



**2021-2022**

## **The Hardy Elementary School Improvement Plan**

Developed by Hardy School Council Members:

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Thank you to the entire Hardy Community for their feedback and input during the process of developing this document.

Hardy Elementary

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*During the 2019-2020 school year and the 2020-2021 school year, the Hardy community engaged in school culture work with the ultimate goal being to establish a new mission and vision statement, as well as identify core values and key words that we will all use when we talk about Hardy. While this work is still in progress, we have made some great gains. Together with our faculty, students, and families, we have identified and recommitted to the words HAND, MIND, and HEART.*

At Hardy Elementary, our vision is carved into the side of the building and has been since 1925. “Here we train Hand, Mind, and Heart for the common good.”



Hardy's School Improvement Plan in the current year is a continuation of work completed during the 2019-2020 and 2020-2021 school years. For reference, past SIP documents are linked [here \(2019-2020\)](#) and [here \(2020-2021\)](#).

#### Data Used to Inform Goals:

- MCAS [Accountability Data](#) and [Trends-MCAS Cohorts 2021](#)
- MCAS Trends 2017-2021

#### ELA High Needs

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
No	513.0	515.2	513.5	515.6
Yes	497.1	497.7	497.4	493.5
<b>Grand Total</b>	<b>507.1</b>	<b>509.4</b>	<b>508.3</b>	<b>508.0</b>

#### Math High Needs

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
No	512.7	509.6	513.2	506.8
Yes	496.3	495.8	496.4	490.9
<b>Grand Total</b>	<b>506.6</b>	<b>504.9</b>	<b>507.6</b>	<b>501.2</b>

ELA IEPS

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
No	509.9	513.1	510.7	512.0
Yes	496.4	493.2	496.3	491.9
<b>Grand Total</b>	<b>507.1</b>	<b>509.4</b>	<b>508.3</b>	<b>508.0</b>

MATH IEPS

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
No	510.4	507.5	511.4	504.6
Yes	492.2	493.1	488.3	486.5
<b>Grand Total</b>	<b>506.6</b>	<b>504.9</b>	<b>507.6</b>	<b>501.2</b>

ELA Econ Dis

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
No	508.8	511.1	509.7	510.1
Yes	494.5	487.6	493.9	488.6
<b>Grand Total</b>	<b>507.1</b>	<b>509.4</b>	<b>508.3</b>	<b>508.0</b>

MATH Econ Dis

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
No	508.5	506.5	509.0	503.0
Yes	492.5	484.1	492.8	482.5
<b>Grand Total</b>	<b>506.6</b>	<b>504.9</b>	<b>507.6</b>	<b>501.2</b>

ELA Ave Scaled  
Score by Race

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
A	505.7	516.0	505.5	502.5
B	486.7	494.5	496.8	507.1
H	504.3	496.8	493.9	505.1
M	504.3	513.8	509.1	498.4
W	509.9	511.0	511.4	510.6
<b>Grand Total</b>	<b>507.1</b>	<b>509.4</b>	<b>508.3</b>	<b>508.0</b>

MATH Ave  
Scaled Score by  
Race

	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>	<i>adminyear</i>
	2017	2018	2019	2021
A	511.5	514.8	510.4	506.3
B	486.7	484.0	489.6	481.4
H	497.1	489.7	491.0	487.2
M	508.6	517.3	510.0	498.8
W	508.6	505.8	510.4	502.5
<b>Grand Total</b>	<b>506.6</b>	<b>504.9</b>	<b>507.6</b>	<b>501.2</b>

### Additional data considered:

- ACCESS data for individual EL students
- Formative and Summative assessments and class work for individual students
- Mental Health Screeners for students in grades 3-5

### Strategic Objectives and Initiatives:

#### Instructional Objective I

Hardy educators will continue to focus on the work of ensuring that all students receive a consistent, high quality, and equitable core education in reading.

Strategic Initiative 1: Early Literacy Skill Instruction and Assessment K-3

<p>During the 2021-2022 school year, educators at Hardy Elementary will participate in a continuous investigation of early literacy learning and the ways to access and continuously monitor progress in students as they develop skills in reading.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>● To provide continuous support and training for educators in early literacy learning and the ways to access and continuously monitor progress.</li> <li>● To instruct students in kindergarten through 3rd grade in the areas of phonemic awareness and phonics.</li> <li>● To introduce the Foundations phonics curriculum in kindergarten and 3rd grade to create a continuous scope and sequence of lessons K-3</li> <li>● To assess all students K-3 using DIBELS as a progress monitoring tool</li> <li>● To utilize Hardy's Title 1 tutor to support early literacy in small, targeted groups in grades K and 1 within the classroom. Groups will be created with our highest needs students first, including EL students.</li> </ul> <p>We will continue the work that was initiated in 2019-2020 and 2020-2021 in order to reinforce phonics and reading skills. Specifically, this year we will use our ACE blocks to look at data and work collaboratively to target the individual needs of our students. Students who are identified as high needs will take priority in our lesson and unit planning.</p>	<p>Responsible Teams and People:</p> <p>Hardy Faculty (classroom teachers, special educators, reading specialists) and Administrators, District Coaches and interventionist (Title 1 Tutor)</p>
<p>Strategic Initiative 2: Literacy Instruction and Assessment in grades 4 and 5</p>	
<p>During the 2021-2022 school year, educators in the upper grades at Hardy Elementary will participate in a continuous investigation of literacy learning and the ways to conference with students during reading instructional blocks and refine our models for working with students in small, targeted groups in the classroom.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>● To adjust our instructional learning models for students in grades 4 and 5 with a</li> </ul>	<p>Responsible Teams and People:</p> <p>Hardy Faculty and Administrators, District Coaches and interventionists</p>

<p>focus on equity</p> <ul style="list-style-type: none"> <li>● To differentiate our instructional learning model to focus on our High Needs students</li> <li>● To use the data from iReady assessments to support lesson development in identified skill areas</li> <li>● To continue our focus on conferencing with students in grades 4 and 5</li> <li>● To support our students in the older grades with Title 1 tutoring or with other teaching models designed to support our most vulnerable students with targeted interventions.</li> </ul>	
Outcomes and Benchmarks	
<p>Description: We will use current assessments to support differentiation in the classroom. The iReady assessment is used in the upper grades and the platform has elements that have not yet been explored and used for this purpose. The iReady assessment has lesson plans that meet the objectives identified in the results reported for each student. The skill of conferencing, both with individuals and small groups, will also support this goal.</p>	<p>Target: Targets for grades K-3 will be based on fall assessments (DIBELS and Foundations). Targets for grades 4 and 5 will be determined following the first round of iReady in the fall of 2021.</p>
Professional Development to Support Objective 1	
<ul style="list-style-type: none"> <li>● Participation in MTSS Academy through the Department of Elementary and Secondary Education (DESE) with a focus on Culturally Responsive Teaching (CRT) and PBIS (Positive Behavior Interventions and Support). These solid SEL practices support student engagement and success within the classroom and also work well with Responsive Classroom, our school-wide approach to building and maintaining a strong learning community at Hardy. When SEL skills are taught and students are able to build strong relationships and be self-aware when it comes to their SEL needs, academic engagement will increase.</li> <li>● Collaboration with district literacy coaches in order to augment teacher skills, strategies and practice. The ACE block times will be critical to the success of this goal area. District coaches will support teachers during ACE blocks with strategies and resources.</li> </ul>	
District Resources to Ensure Success	



- **Faculty Meeting Schedule and PD:** [Tuesday Early Release PD Schedule](#)
- District Coaches
- Support of ACE block time in the master schedule
- Staffing

### Instructional Objective II

During the 2021-2022 school year, the faculty at Hardy Elementary School will ensure all students are able to achieve at high levels through the equitable implementation of evidence-based interventions and use of student level data to inform instruction.

#### Strategic Initiative 1: Multi-Tiered Systems of Support

The Hardy Elementary School faculty will engage in this professional development work as a whole, as teams, and as individuals, during faculty meetings and ACE Blocks. Each faculty member will define actionable steps based on data collected early in the 2021-2022 school year. The ACE blocks (Assessment, Collaboration, and Evidence) will be the time during which our teachers will focus on students as individuals with a particular set of needs. These discussions will lead to the planning and development of lessons that adjust practice with the needs of these students in mind.

As a faculty, we will continue to commit ourselves to Responsive Classroom and Tools of the Mind as approaches to learning school-wide. We recognize that the first six weeks of school are critical and these approaches are well integrated into our system and we believe this continues to be a great value to our students.

The faculty will continue to engage in professional development experiences through two grants. The grants are supported by the Department of Elementary and Secondary Education and are MTSS Academies (Multi-Tiered Systems of Support). The first is Positive Behavior Interventions and Supports (PBIS) and the second is Culturally Responsive Teaching (CRT).

Together with our Hardy social workers, teams at select grade levels will begin to integrate the use of the evidence based Second Step Curriculum into our weekly schedule with the

#### Responsible Teams and People:

Hardy Faculty, Administrators, Students and Families

CRT coach from AdaptivX and PBIS coach from PBIS (outside contractors provided through DESE grants "MTSS Academies")

<p>goal of supporting Responsive Classroom practices with targeted skill instruction in the skill areas of relationship building and self awareness.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>● To engage in professional development on Positive Behavior Interventions and Support (PBIS) with the PBIS Academy grant work made possible by the Massachusetts Department of Elementary and Secondary Education (DESE)</li> <li>● To continue to grow our Hardy School Culture Team and use the team as teacher leaders to share the learning during faculty meetings and other planning times.</li> <li>● To roll out our new school-wide behavior matrix using student friendly language. On the behavior matrix, “Hand” becomes “Safe,” “Heart” becomes “Kind,” and “Mind” becomes “Responsible.” At Hardy, we are Safe, Kind, and Responsible.</li> <li>● <a href="#">Hardy Draft of Behavior Matrix</a></li> <li>● To work with all faculty, students, and families on understanding and committing to our goal of meeting the needs of all of our students through equitable practices to improve learning outcomes and create additional opportunities for those who need it most. Students must feel a sense of belonging and the SEL needs of students must be met and self-regulation must be present before learning can take place.</li> <li>● To continue our introduction of the Second Step Curriculum to teach social skills to our students (Tier I) during morning meetings twice a week at select grade levels (2, 4, and 5)</li> <li>● To introduce Second Step and provide resources to our specialist teachers (Art, Music, PE, and Library) and continue to develop school-wide language for SEL using our behavior rubric.</li> <li>● To train select faculty members in TCI (Therapeutic Crisis Intervention).</li> </ul>	
Strategic Initiative 2: Assessment of Hardy’s Student Support Team (SST) process and Tiered Interventions	
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>● In order to investigate the ways we approach and talk about students who are not meeting benchmark at each grade levels during ACE block meetings, we must first develop a common area of focus to drive our work for the year</li> <li>● Next, we will compare the data we are collecting on students across the grade level and see</li> </ul>	<p>Responsible Teams and People:</p> <p>Hardy classroom teachers, special educators, math interventionist, math coach, school social workers, Title 1</p>

<p>which students have been brought into the SST process in the past and which students we believe should be a part of the process now (while looking at and thinking about the question, “Who has been brought to SST in the past?” and “What do we notice about past practices?”)</p> <ul style="list-style-type: none"> <li>• Then, we will collaboratively create interventions that support Tier II instruction within the classroom specifically with the support of our math interventionist</li> <li>• Last, we will explore the support structures in place and create a schedule for intervention that is more “Push In” and less “Pull Out,” specifically in math as a content area.</li> </ul>	Tutor
Outcomes and Benchmarks	
<p>Description: The Hardy Faculty will participate in a shared decision making model that uses data to inform instructional practices and continues the work of the 2020-2021 school year. The focus of the work in 2021-2022 will be an assessment of the Student Support Team and how effective this process is in meeting the needs of our most vulnerable students. It is our feeling that if we approach our data team meetings (ACE blocks) as an investigation into the ways we can consistently and equitably meet the needs of our students, we will see a more consistent and equitable approach to those students who are brought into the SST process.</p>	<p>Target: The creation of baseline data on Hardy’s SST and how our ACE block data meetings can be used to support equity in the tiered intervention process and in student support.</p>
Professional Development to Support Objective II	
<p><u><a href="#">Positive Behavior Interventions and Supports</a></u></p> <ul style="list-style-type: none"> <li>• Hardy School PBIS Behavior Matrix <u><a href="#">Working copy here</a></u></li> </ul> <p><u><a href="#">PBIS Academy</a></u></p> <p><u><a href="#">CRT Academy</a></u></p> <p>Responsive Classroom website <u><a href="#">link</a></u> and a whitepages resource on <u><a href="#">RC and PBIS</a></u>.</p>	

Second Step Pilot ([information on Second Step here](#))

### [Tools of the Mind](#)

ACE Blocks (Assessment, Collaboration, and Evidence)

Student Support Team (SST) documents (Hardy Shared Drive)

### District Resources to Ensure Success

- Second Step Curriculum and materials
- **Faculty Meeting Schedule and PD:** [Tuesday Early Release PD Schedule](#)
- District Coaches

### Equity and School Culture Objective

During the 2021-2022 school year, the Hardy Elementary School community will engage with each other to explore and celebrate our diversity and reflect on our identities.

Strategic Initiative 1: Collaboration between Hardy committees with a focus on equity work including the Hardy School Council, the Diversity and Inclusion Group (DIG), and the Parent-Teacher Organization (PTO), as well as our Hardy students.

Action Steps: During the 2021-2022 school year, caregivers, faculty, and administrators will work together to strengthen our focus on equity work as a community by creating an organizational structure that increases our community's ability to engage in this work together.

- First, representatives from the faculty and caregivers from home will meet to discuss the possibility of a new structure for committee meetings (early September) including bringing the Diversity and Inclusion Group (DIG) into the School Council so these groups work as one connected committee.
- Next, we will work during our committee meeting time to create a survey to share with faculty, families, and students on our ability to meet the needs of our diverse population at

Responsible Teams and People:

Faculty and Administrators, Caregivers at home, PTO, School Council, DIG team members, Students

<p>Hardy and to create an inclusive environment for everyone.</p> <ul style="list-style-type: none"> <li>• Then, our adult working groups at Hardy will invite faculty and caregivers to participate in listening sessions throughout the year. Focus groups with students will also be scheduled beginning with 5th grade.</li> <li>• Last, we will report on our findings and use the data to direct our work in coming years.</li> </ul>	
Strategic Initiative 2: Celebration of Diverse Identities	
<p>During the 2021-2022 school year, the Hardy community will engage in a study of identity through self-reflection and the arts, including poetry and visual arts.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>• First, Hardy administrators and representative faculty members will discuss enrichment opportunities for students and families with the Hardy Parent-Teacher organization (PTO)</li> <li>• Next, we will explore the possibilities and work together to write grants to support these enrichment efforts (Mass Cultural Council and Arlington Educational Foundation)</li> <li>• Then, we will schedule whole school experiences that support each student and adult member of our community to explore their identity through self-reflection and the arts (possible program through the Mass Cultural Council with Arlington's Poet Laureate as Hardy's poet in residence, Steven Ratiner)</li> <li>• Last, we will make connections and reflect on our place and the ways in which we interact with our immediate environment and each other.</li> </ul>	<p>Responsible Teams and People:</p> <p>Faculty and Administrators, Caregivers at home, District Social Studies Coaches, PTO, District Librarians</p> <p>Other possible connections/enrichment activities to explore include local storytellers (for example, True Story Theater)</p>
Outcomes and Benchmarks	
<p>Description: This goal is a continuation of identity work that has been in progress for Hardy educators for several years. <a href="#">Learning Circles</a> were a collaborative effort between teachers and families in our DIG and took place during the 2019-2020 school year. This exploration of identity was focused on teachers. True Story Theater, a local theater group, also supported these efforts through a faculty professional development workshop. Our efforts for this year will continue with educators, but we will also broaden our scope to include students and families. We recognize that in</p>	<p>Target: Comparison data from teachers, students, and families through the use of the Panorama survey, which was also administered during the 2020-2021 school year.</p>

<p>order to teach and facilitate this work with students, we as adults must continuously look inward and explore our own identity, and also include an acknowledgement that we all have bias and this impacts the decisions we make each day. Our goal will be to raise the voices of family members and students through creative work, but also through surveys to be presented during this school year.</p>	
Professional Development to Support Objective 1	
<ul style="list-style-type: none"> <li>• Work with Arlington social studies coaches</li> <li>• Collaboration between Hardy faculty and caregivers who sit on our school committees (PTO, DIG, School Council)</li> <li>• Support and guidance from our Adult English Language Group at Hardy</li> </ul>	
District Resources to Ensure Success	
<p>We will work with district social studies coaches and librarians to:</p> <ul style="list-style-type: none"> <li>• Look at resource guides pertaining to Indigenous Representation for Indigenous Peoples Day and Thanksgiving (coaches)</li> <li>• Support enrichment activities by using contacts shared with us by coaches (storytellers, for example)</li> <li>• Explore what new read alouds are supporting representation of diverse identities (coaches and librarians) and provide these for teachers</li> <li>• Recognize and pull from the wide variety of professionals we have in our district who are able to support these efforts, including our coaches, librarians, DEI leaders, and others.</li> </ul>	




