

# North Pembroke Elementary School 2014 - 2015

## Pembroke Public Schools School Improvement Plan



North Pembroke Elementary School  
72 Pilgrim Road  
Pembroke, MA 02359

[www.pembrokek12.org](http://www.pembrokek12.org)



## **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.

## **NORTH PEMBROKE ELEMENTARY SCHOOL: MISSION STATEMENT**

The learning community of the North Pembroke Elementary School seeks to unite students, parents, and staff in the lifelong adventure of learning as it relates to knowledge, the realization of individual potential, and the improvement of the community at large. The key values that unite our school community are caring *and* respect, a commitment to learning, and a sense of citizenship. We strive to introduce children to the world of the past, the present, and what is attainable in the future, while never forgetting that all of us are both educators and learners.

## **School Improvement Plan**

The North Pembroke Elementary School improvement plan is a dynamic document, created with the help of input from parents, staff, students, and administrators. Through ongoing discussions with individuals and groups we have been able to identify particular areas of need and focus in our building. We have also carefully examined our assessment data and determined that we need to examine our efforts to ensure that we improve student achievement.

## **School Council Members: 2014 - 2015**

Co-Chairs: David Summergrad, *Principal*, and Lesley Battell, *Parent*

Staff Members: Kathy Lang, *teacher*, Michael Murphy, *Assistant Principal*, and Elizabeth Woods, *teacher*

Parents: Pam Roy, Joanne St John, and Donna Woods

Community Members: Kate Nugent and Vickie Panacy

PEMBROKE SYSTEM GOALS	ALIGNED NORTH PEMBROKE GOALS
<p><b>1. LEARNING ENVIRONMENT</b> To provide a safe physical, emotional, and social environment for teaching and learning, and to build community in the school.</p>	<p>To support and enhance the extra curricular opportunities for students through the Pembroke Enrichment Program (PEP) and other activities - <i>Ongoing</i>            To sustain and build upon the Code of Responsibility for all members of the NPES Community - <i>Ongoing</i>            To develop and sustain a trusting Professional Learning Community along with faculty “book groups” to improve staff performance and student achievement – <i>Ongoing</i>            To improve the quality of our lunchroom experience with improved food offerings, better procedures, a better seating plan, a more effective schedule, and better supervision - <i>Ongoing</i>            To continue to learn about and implement Responsive Classroom practices in our school - <i>Ongoing</i>            To implement the Social Thinking Curriculum school wide - <i>New in 2014 - 2015</i></p>
<p><b>2. ACHIEVEMENT</b> To produce high levels of student achievement through the development, coordination and implementation of rigorous curricula delivered through quality instruction.</p>	<p>To focus our efforts on developing lessons and curriculum that support intellectual engagement for all students - <i>New in 2014 - 2015</i>            To increase the number of students in all subgroups who score proficient and advanced on the state assessments ELA and math - <i>Ongoing</i>            To support the accelerated ELA and Math models in grades five and six, and to provide professional development to ensure alignment with the Common Core, and to continue to ensure that access to this special program is fluid – <i>Ongoing and New</i></p>
<p><b>3. INSTRUCTIONAL QUALITY</b> To create a teaching environment where educational innovation and best practices are valued, practiced and evaluated.</p>	<p>To continue to align our curriculum in math, English Language Arts, science, and social studies with the Common Core curriculum as we prepare for the new PARCC assessments - <i>Ongoing</i>            To develop appropriate trimester benchmarks for the report cards as we continue our transition to the Common Core – <i>Ongoing</i>            To provide resources and professional development to improve writing instruction and student achievement in 3<sup>rd</sup> and 4<sup>th</sup> grade using strategies like daily journal writing with a targeted skill focus - <i>Ongoing</i>            To support the system-wide technology initiative and the classroom Pioneers to make effective use of technology to enhance teaching and learning throughout the school - <i>Ongoing</i></p>
<p><b>4. DATA DRIVEN</b> To plan, monitor and inform instruction through the use of student achievement data.</p>	<p>To use data from the early literacy assessments and the DRA to differentiate instruction and challenge all students – <i>Ongoing</i>            To expand our Math Boost Program to include ELA as we work with identified students (based on MCAS scores and other data) to increase their achievement <i>Ongoing and New</i>            To identify and develop District Determined Measures and to fine-tune our grade-level assessments in math and ELA - <i>Ongoing</i>            To continue to monitor data on "office referrals" to assess the combined impact of the Code of Responsibility, the Responsive Classroom approach, and the implementation of the school wide Social Thinking Curriculum <i>Ongoing and New</i>            To reduce “office referrals” from recess by teaching new strategies and safer more inclusive games for students - <i>New in 2014 - 2015</i></p>

<p><b>5. COMMUNICATION</b>          To enhance and strengthen open and transparent communication with all members of the community.</p>	<p>To send a newsletter "Message From the Principal" to the NPES community at least once a month - <i>Ongoing</i>          To send a weekly staff bulletin (<b>The NPES Staff Notes</b>) - <i>Ongoing</i>          To continue expanding our North Pembroke website to make it more informative for families. - <i>Ongoing</i>          To create more opportunities for vertical teams of teachers within the building to have professional conversations and to continue to meet with the <b>Principal's Advisory Team</b> - <i>Ongoing</i>          To host regular "Coffees With the Principal" in conjunction with the PTO - <i>Ongoing</i></p>
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## District Goals and Aligned North Pembroke Goals

Goal # 1. LEARNING ENVIRONMENT			
To provide a safe physical, emotional, and social environment for teaching and learning.			
ALIGNED NORTH PEMBROKE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
1.1. To support and enhance the extra curricular opportunities for students.	1.1.a. Continue to “grow” the after-school (and before-school) enrichment program ( <b>P.E.P.</b> ) in collaboration with the other schools.	Principal and Assistant Principal, Classroom teachers, Specialists and Special Education teachers, Enrichment Coordinators, Office staff, Mr. Fitzgibbons	September 2014 - 2015
	1.1.b. Make parents and students aware of our after school enrichment programs through email and newsletter. Support the after school programs with assigned space, necessary monitoring and flexible scheduling.		
1.2. To create additional enrichment opportunities before and after school.	1.2.a. Continue the 3-year tradition of a <b>Pembroke 6th grade musical</b> in the winter (including roles for 1st graders), hosted at North Pembroke (students are recruited from all three elementary schools)	Musical Director & Drama Director Administration, PTO	November 2014 – February 1, 2015 (show goes up on January 30 <sup>th</sup> !)
	1.2.b. Continue the <b>Music in the Morning Program</b> to showcase student, staff, and community musicians.	PTO and music teachers	<i>Ongoing</i> September 2011 - June 2015

<p>1.3. To develop and implement a coherent and positive <b>Code of Responsibility</b> for all members of the NPES Community. Expand the use of the Responsive Classroom program. Implement the Social Thinking Curriculum school wide.</p>	<p>1.3.a. Use our shared <b>Code of Responsibility</b> across all grades and classrooms in all settings in the school</p> <p>1.3.b. Continue to implement Responsive Classroom practices in our school</p> <p>1.3.c Implement the Social Thinking Curriculum throughout the school</p> <p>1.3.d. Communicate regularly on the process of student discipline including the "loop" for office referrals</p> <p>1.3.e. Make all staff aware of their responsibilities related to the anti-bullying legislation.</p> <p>1.3.f. Document and address serious behavior incidents in PowerSchool</p>	<p>All teachers and staff and Administrators</p> <p>All teachers; Administrators at North</p> <p>Principal and Assistant Principal, all teachers, all staff</p> <p>Principal and Assistant Principal</p> <p>Principal and Assistant Principal</p> <p>Administrative Team and office staff</p>	<p>September 2012 – June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p>
<p>1.4. To work with the PTO to maintain our community Peace Garden and other plantings, involving the students and staff and families.</p>	<p>1.4.b. Continue to work with the PTO on beautification of the school grounds and courtyard spaces</p>	<p>PTO and all Staff, Administrative Team</p>	<p>September 2014 – June 2015</p> <p>September 2011 – June 2015</p>
<p>1.5. Continue grade-level community service projects that were established in 2011 – 2012</p>	<p>1.5.a. Identify and maintain the responsibilities for each grade</p>	<p>Grade level teams of teachers, with support from the PTO</p>	<p>September 2014 – June 2015</p>

<p>1.6. To <b>build community</b> in the school.</p>	<p>1.6.a. Continue weekly Community Meeting for grades K, 1, and 2 to begin to build a sense of <i>community</i> and shared values. Integrate (annually) the kindergarten into the Community Meeting cycle beginning in January.</p> <p>1.6.b. Hold grade-level Community Meetings at least once each month with students in grades 3, 4, 5, and 6</p> <p>1.6.c. Develop and support an effective Student Council in grades 5 &amp; 6 with an emphasis on leadership and community service</p> <p>1.6.d. Bring in one or two guest speakers for parent gatherings (2011 – 2012, Dr. Robert Brooks, 2012 – 2013, Jessica Minahan, BCBA, TBD in 2013-2014, Tim, Taryn, and Tyler Mallard: ASD presentation in 2014</p> <p>1.6.e. To continue to develop a trusting <b>Professional Learning Community</b> to improve staff performance through more focused grade-level meetings and faculty meetings; <u>focus on student engagement</u>; continue our faculty wide books groups</p>	<p>Principal and Assistant Principal, grade level teachers, School Psychologist</p> <p>Principal and Assistant Principal, grade level teachers, School Psychologist</p> <p>Student Council Advisors, Administrative Team</p> <p>Administrative Team, with PTO supports</p> <p>Administrative Team, All teachers and staff</p>	<p>Ongoing September 2011 – June 2015</p> <p>Annually</p> <p>September 2014 – June 2015</p>
<p>1.7. To improve the school lunchroom</p>	<p>1.7.a. Continue to work with the food service director to improve flow of lines, signage, food offerings, participation, and customer service</p> <p>1.7.b. Administration present in the lunch room – improve behavior and make the room more pleasant for eating; more comfortable seating arrangement and better schedule</p> <p>1.7.c. Continue the <b>Parent Lunch Initiative</b>: train parent volunteers to be at lunch during the kindergarten, first, and second grade lunch times to sit at all tables and help with supervision and civility</p> <p>1.7.e. Create “how to” videos with our 6<sup>th</sup> graders as they teach the cleaning procedures and lunchroom behavior</p>	<p>Administrative Team, School Council, Erin Obey</p> <p>Administrative Team plus All teachers, administration PTO, School Nurse and Food Committee</p> <p>Student Council Advisors, Administration, PTO, Principal, School Council</p> <p>Administrative team and 6<sup>th</sup> grade staff (Technology <b>Pioneers</b>)</p>	<p>September 2012 – June 2015 Ongoing</p> <p>September 2013 – June 2015</p> <p>September 2012 – June 2015</p> <p>New</p>

Goal #2. ACHIEVEMENT

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

ALIGNED NPES GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
2.1. To focus our efforts on developing lessons and curriculum that support <u>intellectual engagement for all students</u>	<p>2.1.a. Assign readings to the faculty to deepen the understanding of intellectual engagement, including three books: <i>Total Participation Techniques – Making Every Student an Active Learner</i>, <i>Brain Rules</i>, and <i>Teach Like a Pirate</i></p> <p>2.1.b Follow up at all faculty and grade level meetings with the focus on <i>engagement</i></p> <p>2.1.c. Follow up with teachers during the goal-setting and evaluation process – keep <i>student engagement front and center</i> in the process</p>	All teachers, Principal and Assistant Principal	New September 2014 - June 2015
2.2. To increase the number of students including those in the Special Education and low-income subgroups who score proficient and advanced on the standardized ELA and math MCAS.	<p>2.2.a. Review details of IEP’s and specific accommodations for each student in the Special Education sub-group and for those on 504 plans.</p> <p>2.2.b. Monitor coordination of instruction provided by classroom teachers and Special Education teachers.</p> <p>2.2.c. Continue the “Morning Math Maniacs” club. (Grades 1-6)</p> <p>2.2.d. Develop and implement <b>Academic Improvement Plans (AIPs)</b> to help identify specific teaching strategies to meet the needs of individual learners and groups of learners who scored Needs Improvement or Warning on the MCAS.</p>	<p>Administrative Team, All teachers</p> <p>All teachers in grades 3-6, Administrative Team</p> <p>Math Maniacs Advisors, PTO, Administrative Team</p> <p>All staff in grades 4, 5, and 6</p>	<p>Ongoing September 2011 - June 2015</p> <p>Ongoing September 2011 - June 2015</p> <p>Ongoing September 2011 - June 2015</p> <p>Ongoing September 2011 - June 2015</p>

2.3. Work with each grade to help analyze the data from state and local assessments to inform targeted instruction	2.3.a. Identify specific areas of weakness (and strength) in our instruction	All teachers and the Administrative Team	September 2012 – June 2015 ✓
	2.3.b. Identify students who may benefit from additional Math <b>Boost</b> and ELA <b>Boost</b> time outside the school day; Increase the teaching and review of operational terms (compare, contrast, analyze, predict, synthesize, explain, etc.) to develop competencies for children in doing short and long response writing and thinking	All teachers in grades K-6, Administrative Team	Ongoing with a new added focus on ELA, September 2014 – June 2015
2.4 To monitor and support the Accelerated Pathways ELA and Accelerated Pathways Math programs in grades five and six.	2.4.a. Support the accelerated ELA and Math models in grades five and six, to provide professional development to ensure alignment with the Common Core, and to continue to ensure that access to this special program is fluid	All teachers of Accelerated Pathways in grades 5 and 6, Administrative Team, Math Coordinator	New September 2014 – June 2015
	2.4.b. Communicate with accelerated ELA and Math teachers across the district to coordinate curriculum, lessons and materials.	All teachers of Accelerated Pathways in grades 5 and 6, Administrative Team, Math Coordinator	Ongoing September 2013 – June 2015
	2.4.c. Encourage teachers working in the accelerated programs to attend workshops to help them identify and refine strategies for working with accelerated learners.	All teachers of Accelerated Pathways in grades 5 and 6, Administrative Team, Math Coordinator	Ongoing September 2013 – June 2015
	2.4.d. Communicate expectations with parents throughout the year.	All teachers of Accelerated Pathways in grades 5 and 6, Administrative Team, Math Coordinator	Ongoing September 2013 – June 2015
	2.4.f. Ensure “fluidity” between the regular and accelerated program	All teachers of Accelerated Pathways in grades 5 and 6, Administrative Team, Math Coordinator	Ongoing September 2013 – June 2015
	2.4.g. Communicate with parents of fourth graders so that they understand the options and the process for entrance to the Accelerated Pathways program.	4 <sup>th</sup> grade team of teachers, with the Administrative Team, Math Coordinator	Ongoing September 2013 – June 2015

**Goal #3. INSTRUCTIONAL QUALITY**

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

ALIGNED NORTH PEMBROKE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
3.1. To continue the transition to full alignment with the Common Core of Massachusetts	3.1.a. During classroom walk-throughs and formal observations monitor the curriculum that is being taught.	Principal and Assistant Principal, Coordinators; All teachers	<i>Ongoing</i> September 2013 - June 2015
	3.1.b. Discuss curriculum and determine how it is being successfully implemented at grade level meetings.	Principal and Assistant Principal; All teachers	<i>Ongoing</i> September 2013 - June 2015
3.2. To implement and fine-tune the grade-level assessments in math and ELA and develop and/or identify other District Determined Measures	3.2.a. Use faculty meeting and grade level meetings to move forward in this area	Teachers, administration, reading specialist	<i>Ongoing</i> September 2013 - June 2015
	3.2.b. Use grade-level meetings to schedule assessments and have on-going collaborative conversations about the assessment process.	Teachers, administration, reading specialist	<i>Ongoing</i> September 2013 - June 2015
3.3 Align the new report card with our scoring system and the Common Core	3.3.a. Develop trimester benchmarks to help clarify the use of standards that are dynamic throughout the year	Teachers, administration, reading specialist	<i>Ongoing</i> September 2013 - June 2015
3.4. Develop and add to the toolbox for kindergarten teachers in the teaching of reading, and through the use of <i>Teaching Strategies Gold</i>	3.4.a. Kindergarten teachers meet weekly with the Reading Specialist for professional development	Teachers in grades Kindergarten, Reading Specialist, Administrative Team	September 2013-June 2015 <i>Ongoing</i>

3.5. To support the district technology plan to make effective use of technology to enhance teaching and learning	3.5.a. Survey the staff annually on their use of technology for instruction. Use this information to make informed recommendations for technology needs and uses.	Classroom teachers, Special Education teachers, Principal and Assistant Principal; Technology Teacher PTO members, Parent Volunteers	<i>Ongoing</i> September 2012 - June 2015
	3.5.b. Provide professional development on ways to use technology to enhance instruction. Support the system-wide technology initiative and the two cohorts of classroom <b>Pioneers</b> to make effective use of technology to enhance teaching and learning.	Principal and Assistant Principal; Technology Teacher, Technology <b>Pioneers</b>	<i>Ongoing</i> September 2013 - June 2015
	3.5.c. Include a time for focused Technology sharing at every faculty meeting for at least 15 minutes (the <i>Tech 15</i> )	Administrative Team, all teachers, Technology <b>Pioneers</b>	<i>New</i> September 2014 - June 2015
	3.5.d. Hold technology evenings for parents so that they better understand what the school is doing and the directions we are taking in 21 <sup>st</sup> century educational practices	School Council, Administrative Team, Technology <b>Pioneers</b> , PTO	July 2013 – June 2015 <i>Ongoing</i>
3.6. To implement the new teacher evaluation system	3.6.a. Continue with full implementation of the new teacher evaluation system	Principal, Assistant Principal, Coordinators, All teachers	<i>Ongoing</i> September 2013 - June 2015
3.7. To continue to build a professional learning community	3.7.a. Provide an assigned text for teachers to read each year to build common understandings and skills (summer 2012 = <i>Teach Like a Champion</i> , summer 2103 = <i>Mindset</i> , summer 2014 = <i>Choice Words</i> )	All teachers, Administrative Team	September 2011 – June 2015

**Goal #4. DATA DRIVEN**

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

ALIGNED NORTH PEMBROKE GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
4.1. Continue to use data from the early literacy assessments and the DRA to differentiate instruction and challenge all students.	4.1.a. Examine data at each grade level during grade level meetings.	Classroom Teachers and specialists, Members of the NPES Data Team, Special Education Teachers, Reading Specialist	<i>Ongoing</i> September 2011 - June 2015
4.2. Make instructional decisions based on the analysis of thoughtfully collected data.	4.2.a. Develop a continuum of lessons that addresses the specific learning needs of children. Look at formative and summative data throughout the school year to assess progress and needs. Document results from DRA in folders on K drive.	Principal and Assistant Principal, Members of the NPES Data Team	September 2012 – June 2014 Ongoing
	4.2.b. Identify students who made need intervention through Math <b>Boost</b> and ELA <b>Boost</b> outside the school day	Teachers in <b>all</b> grades	<i>Ongoing</i> September 2012 - June 2015
4.3. Continue to assess student learning using common unit assessments to determine students' proficiency in the areas of ELA, math, science and social studies, as appropriate	4.3.a. Ensure that all teachers have access to common units and common assessments via <i>OneDrive</i>	IT & Administrative Team	September 2014 – June 2015
	4.3.b. Monitor implementation of common units and common assessments during walk-throughs and observations.	Principal and Assistant Principal, Coordinators	

4.4. Encourage teachers to develop and use formative assessments to inform their instruction.	4.4.a. Discuss with teachers how to use a variety of assessment techniques (observation, performance tasks, portfolios, and projects) to grow their repertoire of teaching and learning strategies.	Classroom Teachers, Special Education Teachers, Principal and Assistant Principal	<i>Ongoing</i> September 2011 - June 2015
	4.4.b. At grade level meetings teachers will share examples of formative assessments and student work.	Classroom Teachers, Special Education Teachers, Principal and Assistant Principal	<i>Ongoing</i> September 2011 - June 2015
4.5. Monitor data on "office referrals" to determine benchmarks for the Code of Responsibility, Responsive Classroom, and the implementation of the Social Thinking Curriculum	4.5.a. Maintain an office log of all students referred for behavior concerns, as well as a binder to document all <i>bullying</i> related issues	Classroom Teachers, Special Education Teachers, Principal and Assistant Principal	<i>Ongoing</i> September 2011 - June 2015
4.6. Monitor Health and Attendance Data	4.6.a. Review "return to class" rate and other health data including reduction in healthy office visits	School Nurse, Administrative Team, all staff	<i>Ongoing</i> September 2013 - June 2015

**Goal # 5. COMMUNICATION**

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

<b>ALIGNED NORTH PEMBROKE GOALS</b>	<b>ACTION STEPS</b>	<b>RESPONSIBLE PARTY</b>	<b>TIMELINE</b>
5.1. To send a newsletter "Message From the Principal" to the NPES community monthly	5.1.a. To write and distribute timely and important information from the Principal and Assistant Principal to ensure transparency about decision-making and to support on-going communication in the school community	Principal, Assistant Principal	<i>Ongoing</i> September 2011 - June 2015
5.2. To send a weekly staff bulletin ( <i>The NPES Staff Notes</i> )	5.2.a. To ensure regular and efficient communication with the NPES staff for the effective functioning of the schoolhouse	Principal, Assistant Principal, staff	<i>Ongoing</i> September 2011 - June 2015
	5.2.b. Solicit articles, poems and pictures from students and staff for the school newsletter.	Principal and Assistant Principal, all teachers; Student Council advisors	<i>Ongoing</i> September 2014 - June 2015
5.3. To expand our North Pembroke website to make it more informative for families.	5.3.a. View websites from other communities as models. Elicit suggestions from staff and students for regular features including grade level content and instruction.	Teachers, School Council, Office Staff; all staff, Principal and Assistant Principal	<i>Ongoing</i> September 2011 - June 2015
	5.3.b. Encourage staff and students to contribute writings, photos and resources to the website. Enhanced health and nutrition information; add content to flat screen display in gym lobby	All teachers	<i>Ongoing</i> September 2011 - June 2015
5.4. To provide opportunities for the parents to meet with the Administrative Team and teachers	5.4.a. PTO schedules regular "coffees" with the Principal and Assistant Principal; using themes such as: Common Core, New Report Cards, PARCC	Principal and Assistant Principal; PTO	<i>Ongoing</i> September 2013 - June 2015
	5.4.b. Invite teachers to do "spotlight" presentations at the monthly PTO meetings	Principal and Assistant Principal; PTO	

5.5. To create more opportunities for vertical teams of teachers within the building to have professional conversations and share expectations, strategies and ideas.	5.5.a. Plan for regular vertical team-meetings during faculty meetings	Principal and Assistant Principal	<i>Ongoing</i> September 2011 - June 2015
	5.5.b. Continue meeting monthly with the <b><i>Principal's Advisory Team</i></b> , a group of teachers drawn from across the staff to be a sounding board for the administration. Use this team, as may be appropriate, to support decisions and directions for the school as a whole.	Principal and Assistant Principal; All staff are eligible to be on this Team.	<i>Ongoing</i> September 2011 - June 2015