

Hedge Elementary School



April, 2024
Year 2 of 3



Thank you! School Council Members

Kristin Wilson, Principal

Katie Daiye, Parent

Maggie Wright, Parent

Amy Rosen, Parent

Kathleen Jackson, School Committee Member

Michael MacEachern, Grade 3 Teacher



Hedge School Mission and Vision

Mission

The mission of Hedge School is to foster an inclusive community that nurtures and challenges each child. We work to eliminate barriers and develop an environment that enables students to achieve high standards of intellectual excellence while developing strong social and cultural awareness. Students are valued as individual learners and the entire Hedge School community is an integral part of each student's success.

Vision

The Hedge School Community thrives to increase academic achievement and reduce the achievement gap for all learners through the implementation of Universally Designed Instruction in an inclusive setting that embraces the diversity and talents of its members and affirms the voices of learners and families.

Hedge School Demographic Information

School Wide Title 1
Low Income 66.5%
High Needs 79.8
SWD 13.8% (20%)

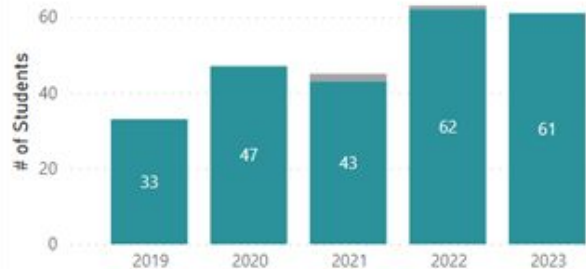
12 Classrooms K-5
Enrollment: 215 Students
Average Class Size :18

Qualify for ELL 72 (33%)
ESL: 88 (41%) 40%

ACCESS Participation

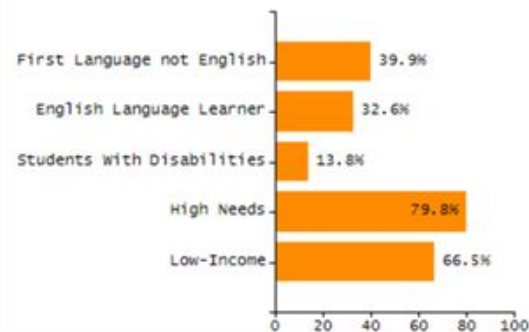
of Students Tested

Took Test ● Yes ● No



Selected Populations

Selected Populations

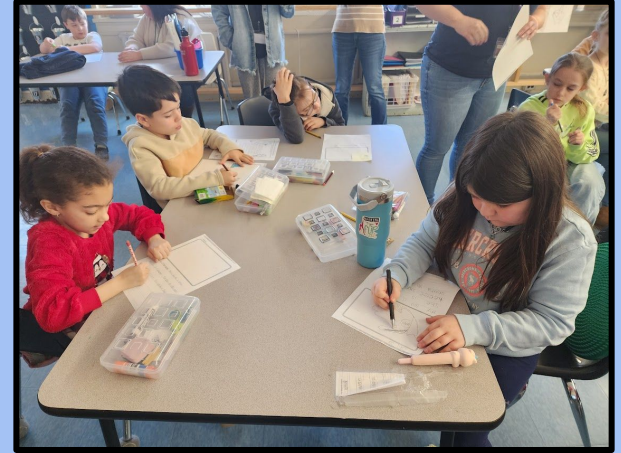


October 1, 2023 DESE Data

Goal Focus Area: Academic Achievement

Goal 1: Improve the outcomes of all learners through an inclusive and equitable education.

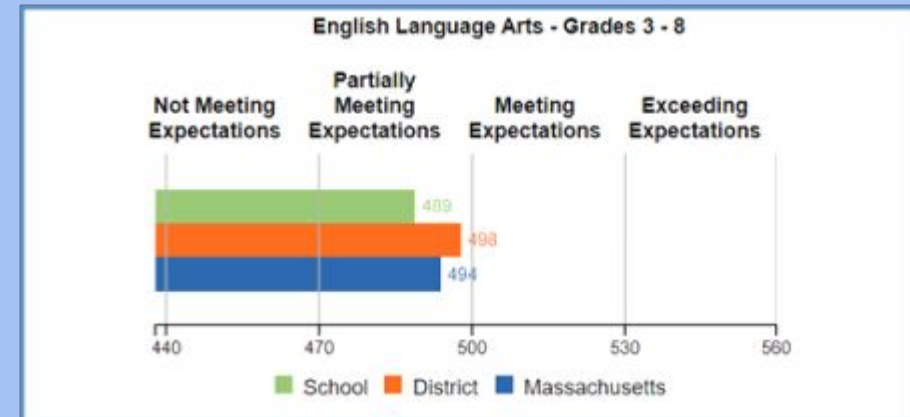
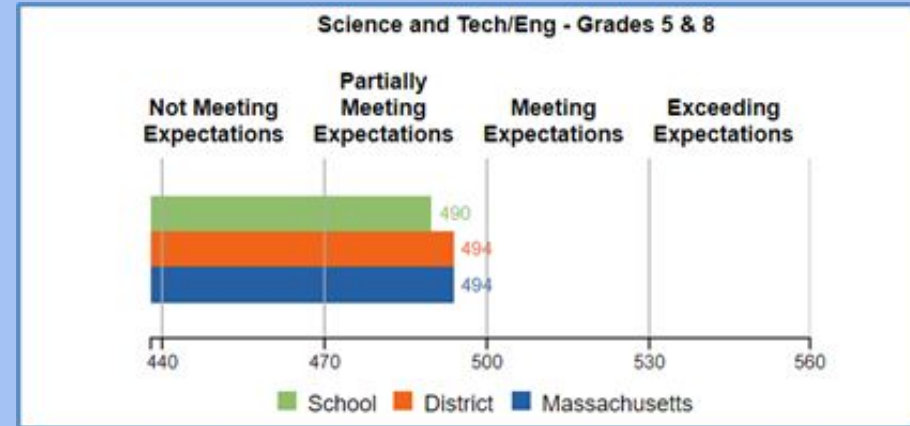
- Reading & Writing Project with Mossflower
- Math Workshop Professional Development
- Early Literacy Data Teams
- Child Study & Student Support Team
- EL Schedule & Model Changes
- District & Confianza Learning Walks
- EL Professional Development with Confianza



Goal 1: Academic Achievement

MCAS Data

Spring MCAS Results		
ELA	Proficiency	SGP
2021	35.7 %	38.5%
2022	34.8%	51.9%
2023	34%	54%
Math	Proficiency	SGP
2021	27.4 %	46.3%
2022	26.1 %	42 %
2023	35%	52%
Science	Proficiency	SGP
2021	40%	N/A
2022	32%	N/A
2023	30%	N/A



Year 2: Academic Achievement

- Continue work from Year 1
- Reflect and refine Workshop Routines and Practices
 - Engagement: Berry Engagement Continuum
 - Responsive Teaching: data, small group instruction
 - Oral Rehearsal Practices
- Phonics Units K-2
- New Writing Units 3-5
- Kindergarten Number Corner Routines
- Continue exploring best practices with MLL learners
 - Confianza
 - Co-Teaching
 - Integrating Language Standards in Tier 1



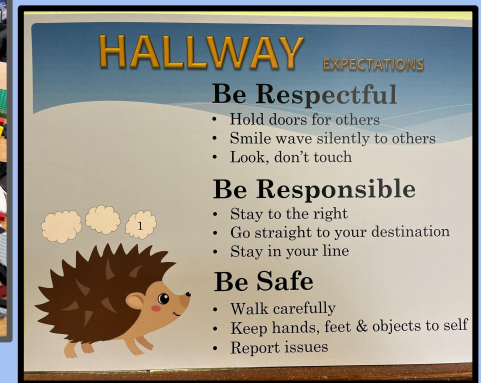
FIGURE 3.2 • Disrupting to Driving: A Continuum of Student Engagement

	ACTIVE ←	PASSIVE		→	ACTIVE	
	DISRUPTING	AVOIDING	WITHDRAWING	PARTICIPATING	INVESTING	DRIVING
Engaging in learning	Derisively disrupting the learning environment Refusing to participate Arguing with the teacher	Looking for ways to avoid work Being off-task Being unprepared Looking for reasons to leave the room or move around the room	"Tying under the table" Physically separating from others Being distracted Putting in low effort	Doing the work Being on task Paying attention Responding to questions	Asking questions about what we are learning Volunteering what we are learning Showing interest or curiosity in what we are learning Engaging in learning	Setting goals for my learning Seeking feedback to help me improve Seeking out challenges Monitoring and evaluating my progress
Engaging with others	Arguing with peers Trying to distract others	Off-task talking with others Playing around with others instead of working	Sitting with a group if directed but not interacting	Working with others when directed to do so	Sharing ideas and thinking with peers Following shared interests	Collaborating with others toward a shared goal Challenging each other to drive improvement
	Students are disengaging from the planned learning experience			Students are engaging in the planned learning experience		
What goals might the teacher have for engagement in the learning experience?	I want them to follow my lead and complete certain tasks		I want them to be interested in learning and actively involved in the process		I want them to be proactive and collaborative learners	

Goal Focus Area: Social Emotional Learning

Goal 2: Develop and implement a network of social and emotional support for all learners.

- Revised PBIS Program
- Evaluate Responsive Classroom Practices
- Big Brother Big Sister School Program
- Peer Leaders & Mentors
- Para & Specialist support meetings
- Weekly Student Support Meetings
- Child Study Process



Year 2: Social Emotional Learning

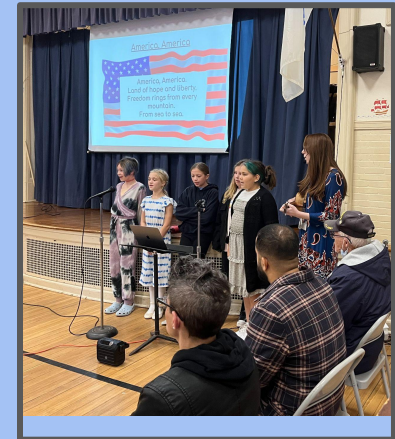
- Continue Year 1 Initiatives
- Review Responsive Classroom Components
 - Morning Meeting, Quiet Time, Buddy Rooms, Positive Teacher Language
- Review Student Self-Regulation techniques
 - Zones of Regulation, Calm Classroom, Social Thinking
- Revise Kindergarten Orientation and Screening
- Increase contractual counseling services



Goal Focus Area: Community and Family Engagement

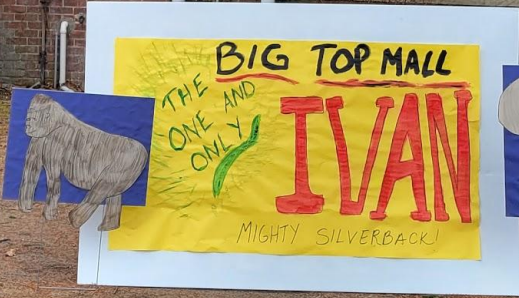
GOAL 3: Engage all stakeholders to support the success of all students.

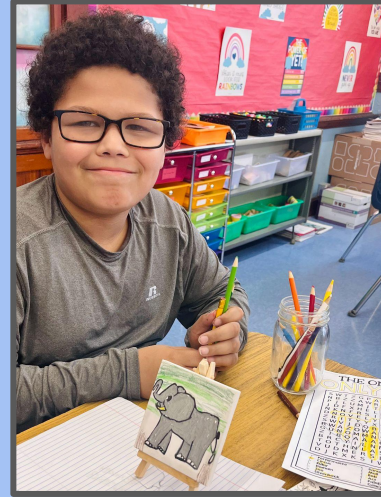
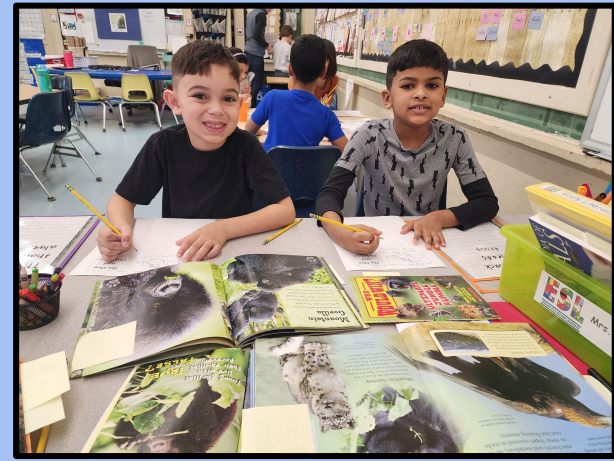
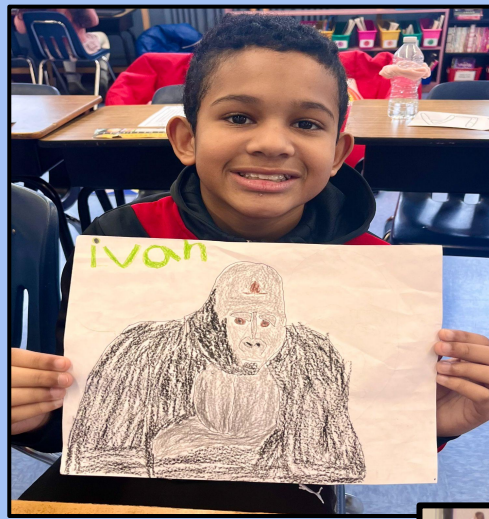
- Multilingual Family Night
- Curriculum Celebrations
- Newsletters & Communications
- Homework Survey (31/51)
- Zion Readers
- Lending Library
- Chronic Absenteeism
- Kindergarten Reading Bags
- Early Literacy Parent Notification
- Fun with Staff and Students



Hedge Elementary School
MAIN ENTRANCE

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Year 2: Community & Family Engagement

- Continue Year 1 Initiatives
- Homework Expectations
- Welcome Protocol
- CARE Club School Wide Activities
- Partner with out Community Organizations
- After School Playground Safety
- Family Engagement Best Practices



THANK YOU!

