

Pembroke Community Middle School 2014-2015

Pembroke Public Schools School Improvement Plan



Pembroke Community Middle School
559 School Street
Pembroke, MA 02359

www.pembrokek12.org



INTRODUCTION

PCMS School Council: 2014-2015

Parent representatives:

- Kacie Harkins (grade 7)
- Kim Kibbe (grade 8)

- Beth Asmus
- Amy Beth Gelineau
- Donna McGarrigle

Community member:

- Steve Kirby
(PPD school resource officer)

Faculty representatives:

PCMS Vision Statement

Our vision is a safe, supportive environment where students are healthy, independent, literate, and reflective. As life-long learners and effective communicators, our students will contribute meaningfully to a global and diverse society.

PCMS Mission Statement

Pembroke Community Middle School is committed to promoting the overall growth and development of each student by fostering productive, creative, and self-confident learners. At the heart of our school is a commitment to provide a safe and nurturing environment that encourages strong connections between our students and staff. We will offer a challenging, student-centered curriculum and uphold high standards for all. Teachers will engage in a variety of instructional strategies designed to meet our students' diverse learning styles ensuring that all may experience success. Our academic structure will address the physical, social and emotional needs of our students during this transitional stage. All members of our school community will demonstrate respect for themselves and others and move forward with:

Pride Compassion Morality Scholarship

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 PCMS GOALS
1. LEARNING ENVIRONMENT <i>To provide a safe physical, emotional, and social environment for teaching and learning.</i>	a. Assess and, as appropriate, develop or reduce elective offerings. b. Increase opportunities for extra-curricular activities including increased club and athletic offerings.
2. ACHIEVEMENT <i>To produce high levels of student achievement through the development, coordination and implementation of rigorous curricula delivered through quality instruction.</i>	a. Continue implementation and monitoring of the 2011 Massachusetts Curriculum Frameworks and the state assessments related to those standards. b. Develop clearly articulated curriculum maps for all middle school courses.
3. INSTRUCTIONAL QUALITY <i>To create a teaching environment where educational innovation and best practices are valued, practiced and evaluated.</i>	a. Review current instructional models and achievement data of high risk student populations (e.g. Title One, special education, free and reduced lunch) to ensure efficacy. b. Explore supplemental instructional technology programs and devices to support student engagement and achievement.
4. DATA DRIVEN <i>To plan, monitor and inform instruction through the use of student achievement data.</i>	a. Increase use of technology as an instructional tool to support student learning and engagement. b. Monitor data from the Math Applications course to determine efficacy of the model on student learning.
5. COMMUNICATION <i>To enhance and strengthen open communication with all members of the community.</i>	a. Increase communication between the school and the parent community using the established modes of communication. b. Better utilize the school website as a communication tool and resource.

GOAL #1: LEARNING ENVIRONMENT

1. LEARNING ENVIRONMENT To provide a safe physical, emotional, and social environment for teaching and learning.			
ALIGNED PCMS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
a. Assess and, as appropriate, develop or reduce elective offerings.	1.a.1 Create video summaries of each elective to use as a transition tool for middle school students. 1.a.2 Post videos summaries on the website. 1.a.3 Assess student perception of elective experience through the use of student surveys at transitional points (i.e., end of semester and end of year). 1.a.4 Monitor student elective selection during registration. 1.a.5 Eliminate or add electives based on student feedback and curriculum needs. 1.a.6 Develop a Music Technology II course for 2015-2016 academic year.	Administration, Department Heads	2014-2016
b. Increase opportunities for extra-curricular activities including increased club and athletic offerings.	1.b.1 Increase athletic and club offerings. 1.b.2 Increase communication on club meetings, and athletic practices and game schedules. 1.b.3 Work with club advisors and coaches to increase opportunities for school and community interactions. 1.b.4 Develop an end-of-year reporting summary to include schedule, attendance and assessment of student experience.	Administration, Athletic Director, Club Advisors, Coaches, Secretaries	2013-2015

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 PCMS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
a. Continue implementation and monitoring of the 2011 Massachusetts Curriculum Frameworks and the state assessments related to those standards.	2.a.1 Continue to adjust the curriculum maps and assessment materials to reflect the 2011 Massachusetts Frameworks (CCSS + Massachusetts standards), PARCC Content Model Frameworks, and PARCC Evidence Tables. 2.a.2 Implement the Massachusetts Next Generation Science Standards (NGSS) to include: Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas and Common Core Connections. 2.a.3 Train faculty on Universal Backward Design (UBD) and inquiry-based instruction. 2.a.4 Revise curriculum maps to utilize UBD template with a focus on inquiry. 2.a.5 Incorporate Speaking and Listening & Language Standards of the state and Common Core. 2.a.6 Design common assessments that mirror question formats and writing requirements of the Performance Based Assessment (PBA) and End of Year (EOY) PARCC assessments. 2.a.7 Emphasize argument, expository, and narrative writing in humanities classes. Collect and annotate exemplar models; identify benchmarks.	Administration, Department Heads, Faculty	2014-2016

GOAL #3: INSTRUCTIONAL QUALITY

3. INSTRUCTIONAL QUALITY

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

ALIGNED PCMS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
a. Monitor data on high needs population to determine effective interventions that support student achievement.	3.a.1 Review cohort and grade specific data across time, both aggregate and disaggregate, to evaluate the effectiveness of instructional programs and to target students for additional support, as necessary. 3.a.2 Develop a targeted title One math course for students who show need for remediation of math skills. 3.a.3 Continue the development of literature circles as an instructional model in the Literacy class.	Administration, Department Heads, Secondary Team Chair	2014-2016
b. Explore supplemental instructional technology programs and devices to support student engagement and achievement.	3.c.1 Explore use of devices that facilitate bringing technology into the classroom (e.g., smart boards, iPads, mimeo boards). 3.c.2 Explore feasibility of applications (e.g. Catch Up Math, Carnegie Academy, various apps) to increase student engagement and achievement. 3.b.2 Assess the impact of technology on student engagement and learning in the classrooms of the Technology Pioneers. 3.b.3 Explore Titan Pad and/or Turnitin as a platform to facilitate teacher/student conferences on the writing process in ELA. 3.b.4 Explore and assess the use technology in social studies classes through classroom-assigned tablets and LCD projectors.	Department Heads, Faculty, Manager of IT	2013-2015

GOAL #4: DATA DRIVEN

4. DATA DRIVEN To plan, monitor and inform instruction through the use of student achievement data.			
ALIGNED PCMS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
a. Increase the regularity and depth of data driven dialogues.	4.b.1 Evaluate student work in department teams based on common rubrics/scoring guidelines. 4.b.2 Train teachers in the task deconstruction process to further identify student learning patterns. 4.b.3 Review MCAS & PARCC data will be reviewed to determine relationship between the state assessment and building-based assessments.	Department Heads, Faculty	2013-2016
b. Monitor data from the Math Applications course to determine efficacy of the model on student learning.	4.c.1 Develop a grade level curriculums that reflect/support curriculum standards of daily math courses. 4.c.2 Explore and assess math software programs (e.g. Mathalicious, Mathletics, Catch Up Math) to support differentiation of student practice. 4.c.3 Review student data to monitor/adjust curriculum development to match the range of student learning needs. 4.c.4 Incorporate PARCC fluency standards into student practice.	Administration, Math Department Head, Math Faculty	2013-2015

GOAL #5: COMMUNICATION

5. COMMUNICATION To enhance and strengthen open communication with all members of the community.			
ALIGNED PCMS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
a. Continue communication between the school and the parent community using the established modes of communication.	5.a.1 Update District Calendar of Events to keep stakeholders informed. 5.a.2 Weekly broadcast emails to review school-based news. 5.a.3 Continue to post daily bulletins on PowerSchool. 5.a.4 Update website via folder system (under "Quick Links") to keep the parent community informed on middle school's programs. 5.a.5 Increase teacher-created websites via Edmodo. 5.a.6 Share school news with local papers.	Administration, Secretarial Staff, Faculty, Club Advisors, Coaches	2014-2015
b. Better utilize the school website as a communication tool and resource.	5.b.1 Post and/or create videos of common middle school tasks (e.g. opening a combination lock, covering texts with paper bags). 5.b.2 Create a clearly written procedures for late bus. 5.b.3 Create a FAQ of commonly held middle school questions. 5.b.4 Create a clearly written procedure for lunch. Potentially explore creating lunch video in addition. 5.b.5 Create a clearly written procedure around expectations for middle school PE and using the locker room.	Administration, Secretarial Staff, Guidance Counselors, School Council	2014-2016