

# Pelham School Improvement Plan

## 2016-2017



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Sarah Frenette-parent

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# Pelham School Executive Summary

## School Improvement Plan

It is with great pleasure that I present to you the 2016-2017 School Improvement Plan for Pelham Elementary School. This document is the product of the on-going work of the School Governance Council.

Pelham School experienced some challenges in the 2015-2016 school year which has inspired us to be more reflective and looking to grow and improve upon our practices. The primary focus this year will be School Climate, Community Building and Equity. This includes fostering and supporting positive relationships between families and teachers, teachers and students, and students to students. Another important goal is to be more transparent in helping families how to better understand what bullying behavior is, how families can support their children if they suspect their child is being teased or targeted in some way, and what our teachers and the school program is doing to prevent and address situations that occur. We look to our families and school community to support us and work with us as partners in helping their children to have a successful learning experience. Research has demonstrated that one of the most important indicators correlated with student achievement is parent involvement in their children's school. Although not specifically outlined in the School Improvement Plan, the Pelham School staff remain committed to providing a high-quality educational experience with the aim of promoting student growth and achievement in the academic areas as well.

Pelham School offers a strong, effective learning community in which all students are welcomed, respected and given the tools they need to help them learn and grow. In keeping with our focus on promoting our school values of kindness, respect, working together, and accepting responsibility, we also recognize the importance of developing a sense of empathy and to celebrate the differences amongst our school community. We continue to focus on the learning but also to continue to model and reinforce the kind of civil behavior and civic values that we all want children to learn in school. As a school community, we affirm our commitment to celebrate and support diversity, inclusion, and respect for differences.

We have a staff that is incredibly dedicated to our students and supporting their various learning needs. Our goal is to build upon what we already have in place and ensure that we have a positive, safe, and supportive learning environment where all of our students can grow. We have been and will continue to work hard on building community in classrooms using specific activities geared to build community, using the Second Step Social Skills curriculum, and beginning our lessons around the Pelham PAWS= Practicing Kindness, Accepting Responsibility, Working Together, and Showing Respect.

In reflecting upon the past year, we continue to have much to celebrate! Classrooms continue to be updated with newer technology with new computers and monitors. In keeping with the district's adoption of google-based classroom tools, we were fortunate to receive a Chromebook cart and continue to expand our teaching strategies with the use of Google Classroom and other related programs. The Pelham School continues to be ranked as a Level I school, and the 2016 third grade classroom placed first in the state

for the average scaled score in ELA and fifth for mathematics. The preschool is in its fourth year of running and flourishing. For the third year, we transitioned another preschool cohort seamlessly into the kindergarten program. Our Response to Intervention model has continued to flourish and students are provided with targeted instruction according to their learning needs, determined by student data. The shift towards a special education inclusion co-teaching model continues to develop with new teaching partners this past year. Special education teachers continue to be trained in the Orton-Gillingham reading multi-sensory approach. Arts continued to be an important component of our program with a naturalist -in-residence, field trips, assemblies, and school events to integrate the arts and provide experiences to students that will enhance and foster awareness of various cultures and the arts.

As we look to a new school year, we continually strive to reflect and improve upon our practices, and this document serves as a blueprint to guide the vision of the school.

This School Improvement Plan includes:

- A format which identifies the goals, the actions/strategies necessary to realize them, measures to assess whether the goal has been addressed and/or completed, resources needed to accomplish the goal, and a timeline that the goal would be expected to either begin to be addressed or completed by
- District goals and initiatives have been interwoven throughout the plan
- An increased focus on the use of data to inform instructional decisions
- Current educational best practices have been integrated
- Is organized to directly correlate with the Teacher Rubrics from the Massachusetts Model System for Educator Evaluation. Each goal is tied to a specific standard, element, and indicator. Following the School Improvement Plan is a one page overview of the Teacher Standards, Elements, and Indicators as a reference guide.

This comprehensive plan for our school is meant to be a fluid document, and will be reviewed throughout the year by the School Governance Council to make revisions as appropriate and necessary. Professional teaching staff have been encouraged and expected to include some of the goals/strategies in their Professional Growth Plans as they directly correlate to the teaching standards.

I would like to take this opportunity to thank the members of the School Governance Council for their many hours of hard work and early morning meetings to draft this plan.

*Lisa Desjarlais*  
Principal

# Pelham School Improvement Plan

2016-2017

## Mission Statement

*At Pelham Elementary School, we recognize the uniqueness of each student and commit ourselves to teaching the whole child. We provide a nurturing learning environment where each child feels welcome, worthy, and valued. We establish a culture that fosters creativity, celebrates diversity, instills passion for learning, supports character development, and promotes good citizenship. We believe that parents are a vital part of their child's development and education. We aim to improve academic achievement through a rigorous curriculum in all areas and in holding students to high expectations by taking responsibility for their own learning.*

*Goal Area: School Climate and Equity*

*Goal Area: Aligning Social-Emotional Curriculum with Standards and Evidence-Based Practices*

*Goal Area: Ensuring a positive classroom and school-wide climate for every student*

## **Goal #1: School Climate and Equity**

<b>Goal</b>	<b>Strategies &amp; Connection to Standards</b>	<b>Baseline Data</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Indicators of Progress/Success</b>	<b>Resources Needed</b>	<b>Research Base</b>
<b>1.A.</b>	<p><b>Fostering and Improving Cultural Competence/Intelligence</b></p> <p>*Provide opportunities for professional development with community partners during staff meetings.</p> <p>*Development of Inquiry Groups focused upon topics related to social justice, school climate, and multiculturalism.</p> <p>*Formation of staff book clubs that focus on texts related to social justice topics.</p> <p>*Seek opportunities to attend outside events that focus on Social Justice and cultural proficiency.</p> <p><b>II.A.3, II.B.1, II.C.1, III.A.1, III.C.2, IV.B.1</b></p>	Parent, staff, and student survey feedback.	Principal School Staff	Begin in spring 2016- and ongoing through the 2016-2017 school year	Staff Agendas  Notes from meetings  Outcomes from Inquiry Groups	Pat Romney  UROC  <u>Waking up White: And Finding Myself in the Story of Race</u> by Debbie Irving	Toward Equity with Excellence (2008) by Ron Ferguson  <a href="http://www.tolerance.org/">http://www.tolerance.org/</a>
<b>1.B.</b>	<p><b>Social Justice and Multicultural Library</b></p> <p>*Development of Multi-Cultural resource library with texts that connect and support areas of the curriculum.</p> <p>*Development of resource library with texts that support themes of empathy, and Pelham PAWS.</p> <p><b>II.B.1, II.C.1, II.C.2</b></p>	Parent, staff, and student survey feedback.	Principal School Staff Librarian	Begin in Fall and ongoing through the 2016-2017 school year.	Completed resource list, books purchased, completed lesson plans, established resource library	“Doors to the World” – Five College Resource-Tools for Teaching Global Literacy	<a href="https://www.fivcolleges.edu/partnership/programs/doors-to-the-world">https://www.fivcolleges.edu/partnership/programs/doors-to-the-world</a>

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
<b>I.C.</b>	<p>* <b>INSTRUCTION:</b> Staff will continue to explore resources on the Teaching Tolerance Framework and integrate lessons into classroom units.</p> <p>*<b>Explore and enhance opportunities to celebrate and honor cultural traditions and heritage</b> through arts integration, curriculum, field trips, artist-in-residency programs, and in house events and performances, explore hosting events such as Cultural Potluck</p> <p><b>II.A.3, II.C.1, II.D.3, III.A.1, III.C.2</b></p>	<p>Templates and lessons/units developed in 2015-2016 year.</p>	<p>Principal Staff</p>	<p>Ongoing throughout year.</p> <p>February-Black History Month</p>	<p>Teachers identify and share effective teacher practices as documented through lessons, work products, meeting minutes, agendas</p> <p>Student feedback and student data</p>	<p>Teaching Tolerance Framework</p> <p>Time to plan and incorporate into established curriculum</p>	<p><i>Courageous Conversations about Race</i> (2005) By Glen Singleton &amp; Curtis Linton <a href="http://perspectives.tolerance.org/">http://perspectives.tolerance.org/</a> <a href="http://www.tolerance.org/">http://www.tolerance.org/</a></p>
<b>1.D.</b>	<p><b>AEF Grant- Culture Bearers Music Program Project</b></p> <p>*Artists promoting diversity and equity to perform for students and community to inform, engage, or challenge people around specific social issues or helps to increase our awareness of cultural diversity</p> <p>*African-American Read-In Day</p> <p><b>II.B.1, II.C.1, II.C.2</b></p>	<p>School Climate Survey Data</p>	<p>Music Teacher Principal</p>	<p>Begin in winter, 2017</p>	<p>Completed programs</p> <p>Feedback from school community</p>	<p>Funds from AEF grant-Artists</p>	<p><a href="http://multiculturalmusiceducation.webly.com/">http://multiculturalmusiceducation.webly.com/</a></p>
<b>1.E.</b>	<p><b>FAMILY ENGAGEMENT:</b></p> <p>*Welcoming Assemblies at Curriculum Night and Open House</p> <p>*Parent Classroom Meetings as needed</p> <p>*Principal coffee hours</p> <p><b>III.A.1, III.C.1</b></p>	<p>School Climate Survey data.</p>	<p>Principal Staff</p>	<p>Begin in fall 2016</p> <p>Coffee Hours to begin in spring</p>	<p>Completed programs and planned events.</p>	<p>School Climate Team</p> <p>Guidance</p>	<p>Henderson, A.T. (Ed). (2007). <i>Beyond the bake sale: The essential guide to family-school partnerships</i>. The New Press</p>

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<b>1.F.</b>	All teaching staff will regularly contribute to the Pelham Press on a rotating schedule to inform the school community on classroom projects and learning activities, and how to support student learning at home. <b>III.B.1, III.B.2</b>	School Climate Survey Data	Principal Staff	Beginning in fall 2016	Rotating schedule, Published Press articles	Time to plan and write	Harvard Family Research Project
<b>1.G.</b>	All teaching staff to distribute back-to-school welcome letter either in summer or by end of first week of school. <b>III.A.1, III.B.2</b>	School Climate Survey Data	Staff	Beginning Summer 2016	Copies of letters sent to Principal, parent feedback	Models of letters shared	Harvard Family Research Project
<b>1.H.</b>	Information provided to families on a regular basis on status of equity/climate work in newsletter <b>III.A.1, III.C.2</b>	Family feedback	Principal	Beginning Fall 2016	Completed Newsletters	Time and resources to share	Harvard Family Research Project
<b>1.I</b>	Explore how to establish parent forums, focus groups to discuss topics of concern <b>III.A.1, III.C.1, III.C.2</b>	Family Feedback, School Climate Survey	Principal Carol Ross School Climate Team Pat Romney	Beginning Spring 2017	Scheduled and completed sessions	Time and resources to plan PAR Policy	Harvard Family Research Project

## Goal #2: Aligning Social-Emotional Curriculum with Standards and Evidence-Based Practices

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
2.A.	<p>* Continued instruction of Second Step Bullying Prevention Program and Second Step Social-Emotional Curriculum on weekly basis.</p> <p>*Begin planning for adoption of components of Olweus Bullying Prevention Program to extend Second Step program.</p> <p>*Plan for and present bullying prevention assemblies</p> <p><b>II.A.3, II.B.1, II.C.1, II.C.2, II.D.1</b></p>	<p>Parent and student feedback, Bullying reports, Educator's Handbook data</p>	<p>Principal Staff</p>	<p>Begin in summer 2016 and ongoing throughout the school year</p>	<p>Completed assemblies</p> <p>Decline in bullying determinations data</p>	<p>Time to plan and implement programs.</p> <p>Purchase of Olweus program Materials and PD for staff</p>	<p><a href="http://www.cfchildren.org/second-step">http://www.cfchildren.org/second-step</a></p> <p><a href="http://www.violencepreventionworks.org/public/index.page">http://www.violencepreventionworks.org/public/index.page</a></p>
2.F.	<p><b>FAMILY ENGAGEMENT:</b> Host Family Night Events (i.e. Social Emotional curriculum, Bullying Prevention)</p> <p>Provide suggestions on how to support student social-emotional learning at home.</p> <p>Explore adding "Signage" monitor by front office to display students' work, photographs of events, students, families, and staff.</p> <p><b>III.A.1, III.B.2, III.C.1</b></p>	<p>Parent Feedback</p> <p>School Climate Survey Data</p>	<p>Principal Staff</p> <p>School Climate Team</p> <p>Technology Teacher</p>	<p>Begin in spring, 2017</p>	<p>Successful completion of night events</p> <p>Established Schedule of meeting dates</p>	<p>Purchase of Olweus Materials</p> <p>TV Monitor and Program</p>	<p>Harvard Family Research Project <a href="http://www.hfrp.org/">http://www.hfrp.org/</a></p>

**Goal #3: Ensuring a positive classroom and school-wide climate for every student**

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
<b>3.A.</b>	<p><b>*Continue with implementation of PBIS (Positive Behavioral Intervention &amp; Supports) model.</b> Revise and update PBIS handbook</p> <p><b>*Social and Emotional Learning Standards-</b> Staff to explore and unpack updated SEL standards <b>II.A.3, II.B.1, II.C.2, II.D.1</b></p>	<p>School Climate Survey data</p> <p>Discipline data</p> <p>Attendance data</p> <p>Student Survey data</p>	Principal Guidance Psychologist Staff	<p>Climate Team to meet bi-weekly, beginning in September 2016</p> <p>Staff Meetings throughout year</p>	<p>Whole school assembly, all-school staff training, including para-educators</p> <p>Decreased behavioral incidents noted in cafeteria—related issues. Improved climate in cafeteria</p>	<p>UMass partnership &amp; District Support</p> <p>PBIS School Team</p> <p>Educator’s Handbook program, staff training,</p>	<p>PBIS Research <a href="http://www.pbis.org/research">http://www.pbis.org/research</a></p> <p><a href="http://perspectives.tolerance.org/">http://perspectives.tolerance.org/</a></p> <p><a href="http://www.doe.mass.edu/candi/SEL/">http://www.doe.mass.edu/candi/SEL/</a></p>
<b>3.B.</b>	<p><b>Student Behavioral Supports:</b> *Establish “Take A Break” Space- Develop guidelines around usage *Staff CPI Training (Crisis Prevention Institute) *Zones of Regulation *Develop a systemic Behavioral Response model <b>II.A.2, II.A.3, II.B.2, II.C.2, II.D.1</b></p>	Educator’s Handbook Data	Principal Staff	Begin in summer, 2016 and ongoing	<p>Established space</p> <p>Completed training</p>	<p>Space and materials</p> <p>CPI trainer</p> <p>James Levine &amp; Associates Consults</p>	<a href="https://www.crisisprevention.com/">https://www.crisisprevention.com/</a>
<b>3. C.</b>	<p><b>Revised Code of Conduct.</b> Describes positive behaviors that are expected by the school. develop and include clear rules against bullying. Includes a range of consequences that are directly related to student behaviors that are age-appropriate <b>II.A.2, II.A.3, II.B.2, II.C.2, II.D.1</b></p>	Educator’s Handbook Data	Principal Staff	Begin in summer, 2016 and ongoing	Completed and updated code of conduct	Time to plan and write- Training for staff	<a href="http://www.tolerance.org/site/default/files/general/TT-Code-of-Conduct-2015.pdf">http://www.tolerance.org/site/default/files/general/TT-Code-of-Conduct-2015.pdf</a>

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
3.C.	<p>*Identify and articulate Tier II behavioral interventions in tiered model.</p> <p>*Revision of PBIS Handbook</p> <p>*Integrate use of Restorative Practices Framework</p> <p>*Weekly Guidance Meetings/Guidance Classroom push-in supports</p> <p>*Continue utilization of Educator’s Handbook to document behavioral incidents, plan behavioral interventions, and determine disciplinary responses.</p> <p><i>Retraining on new program</i>  <b>II.B.1, II.C.2, II.D.1</b></p>	<p>School Climate Survey data</p> <p>Discipline data</p> <p>Achievement data</p> <p>Attendance data</p>	<p>Guidance Counselor Staff</p> <p>Principal Guidance District</p>	Begin in Fall 2016	<p>Data collected on office referrals, School Climate Survey results</p> <p>Completed Scope and sequence document for social emotional curriculum</p> <p>Circles Use</p> <p>Meeting notes, agendas, lesson plans</p>	<p>Guidance Counselor,</p> <p>Lesson plans for programs.</p> <p>Attendance data</p> <p>Educator’s Handbook program, staff training,</p>	<p>Second Step: Committee for Children</p> <p><a href="http://www.cfcchildren.org/second-step/research.asp">http://www.cfcchildren.org/second-step/research.asp</a></p> <p><a href="http://www.iirp.edu/">http://www.iirp.edu/</a></p>
3.D.	<p><b>Community Building With Students</b></p> <p>*Reading Buddy Classrooms</p> <p>*School Events- Mix it Up Day Fandam Day, spirit days</p> <p>*Naturalist-in-Residence- School-Wide Theme K-6</p> <p>*Assembly Planning</p> <p>* Buddy Bench</p> <p>* Student Council Cohort for grades 5 &amp; 6</p> <p>*Explore establishment of “Buddy Classrooms”</p> <p>*School Gardens Plan</p> <p><b>II.B.1, II.B.2, II.B.3, II.C.1, II.C.2</b></p>	<p>School Climate Survey data</p> <p>Student Achievement data</p>	<p>Principal Guidance Staff</p> <p>School Climate Team</p>	Beginning in late fall of 2016 and ongoing throughout the year	<p>Completed events</p> <p>Garden Leadership team established</p> <p>Established Student Council Group</p>	<p>Time to plan</p> <p>Funding from MCC</p> <p>Support from community and funds for garden supplies and materials</p>	<p><a href="http://www.doe.mass.edu/candi/SEL/">http://www.doe.mass.edu/candi/SEL/</a></p>

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
3.D.	<b>FAMILY ENGAGEMENT:</b> Adequate outreach to , and inclusion of all families- Open house presentation, follow up with non-attenders, establish communication plan/system with parents for teachers: phone, cell, email, home visits, PTO outreach, Pelham Press <b>III.A.1, III.C.2</b>	School Climate Survey data	All staff	Time to meet with parents Explore other resources to support families such as ESE parent group and playgroup opportunities	Documentation of parental contact, Attendance at school events, conferences Parents sign and return student papers and notices	Staff  Resources provided to staff	Harvard Family Research Project <a href="http://www.hfrp.org/">http://www.hfrp.org/</a>
3.E.	<b>FAMILY ENGAGEMENT:</b> The school newsletter, the Pelham Press, will go home to each family bi-monthly, either electronically/hard copy and posted on the Pelham website. School website updated and maintained throughout the year with events and news from the school. <b>III.A.1, III.B.1, III.C.1, III.C.2</b>	School Climate Survey data	Principal, School Secretary, Staff	Bi-Monthly throughout the school year.	Consistent delivery of newsletter to parents, posted on web-site	Information Systems support  Staff writing contributions	Harvard Family Research Project <a href="http://www.hfrp.org/">http://www.hfrp.org/</a>
3.F.	<b>FAMILY ENGAGEMENT:</b> <b>ESE Grant for Families of Young Children</b> *Weekly playgroups will be held at the Pelham Library for Pelham families. *Workshops to be offered focusing on young children’s growth and development *”The Bridge” Community Connection <b>III.A.1, III. .2, III.C.1</b>	Community input/needs  Grant funded program through the Collaborative	Collaborative Staff Principal Pelham Librarian	Playgroups-ongoing throughout the year  Parent Workshops in spring 2017	Scheduled visits for Playgroup in library and Parent night events	Collaborative staff  Outreach To families with information	RAND- Early Intervention Research  <a href="http://www.rand.org/pubs/research_briefs/RB9145.html">http://www.rand.org/pubs/research_briefs/RB9145.html</a>

<b>Standard I: Curriculum, Planning, and Assessment</b>	<b>Standard II: Teaching All Students</b>	<b>Standard III: Family and Community Engagement</b>	<b>Standard IV: Professional Culture</b>
<p><b>A. Curriculum and Planning Indicator</b></p> <ol style="list-style-type: none"> <li>1. Subject Matter Knowledge</li> <li>2. Child and Adolescent Development</li> <li>3. Rigorous Standards-Based Unit Design</li> <li>4. Well-Structured Lessons</li> </ol> <p><b>B. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Variety of Assessment Methods</li> <li>2. Adjustments to Practice</li> </ol> <p><b>C. Analysis Indicator</b></p> <ol style="list-style-type: none"> <li>1. Analysis and Conclusions</li> <li>2. Sharing Conclusions With Colleagues</li> <li>3. Sharing Conclusions With Students</li> </ol>	<p><b>A. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>1. Quality of Effort and Work</li> <li>2. Student Engagement</li> <li>3. Meeting Diverse Needs</li> </ol> <p><b>B. Learning Environment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Safe Learning Environment</li> <li>2. Collaborative Learning Environment</li> <li>3. Student Motivation</li> </ol> <p><b>C. Cultural Proficiency Indicator</b></p> <ol style="list-style-type: none"> <li>1. Respects Differences</li> <li>2. Maintains Respectful Environment</li> </ol> <p><b>D. Expectations Indicator</b></p> <ol style="list-style-type: none"> <li>1. Clear Expectations</li> <li>2. High Expectations</li> <li>3. Access to Knowledge</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>1. Parent/Family Engagement</li> </ol> <p><b>B. Collaboration Indicator</b></p> <ol style="list-style-type: none"> <li>1. Learning Expectations</li> <li>2. Curriculum Support</li> </ol> <p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>1. Two-Way Communication</li> <li>2. Culturally Proficient Communication</li> </ol>	<p><b>A. Reflection Indicator</b></p> <ol style="list-style-type: none"> <li>1. Reflective Practice</li> <li>2. Goal Setting</li> </ol> <p><b>B. Professional Growth Indicator</b></p> <ol style="list-style-type: none"> <li>1. Professional Learning and Growth</li> </ol> <p><b>C. Collaboration Indicator</b></p> <ol style="list-style-type: none"> <li>1. Professional Collaboration</li> </ol> <p><b>D. Decision-Making Indicator</b></p> <ol style="list-style-type: none"> <li>1. Decision-making</li> </ol> <p><b>E. Shared Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>1. Shared Responsibility</li> </ol> <p><b>F. Professional Responsibilities Indicator</b></p> <ol style="list-style-type: none"> <li>1. Judgment</li> <li>2. Reliability and Responsibility</li> </ol>