

Hobomock Elementary School 2014-2015

Pembroke Public Schools School Improvement Plan



Hobomock Elementary School
81 Learning Lane
Pembroke, MA 02359

www.pembrokek12.org



SCHOOL COUNCIL MEMBERS
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INTRODUCTION

Hobomock Mission Statement

The mission of Hobomock Elementary School is to provide our students with a solid intellectual, physical, and social foundation, so that they will become active and informed members of their communities, capable of enjoying the many opportunities that will exist for them in our technology intensive, ever changing, global society.

Hobomock's Beliefs and Goals

Our shared beliefs shape our practices as we work toward fulfilling our mission.

We believe that students' educational needs are unique. Students develop at different rates and in different ways, but all students can learn and all students should be held to high standards for learning. Therefore, our goal is to provide a range of educational opportunities designed to both challenge and support students as they work toward achieving mastery of the curriculum. We believe that students feel a sense of pride and accomplishment when they experience the rewards of hard work, and that student achievement depends more on the efforts of teachers and students than on students' innate qualities. Therefore, our goal is to foster classroom and school wide practices that recognize and reward student effort as well as student achievement. We believe the following conditions are crucial to student achievement:

...A school environment that emphasizes students and student learning--one in which student learning is clearly the top priority.

...A school climate that is personalized--where students know adults care about them and appreciate them for their unique attributes. Positive teacher-student relationships are essential to student learning.

...A school climate that is orderly--where the established policies and rules serve to protect the well-being of our students and promote a positive and safe environment. School policies and rules should be clearly understood by all members of the school community, and they should be fairly and consistently applied.

...A school climate that is collegial--where there is respect for the experiences and perspectives of others, mutual support, and effective productive communication.

Therefore, our goal is to maintain a school environment that embodies clarity of purpose, positive relationships, safety, orderliness, and consistency, and collegiality.

We believe students are best served by a curriculum that is coherent and clearly articulated, culturally relevant, challenging, well-rounded, and consistent with statewide education reform efforts.

Therefore, our goal is to continually examine and evaluate our curriculum and materials in light of their criteria.

We believe that students are naturally inquisitive and active learners, always seeking to make connections between prior knowledge and new learning. Therefore, our goal is to emphasize instructional approaches that are experiential, hands-on, and inquiry based.

We believe that parents are the primary educators of character and values, and that the school's role is to reinforce those values dictated by our society.

Therefore, our goal is to develop family-school relationships that are mindful and respectful of each other's responsibilities in the development of students' moral intelligence.

We believe in a shared accountability for the education, safety, and well-being of our students. Parents, teachers, students, administrators, support staff and community members have separate and distinct roles and responsibilities in the education of our students, but the success of our mission depends on the truly collaborative efforts of all.

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.

District Goals and Aligned Hobomock Goals

PEMBROKE SYSTEM GOALS	ALIGNED HOBOMOCK GOALS
<p>1. LEARNING ENVIRONMENT To provide a safe physical, emotional, and social environment for teaching and learning.</p>	<ul style="list-style-type: none"> a. To continue a collaborative relationship with the town's safety officer b. To enhance the Hobomock culture of collaboration to become more reflective about our practices and instruction, to enrich professional growth and ultimately improve student learning c. To strengthen Hobomock's school climate and pride for students and staff.
<p>2. ACHIEVEMENT To produce high levels of student achievement through the development, coordination and implementation of rigorous curricula delivered through quality instruction.</p>	<ul style="list-style-type: none"> a. To fully implement the 2011 Massachusetts Common Core Frameworks in ELA and Mathematics b. To analyze student achievement by examining multiple sources of student data to create building, grade level and individual goals to assist students in reaching proficiency on the new Massachusetts Frameworks (Common Core Standards) and district used assessments c. To develop an understanding of the PARCC assessment testing to best prepare our students.
<p>3. INSTRUCTIONAL QUALITY To create a teaching environment where educational innovation and best practices are valued, practiced and evaluated.</p>	<ul style="list-style-type: none"> a. To support teachers with the new educator evaluation system in to order to enhance supervision and evaluation practices thus creating a culture of continuous improvement and reflective learning b. To identify and develop effective special education models to ensure that all students are provided with appropriate instruction and opportunities c. To explore and identify ways to implement 21st century skills and strategies that allow students to learn to think both critically and creatively, understand their connection to the world around them and use technology to enhance their learning
<p>4. DATA DRIVEN To plan, monitor and inform instruction through the use of student achievement data.</p>	<ul style="list-style-type: none"> a. Utilizing the new standardized report cards (K-6) in order to provide a clear communication tool regarding achievement and progress for our families. b. To explore web based systems as intervention tools for students c. To develop intervention periods to support student learning.
<p>5. COMMUNICATION To enhance and strengthen open communication with all members of the community.</p>	<ul style="list-style-type: none"> a. To strengthen the relationships with the both the parent and community populations through the use of communication and engagement. b. To continue to have a cohesive and collaborative relationship with the Hobomock PTO members

GOAL #1: LEARNING ENVIRONMENT

1. LEARNING ENVIRONMENT			
To provide a safe physical, emotional, and social environment for teaching and learning.			
ALIGNED HOBOMOCK GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
<p>a. To create a collaborative relationship with the town's safety officer</p>	<p>1.a.1 Review, update and monitor, as necessary, safety protocols 1.a.2 Meet monthly with the safety officer as a means of open communication, and discuss specific cases as necessary 1.a.3 Explore ways to familiarize students with the safety officer and his role in the district 1.a.4 Conduct regular walkthroughs with the safety officer throughout the building/grounds</p>	<p>✓ Principal ✓ Hobomock staff ✓ Pembroke Police Department</p>	<p>2014-2016</p>
<p>b. To enhance the Hobomock culture of collaboration to become more reflective about our practices and instruction, to enrich professional growth and ultimately improve student learning</p>	<p>1.b.1 Develop Professional Learning Communities at the building level 1.b.2 Use faculty meetings to collaborate, investigate, converse and create improvement approaches to address concerns, weaknesses and needs of the building 1.b.3 Implement and evaluate, through the collection of data, the results of the improvement approaches</p>	<p>✓ Principal ✓ Assistant Principal ✓ Hobomock Staff</p>	<p>2014-2016</p>
<p>c. To strengthen Hobomock's school climate and pride</p>	<p>1. C.1 Daily announcements with students, reminder of core values. 1.c.2 Increase recognition of students' displaying of character traits daily the school year/kindness program/Star Students 1.c.3 Hobomock/Titan spirit days twice a month. 1.c.4 Create monthly School Wide Meetings that bring the building together as a whole, while strengthening Hobomock's culture of collaboration 1.c.5 Create a Student Council to represent the students of Hobomock and develop community projects.</p>	<p>✓ Principal ✓ Assistant Principal ✓ Hobomock Staff ✓ Student Council Advisors</p>	<p>2014-2016</p>

GOAL #2: ACHIEVEMENT

2. ACHIEVEMENT			
To produce high levels of student achievement through the development, coordination and implementation of rigorous curricula delivered through quality instruction.			
ALIGNED HOBOMOCK GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
<p>a. To fully implement the 2011 Massachusetts Common Core Frameworks in ELA and Mathematics</p>	<p>2.a.1 Continue to adjust our curriculum maps and instruction to reflect the 2011 Frameworks through grade level work at both the building and district level</p> <p>2.a.2 Provide teachers with support through conversations at grade level teams, coaching by the reading specialist and the purchase of additional curricular materials</p> <p>2.a.3 Devote faculty meetings and additional book studies to provide teachers with strategies and instructional approaches to align their instruction with current Frameworks</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ Hobomock staff ✓ Reading Specialist 	<p>2014-2015</p>
<p>b. To analyze student achievement by examining multiple sources of student data to create building, grade level and individual goals to assist students in reaching proficiency on the new Massachusetts Frameworks (Common Core Standards) and district used assessments</p>	<p>2.b.1 To strengthen knowledge, use and analysis of <i>Inform</i>, our data management system</p> <p>2.b.2 Analyze strengths and weaknesses of MCAS data including examining trends, cohorts and grade level specific standards</p> <p>2.b.3 Provide teachers with support in analysis of multiple sources of data including MCAS, DRA, District Wide Common Assessments</p> <p>2.b.4 Increase understanding of the new frameworks in ELA and Mathematics</p> <p>2.b.5 Become reflective about the implications on the new frameworks on our curriculum, assessments and instruction</p> <p>2.b.6 Create grade level SMART goals that identify student weaknesses, common instructional needs and develop measures used to determine growth</p> <p>2.b.7 Track the response to interventions and strategies created in the SMART goals through data collection</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ General Education Teachers ✓ Special Education Teachers ✓ Reading Specialist 	<p>2014-2016</p>

GOAL #3: INSTRUCTIONAL QUALITY

3. INSTRUCTIONAL QUALITY			
To create a teaching environment where educational innovation and best practices are valued, practiced and evaluated.			
ALIGNED HOBOMOCK GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
<p>a. To continue to support teachers with the new educator evaluation system in to order to enhance supervision and evaluation practices thus creating a culture of continuous improvement and reflective learning</p>	<p>3.a.1 Provide educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability through regular unannounced observations 3.a.2 Support educators with ongoing professional development regarding the newly adopted rubrics and language as well as identified areas of needed growth 3.a.3 Support grade/team meeting time to collaborate, converse and strategize on strategies to support individual/team goals 3.a.4 Support and encourage teachers to conduct peer to peer observations at both the building and district level</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ Hobomock teaching staff 	<p>2014-2016</p>
<p>b. To identify and develop effective special education models to ensure that all students are provided with appropriate instruction and opportunities</p>	<p>3.b.1 Create collaborative team work with the Coordinator of Special Education and building level special education staff 3.b.2 Provide opportunities for collaboration amongst building level special education teachers and district wide job alike teachers 3.b.3 Provide outlined consult time between general education and special education staff members 3.b.4 Analyze monthly data collection of students' progress towards goals 3.b.5 Define, develop and propose meaningful inclusion opportunities for students in the district wide programs 3.b.6 Investigate and implement Adaptive Physical Education classes 3.b.7 Explore and develop effective co-teaching models 3.b.8 Define roles and expectations of special education paraprofessionals across all settings</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ Special Education Coordinator ✓ Special Education Staff 	<p>2014-2016</p>

<p>c. To explore and identify ways to implement 21st century skills and strategies that allow students to learn to think both critically and creatively, understand their connection to the world around them and use technology to enhance their learning</p>	<p>3.c.1 Implement instructional strategies that enhance creativity, innovation, critical thinking, problem solving, communication and collaboration 3.c.2 Improve the delivery of instruction to focus on student ownership 3.c.3 Take steps to create a digital learning environment that embraces the integration of additional technology into classrooms including additional devices and web-based programs to increase student engagement, broaden instructional practices and create student centered learning 3.c.4 Purchase additional technology for classrooms including iPads and additional Wifi Hotspots, Projectors and Table Stands.</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Hobomock staff ✓ Hobomock PTO 	<p>2014-2016</p>
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GOAL #4: DATA DRIVEN

4. DATA DRIVEN			
To plan, monitor and inform instruction through the use of student achievement data.			
ALIGNED HOBOMOCK GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
<p>a. To continue to support the standardized report cards (K-6) in order to provide a clear communication tool regarding achievement and progress</p>	<p>4.a.1 Provide an informational guide to families regarding the change to the new report card system at both Open House, at parent/teacher conferences and through our website 4.a.2 Provide professional development time for teachers to work collaboratively in grade level teams to recreate grading rubrics and anchor papers 4.a.3 Regularly evaluate data on an ongoing basis regarding students ability to meet outlined standards 4.a.4 Gather feedback from families and staff on the format, standards and use on the new report cards and propose adjustments as needed</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ Hobomock staff 	<p>2014-2016</p>
<p>b. To continue to explore web based systems as intervention tools for students</p>	<p>4.b.1 To explore various web based programs that will assist students in effectively meeting grade level expectations and fill in gaps that exist from previous grade level expectations 4.b.2 Train identified staff in the online system's use and abilities; and support them in the analysis of the ongoing data 4.b.3 Evaluate the correlation between various systems' content and the Common Core Frameworks, PPS's common assessments and future MCAS data</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ Hobomock staff 	<p>2014-2016</p>

GOAL #5: COMMUNICATION

5. COMMUNICATION			
To enhance and strengthen open communication with all members of the community.			
ALIGNED HOBOMOCK GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
<p>a. To strengthen the relationships with the both the parent and community populations through the use of communication and engagement</p>	<p>5.a.1 Distribute weekly email news blasts that outline important information and dates 5.a.2 Update our website to include photos of ongoing events at Hobomock 5.a.3 Create a connection with the local newspaper to highlight Hobomock events and staff 5.a.4 Explore and develop ways to create partnerships with Pembroke community organizations 5.a.5 Create a Student Council to be the voice of the students and develop community projects.</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ Hobomock families 	<p>2014-2016</p>
<p>b. To establish a cohesive and collaborative relationship with the Hobomock PTO members</p>	<p>5.b.1 Implement regular meetings with the PTO executive board to discuss practices, procedures and policies 5.b.2 Review ongoing PTO events and committees to analyze effectiveness and efficiency 5.b.3 Increase communications to families through work with various sub committees. 5.b.4 Weekly check ins and discussions regarding events and ways to support students.</p>	<ul style="list-style-type: none"> ✓ Principal ✓ Assistant Principal ✓ Hobomock PTO 	<p>2014-2016</p>