

Hamilton Elementary School School Improvement Plan (SIP) 2016-2018



Mission Statement: The mission of Hamilton Elementary School is to provide a nurturing environment that fosters high expectations and a commitment to lifelong learning.

Beliefs:

We believe all students can thrive when supported, nurtured, and engaged in rigorous and challenging academic experiences.

We believe all students can become active community members and leaders using the skills of cooperation, assertion, responsibility, empathy and self-control.

School Improvement Team Members 2016-18

Administration	Faculty	Parents/Guardians	Community Member	Teaching Assistant
Kaitlin Lambert Donahue, Ph.D. Principal	Allison Chatowsky Sarah Goozey Elizabeth Beach Kim Roberts Celia Tafuri Ashley Amsden Deb Albin Christina Broomfield	Jake Mather Julie Krause	Shana (Owner of local restaurant, Rome Point, document was shared with business TBD)	Jackie Alfano

**Hamilton Elementary
School Improvement Plan
2016-2018**

Goal ELA: To improve student achievement in written responses to literature in informational and literary text.

Related to District Strategic Plan: District Goal 1: Support achievement of rigorous learning goals and continuous growth.
(Develop literacy across the curriculum in all content areas as required through CCSS)

Action Step/ Strategy (What will students do?)	Timeline (When?)	Means of Accomplishment (How will Teachers Accomplish?)	Resources Needed (What will students or teachers need?)	Evaluation (How will we know if we are successful?)
1. Students will construct appropriate responses to text orally and in writing. All students will demonstrate proficiency or will show growth towards proficiency.	Ongoing - all classroom work	Guided reading groups, flexible grouping Whole class skills/strategy instruction, including read-alouds. Strategy Groups	Variety of books (including Math books - Burns) Literature series Rubrics Additional whole class novels Common Planning	State testing results (PARCC Fall 2017) STAR data Team goal data Formative Assessments Summative Assessments District-wide K criteria
2. Students will refer to the text and provide evidence when answering	On-going - all classroom work	Flexible Grouping Whole class instruction	Variety of books - Fiction and nonfiction (Science and Social	Assessment Summative &

<p>and asking questions, including higher level thinking skills. All students will demonstrate growth.</p>		<p>Close reading</p>	<p>Studies) across content areas Science Kit Non-fiction texts Common planning and Professional Development on CCSS</p>	<p>formative assessments SLO Rubric STAR data Team Goal Data Classroom Assessments Magazines News</p>
<p>3. Students will participate in collaborative conversation using accountable talk during instruction and in class discussions.</p> <ol style="list-style-type: none"> a. Follow agreed upon rules for discussion. b. Build on others' talk in conversation. c. Ask for clarification as needed. 	<p>on going</p>	<p>Open Circle Instruction and other social/emotional lessons</p>	<p>Completion of trained staff in Open Circle Program</p> <p>development of some consistent, accountable, talk language with sentence stems for students.</p>	<p>Observation and anecdotal notes</p> <p>report card list and speaking grade</p>

<p>4. At risk, emergent, and non-emergent students will show growth in areas of need.</p>	<p>Ongoing Prior to testing window</p>	<p>Use F&P fluency passages A-Z passages as needed Special educators and grade level teachers will analyze data, determine areas of focus, and implement intervention measures as necessary School-wide reading incentive programs</p>	<p>School based Common planning and Professional Development District Grade Level Professional Development Faculty meetings Pre-referral Intervention Manual</p>	<p>Classroom data spreadsheets for individual student progress recording Student portfolios F & P Assessments Fluency Assessments RTI data meetings</p>
<p>5. Students will use consistent language to identify the objective or focus of the lesson.</p>	<p>Ongoing</p>	<p>Faculty Meetings (2) discuss across grade levels 2017-2018 SY</p>	<p>TBD</p>	

**Hamilton Elementary
School Improvement Plan
2015-2017**

Goal WRITING: Develop students' writing skills/strategies across genres and content areas according to CCSS

Target: All HES students will score proficiency or growth toward proficiency against district benchmarks

Action Step/ Strategy (What will students do?)	Timeline (When?)	Means of Accomplishment (How will Teachers Accomplish?)	Resources Needed (What will students or teachers need?)	Evaluation (How will we know if we are successful?)
1. Students will learn and practice expository writing through science instruction	1- 2 times per week during kit rotation	<p>Teachers and Special Educators will use science kits and notebooking techniques as outlined in the Fulweiler book</p> <p>Usage of Notebook - guidelines. (modeled during instruction as needed)</p> <p>Use of Writing Strategies developed by Sue Sabella through GEMS-Net</p>	<p>GEMSNet Kits</p> <p>Anchor charts</p> <p>Notebooks, posters, classroom wall words</p> <p><u>Writing in Science</u> (Fulweiler) book</p> <p>PD Grade level meetings</p> <p>Step- up to Writing to share what is working at their level</p> <p>Strategies to scaffold writing</p>	<p>Notebook content has minimum of 4-12 writing entries per kit. <i>Note: The new kits offer fewer opportunities for writing.</i></p> <p>Notebook Guidelines (focus question, vocabulary, circled, date, etc.).</p> <p>Principal collects, reviews, and provides feedback.</p>

			Writing rubric (from district or school) to be developed	
2. Students demonstrate proficiency and growth when they compose narrative, expository pieces, and opinion.	Ongoing all classroom work	<p>Teachers will assign writing pieces that align with CCSS</p> <p>Teachers will use CPT, faculty meetings and PD time to assess writing growth.</p> <p>Teachers will use district wide writing rubrics when developed</p> <p>RA, RAISE, RACE Rubric</p> <p>Empowering writers training for new teachers to the building</p> <p>Scholastic News</p> <p>Kindergarten - piloting Lucy Calkins 2017-2018</p>	<p>Curriculum units of study</p> <p>Statewide rubrics from RIDE</p> <p>Exemplars for Writing</p> <p>PARCC released items - Fall 2017</p> <p>Empowering Writers</p>	Rubric results (Empowering Writers assessment tools)

**Hamilton Elementary
School Improvement Plan
2015-2017**

MATH Goal: Students will develop a deeper understanding of Common Core Math concepts, problem solving techniques, and fluency of math facts.

Target: All HES students will score proficiency or growth toward proficiency on assessments. (Rubric, CCSS assessments, etc)

Action Step/ Strategy (What will students do?)	Timeline (When?)	Means of Accomplishment (How will Teachers Accomplish?)	Resources Needed (What will students or teachers need?)	Evaluation (How will we know if we are successful?)
1. Students will achieve their grade level target math fact goals according to CCSS.	Ongoing - all classroom work	Teachers will utilize math resources for practice (i.e. flash cards, math games, computer lab, fact triangles, written practice of facts) Xtra Math Origo Math Rocket Math Front Row Math Ten Marks STAR Number Talks Ready Common Core Dreambox (limited access) Common Core Math vocabulary Visual models	Computer lab schedule Technology (smartboard, Ipads, Elmo, Laptops. Teacher & Paraprofessional Support Flash cards Xtra Math Math Games Fact tests Rocket Math Front Row Math Ten Marks STAR PD with Math Coach (11/6/15, Three Step	Weekly Math fact tests Xtra Math Reports Front Row Math Ten Marks Rocket Math STAR Blended Space

		<p>Anchor Charts LearnZillion IXL (pilot Spring 2017) Professional Book Club (?) ST Math Trial ZEARN</p>	<p>Tasks 11/08/16) Tech Share Out (Fall Faculty Meetings)</p>	
<p>2. Students will demonstrate application of everyday concepts such as making change, elapsed time, creating schedules, calculating percentages, etc. Students will demonstrate growth using appropriate assessments.</p>	<p>Ongoing</p>	<p>Teachers develop assessments that align to CCSS. District Created Assessments Pre-test, plan instruction, post-test Teachers will teach differentiated instruction sessions. Opportunities for students to apply math skill to real life situations (ie community projects, PTO events, Math Night etc) LINKS volunteers to enrich or reinforce concepts with students</p>	<p>Common planning and professional development Technology Professional Development Pulse check/exit slips Scheduling 2015-16, Grade 4 has DI block 2016-17, Grade 3-5 have DI block Math Intervention & Enrichment groups with Meredith Astrologo Technology</p>	<p>STAR PARCC results Pulse check/exit slips Blooms Taxonomy Instruction-RI Teacher Eval.</p>

<p>3. Students will accurately solve math problems using a variety of problem solving strategies and supporting answers with evidence.</p>	<p>Weekly - for instruction</p>	<p>Teachers will use problem solving (ie problem solver, exemplars, etc.) and use Rubrics to assess student work.</p> <p>Teachers will implement Math strategies as a common problem solving tool to all grades.</p>	<p>Develop rubrics for problem solving by grade level and school wide.</p> <p>Kindergarten PS Rubric</p> <p>Grades 1-5 PS Rubric</p> <p>*note: there are two rubrics in the same PDF-the first one is 1-2 the second one is 3-5.</p>	<p>Rubric scoring on students' classroom work</p> <p>Problem solving probes.</p> <p>PARCC</p>
<p>4. Students in Grades 3 through 5 will practice sample test questions in preparation for state testing</p>	<p>Prior to testing window</p>	<p>Teachers will compile the practice test questions and administer the tests to all students and review sample responses</p> <p>Teacher will identify at risk students and implement interventions</p> <p>Math interventionists</p>	<p>state practice tests</p> <p>Curriculum materials</p> <p>Paraprofessional/Teacher support</p>	<p>State testing results (scores, % proficient)</p>
<p>5. Attend PD on Math practices provided by district math coordinator, Meredith Astrologo</p>	<p>Ongoing</p>	<p>Faculty mtgs and PD days</p> <p>Summer 2017 Book Club "Growth Mindset in Math"</p>	<p>Professional Development time</p>	<p>Blended space usage</p>

6. Dream Box Math program provided to Grades 1 and 2	2017-2018 SY	virtual manipulatives Access to computers for 60 minutes per week (3, 20 min sessions)	Funding from district	Data from Dreambox on usage
7. Add programs - IXL? Zearn?				

**Hamilton Elementary
School Improvement Plan
2016-2018**

Goal SOCIAL/EMOTIONAL: Provide a healthy school environment and a positive behavioral support plan that connects school climate to student learning.

Related to District Strategic Plan: Goal 2: Provide a school environment that addresses the social, emotional, creative and physical needs of all students. (Expand school-wide social/emotional literacy and anti-bullying programs.)

Action Step/ Strategy (What will students do?)	Timeline (When?)	Means of Accomplishment (How will Teachers Accomplish?)	Resources Needed (What will students or teachers need?)	Evaluation (How will we know if we are successful?)
Students will participate in planned activities associated with Open Circle as implemented.	Ongoing	<p>Finish staff training in Open Circle, (will complete 2017).</p> <p>PD OC Training for TA's and support staff (completed Feb. 2016)</p> <p>Beginning "Social Thinking" Workshop by SLP, OT and/or School Psychologist as needed for new staff.</p> <p>Zones of Regulation for emotional regulation, as</p>	<p>Standing committee Open Circle Trained Staff</p> <p>Support/funding District Funding</p> <p>Social Thinking and Zones of Regulation handouts provided</p> <p>OT room specifically set up and maintained as sections/stations</p>	<p>Feedback/report from staff and families</p> <p>Use of common language with social thinking Open Circle</p> <p>Feedback from Faculty</p>

		<p>needed. Action Step: Faculty Meeting refresher April 2017</p> <p>Monthly activities related to the topic (word of the month, ex. January 2016 Self-Control)</p> <p>Mentor Texts (2017-2018)</p> <p>Reading Buddies, Morning Meetings.</p> <p>Peer Pals (2015-2017) (see definition)</p> <p>Designated space for sensory room for regrouping (completed Spring 2016)</p> <p>Social/Emotional Staff group to meet as needed. Mrs. Britton's "Cheese & Crackers"</p> <p>Open Circle posters throughout the school</p>	<p>Define spaces for specific intervention strategies based on students needs.</p> <p>Zones of Regulation posters</p> <p>Books GoNoodle.com</p> <p>Continued Training for indoor recess Dec. 2016</p> <p>Funding for TAs to attend</p>	
--	--	---	--	--

		<p>building.</p> <p>PlayWorks posters throughout the school building.</p> <p>Expected/Unexpected Ambassador posters throughout the school building. 2016-2017</p> <p>PlayWorks indoor recess differentiated groups (pending)</p> <p>Open Circle family overview - Coffee Hour with principal (Feb. 2017). Donated coffee; Family overview kit from Open Circle.</p> <p>Faculty Book Talk on <u>UnSelfie</u> (January 2017). Funding 2015-2016.</p> <p>Author visit/book talk on <u>Choosing Hope</u> by Kaitlin Roig-Debellis (April 2017) Buddy Bench Dedication.</p>		
--	--	--	--	--

		<p>PTO to support sign development; purchasing of books-funded.</p> <p>Open Circle Snippet Video featuring HES students and teachers</p> <p>Mrs. Martinez Apple movie (purchased with Artsonia funds 2015-16).</p> <p>Dr. Donahue presenting at Admin council on Open Circle (February 2017)</p> <p>Dr. Donahue spoke as principal speaker at Wellesley College about Open Circle (November 2016) Buddy School Revere, MA</p> <p>"Mix-it-Up" Day in the cafeteria to encourage students sitting with someone they may not know. (1-2 days/week); research based.</p>		
--	--	--	--	--

		<p>Sustainability Team (started 2015-2016 SY) independently run 2016-2017 SY; funding for faculty who participate; tone of building.</p> <p>Inspirational Quote of the Day at morning announcements; overall office organization.</p> <p>HES students read the announcements daily</p> <p>Classroom teachers have access to Gratitude curriculum of Open Circle</p>		
2. Adhere to the guidelines set forth in district bullying and school behavior policy.	Ongoing	<p>School staff will identify target behaviors (positive or negative)</p> <p>Staff will review behavior procedures, identify what the next steps are, track students who have received numerous behavior slips.</p> <p>Family Communications</p>	School Nurse, Psychologist, 5 th grade teachers	

		<p>(Open Circle letter, PTO Meeting presentation 1/14/16)</p> <p>Implement a bullying program/policy Classroom meetings 3-5 times per week</p> <p>5th Grade ambassadors</p>		
<p>3. Students will participate and contribute to a community outreach effort.</p>	<p>Whole School Grade Level Activities</p>	<p>Grade level community Outreach plan</p> <p>Dr. Kimpton to present at a faculty mtg. on Jan. 21, 2016</p>	<p>Parent Volunteers</p> <p>LINKS</p> <p>School Nurse, PE teacher, principal, school psychologist and grade level team leaders: Gentle Reminders,/Behavior Rubric Behavior rubric w/goal setting</p> <p>Volume charts/brainstorm with staff (maybe to mascot) posters/Bucket Filler</p>	<p>Documented Plan</p> <p>Monitor/Log slips given for negative behaviors</p>

			<p>wristbands Training for TA's</p> <p>"Good News from Dr. Donahue" notes</p> <p>STAR reward program with Dr. Auger & Dr. Humbryd</p> <p>Ambassadors: Penny for Patients, Eye Glasses collection (2017)</p>	
4. Support Teachers holding Open Circle Meetings twice each week for 15 minutes	Ongoing	CPT Faculty Meetings		classroom observations
5. Encourage teachers to discuss Open Circle during grade-level team meetings, shared planning time and faculty meetings.	Ongoing	CPT TA Monthly Meetings Faculty Meetings		
6. Include community-building and/or mindfulness activities.	Ongoing	Staff newsletter 1/15/16 Staff meeting activities Circulation of books on the	Add Yoga, as suggested by grade 4 students, Hannah Krause	Growth Mindset talks with teachers & Feedback for TAs (2016 & 2017)

		topic of mindfulness (Feb/Mar 2017)		
7. Encourage specialist, paraprofessionals, teaching assistants and other staff to visit one or more Open Circle Meetings during the school year.	Staff notes			
8. Display Open Circle skill mini-posters in main office and reference them when needed. Use Open Circle vocabulary when interacting with students	Ongoing		Funding for posters LINKS	See main office
9. Introduce PTO to Open Circle by modeling vocabulary and skills and sharing school-to-home communications.	Ongoing			
10. Integrate open Circle into our mission and goals (line added)	Dec. 2015, updated	Stated daily with morning announcements		
11. Students accompanied by family member				

<p>(4th/5th graders) will participate in SIT meetings (overview meeting)</p>				
<p>12. Student Safety Net Why: Surface the students who aren't connecting with any adults. How:</p> <ol style="list-style-type: none"> 1. During a staff, grade or department meeting, hang the names of every student on the walls. 2. Give the adults a set of identical stickers. 3. Have everyone silently walk around the room adding stickers next to the names of students they have a personal connection with. (No judgement!) 4. Notice which 	<p>Annually in January</p>			

<p>students have no or few stickers next to their names.</p> <p>5. Brainstorm ways to reach the students who don't have a personal connection with an adult.</p>				
--	--	--	--	--

**Hamilton Elementary
School Improvement Plan
2015-2017**

Goal TECHNOLOGY: To provide all students and teachers with training and access to diverse technologies to support and enhance the educational process based on the district's five year plan.

Related to District Strategic Plan: Goal 3: Provide up-to-date facilities and technology that effectively support our educational programs.

Target: All HES students will have access and utilize technology (chromebooks, ipads, smart boards)

Action Step/ Strategy (What will students do?)	Timeline (When?)	Means of Accomplishment (How will Teachers Accomplish?)	Resources Needed (What will students or teachers need?)	Evaluation (How will we know if we are successful?)
1.Students will utilize chromebooks, ipads and interactive whiteboards	Ongoing	Staff training/NK summit on September 4th Chromebooks distributed to teachers this summer - June 2015 Chromebooks distributed to students - Sept. 2016 iPads distributed to	District funding and support Access to the computer lab or working computer station Equal access to ipad cart/ Lenova laptops	Feedback from staff and families Computer generated student reports provided from programs District surveys Inter-observations in

		<p>students 2:1 for K - Sept 2016</p> <p>Technology educators in the building and district - Christina Broomfield</p> <p>Two model classrooms (one upper elementary/ one low elementary) per elementary school - 2015-2016 Schoolyear</p> <p>Implementation of coding/code.org 2015-2017 Grades 2-5 Grade 1 (training year) K (2017-) Osmo?</p>	<p>Training</p> <p>Shared access to helpful links and websites</p> <p>Subscriptions to Origo, Front Row, code.org, Reading A-Z, RAZ kids, Star</p>	<p>model classrooms</p>
<p>2. Work with district IT to upgrade IOS to run current programs (Reflector App. SMART notebook, Lexia, FASST Math)</p>	<p>Ongoing</p>	<p>Appy Hour" with Mrs. Broomfield 11/19/15</p> <p>Assistive Technology PD on 11/6/15 with Kim Ramos</p> <p>Monthly "Tech Talks" with Mrs. Broomfield</p> <p>Tech Office hours twice weekly with Mrs.</p>	<p>Time for teacher collaboration</p> <p>"Sandbox time"</p>	

		Broomfield		
3. Resource and reading teachers' training	Ongoing	Training for Special education information Nov. 6, 2015 Kim Ramos PD on ReadWorks 11/8/16		
4. Create school and teacher web pages on the new web portal	On-going	Staff Training 2017-2018 pending NKSD platform Web Master - Tina Bilodeau		
5. RTI documented in ASPEN	Fall 2015			
6. Technology Inventory (printers, desktops, ipads, printers)	Fall 2015	Christina Broomfield Google Docs	Access to color printer and printers throughout the building	
7. Track student usage on Lexia	On-going	Reading Specialist Jeanne Willette	student certificate Training within Lexia 1/15/16 (J. Willette will attend)	Data on student usage

<p>8. Professional Developments on Apps</p>	<p>Nov. 19, 2015 Faculty meeting</p> <p>On-going</p>	<p>Chromebooks & time</p> <p>"Appy Hour" and "Tech Talks" with Mrs. Broomfield</p> <p>2/17/17 PD Day K-3 GEMS-Net Technology PD</p>	<p>Chromebook Apple Prism Ipads</p>	
<p>9. Survey Teachers on preferred assistive technology apps</p>	<p>Spring, 2016</p>	<p>Prep google form survey (Ramos/Broomfield)</p>		
<p>10. Use of ISS (faculty meeting with Kate from RIDE, Sept. 24, 2015)</p>	<p>(faculty meeting with Kate from RIDE, Sept. 24, 2015)</p> <p>Faculty Meeting 2016</p>			
<p>11. Special Education scheduling and school events using Google Calendar (PD with Kim Ramos)</p>	<p>October 15 Faculty meeting</p>			
<p>12. gScholar, Digital Citizenship Curriculum, Typingweb.com, Blended Learning</p>				

13. Creation of MakerSpace Lab in old Computer Lab	2017-2018 SY?	MakerSpace Team	TBD	TBD

Goal Summary:

1. **Master Math Facts against grade level goals:** Students will achieve their grade level target math fact goals according to district grade level benchmarks
2. **Achieve proficiency for 'real life' math applications through targeted instruction (DI Block):** Students will achieve proficiency or growth towards proficiency for DI block targeted to demonstrate everyday math application of concepts such as making change, elapsed time, creating schedules, calculating percentages, etc.
3. **Attain proficiency for Creating and interpreting charts and graphs through targeted instruction (DI Block):** Students will achieve proficiency or growth towards proficiency for /DI block targeted to create charts and graphs and interpret data using multiple charting and graphing tools
4. **Use problem solving strategies to solve math problems using grade level standards (Rubric):** Students will demonstrate proficiency or growth towards proficiency based on Rubric assessments to accurately solve math problems using a variety of problem solving strategies and supporting answers with evidence
5. **Achieve proficiency on NECAP through testing practice:** Students in Grades 3 through 5 will practice sample test questions in preparation for NECAP Science testing
6. **Construct appropriate responses to literature using grade level standards (Rubric):** Students will demonstrate proficiency or will show growth towards proficiency based on Rubric assessments to construct appropriate responses to literature orally and in writing
7. **Achieve assessment growth with providing evidence to literature passage questions:** Students will achieve growth when referring to the text and providing evidence when answering questions.
8. **Attain assessment growth for demonstrating higher level thinking skills when interpreting reading passages:** Students will achieve growth when demonstrating higher level thinking skills orally and written (analysis and interpretation)
9. **Practice expository writing using science notebooks:** Students will learn and practice expository writing through science instruction
10. **Attain assessment growth for Writing:** Demonstrate proficiency or growth in the subject matter.
11. **Compose narrative pieces appropriately using grade level benchmarks:** Students demonstrate proficiency and growth when they compose narrative pieces according to district benchmarks for writing
12. **Promote self improvement through monthly social responsibility topics:** Students will participate in planned activities.

13. **Strive for excellence in good student behavior:** Students will conduct themselves with the target behaviors expected
14. **Promote the public good through a Community Outreach effort:** Students will participate and contribute to a community outreach effort.
15. **Implement a bullying program/policy:** Students will adhere to the district bullying policy.
16. **STAR Testing-** Renaissance Learning tool used to measure students' percentile performance in Math and Reading 3x per year, grades 1-5.
17. **PARCC Testing-CBT**(State mandated standardized testing), EOY, in both Math and Reading

Glossary:

SIT (School Improvement Team)

A committee of teachers, principal, and parents that develops the strategy and direction for school improvement efforts directly affecting the education and well being of the student body at Hamilton Elementary School

SIP (School Improvement Plan)

A two year written plan used to guide the teachers, special educators, and leadership with goals aimed to improve reading, writing, math, and social responsibility

Common Core State Standards

The Common Core State Standards (CCSS) were developed by the Council of Chief State School Officers and the National Governors Association Center for Best Practices (NGA Center). Work began in the summer of 2009 with the goal of creating common minimum education standards to be used across all states to help ensure consistent and high expectations regardless of zip code. On June 2, 2010, the CCSS were officially released and the state adoption phase began. The CCSS are meant to be the common *core*—they serve as the baseline from which states fill out their own frameworks. As of this writing, 46 states have officially adopted the CCSS.

Rubric

A scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on papers, projects, essays, and other assignments

DI Block (Differentiated Instruction block, Optional/as-needed)

Grouping of students based on performance (i.e. test scores, daily work, report card grades) for instructional purposes.

Science Notebooks

A technique in which students record class activities in data notebooks. The notebook is a place to record data, observations, illustrations, understandings, questions, reflections, and ideas during science lessons. Science notebooks are aimed at increasing expository writing skills through science instruction.

Benchmarks

A standard by which student work is evaluated or measured. This standard is by subject, grade and scoring level (i.e. proficient, etc)

Expository Writing

Writing that gives facts and information about a topic in an organized manner

PEER PAL PROGRAM

The Next Steps Program has been working extremely hard to develop a school community that emphasizes the importance of accepting and respecting others' differences. For many of our students, this understanding and encouragement from peers can make a HUGE impact on their self-esteem and growth.

The Peer Pal program takes this one-step further and enrolls interested students into in our PEERPAL program. The PEER PAL program has been developed to pair up students who have special needs with their classmates in hopes to provide a variety of learning opportunities to support their social growth and understanding. As a PEER PAL, students sign up to assist their pals with specific activities and daily routines.

Note: These activities do NOT take place during crucial academic/learning periods of the day.

Some of the activities and daily routines may include→

- Sitting with their pal at lunch
- Playing with their pal at recess
- Helping to transport their pal's equipment
- Joining their pals in learning activities within the special education classroom
- Assisting pals in their participation during classroom specials and other services