

Pelham School Improvement Plan

2015-2016



School Governance Council Members:

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 2015-2016 School Improvement Plan for Pelham Elementary School. This document is the product of the on-going work of the School Governance Council. We began by reviewing the existing School Improvement Plan and made modifications to current goals that continue to be an area of need as well as to incorporate newer initiatives and programs. Many of the School Improvement Plan goals are directly correlated to the Superintendent's District Improvement Goals to ensure alignment within our practices and programs, and to assure appropriate allocation of resources. The results of the School Climate survey distributed in spring of 2015 have been addressed as appropriate within this plan.

The spring School Climate survey generated 37 responses from families which was approximately half of what was received the previous year. Nearly half of the respondents were from grades 1 & 2 and the rest of the responses were spread fairly equitably across the remaining grade levels. The low level of responses has been discussed by the School Governance Council and there is consensus that we will need to be more proactive and creative about soliciting feedback for the 2016 survey. Families continue to indicate that the school is a good fit for their students, students are well-prepared for the next school year as well as supported and academically challenged. Nearly all the respondents indicated satisfaction with disciplinary practices and that there was a mutual tone of respect at the school for staff and students. A high number of families felt that the school was welcoming, open and accessible, and that families were well informed by the school. Results indicated that families were also pleased with the specialist teachers, which was helpful feedback given that it was an entirely new staff ! Other themes emerged that suggested we need to take a closer look at some of our practices and programs. Although the data was not significant in terms of numbers, the School Council will consider the following areas in the upcoming school year to review and take steps to improve upon finding opportunities for families to meet more often with the teaching staff, and providing information to families on how teachers and families can work together for student improvement.

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. The preschool is in its third year of running and flourishing. For the second 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. Arts continued to be an important component of our program with an artist-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

2015-2016

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 #1: *Providing Engaging and Inclusive Instruction in Every Classroom***
- **Goal #2: *Aligning Curriculum with Standards and Evidence-Based Practices***
- **Goal #3: *Ensuring a positive classroom and school-wide climate for every student***

Goal #1: *Providing Engaging and Inclusive Instruction in Every Classroom*

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
<p>1.A.</p>	<p>Systemic use of data such as Aimsweb Universal Screener and other classroom and assessment data to monitor the progress of all students and to specifically target the academic growth and performance of students at risk:</p> <p>*RTI teacher teams will meet every 6-8 weeks on a scheduled basis to review student progress, identify interventions, and adjust groupings of students for instruction.</p> <p>*Small groups of students in grades K-6 will be engaged in targeted and differentiated instruction that will meet the needs of all learners.</p> <p>*Re-alignment of Enhancement/Co-Teaching teams, K-2, 3 & 4, 5 & 6</p> <p>I.B.1, 1.B.2, 1.C., II.A.2, II.B.3</p>	<p>MCAS/ PARCC data</p> <p>Aimsweb data</p> <p>Benchmark assessments</p> <p>School Climate Survey</p> <p>Discipline data</p>	<p>Principal</p> <p>Staff:</p> <p>RTI School Based Teacher Teams</p> <p>Office for Teaching and Learning; Student Services Office</p>	<p>To begin in Fall 2015 and ongoing throughout the school year</p>	<p>Identified Data List of Assessment Measures</p> <p>Agendas and minutes from Meetings</p>	<p>Staff training & PD for Data Team cycle -</p>	<p>Toward Equity with Excellence (2008) by Ron Ferguson</p> <p>Center on Response to Intervention</p> <p>http://www.rti4success.org/</p>

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I.B.	<p>Incorporate Principles of Universal Design for Learning- *Provide faculty support for the integration of technology to support instruction to explore Multiple Means of Representation, Action, and Expression. (What & How of Learning) *GAFF- Student accounts grades 3-6, Google tools to be introduced in classrooms</p> <p>* Focus on Multiple Means of Engagement (Why of Learning) to enhance student engagement, and increase motivation for learning through increased use of technology.</p> <p>*Focus on Effective Teaching Practices and student engagement to promote self-directed learning and a growth mind-set. I.B.1, 1.B.2, 1.C., II.A.2, II.B.3</p>	<p>Technology survey results from Technology teacher</p> <p>Co-Teaching checklists from teacher teams</p>	<p>Principal</p> <p>Staff</p> <p>Technology Teacher/ IT support from district</p>	<p>Fall 2015 and ongoing throughout the year.</p>	<p>Teachers gain proficiency and increased use of technology during observations.</p> <p>End of year tech. survey</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>Technology Teacher</p> <p>PD in use of new technology tools in the building</p>	<p>National Center on Universal Design for Learning- http://www.udlcenter.org/ https://www.mindsetkit.org/growth-mindset</p>

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1.C.	<p>Newly aligned Co-Teaching teams will continue to meet as collaborative professional learning communities on a weekly basis throughout the year, and will self-assess, plan and utilize agendas, and focus on instructional practices as well as student learning to improve student academic achievement. .</p> <p>Teams will receive specific and actionable feedback about the quality of teacher collaboration. IV.A.1, IV.B.1, IV.A.3, IV.C.1, IV.E.1</p>	<p>Admin. Survey results</p> <p>Co-Teaching self-assessments</p> <p>Student Achievement data</p> <p>Current needs of students with SE needs</p>	<p>Principal SILT DILT</p> <p>Co-Teaching Coach resource</p>	<p>Weekly meetings, beginning in fall 2015.</p> <p>Ongoing throughout the 2015 school year.</p>	<p>Consistent meeting schedule, Agendas and notes from meetings</p> <p>Completed self-assessments by teaching teams from fall, winter, and spring that indicate growth in their understanding and implementation of the co-teaching model.</p>	<p>Time to plan and meet</p> <p>Administrative support</p> <p>Related readings and articles</p> <p>Professional development, weekly meeting time</p>	<p>Cook, L., & Friend, M. (1995). <i>Co-teaching: Guidelines for creating effective practices. Focus on Exceptional Children, 28 (3), 1-16.</i></p> <p><i>Revisiting Professional Learning Communities at Work, DuFour(2008)</i></p>
1.C.	<p>FAMILY ENGAGEMENT: Classroom teachers and specialist staff will explore development of classroom Google website with the goal of keeping an open line of communication with families as to what is happening in the classrooms and to provide suggestions on how to support student learning at home. III.B.1, III.B.2, III.C.1, III.C.2</p>	<p>Current School website</p> <p>School Climate Survey data.</p>	<p>Principal Staff</p>	<p>Spring 2016</p>	<p>Completed classroom pages posted on web site</p>	<p>Professional Development</p> <p>Time to plan and write</p> <p>Support of IT, Tech. Teacher</p>	<p>Henderson, A.T. (Ed). (2007). <i>Beyond the bake sale: The essential guide to family-school partnerships.</i> The New Press</p>

1.D.	FAMILY ENGAGEMENT: 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. III.B.1, III.B.2	School Climate Survey Data	Principal Staff	Beginning in fall 2015	Rotating schedule, Published press article	Time to plan and write	Harvard Family Research Project
1.E.	All teaching staff to distribute back-to-school welcome letter either in summer or by end of first week of school. III.A.1, III.B.2	School Climate Survey Data	Staff	Beginning Summer 2015	Copies of letters sent to Principal, parent feedback	Models of letters shared	Harvard Family Research Project

Goal #2: Aligning 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>Language Arts:</p> <p>*Continue to build a leveled Literacy Resource Center/ Intervention Resource Center to support instruction and differences in student learning styles in alignment with Massachusetts Curriculum Frameworks</p> <p>* Review and align English Language Arts curriculum with MA Curriculum Frameworks in grades pre-K- 2. Focus on a balanced literacy program and provide materials and resources as needed to support instruction with an increased emphasis on Phonics.</p> <p>*Continue to Implement new Teacher’s College Writing Units aligned to the MA Curriculum frameworks in grades K-6. Utilize new assessments and student checklists to support student learning through school specific training, district wide collaboration and sharing of resources.</p> <p>1.A.1, 1.A.3, 1.A.</p>	<p>Inventory of materials to support student learning</p> <p>K-1 Literacy initiative (Year 2) Grade 2- Year 1</p> <p>Aimsweb data</p> <p>Benchmark Assessment data</p>	<p>Principal Staff</p> <p>Principal Staff Director of Teaching & Learning</p>	<p>Ongoing throughout the school year</p> <p>Beginning in Fall, 2015</p>	<p>Organized and expanded selection of book closet selections by genre and levels</p> <p>Curriculum plan for pre-K to grade 2 that is aligned with MA Framework</p> <p>Teacher Observations</p> <p>Improved Student achievement as noted on Aimsweb and Benchmark Assessments</p>	<p>Time</p> <p>PD as needed</p> <p>Volunteers to help level and organize materials</p> <p>Time</p> <p>PD as needed</p> <p>Literacy Materials</p> <p>Superkids Coach visits</p>	<p>Common Core Standards</p> <p>MA ELA Curriculum Frameworks</p> <p>www.rti.org/</p> <p>Superkids: Research on Effectiveness http://bit.ly/lod7j78</p>

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2.E.	Explore Word Study Program for 3-6- Vertical and Horizontal alignment with Common Core	Current word study programs	Principal Staff	Spring 2016	Identified areas of strength/weakness in regards to standards.	ELA resources/ materials	Common Core Standards
2.F.	FAMILY ENGAGEMENT: Host Family Night Events (i.e. Literacy ,Math, Technology, Arts) to raise awareness of curriculum, learning activities, and strategies on how to support and extend learning from school to the home in grades pre-K- grade 6. *Principal Open Meeting Times/Coffee Hours/include staff III.A.1, III.B.2 , III.C.1	Parent Guardian Sign in sheet Parent technology survey data School Climate Survey Data	Principal Staff Technology Teacher	Successful completion of two curriculum night events- Technology in fall, and Math/ELA in Spring Nov.-June	Successful completion of two curriculum night events- Technology in fall, and Math/ Literacy in Spring Established Schedule of meeting dates	Time to plan Sarah Frenette Mt. Holyoke interns	Harvard Family Research Project http://www.hfrp.org/

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
3.A.	*Continue with Year 4 implementation of PBIS (Positive Behavioral Intervention & Supports) model. * Focus on school-wide Community Building- Assembly schedule, Reading Buddies- pre-K-6, special activity days, i.e. “Mix it Up Day” * Development of Student Council Cohort for grades 5 & 6 II.B.1, II.C.2, II.D.1	School Climate Survey data Discipline data Attendance data Student Survey data	Principal Guidance Psychologist Staff	District School Climate Teams to meet beginning in July , 2015 PBIS Team to meet bi-weekly, beginning in September 2015 Staff Meetings throughout year	Whole school assembly, all-school staff training, including para-educators Decreased behavioral incidents noted in cafeteria— related issues. Improved climate in cafeteria	UMass partnership & District Support PBIS School Team gg Educator’s Handbook program, staff training,	PBIS Research http://www.pbis.org/research http://perspectives.tolerance.org/

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
3.B.	<p>*Identify and articulate Tier II behavioral interventions in tiered model.</p> <p>*Pilot CICO- Check/in, Check/out</p> <p>*Develop Scope and Sequence of social & anti-bullying curriculum for use in the classroom.</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>II.B.1, II.C.2, II.D.1</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>	<p>Begin in Fall 2015.</p>	<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>http://www.cfcchildren.org/second-step/research.asp</p> <p>http://www.iirp.edu/</p>
3.C.	<p>Equity and Diversity</p> <p>* Staff will integrate Teaching Tolerance Framework into classroom teaching</p> <p>*Explore and enhance opportunities to celebrate and honor cultural traditions and heritage 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>II.A.3, II.C.1, II.D.3, III.A.1, III.C.2</p>	<p>School Climate Survey data</p> <p>Student Achievement data</p>	<p>Principal Guidance Staff</p>	<p>Beginning in late fall of 2015 and ongoing throughout the year</p> <p>Specified dates TBD- beginning in December 2015</p>	<p>Increased awareness and changes in practices in regards to equity.</p>	<p>Support from Dilt,</p> <p>Central Office Director of Equity- Monica Hall</p> <p>Resources related to culture and diversity</p>	<p>Toward Equity with Excellence (2008) by Ron Ferguson</p> <p><i>Courageous Conversations about Race</i> (2005) By Glen Singleton & Curtis Linton</p> <p>http://perspectives.tolerance.org/</p>

Goal	Strategies & Connection to Standards	Baseline Data	Responsibility	Timeline	Indicators of Progress/Success	Resources Needed	Research Base
3.D.	FAMILY ENGAGEMENT: 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 III.A.1, III.C.2	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 http://www.hfrp.org/
3.E.	FAMILY ENGAGEMENT: 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. III.A.1, III.B.1, III.C.1, III.C.2	School Climate Survey data	Principal, School Secretary, Staff	Bi-Monthly throughout the school year. Teachers to begin on website work in Winter, 2015	Consistent delivery of newsletter to parents, posted on web-site	Information Systems support Staff writing contributions	Harvard Family Research Project http://www.hfrp.org/
3.F.	FAMILY ENGAGEMENT: ESE Grant for Families of Young Children *Weekly playgroups will be held at the Pelham Library for Pelham families. *Four Early Childhood Workshops “ <i>First Steps in Reading</i> ” will be held to support parents with young children and the development of early literacy.	Community input/needs New Grant funded program through the Collaborative	Collaborative Staff Principal Pelham Librarian	Playgroups-ongoing throughout the year Parent Workshops in spring 2016 (March-April)	Scheduled visits for Playgroup in library and Parent night events	Collaborative staff Outreach To families with information	RAND- Early Intervention Research http://www.rand.org/pubs/research_briefs/RB9145.html
3.G.	School/Family Engagement Review Process Determine Next Steps-TBD	Data from spring Focus Groups	Principal Staff District	Beginning October 2015	Next steps determined by data and district work	Resources UMass Support	Harvard Family Research Project http://www.hfrp.org/

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