



2022-2023

The Hardy Elementary School Improvement Plan

Developed by the Hardy School Instructional Leadership Team in collaboration with 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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APS Vision Statement

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

APS Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

[APS District Goals 2022-2023](#)

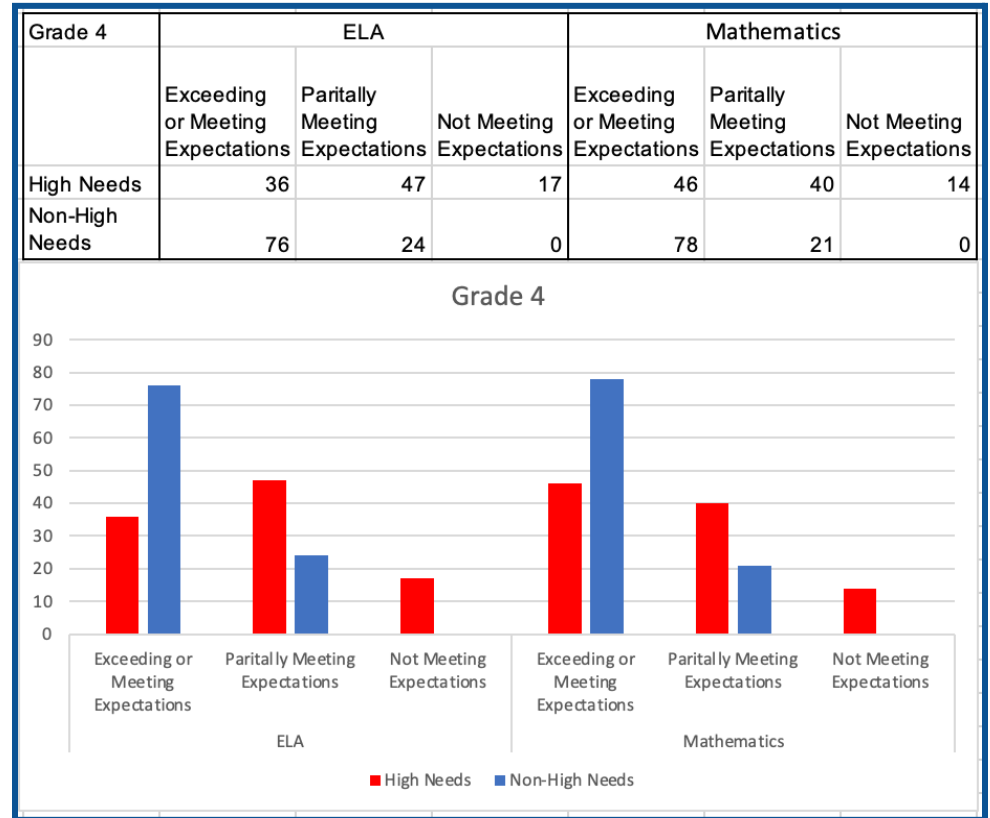
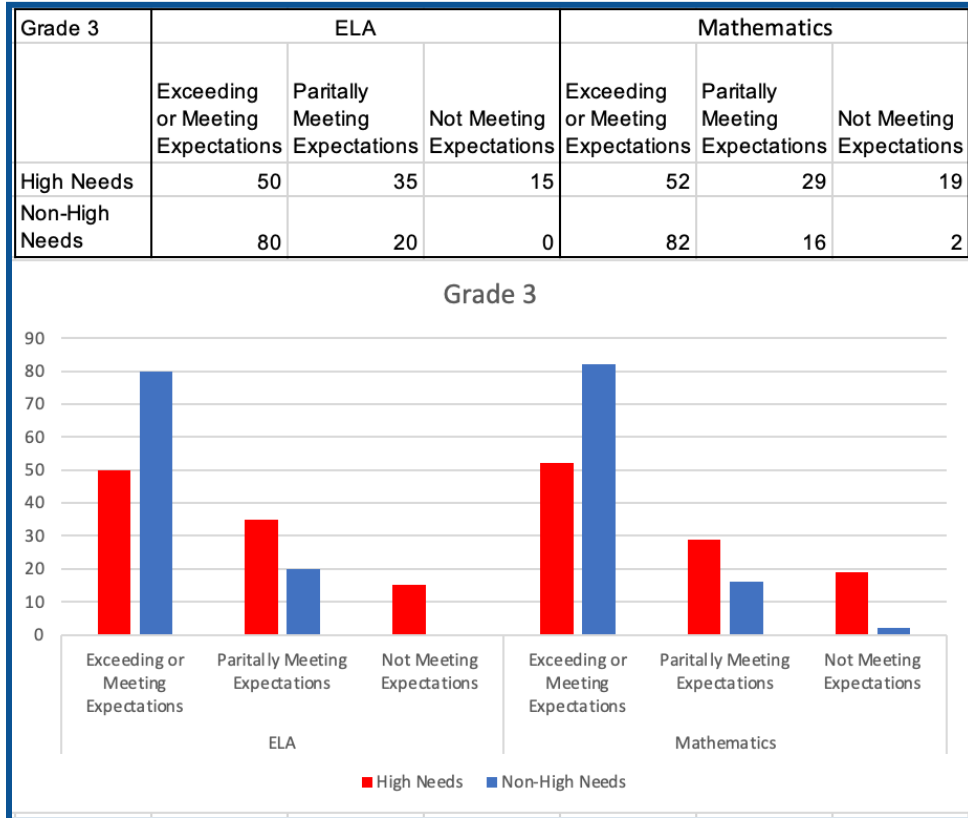
School Values/Vision/Mission

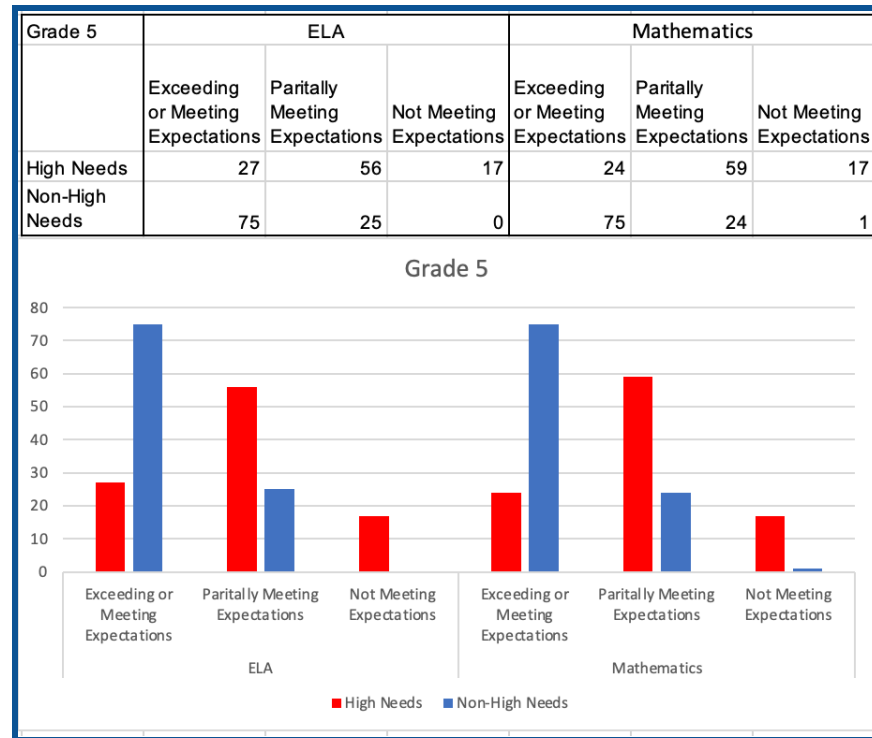
At Hardy Elementary, our vision is carved into the side of the building and has been since 1925. “Here we train Hand, Mind, and Heart for the common good.”



Through extensive work with our students, we have translated Hand, Mind, and Heart into the words Safe, Kind, and Responsible. These words are designed to support our students in an understanding of our expectations of how we work, learn, and play together each day at school.

Data to Inform Planning-MCAS, Panorama, and Formative Student Assessment





Data from early literacy screenings 2022 The Dynamic Indicators of Basic Early Literacy Skills

Hardy Composite Scores Spring 2022

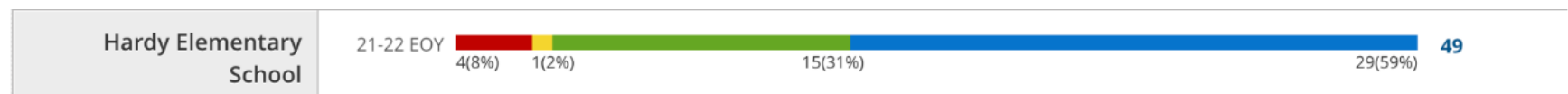
Kindergarten



1st Grade



2nd Grade



3rd Grade



Data from Panorama Survey 2021:

| Student Sense of Belonging | Fall 2021 |
|----------------------------------------------------------------------|-------------------------|
| If you walked into class upset, how concerned would your teacher be? | 40% responded favorably |
| How well do people at your school understand you as a person? | 58% responded favorably |
| Overall, how much do you feel like you belong at your school? | 74% responded favorably |

| Staff Sense of Belonging | Fall 2021 |
|-------------------------------------------------------------------|-------------------------|
| How well do your colleagues at school understand you as a person? | 40% responded favorably |
| How connected do you feel to other adults at your school? | 47% responded favorably |

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| Overall, how much do you feel like you belong at your school? | 63% responded favorably |
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| Family Sense of Belonging | Fall 2021 |
|----------------------------------------------------------------------------------------------------------|-------------------------|
| How much does the school value the diversity of children's backgrounds? | 61% responded favorably |
| Overall, how much respect do you think the teachers at your child's school have for the children? | 87% responded favorably |
| How well do administrators at your child's school create a school environment that helps children learn? | 83% responded favorably |

Strategic Objectives and Initiatives

Strategic Goal I: Targeted Instruction and Specific Feedback

Hardy students will receive targeted, differentiated feedback designed to support their progress from an individualized baseline.

| Alignment to District Strategic Goals |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Arlington Public Schools District Strategic Goal 1:</p> <p>Ensuring Equity and Excellence: The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.</p> |
| Strategic Initiatives and Action Steps |

Initiative 1: Hardy educators will implement a specific focus on data driven, differentiated instruction delivered in small groups and including explicit feedback and skill development to all students as part of their continued work of ensuring a consistent, high quality, rigorous, and equitable core education in all academic areas.

| Action Steps: | Responsible Teams and People: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educators will choose an academic area, based on formative data collected throughout the 2021-2022 school year and early in the 2022-2023 school year, on which to focus this work. For reading, this will include The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, math fluency data, and iReady. Baseline data will vary by grade level and will be reviewed during weekly Assessment, Collaboration, & Evidence (ACE block) meetings and common planning times. | Grade Level Teams including special education teachers, reading specialists, English Language (EL) teachers, interventionists, building based coaches, district coaches, and administrators |
| Individualized and differentiated instruction will first focus on those students identified as high needs who are not meeting established benchmarks. Individualized and targeted feedback will be designed to support the growth of all students, both in high needs groups and non-high needs groups. | Grade Level Teams including special education teachers, reading specialists, EL teachers, interventionists, building based coaches, district coaches, and administrators |

Initiative 2: Hardy Elementary School educators will use student data in the area of social-emotional learning in order to implement equitable, evidence-based interventions that promote skill development in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

| Action Steps: | Responsible Teams and People: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educators at Hardy Elementary will continue to develop the practice of using Responsive Classroom, Second Step, Positive Behavioral Interventions and Supports (PBIS), and Culturally Responsive Teaching (CRT) as a means of instructing students in the skills and competencies of Social-Emotional Learning (SEL) school | Grade Level Teams including special education teachers, reading specialists, EL teachers, interventionists, building based coaches, district coaches, and |

| wide. | administrators |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educators will provide direct social emotional learning instruction through the use of the digital version of the Second Step Curriculum as a pilot for APS. | Grade Level Teams including special education teachers, social workers, EL teachers, district SEL coaches |
| <p>Educators will build upon previous professional learning on the foundational concepts of PBIS in order to roll out the PBIS school wide acknowledgement system.</p> <p>Continue to participate in training with the PBIS Hardy team and send educators to PBIS meetings and conferences</p> | <p>Grade Level Teams including special education teachers, reading specialists, EL teachers, interventionists, building based coaches, district coaches, and administrators, as well as all paraprofessionals, cafeteria staff and recess monitors</p> <p>PBIS coaches, May Institute</p> |
| Outcomes and Benchmarks | |
| Description: | Outcome: |
| Improvement in Academic Outcomes based on formative assessments in math and reading for students in all groups K-5 with a decrease in achievement disproportionality between high needs and non high needs groups. | Students will have one year worth of growth, at minimum, from baseline in formative assessments. For some students, more than one year of growth may be achieved. |
| Initiation of a Culturally Responsive Teaching Team with the CRT Multi-Tiered System of Supports (MTSS) Academy and assigned CRT coach through the consultant group AdaptivX. | Hardy will form a CRT Team that meets 2 hours per month. AdaptivX online training modules will be used to support the professional development plan. |
| Improvement to 80% progress made school wide on the PBIS Tiered Fidelity Inventory | An increase from 47% to 80% on the |

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| with the help of our MTSS Academy PBIS coach. | PBIS Tiered Fidelity Inventory by June 2023. Data linked from June 2022 |
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Necessary Resources to Ensure Success

List resources from the district and/or school budgets that will be required to facilitate and enable success for this strategic goal and its related initiatives.

- Weekly grade level team meetings during ACE blocks and Common Planning Time (CPT) to review formative data, observations, & student work
- District Coaching Teams in Math, English Language Arts (ELA), & SEL
- District assessment & instruction resources: DIBELS, Foundations, Heggerty, Geodes decodable texts, TERC Investigations 3.0, Math Fluency Screeners, Digital Second Step Curriculum
- District-Wide professional development with ELA, Math, and SEL coaches

Strategic Goal II: Sense of Belonging

Alignment to District Strategic Goals

Arlington Public Schools District Strategic Goals 1, 2, and 4:

Ensuring Equity and Excellence: The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.

Valuing All Staff: The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.

Sustaining Collaborative Partnerships: The Arlington Public Schools will partner collaboratively with families in meeting the

educational needs of all students; facilitate consistent two-way communication; and provide timely, transparent, relevant, and accessible information to all stakeholders.

Strategic Initiatives and Action Steps

Initiative 1: Hardy Elementary School educators will work to create an environment that consistently supports conversations about and a recognition of diverse backgrounds, identities, and individual differences that actively and explicitly integrate the experiences of our students, faculty, and families.

Action Steps:

Responsible Teams and People:

Establishment of an Instructional Leadership Team (ILT)

Instructional Leadership Team together with the Hardy Community

Develop Building Based Faculty professional development with the ILT focused on belonging

ILT, together with the Culturally Responsive Teaching Team (CRT), and CRT coach

Explore use of AdaptivX training modules

Initiative 2: The Hardy ILT and greater community will understand what the members of our community believe creates a Sense of Belonging.

Action Steps:

Responsible Teams and People:

[Questionnaire](#): We will use resources to develop a series of questions that will be asked of students, faculty, and adult caregivers connected to Hardy.

Hardy ILT

Based on the results of the questionnaire, the ILT will design next steps that may include focus groups designed to better understand the experience of our community members and answer the question, "What does belonging mean to me?"

Hardy ILT, PTO, School Council, DIG

A focus on educators and the ways we are able to support a healthy and positive work environment for

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| our staff based on specific feedback gathered will be a priority. | |
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| Outcomes and Benchmarks | |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Description: | Outcome: |
| Improvement of School Experience and Sense of Belonging for students. | 80% of students 3-5 will respond favorably on sense of belonging indicators on the Panorama survey. |
| Improvement of School Experience and Sense of Belonging for staff. | 80% of staff members will respond favorably on sense of belonging indicators on the Panorama survey. |
| | 100% of students K-5, and Hardy educators, will participate in a school based audit of what it means to belong. |
| Improvement of School Experience and Sense of Belonging for families as measured by participation in school surveys. | By June 2023, at least 50% of our adult caregivers will participate in an audit of what it means to belong. |
| Increased collaboration and response to the needs of Hardy families with our Hardy School Council, PTO, and DIG. | By June 2024, at least 75% |
| | By June 2025, at least 95% |



By June 2025, we hope to see other areas of improvement in this data, specifically when it comes to teacher-student conversations and student-student accountable conversations. For example, how do we build accountable conversations that allow for the type of risk-taking that would set the foundation for more vulnerable conversations around race, etc.? Conversations about race are our lowest numbers in the Panorama data, but we believe there is work that needs to be done first to strengthen trusting relationships throughout our school community.

Necessary Resources to Ensure Success

- District support in the form of training and compensation for the Instructional Leadership Team at Hardy
- Collaboration with SEL coaches
- Guidance in questionnaire development and analysis from coaches
- Collaboration with other Hardy groups including the Parent-Teacher Organization (PTO) and the Diversity and Inclusion Group (DIG).