
NEW HARTFORD PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

Bakerville Consolidated School

New Hartford Elementary School

2020-2021



Bakerville Consolidated School

Kelly Carroll, Principal
51 Cedar Lane
New Hartford, CT 06057
phone: 860.482.0288
fax: 860.482.1905

New Hartford Elementary School

Kelly Carroll, Principal
40 Wickett Street
New Hartford, CT 06057
phone: 860.379.0713
fax: 860.379.6762

SCHOOL STAFF

Kelly Reis Carroll, Principal

Barbara McLean, Director of Student Services

Heather Mathes, Curriculum Coach

Alexandra Plourd, Psychologist

Alison Milano-Mailhot, Social Worker

Katie Baillargeon, Special Education

Elizabeth Lavelle, Special Education

Kayli Midwinter, Special Education

Nicole Farley, Speech

Elisabeth Nicoletti, Speech

Amy Karpovich, Occupational Therapy

Michelle Gallant, Pre-K

Christine Mangini, Kindergarten

Janet Scully, Kindergarten

Kathleen Tancreti, Kindergarten

Kimberly Fry, First Grade

Lisa LoPresti, First Grade

Megan Zaba, First Grade

Shannon Guiheen, Second Grade

Tara Ljubuncic, Second Grade

Ariel Schroeder, Second Grade

Tara White, Second Grade

Jessica Foskitt, Music

Veronica Marquis, Physical Education/Health

Karen Pfeffer, Media Specialist

Rachel Savage, Art

Kellie Bournique, Paraprofessional

Rose Dixon, Paraprofessional

Erica Figuieral, Paraprofessional

Melissa Humphrey, Paraprofessional

Kara Normand, Paraprofessional

Amy Ouellette, Paraprofessional

Christine Pietras, Paraprofessional

Edward Shaw, Paraprofessional

Susan Traub, Paraprofessional

Nancy Yabroski, Paraprofessional

Andrew Zaorski, Paraprofessional

Stefanie Zaorski, Paraprofessional

Marie Bate, RN, Nurse

Marie Kitch, RN, Nurse

Carol Pollutro, Administrative Assistant

Colleen Wipperman, Administrative Assistant

Marcia Jones, Instructional Assistant

Linda Fitzgerald, Data Manager

Richard Koenig, Custodian

John Pollutro, Custodian

SCHOOL STAFF	2
INTRODUCTION	3
Statement of Purpose	
New Hartford Public Schools Theory of Action	
New Hartford Public Schools Mission Statement	
Bakerville and NHES School Mission Statement	
New Hartford Public Schools Five Year Goals	
TEACHING AND LEARNING	4
NEW HARTFORD PUBLIC SCHOOLS STUDENT LEARNING OBJECTIVES	5
LONGITUDINAL DATA: ACADEMIC RESULTS	9
LONGITUDINAL DATA: CLIMATE RESULTS	11

INTRODUCTION

STATEMENT OF PURPOSE

In order to maintain coherence within the New Hartford Public Schools, we must explicitly connect our Mission, Goals, Measures, and Practices. Our expectations for student learning must reflect high-leverage goals needed for success in the 21st century. We understand that the achievement of these goals can only be realized with full alignment of all New Hartford Public Schools' organizational systems and supports.

NEW HARTFORD PUBLIC SCHOOLS THEORY OF ACTION

If we cultivate a culture focused on continuous improvement that values professional growth and collaboration and sets high expectations for teaching and learning, strengthening the capacity of educators to actively engage students in differentiated learning, then we ensure ALL students are meeting growth targets and will continue to meet or exceed our high expectations.

NEW HARTFORD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the New Hartford Public Schools in partnership with families and the community is to inspire and prepare all children to become independent and enthusiastic learners who achieve personal excellence by providing a challenging and exemplary education program that is differentiated, inclusive, and dynamic.

BAKERVILLE AND NHES SCHOOL MISSION STATEMENT

We are safe, caring, respectful of others and proud of our differences. Everyday we work together to learn, to grow and to create a stronger community.

NEW HARTFORD PUBLIC SCHOOLS FIVE YEAR GOALS

- To improve Teaching and Learning in a constantly changing 21st century classroom. Data driven decision making will drive a student centered learning environment.
- To improve school climate that will allow students and staff to maximize their potential in a positive learning environment
- To improve infrastructure and utilize technology to expand educational opportunities for all students

TEACHING AND LEARNING

Our commitment to mathematics and the language arts is unwavering. We continue to promote meaningful differentiation for students and teachers. We focus on the standards but also understand that there are multiple avenues for realizing success with those standards. We utilize data from the Smarter Balanced Assessments in conjunction with our in-district data to identify areas of focus for the school year.

A positive school climate is at the heart of elementary teaching and learning. During the last several years, we have implemented practices to enhance the school climate for all students, staff, and visitors. Our vision is known and practiced by all: *We are safe, caring, respectful of others and proud of our differences. Everyday we work together to learn, to grow and to create a stronger community.* Additionally, all members of our school community are expected to follow our school-wide expectations. The work that we do is aligned with national school climate standards.

NEW HARTFORD PUBLIC SCHOOLS ACADEMIC GOALS

- At least 75% of students will meet grade level proficiency targets on district benchmark assessments in reading, writing and math each year.
- At least 90% of parents will feel well informed about what is going on at school as measured by the annual School Climate Surveys

NEW HARTFORD PUBLIC SCHOOLS STUDENT LEARNING GOALS

GOAL #1 READING

Read and comprehend complex literary and informational texts independently and proficiently. (CCSS Reading Anchor Standard 10)

Strategies

What specific actions will lead us to our goal?

1. Principal and teachers will assess current practices in ELA, including writer's workshop and reader's workshop to determine additional strategies, materials and supports needed to address the CCSS.
2. Review and analyze fall district data and ongoing running records to drive instruction and form needs-based guided reading and strategy groups.
3. Participate in ongoing embedded professional development with the curriculum coach and colleagues in reader's workshop to increase depth of knowledge in reading comprehension and reading responses.
4. Classroom teachers will facilitate reader's workshop to drive student-centered learning and support passionate, engaged readers.
5. Participate in PLC meetings to analyze student assessment data and align best instructional practices to student outcomes.

Indicators

What information can we use to measure our progress toward our goal?

- *Fountas and Pinnell* reading assessment data
- Formative Foundations assessment data
- Teachers College Running Records
- Dibels data

GOAL #2 MATHEMATICS

Make sense of problems and persevere in solving them. (CCSS Standards for Mathematical Practice 1)

Strategies

What specific actions will lead us to our goal?

1. Kindergarten through grade 2 teachers will implement *Illustrative Math* while engaging in professional development throughout the school year to ensure comprehensive understanding and implementation of the program.
2. Utilize NWEA MAP Growth data to monitor individual student progress, class and school growth.

3. Teachers will use PLC time to analyze math growth data and align best instructional practices to student outcomes.
4. Teachers will collaborate with Region 7 teachers to ensure cohesive and consistent implementation of *Illustrative Math*.

Indicators

What information can we use to measure our progress toward our goal?

- NWEA MAP Growth assessment
- *Illustrative Math* formative and summative assessments

GOAL #3 CLIMATE

The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. (National School Climate Standard 1)

- **1.2 Schools gather accurate and reliable data about school climate from students, school personnel and parents/guardians for continuous improvement and share it regularly with the school community.**

Strategies

What specific actions will lead us to our goal?

1. Provide information and updates to the Board of Education and PTO regarding school events.
2. School staff will invite parents to virtual curriculum nights focused on *Illustrative Math* and social emotional learning.
3. Use social media and other electronic communication to share information about student learning and school happenings
4. Classroom teachers will implement RULER to all students (January 2021).
5. District mental health team and health teachers will implement *Second Step* with all students.
6. The RULER approach will become a district wide shared philosophy for improving self awareness and social awareness.

Indicators

What information can we use to measure our progress toward our goal?

- Climate Survey data (spring 2021)
- Panorama Social Emotional Learning survey data
- BESS (Behavior and Emotional Screening System)

GOAL #4 TECHNOLOGY

Utilize technology to expand educational opportunities for all students.

- **Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. (ISTE Standards for Students 2: Digital Citizen)**

Strategies

What specific actions will lead us to our goal?

1. Provide synchronous and asynchronous learning opportunities for distance learners.
2. Provide direct instruction for all kindergarten through grade 2 students during Library Media lessons to login to Chromebooks using personal identification and password
3. Teachers will use Google Classroom as a platform for all students to access learning, share understandings and connect with others.
4. Use Chromebooks and iPads to enhance learning within the K-2 classrooms including Lexia, Dreambox and MAP Growth skills practice.
5. Promethean Boards will be used to promote enriching experiences in the classroom.

Indicators

What information can we use to measure our progress toward our goal?

1. GoGuardian data
2. Google data

Additional Priorities

- Implementation of RULER approach to social-emotional learning (Yale Center for Emotional Intelligence) with students
- Peer observations, Learning Rounds and collegial feedback on best practices
- Utilize common scoring of student work to ensure consistency of expectations for student responses to text and writing genres.
- Use effective intervention strategies to support struggling students as identified through the SRBI process.
- Development of Special Areas Curriculum
- Participate in PLC meetings to review student assessment data, progress and plan for curriculum implementation.
- Implement Second Step social-emotional curriculum and Health lessons in all classrooms.
- Climate Committee will continue to identify programs and strategies to support teachers and students in implementing High-5 in all school settings
- Train teachers on Performance Matters to review student data holistically
- Meet on a regular basis with the Leadership Team to develop and review progress on School Improvement Plans

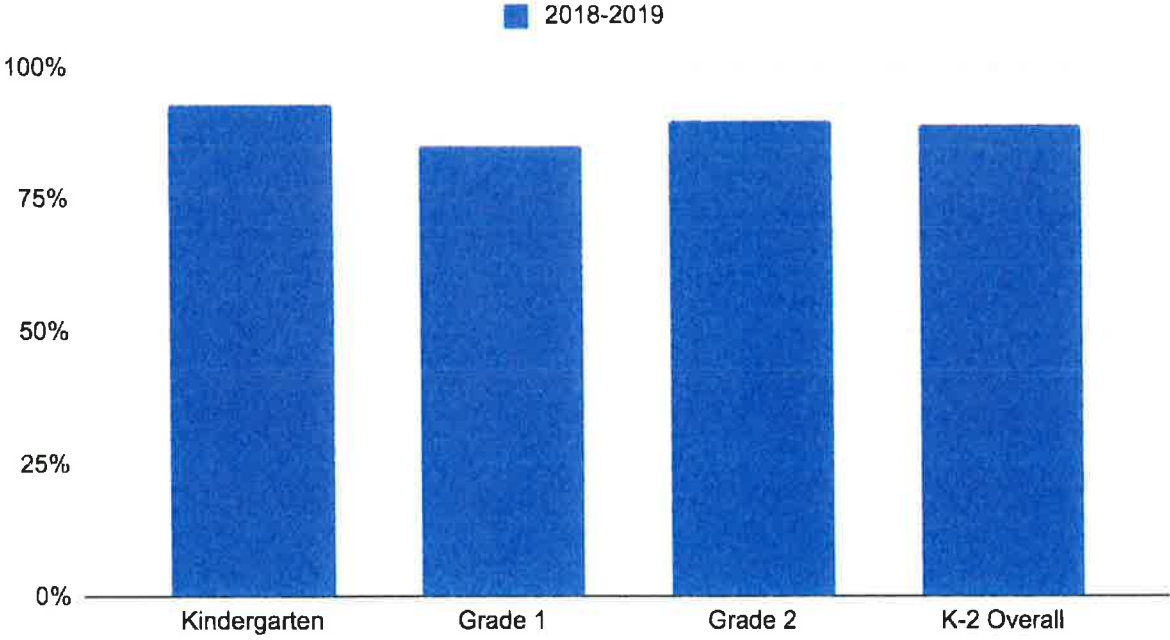
LONGITUDINAL DATA: ACADEMIC RESULTS

READING

Percent of Students Meeting/Exceeding Goal in Reading (Fountas and Pinnell)

	2018-2019		2019-2020		2020-2021	
	BOY	EOY	BOY	EOY	BOY	EOY
Kindergarten	48%	93%	49%	COVID-19 Closure	56%	
Grade 1	75%	85%	71%		55%	
Grade 2	70%	90%	82%		52%	
K-2 Overall	64%	89%	67%		54%	

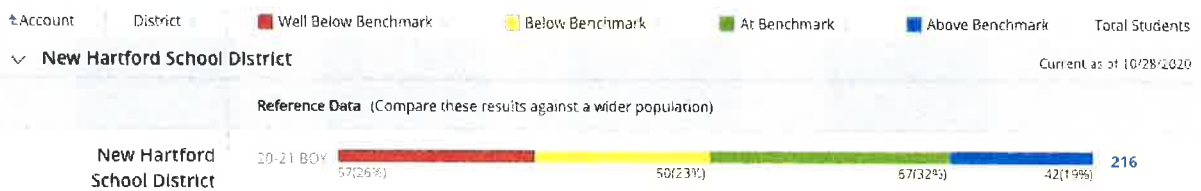
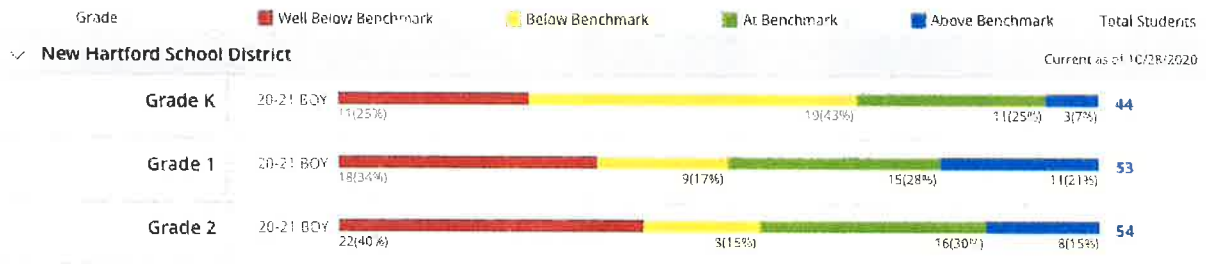
Percent of Students Meeting/Exceeding Goal in Reading



DIBELS

Percent of Students Meeting/Exceeding Goal in Dibels

	Fall 2020			
	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kindergarten	25%	43%	25%	7%
Grade 1	34%	17%	28%	21%
Grade 2	40%	15%	30%	8%
K-2 Overall	33%	25%	28%	12%
District K-3	26%	23%	32%	15%

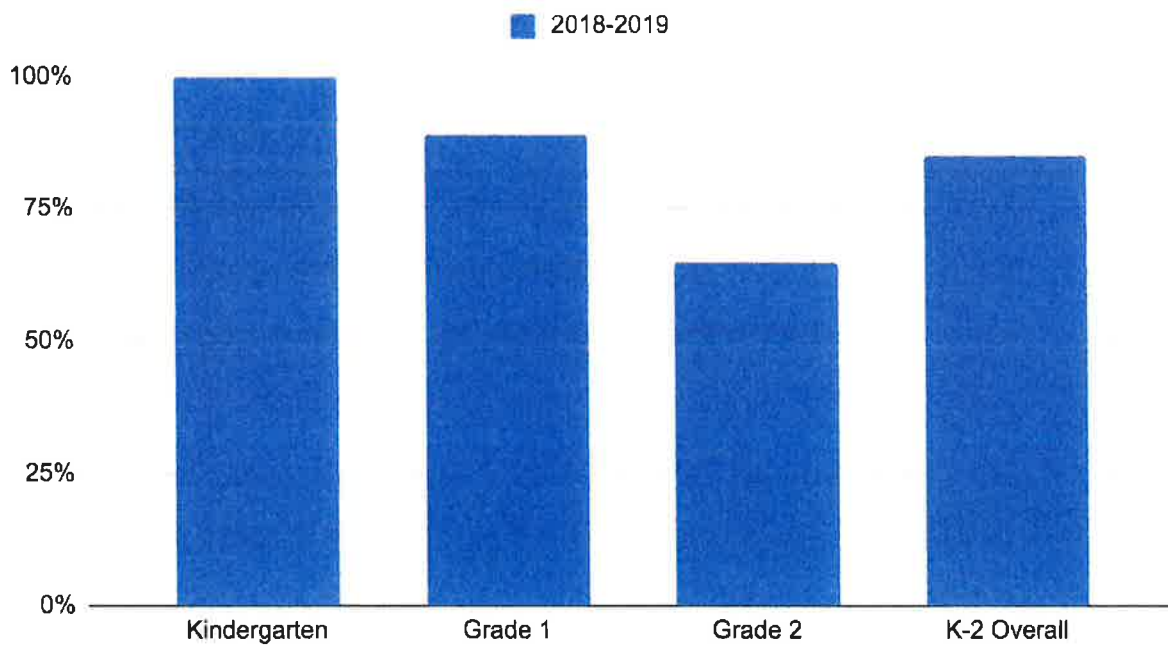


WRITING

Percent of Students Meeting/Exceeding Goal in Writing

	2018-2019		2019-2020		2020-2021	
	BOY	EOY	BOY	EOY	BOY	EOY
Kindergarten	98%	100%	97%	COVID-19 Closure	97%	
Grade 1	43%	89%	49%		36%	
Grade 2	27%	65%	37%		31%	
K-2 Overall	56%	85%	61%		55%	

Percentage of Students Meeting/Exceeding Goal in Writing

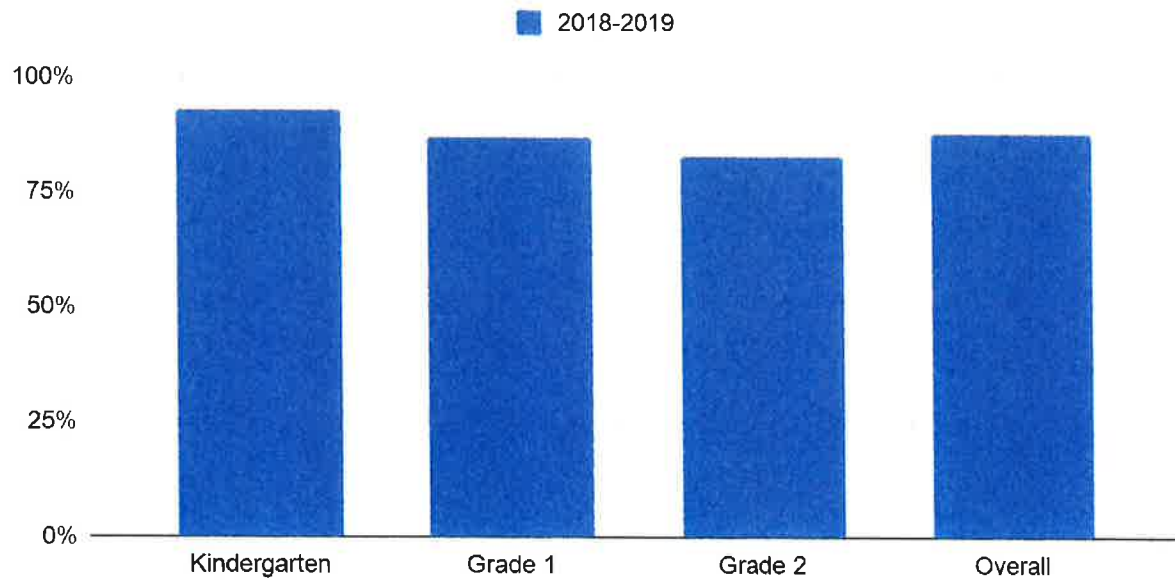


MATH

Percent of Students Meeting/Exceeding Normative Growth on NWEA/MAP Math

	2018-2019	2019-2020
Kindergarten	93%	COVID-19 Closure
Grade 1	87%	
Grade 2	83%	
Overall	88%	

Percent of Students Meeting/Exceeding Normative Growth on MAP Math



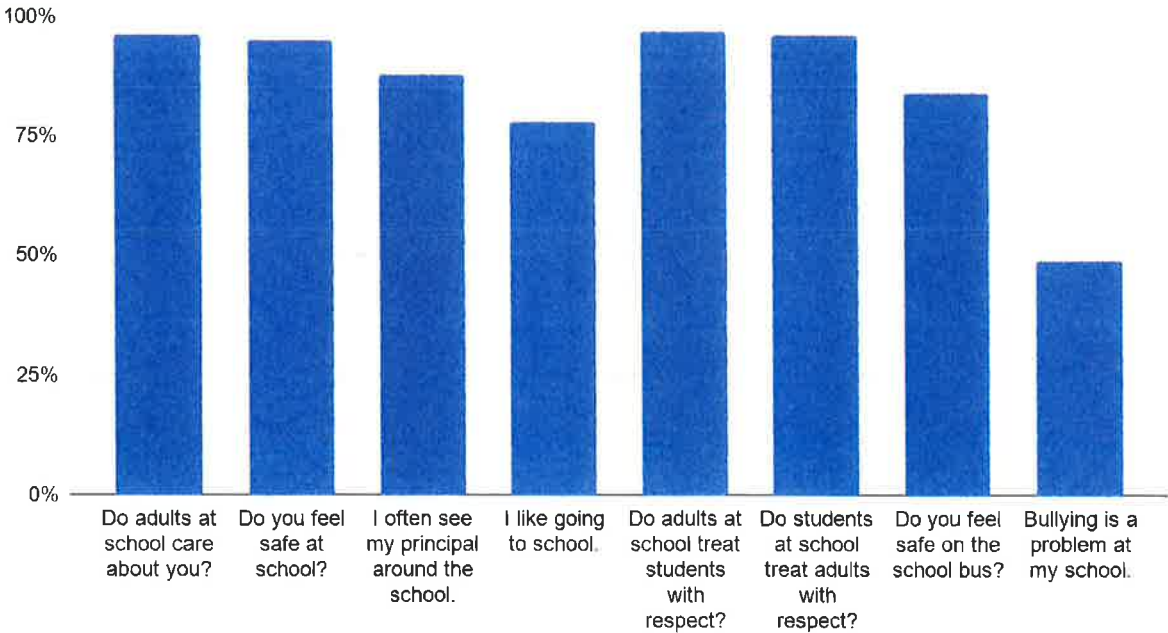
SCHOOL CLIMATE

STUDENT SURVEY

Percent of Students Responding Positively

	2018-2019	2019-2020
Do adults at school care about you?	96%	COVID-19 Closure
Do you feel safe at school?	95%	
I often see my principal around the school.	88%	
I like going to school.	78%	
Do adults at school treat students with respect?	97%	
Do students at school treat adults with respect?	96%	
Do you feel safe on the school bus?	84%	
Bullying is a problem at my school.	49%	

Percent of Students Responding Positively



FAMILY SURVEY

Percent of Families Responding Positively

	2018-2019	2019-2020
This school is a good place to learn.	100%	COVID-19 Closure
I feel welcome at my child's school.	96%	
The school is a safe place for my child.	98%	
The school environment is caring and supportive.	100%	
There is a trusted adult at school that my child can go to if he/she has a problem or needs help with something.	98%	
I know how my child is doing in school before I get my child's report card.	89%	
Bullying is a problem at my school.	13%	

Percent of Families Responding Positively

