

**BRYANTVILLE
ELEMENTARY
SCHOOL
2014-2015**

**Pembroke Public Schools
School Improvement Plan**



Bryantville Elementary
School
29 Gurney Drive
Pembroke, MA 02359



INTRODUCTION

Bryantville Elementary School serves Kindergarten through Grade 6 students. There are 606 students in our school. We are fortunate to have such a beautiful facility for our work with young children.

The educators have extensive knowledge and experience in teaching elementary education and use Common Core and state standards in Mathematics, English Language Arts, Social Studies, Science, and Unified Arts to determine what students should know and be able to do when they leave our school. In addition to academic development, we foster the social and emotional development of children.

We offer all children a solid foundation in art, music, and physical education and have a large number of students joining our bands, orchestra, and chorus. Our after-school enrichment program is well attended. Teachers meet regularly in grade teams or as a faculty to discuss student learning results and design ways to support and challenge all learners. The common units of instruction and assessment ensure that students at a grade level have common experiences. We have an active PTO and School Council. We thank our collaborative and supportive community for their partnerships in our children's education.

This past school year we implemented a new standards-based report card to communicate students' achievement and progress toward the Common Core Standards. We are using parent feedback from a survey in June 2014 to refine this report. Each teacher received an iPad, new laptop and WIFI connection for the classroom.

Bryantville Elementary School's 2014-2015 School Improvement Plan was generated through an assessment of the goals from our 2013-2014 plan and our school's needs to accomplish district goals. 2014 MCAS results and common assessment data helped shape our goals. School Council Members in 2014-2015 are Kristen MacDonald, Heather Tremblay, Annmarie Raleigh, Gerri Schaffert, James Olszewski, Cindy Nadworny, Lynne Drowne, Catherine Glaude, Sandra Lovett and Ed Thorne.

Bryantville Elementary School Vision Statement

We believe that all children will achieve to their greatest potential in a safe, caring, supportive, and enriching environment. While recognizing and respecting individual differences and abilities, we promote academic excellence, intellectual curiosity, and creative and physical development. We provide the necessary skills to children to become problem solvers, lifelong learners, and responsible citizens of a global community. We create opportunities to promote student, staff, and community pride, teamwork, and effective social skills.

PEMBROKE PUBLIC SCHOOLS: CORE BELIEFS

We believe:

- In creating and maintaining safe and inviting schools;
- All children can learn and may demonstrate learning in different ways;
- Every student should contribute to our democratic society and the global community;
- In making decisions and acting in the best interest of students;
- Every member of the school community should be valued and respected;
- In a school community that is ethical, civil and respectful of individual differences;
- In strong civic, business and community partnerships that support student achievement.

PEMBROKE SYSTEM GOALS	ALIGNED BRYANTVILLE GOALS
<p>1. LEARNING ENVIRONMENT To provide a safe physical, emotional, and social environment for teaching and learning.</p>	<p>a. To create a positive social context for academic learning by focusing on proactive instructional strategies to teach the social curriculum.</p> <p>b. To build shared meaning and an on-going reflective process of our School's Code of Conduct.</p>
<p>2. ACHIEVEMENT To produce high levels of student achievement through the development, coordination and implementation of rigorous curricula delivered through quality instruction.</p>	<p>a. To create shared understanding of trimester benchmarks for each of the Common Core Standards communicated on the K-6 standards-based report cards.</p> <p>b. To determine the impact from the use of systematic, on-going, individualized technology-based programs and interventions in math and reading.</p> <p>c. To align units, assessments and resources addressing Grades K-6 Math Common Core standards.</p>
<p>3. INSTRUCTIONAL QUALITY To create a teaching environment where educational innovation and best practices are valued, practiced and evaluated.</p>	<p>a. To build teachers' repertoire of instructional strategies for increasing students' participation and cognitive engagement in learning.</p> <p>b. To create models and identify resources for using technology in classrooms to promote 21st Century Skills that shifts the learning control from teacher to student.</p>
<p>4. DATA DRIVEN To plan, monitor and inform instruction through the use of student achievement data.</p>	<p>a. To build teachers' expertise in using <i>SchoolNet</i> as an assessment generator and assessment data management tool.</p> <p>b. To build expertise in using <i>SchoolNet</i> as a classroom and grade level data analysis tool and an instruction planning tool.</p>
<p>5. COMMUNICATION To enhance and strengthen open communication with all members of the community.</p>	<p>a. To build teachers' skills in using <i>SchoolNet</i> as a communication tool for helping parents understand the big picture of their children's achievement and development of essential skills and concepts.</p> <p>b. To refine the standards-based report cards to address parent feedback and prompt teachers to remain focused on and accountable to the new Common Core Standards.</p> <p>e. To explore new uses of technology, such as Twitter, to communicate classroom and school information.</p>

1. LEARNING ENVIRONMENT

To provide a safe physical, emotional, and social environment for teaching and learning.

ALIGNED BRYANTVILLE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
<p>To create a positive social context for academic learning by focusing on proactive instructional strategies to teach the social curriculum.</p>	<p>Facilitate school/district professional development on all teaching practices of Responsive Classroom.</p> <p>Design ways for teachers to collaborate with and observe each other successfully implementing Morning Meetings and other Responsive Classroom practices.</p> <p>Promote resources from the Social Thinking Curriculum that can be reinforced during Morning Meetings.</p> <p>Continue to build a school library of resources from Responsive Classroom and Social Thinking to be used as text-based discussions with teachers.</p> <p>Add lessons to the social skills curriculum that builds students' understanding of what a good digital citizen does and does not do on-line.</p>	<p>Principal & Assistant Principal</p> <p>Professional Development Team</p> <p>School Psychologist</p> <p>Faculty & Staff</p> <p>Instructional Technology Teacher</p>	<p>Fall 2014- Spring 2015</p>
<p>To build shared meaning and an on-going reflective process of our School's Code of Conduct.</p>	<p>Develop processes for on-gong student reflection on the behaviors outlined by the school's Code of Conduct.</p> <p>Engage student leaders in problem-solving how to address challenges indicated from trends in behavior.</p> <p>Monitor the effectiveness of how teachers and administrators use the Code of Conduct with students to engage in reflection of behaviors and develop plans for improvement.</p>	<p>Teachers</p> <p>Student Leaders</p> <p>Principal and Assistant Principal</p> <p>School Psychologist</p>	<p>Fall 2014- Spring 2015</p>

2. ACHIEVEMENT

To produce high levels of student achievement through the development, coordination and implementation of rigorous curricula delivered through quality instruction.

ALIGNED BRYANTVILLE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
To create shared understanding of trimester benchmarks for each of the Common Core Standards communicated on the K-6 standards-based report cards.	<p>Continue the work started by grade teams to identify trimester benchmarks for each of the math and ELA Common Core standards listed on the report card.</p> <p>Continue the work of grade teams to generate rubrics and identify exemplars for each of the math and ELA Common Core standards listed on the report card.</p> <p>Collaborate with the other two elementary schools to refine and revise the trimester benchmarks and rubrics.</p>	Principal and Assistant Principal Reading Specialist Grade Teams K-6 Principals and Grade Teams	Fall-Winter 2014
To determine the impact from the use systematic, on-going, individualized technology-based programs and interventions in math and reading.	<p>Offer professional development and on-going teacher support in using <i>Khan Academy</i> and <i>TenMarks</i> in place of math homework and as in-school math support.</p> <p>Use <i>TenMarks</i> or <i>Khan Academy</i> in Grades 1-6 to address students' gaps in math skills and to challenge students to advance their mastering of new skills.</p> <p>Identify the correlation between the use of technology-based programs, such as <i>Read Naturally</i>, <i>TenMarks</i> and <i>Khan Academy</i> to state and school assessment results.</p>	Principal and Assistant Principal Reading Specialist Classroom Teacher Teacher Leaders Special Educators	Fall 2014- Spring 2015
To align units, assessments and resources address Grades K-6 Math Common Core standards.	<p>Evaluate the use of different resource materials in math to support Common Core Standards.</p> <p>Explore the test question bank on <i>SchoolNet</i> as a resource for creating assessments aligned with Common Core standards.</p> <p>Create curriculum maps and align units and assessments to the math Common Core standards.</p>	Grade Teams Special Educators Principal and Assistant Principal District Administrators	Fall 2014- Spring 2015

3. INSTRUCTIONAL QUALITY

To create a teaching environment where educational innovation and best practices are valued, practiced and evaluated.

ALIGNED BRYANTVILLE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
<p>To build teachers' repertoire of instructional strategies for increasing students' participation and cognitive engagement in learning.</p>	<p>Build a shared understanding, through text-based and video-based discussions, of the expectations on the teacher evaluation rubric that focus practices that increase student engagement of learning.</p> <p>Videotape teachers using various strategies to engage all students in learning.</p> <p>Promote peer observations to explore any instructional needs identified from indicators on the teacher evaluation rubric.</p>	<p>Principal and Assistant Principal</p> <p>All Teachers</p> <p>Professional Development Committee</p>	<p>Fall 2014- Spring 2015</p>
<p>To create models and identify resources for using technology in classrooms to promote 21st Century Skills that shifts the learning control from teacher to student.</p>	<p>Build a shared vision of Alan November's beliefs for using technology to shift the learning control from teacher to students through the use of strategies such as Student Tutorial Designers, Student Researchers/Collaborators, and Flipped Classroom Models.</p> <p>Identify resource people on staff who can offer professional development activities to forward the school's vision for technology use.</p> <p>Identify technology applications that engage learners and deepen the learning.</p> <p>Remove obstacles for teachers to effectively use technology in their classrooms.</p>	<p>K-6 Instructional Technology Teacher</p> <p>Principal and Assistant Principal</p> <p>Technology Pioneers & BLC Conference Attendees</p>	<p>Summer 2014- Summer 2015</p>

4. DATA DRIVEN

To plan, monitor and inform instruction through the use of student achievement data.

ALIGNED BRYANTVILLE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
To build teachers' expertise in using <i>SchoolNet</i> as an assessment generator and assessment data management tool.	<p>Offer professional development and on-going support for using <i>SchoolNet</i> as a data management and assessment generator tool.</p> <p>Explore the bank of assessment questions aligned to Common Core Standards on <i>SchoolNet</i></p> <p>Share results of classroom assessments generated by teachers through <i>SchoolNet</i>.</p> <p>Explore how current assessment data and the assessments to be identified as District Determined Measures may be added to or create in <i>SchoolNet</i>.</p>	<p>Erin Tinker</p> <p>Instructional Technology Teacher</p> <p>Grade Teams & Special Educators</p> <p>Reading Specialist</p> <p>Instructional Support Team</p>	Fall 2014- June 2015
To build expertise in using <i>SchoolNet</i> as a classroom and grade level data analysis tool and an instruction planning tool.	<p>Offer professional development and on-going support for using <i>SchoolNet</i> for data analysis and to identify needs for instructional improvements.</p> <p>Model using <i>SchoolNet</i> data to discuss student needs and strengths during Title 1, Instructional Support Team and grade level meetings.</p> <p>Monitor teachers' use of <i>SchoolNet</i> to use data to create differentiated, flexible groups based on student needs.</p>	<p>Erin Tinker</p> <p>Instructional Technology Teacher</p> <p>Grade Teams & Special Educators</p> <p>Reading Specialist</p> <p>Instructional Support Team</p>	Fall 2014- June 2015

5. COMMUNICATION

To enhance and strengthen open communication with all members of the community.

ALIGNED BRYANTVILLE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
To build teachers' skills in using <i>SchoolNet</i> as a communication tool for helping parents understand the big picture of their children's achievement and development of essential skills and concepts.	<p>Offer professional development opportunities in the use of generating reports from SchoolNet to use when discussing students' strengths and needs.</p> <p>Use common assessment reports generated from SchoolNet to gain insights on grade level curriculum needs and strengths.</p>	<p>Erin Tinker</p> <p>Principal & Assistant Principal</p> <p>Grade Team</p>	Winter 2015
To refine the standards-based report cards to address parent feedback and prompt teachers to remain focused on and accountable to the new Common Core Standards.	<p>Revise the report card based on feedback from parents.</p> <p>Identify trimester rubrics for each indicator on the report card so teachers can clearly communicate expectations to students and parents.</p>	<p>Principal and Assistant Principal</p> <p>Grade Teams</p> <p>Special Educators</p>	Fall 2014 – Winter 2015
To explore new uses of technology, such as Twitter, to communicate classroom and school information.	<p>Create a school-wide twitter account in place of the monthly Broadcast Email newsletters.</p> <p>Assess the effectiveness of classroom uses of Twitter and Edmodo as communication tools with families.</p>	<p>Principal & Assistant Principal</p> <p>Special Educators</p> <p>Teachers</p>	Fall 2014- Spring 2015