-type: none"> <li>Time from Principal, teachers, parents and students</li> </ul>	<ul style="list-style-type: none"> <li>List of opportunities taken during the school year</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate options for increasing time for classrooms to visit the festival – lunch in classrooms, smaller groups, evening hours etc...</li> </ul>	<ul style="list-style-type: none"> <li>Fall of 2010</li> </ul>						<ul style="list-style-type: none"> <li>Time from Principal, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Schedule for Hoover Festival</li> </ul>

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**SIP Element #6      Establishment of a school environment characterized by tolerance and respect for all groups**

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
10. Explore additional opportunities for inter-grade student interaction (example book buddies, science buddies, project buddies - etc..)	• Use common planning time with Dr. Sidell for inter-grade activities	• 2010-2011 school year					• Time from Principal and funds from PTO	• Schedule and list of activities
	• Grade levels will be matched as follows; 5-2, 4-1, and 3-K. Teachers will meet during a faculty meeting to make a list of activities	• Fall of 2010					• Time from a faculty meeting	• Schedule and list of activities
11. Encourage Hoover community participation in Melrose community service projects to demonstrate the importance of caring for others	• Use the Hoover website to promote town as well as school activities	• Year round					• Time from Communication team	• Events on the Web
	• Plan activities in which students can take part in (collecting food for the food pantry, making Thanksgiving and Christmas baskets)	• Year round					• Time from PTO meetings and volunteers	• List of activities

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**SIP Element#8** Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
12. Support teachers in meeting the diverse populations of their classrooms (Special Ed, Regular Ed, Students at risk, ELL, and Gifted and Advanced learners).	<ul style="list-style-type: none"> <li>Co-taught model at grades 1-5, scheduled planning time during the school day</li> </ul>	<ul style="list-style-type: none"> <li>2010-2011 school year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Increase of professional personnel and common planning time</li> </ul>
	<ul style="list-style-type: none"> <li>Increase the amount of small group explicit teaching during reading and math blocks</li> </ul>	<ul style="list-style-type: none"> <li>2010-2011 school year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom schedules</li> </ul>
	<ul style="list-style-type: none"> <li>Establish book groups on the topic of the co-taught model during afterschool hours</li> </ul>	<ul style="list-style-type: none"> <li>2010-2011 school year</li> </ul>					<ul style="list-style-type: none"> <li>PTO funds for books</li> </ul>	<ul style="list-style-type: none"> <li>List of books used</li> </ul>
	<ul style="list-style-type: none"> <li>Some faculty meetings will be used for discussion and reflection of how the implementation of the co-taught model is going.</li> </ul>	<ul style="list-style-type: none"> <li>2010-2011 school year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meeting agendas</li> </ul>

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Goal	Action Strategies	Time Line	Group/Person Responsible	Resources Required	Evidence of Completion
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			A	T	P	S		
13. Use district assessments, DRA results, MCAS and formal and informal classroom assessments to drive instruction and to meet the needs of all learners.	• Gather data on all assessments given to each grade level for strengths and weaknesses of the present program	• 2010-2011 school year					• Time from Principal and teachers	• Final Spreadsheet
	• Give data over multiple years at each grade level as well as follow students through several grade levels	• 2010-2011 school year					• Time from Principal and teachers	• Final Spreadsheet
	• Discuss findings with staff in a timely manner following each round of assessments so that they may share it with parents upon request	• 2010-2011 school year					• Time from Principal	• Presentation given to Faculty and Parents
14. Increase the number of students by 10% that receive an open response score of 3 or 4 out of 4 or a score of 2 out of 2.	• Discuss open response questions at faculty meetings and how we can assist our students in performing at proficient levels	• 2010-2011 school year					• Time from Principal and teachers	• Minutes from meetings
	• Compare student scores from previous years to present year	• Fall of 2011					• Time from Principal and teachers	• Graph of data
	• Explore the possibility that a DESE trainer can come to give professional development on answering open response MCAS questions	• Fall of 2011					• Time from Principal and/or Head teacher	• Summary of interactions between Hoover and the DESE

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Goal	Action Strategies	Time Line	Group/Person Responsible	Resources Required	Evidence of Completion
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			A	T	P	S		
<b>15.</b> To have at least 70% of our students at each grade level achieve a Growth Percentile on the Spring 2011 MCAS Math test at 40% or higher.	<ul style="list-style-type: none"> <li>Increase the amount of small group explicit teaching during Math blocks</li> </ul>	<ul style="list-style-type: none"> <li>School Year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and fifth grade team</li> </ul>	<ul style="list-style-type: none"> <li>Math block schedule</li> </ul>
	<ul style="list-style-type: none"> <li>View the curriculum demands and set priorities</li> </ul>	<ul style="list-style-type: none"> <li>School Year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>List of Math skill and strategy priorities for each grade level</li> </ul>
	<ul style="list-style-type: none"> <li>Increase the amount of time spent in Math each week</li> </ul>	<ul style="list-style-type: none"> <li>School Year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal</li> </ul>	<ul style="list-style-type: none"> <li>Class schedule</li> </ul>
<b>16.</b> To have at least 70% of our students at each grade level achieve a Growth Percentile on the Spring 2011 MCAS ELA test at 40% or higher.	<ul style="list-style-type: none"> <li>Increase the amount of small group explicit teaching during ELA blocks</li> </ul>	<ul style="list-style-type: none"> <li>School Year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>ELA block schedule</li> </ul>
	<ul style="list-style-type: none"> <li>View the curriculum demands and set priorities</li> </ul>	<ul style="list-style-type: none"> <li>School Year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>List of ELA skills and strategy priorities for each grade level</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor progress of reading skills and strategies taught during guiding reading lessons</li> </ul>	<ul style="list-style-type: none"> <li>School Year</li> </ul>					<ul style="list-style-type: none"> <li>Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Results of DRAs and other reading assessments</li> </ul>

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**SIP Element#8**      Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs

Goal	Action Strategies	Time Line	Group/Person Responsible A T P S	Resources Required	Evidence of Completion
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<b>17.</b> Establish a Hoover garden to enhance student opportunities in science, health and wellness, and civic responsibility.	<ul style="list-style-type: none"> <li>• Make curriculum connections at different grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• Fall of 2010</li> </ul>					<ul style="list-style-type: none"> <li>• Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> </ul>
	<ul style="list-style-type: none"> <li>• Search websites for ideas on gardening at school</li> </ul>	<ul style="list-style-type: none"> <li>• Year Round</li> </ul>					<ul style="list-style-type: none"> <li>• Time from all parties</li> </ul>	<ul style="list-style-type: none"> <li>• List of ideas</li> </ul>
	<ul style="list-style-type: none"> <li>• Donate food to the food pantry and/or give the students opportunity to eat what they have grown</li> </ul>	<ul style="list-style-type: none"> <li>• Harvest season</li> </ul>					<ul style="list-style-type: none"> <li>• Time from all parties</li> </ul>	<ul style="list-style-type: none"> <li>• Food that is donated and/or eaten by students</li> </ul>
<b>18.</b> Explore technology items that will assist teachers in presenting new skills, strategies and information, and enhance student practice and performance.	<ul style="list-style-type: none"> <li>• Assess the success of this year's technology fundraiser</li> </ul>	<ul style="list-style-type: none"> <li>• Summer of 2010</li> </ul>					<ul style="list-style-type: none"> <li>• Time from Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Results of assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Assess the impact of new technologies on student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Fall of 2010</li> </ul>					<ul style="list-style-type: none"> <li>• Time from Principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Results of assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Run a technology fundraiser during the Spring of 2011</li> </ul>	<ul style="list-style-type: none"> <li>• March or April</li> </ul>					<ul style="list-style-type: none"> <li>• Time from all parties</li> </ul>	<ul style="list-style-type: none"> <li>• Money made from the fundraiser</li> </ul>

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