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# Hardy Elementary School Improvement Plan 2022-2025



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Education That Empowers

# Agenda



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- Introduction to the Hardy
- Hardy Wins
- Hardy Challenges
- Priorities for 2022-23
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A

# Introduction



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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.



# Hardy Wins



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- Establishment of new Hardy Instructional Leadership Team
- Continued development of teacher leadership opportunities at Hardy
- Continued partnership with families through our Hardy School Council, PTO, and DIG
- Formative assessments and screeners used in academic areas
- Significant progress in the development of support systems for individual students in need as well as school wide systems of support
- Move to school based coaching in ELA to join building based math coaches
- Outperforming the state on MCAS measures
- Pilot of digital tools to teach Second Step social skills lessons K-5

# Wins - Academics & Sense of Belonging

**Data from Science  
MCAS Grade 5**



**Discussions on belonging have begun for all stakeholders based on Panorama survey data from 2021.**

- *Overall, how much do you feel like you belong at your school? (74% of students responded favorably)*
- *Overall, how much respect do you think the teachers at your child's school have for the children? (87% of caregivers responded favorably)*

# Hardy Challenges

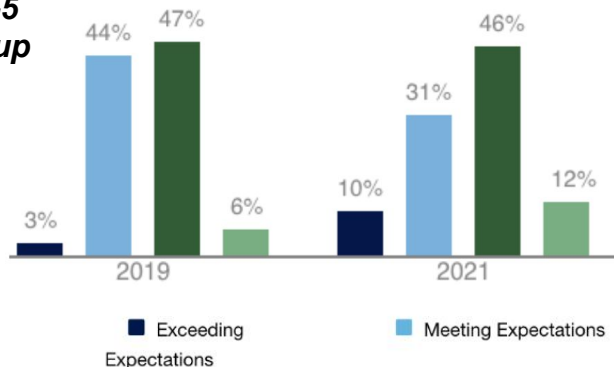


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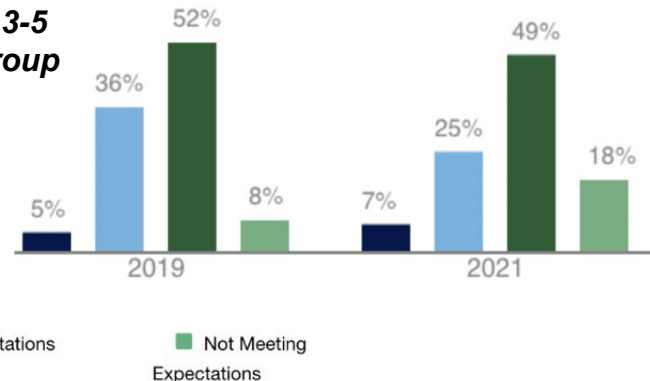
- Continued disproportionality in summative assessment results for some cohorts of students-MCAS scores are not meeting or exceeding expectations for many students in high needs groups
- Continued need for differentiation for all levels of learners
- Challenges in staffing, especially in the area of special education and the role of paraprofessionals
- Daily challenges with coverage when staff members are absent (no reliable sub pool)
- Rising mental health issues for all members of our community
- Decreased volunteerism in PTO and other caregiver groups

# Challenges - Academics & Sense of Belonging

*Data from ELA  
MCAS Grades 3-5  
High Needs Group*



*Data from Math  
MCAS Grades 3-5  
High Needs Group*



## Staff Sense of Belonging--Panorama 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
- Overall, how much do you feel like you belong at your school? 63% responded favorably

# 2022-23 Priorities



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- The implementation and specific focus on data driven, differentiated instruction delivered in small groups and including explicit feedback and skill development to all students
- The use of 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
- The creation of 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
- Through the ILT, the gathering of information to help better support our understanding of what our community members believe when it comes to a sense of belonging



# Key Initiatives/Action Steps



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- Continued focus on the use of formative assessment data. Baseline data will vary by grade level and will be reviewed during weekly ACE block meetings and common planning times.
- Continued focus on the practice of using Responsive Classroom, Second Step (digital tools included), PBIS, and Culturally Responsive Teaching (CRT) as a means of instructing students in the skills and competencies of Social-Emotional Learning (SEL) school wide.
- Establishment of an Instructional Leadership Team (ILT)
- Develop Building Based Faculty professional development with the ILT focused on belonging and community for educators.
- Design next steps that may include focus groups or empathy interviews to better understand the experience of our students and community members and answer the question, “What does belonging mean to me?”

# Resources



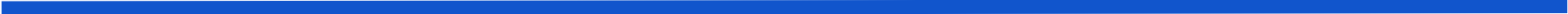
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- Focus on staffing and our ability to attract and retain both professional and paraprofessional staff members
- Continued development of partnerships between coaches, librarians, and other professional staff and general education classroom teachers
- Continued support of digital tools to use in SEL lessons
- Continued development of special education programming at Hardy (SLC)
- Continued focus on differentiated professional development opportunities for all staff members by partnering with district and building based coaches as well as external coaches (PBIS and AdaptivX)
- Time for evaluation in the PD calendar for the core literacy program review and other responsibilities while we continue to work on school based goals.

# Q&A



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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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**Thank you for your kind attention and continued support.**