GILEAD HILL SCHOOL
SCHOOL ADVANCEMENT PLAN
2018-19

School Name: Gilead Hill School
Current School Year: 2018-2019

Name of Principal: Katie Uriano
 Committee Members: Christopher Lapsis,
Heather Godi, Ally Losi, Carol Oriol-Jones,
Cindy Govoni, Karen Sanstrom, Paula White

High Expectations. Bright Futures.

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.

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 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.

GILEAD HILL SCHOOL HISTORICAL DATA

These statements were developed looking at limited and varied historical data. The administrative team has been and continues to address the amount of specific, measurable data.

Stakeholder Feedback

School climate data from the spring parent and staff survey led to the formation of the following statement:

> The 2017-2018 School Climate/Parent Survey indicated 87% positive responses, 5% neutral responses, and 14% negative responses in the area of family engagement (items 1, 8, 9, 16, 17, 18, and 23).

This data was used to determine the administrative goal for the 2018-2019 school year. Specifically, the goal is:

> The percentage of Gilead Hill School parents indicating a rating of "Agree" or "Strongly Agree" on items from the annual School Climate/Parent Survey which focus on family engagement (i.e., items 1, 8, 9, 16, 17, 18, and 23) will be maintained at 85%.

Smart Goals

Reading Goal:

For the 2017-18 school year, the following percentage of students met or exceeded their end-of-year grade-level goal on the running record reading assessment:
2nd grade – 79%
1st grade – 95%
K – 87%
K-2 students - 2017-18 data: 87% were reading on or above grade level

2018-19 school year goal:
80% of students, K-2, will be reading on or above grade level at the end of the school year, as determined by Running Records.

Math Goal:
For the 2017-18 school year, the following percentage of students demonstrated mastery on Bridges post unit assessments.

        Grade 1-88%

        Grade 2-85%

        Average-86.5%

2018-19 school year goal:

    85% of students in grade 1 and 2 will demonstrate mastery (75%) on Bridges post unit assessments.

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GOAL 1: Communication & District/School Climate

NAME OF PERSON RESPONSIBLE: Principal, All GHS Staff

Identified Goals	Strategies	Action Steps	Indicators of Success
Continue to expand open dialogue, communication, and sharing of practices to improve school climate and morale	Increase methods of measuring staff satisfaction across the district Implement district online presence to support and encourage parent involvement and to increase frequency of use	Parent and Staff Feedback Surveys After-school meetings, Lighthouse Meetings Master schedule to prioritize common planning time	Spring feedback survey results with analysis of averages and growth Meeting agendas and notes
Further enhance our capacity to share information with parents and community members	Implement the use of Social Media to provide timely communication with families	Implement Apptegy Thrillshare to increase accessibility to information	Analytics regarding access to website
Continue to foster a sense of trust and understanding across the district	To foster a sense of trust, Administration will utilize: • Apptegy Thrillshare • Staff Meetings • School Advancement Planning meetings • Other committee meetings to engage in discussions and communicate out to parents regarding school and instructional practices • Administrative Office Hours	Newsletters Principal's Communications Professional Learning Schedule created through the efforts of the PDEC Committee Develop Administrator Office Hours	Apptegy downloads Live Feed posts Twitter Followers Tweets Professional Learning Plan disseminated to all
Increase Parental Engagement in district, school, and classroom initiatives			

Foster community partnerships Foster leadership opportunities for staff	To foster staff leadership, Administration will provide leadership opportunities through: • PDEC Committee • Responsive Classroom Training • Instructional Coaching • NAEYC Portfolio Development • Innovation Team • PK-6 Curriculum Committees • Master Mentors • TEAM Mentors • Special Education Facilitators • Head Teachers • Staff Meetings • PLACE Meeting • Professional Development Facilitators • Professional Development Workshops • Bonstingle Leadership • School Readiness Council Develop initiatives that aimed at increasing parental participation and community support for the schools	Listen and Learn Events for each school • Teacher and Staff • Parents and Community Implement School Based parent involvement activities • Open House • Parent/Teacher Conferences • School Concerts • Math/Literacy Night • Innovation Team • STEAM Night • Grandparents Day • Invention Convention • Field Days • Art Show • Clusters • PTO Family Nights Provide opportunities for teacher leadership to work in partnership with district administration • PDEC Committee (4x per year) • Instructional Coaching (Monthly) • Innovation Team (Monthly) • Special Education Facilitators (weekly) • Head Teachers (As needed) • Staff Meetings (1x per month) • PLACE Meeting (1x per month)	staff members at August PD District and School Advancement Plans disseminated to all staff members Office Hour dates and times scheduled and shared with staff Increased parent attendance at evening events Increased parent attendance during school time activities Leadership meetings held with committees at noted frequencies

Support the emotional, behavior, and social well-being of our students	Refocused conversations at all levels surrounding PBIS and its implementation Build capacity for problem solving through use of Responsive Classroom, Second Step and PBIS systems	Consistent practices and language through use of: • Responsive Classroom • Second Step • Reteaching expectations across settings (August, December, April) • Bucket Fillers • Responsive Classroom • PBIS • Daily Tiger Time • Explicit instruction in various settings • PD for staff on PBIS practices • Paws with one-half to serve as home-school communication Develop a thorough continuum of the PBIS process, systems, and tiers	SRBI Meeting Schedules Schedule of Tier 2/3 interventions Decrease in office referrals Reteaching day schedules Completed Paw Trackers
Develop opportunities for student leadership	Develop a sustainable student leadership to foster pride and ownership within the school Continue to build capacity for consistent social, emotional, behavioral instruction and problem solving through use of Second Step Curriculum and PBIS systems at all levels	Explore options for timely and regular Tier 2 and Tier 3 interventions Increase student leadership through: • Student announcements • Collaboration with Jay Bonstingl • Collaboration with AHM's FRC • Senior Center • Student council • Book buddies • Student helpers (Art room, STEAM, library, classmates)	Lists of names of student announcers Creation of student council at GHS

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GOAL 2: Student Achievement & Development

NAME OF PERSON RESPONSIBLE: Superintendent, Director of Educational Services, Principal, All GHS Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
Maintain a sustainable system of high achievement and student success through the development of our understanding of curriculum, programming, and effective teaching strategies, and necessary training, support, and guidance for staff	Staff will provide students with continued high quality learning, while engaging them in rigorous instruction through implemented curricular practices	Administration and staff will further engage in conversation, collaborative lesson development, and discussions around effective instructional implementation through:	Professional Learning plan outcomes
	Implementation of math workshop and Bridges program	• Lighthouse Meetings • Student Achievement Meetings • Grade level meetings • PLACE (Professional Learning and Collaborative Experiences) meetings	Collected evidence of professional work uploaded to EdReflect to support teacher and administrative goals
	Implementation of science units in each grade level		
Identify a plan for curriculum development, curriculum renewal, and program improvement	Continued implementation of Readers' Workshop model	• Professional learning offerings • Common planning times • Innovation Team Meetings	Observations of instructional practices
	Review existing scope and sequence documents to inform the development of curriculum that aligns with the Connecticut Core Standards (CCS), Connecticut Social Studies Frameworks, and Next Generation Science Standards (NGSS)	Provide professional development and coaching in the area of math workshop	Increase in students meeting Mastery on Bridges post unit assessments
Implement rigorous programming while providing	Develop curriculum in the following areas: • English Language Arts (ELA)	Professional development on NGSS and science units	

necessary training, support, and guidance for staf	- Mathematics (Math) - Social Studies - Science (begin) - Preschool	Professional development on Readers' Workshop - Saturday Reunion at TC - Dr. Bouley	Increase of percentage of students reading on grade level at end of the year
Improve and streamline our assessment practices to effectively measure student growth and inform classroom instruction	Implement Universal Screen to serve as an initial screen of student proficiency. Further develop the use of additional assessments to provide appropriate interventions. Create and implement Performance Assessments in Mathematics	Collectively determine district assessments required for continual monitoring of student progress across all grades and establish school and teacher goals as they relate to student progress Review and redefine threshold score and corresponding assessments for reading and math interventions	Increase of students reaching Mastery on Bridges Math Assessments Ongoing review of Hebron assessments K – 6
Administer, analyze and inform instruction based on Universal Screen (iReady)	Review iReady data to ensure effectiveness and alignment to district need	Utilize DOTS system for data collection and reporting in PK Explore Bridges program in PK	Completion of timeline and PD activities
Implement SRBI Plan	Intervention Team will roll-out and monitor the implementation of the revised SRBI protocol	Grade levels align classroom assessments with standards and performance indicators (meets, exceeds standards) using student work as benchmarks Continue administrative student achievement meetings Administration and Interventionists will share out the revised plan, thresholds (cut scores), and forms - SRBI meetings every 7 weeks Administration and teachers will continue to monitor student	PK Professional Learning Plans Student Achievement Meeting notes and schedule Numbers of students receiving Tier I, Tier II, and Tier III will align with "publisher thresholds" or standardized norms

| Continue to develop Innovation Team Programming:
• STEAM
• Library Media Sciences
• Challenge and Enrichment | Innovation Team will collaborate and create inquiry based programming that align with 21st Century learning expectations | interventions and plans throughout the year

Innovation Team program planning will define units of study, pacing guides, supporting classroom instruction in literacy, mathematics, science and technology. Develop student progress expectations. Provide leadership to the district related to inquiry-based learning. | Creation of pacing guides, units of study, and inquiry-based learning activities |

GOAL 3: Professional Learning and Growth

NAME OF PERSON RESPONSIBLE: Superintendent, Director of Educational Services, Principals, All GHS Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
Engage staff members in high-quality professional learning that is on-going and based on instructional programming Maintain a high level of clear and consistent professional development for all staff in district	PDEC, in collaboration with administration, will plan high quality professional learning opportunities and gather teacher feedback through the year Outline professional learning and training opportunities for all paraeducators through a collaborative inquiry on needs and interest	Meet with school-based PDEC 4 times per year to address professional learning needs of the school Disseminate the developed professional learning plan and schedule based on input from members of the PDEC Committee Utilize regional PD days to support professional learning of everyone Curriculum committees to review curriculum implementation and curriculum pacing guides Support teachers to design personal professional learning opportunities that are relevant to teacher and student needs Provide TEAM support to all beginning teachers	Online surveys from current PD will be utilized by PDEC and non-certified staff in future planning for PD Curriculum Committees will review curriculum guides Professional Learning Plan disseminated to all staff at beginning of school year Professional learning schedule established and shared Consultation/training dates are established,

		Additional Teachers' College training opportunities in our balanced literacy programming Training on Foundations of Reading and Running Records Professional development on science units	shared, and implemented Teachers' attending TC Reunion TEAM participation among staff as mentors and mentees (trainings and modules) Implementation of a Balanced Literacy instructional programming and assessment
Develop Instructional Coaching Model Support the rollout of Math Workshop	Consultants, Administration, and Interventionists will research and develop a program of instructional coaching that aligns with the needs of the Hebron Public Schools Full implementation of math workshop Collaborate with math workshop pilot teachers and math interventionists to purposefully plan Math Workshop Model and Classroom Expectations Seek volunteers to attend Responsive Classroom Trainings	Identify teachers to participate in coaching cycles Explore opportunities to expand workshop model to mathematics Provide coaching around math workshop	Soft rollout of Instructional Coaching will occur during the 2018-2019 school year Implementation of workshop model in mathematics programming Coaching schedule PLACE Meeting agendas

Provide training to support Responsive Classroom	Provide in district PD opportunities around Responsive Classroom	PLACE Meetings to incorporate Book Study
		    The Morning Meeting Book
		    Responsive Classroom for Special
		        Areas
		
		Peer Observations
			Observations
			Staff Meeting
			Agendas

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GOAL 4: Resource and Management Practices

NAME OF PERSON RESPONSIBLE: Superintendent, Director of Educational Services, Financial Assistant, Principals, Technology Coordinator, All GHS Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
Maintain a transparent district budget that is clear, concise, and easily accessible	Provide the town and district community continued monetary understanding of accounting practices, while obtaining ongoing input regarding expenditures	Continue to post monthly financial reports on the website during the school year. Share budget development, planning, and action steps with the community at large	Transparency in budget process and development, shared fiscal information and related documents
Ensure budget continues to support professional learning and development which will foster high academic achievement	Meet with district and school administration prior school year to review annual budget timeline and process	Maintain a continual tracking of expenditures for professional development	Ongoing reviews of expenditures as they relate to professional learning opportunities
Build upon the positive fiscal relationship that has been established with the town	Allocate appropriate financial resources through the budget process to enhance professional learning opportunities for all staff members	Continually review and audit all services provided by outside contractors	Approval of district academic calendar and revisions for upcoming school year
Phoenix financial software will be utilized for all budget planning and transactions at the school and district level	Create and maintain a prioritized list of capital improvement projects that will potentially reduce long-term infrastructure costs	Share financial reports, documents, and information on a scheduled basis with the town business office	

Expand food services and explore regional partnerships to further enhance financial status and quality of service to our students and community Monitor implementation of breakfast program Monitor services of outside contractors at the school and district level Pre-Kindergarten programming on an annual basis	Review Siemens energy audits to identify potential efficiencies Maintain open dialogue and communication between the Office or Resource Management and Town of Hebron Make further improvements to accounting practices to allow for increased clarity, consistency, and a more streamlined budget. Monitor all outside service providers are meeting the needs as stipulated in contracts Present annual budget proposals to community stakeholders before and during the budget process	Implement and monitor electronic purchase order submission between schools and central office. Gather ongoing budgetary input from parents through forums, meetings, and surveys Provide food displays during parent/family events Increase distribution of food service information and material to promote breakfast and lunch program	Budget planning and requisition processes completed Planned forums on budget and programming initiatives