

Pembroke High School 2014-2016

Pembroke Public Schools School Improvement Plan



Pembroke High School
80 Learning Lane
Pembroke, MA 02359

www.pembrokek12.org



INTRODUCTION

Pembroke High School is an academically rigorous high school serving approximately 1000 students. Pembroke High School offers its students a comprehensive curriculum that addresses the Massachusetts frameworks and learning standards. Pembroke High School supports standards-based learning opportunities and fosters an inclusive environment in which all students can achieve success.

Pembroke High School offers numerous after school clubs and activities including the following: Thespian Society, Literary Magazine, Math Team, Yearbook, School Newspaper, Gay Straight Alliance, Best Buddies, Choral Groups, Jazz Band, Student Council, Key Club, SADD, and National Honor Society. We also offer many different sports teams offered at the varsity, junior varsity and freshman level.

Pembroke Public Schools Mission: To ensure student achievement through excellence in teaching and learning.

Pembroke High School Core Values, Core Beliefs and Expectations

Core Values

Pembroke High School's core values provide the foundation for all students to develop the skills, qualities, and talents that empower them to achieve. We challenge them to be honorable, lifelong learners, and informed young adults through varied learning opportunities, differentiated instruction, personalized teaching, and authentic assessment. Students will be able to demonstrate their success in a respectful and supportive environment.

Core Beliefs

Pembroke High School believes in collaborating with staff, students, parents, and community to create a cohesive learning environment. We work to foster school pride, diversity, and global awareness. We encourage students to apply academic skills, take creative risks, strive for excellence, and achieve their highest potential. We provide high quality opportunities in athletics, the arts, and co-curricular activities, allowing students to develop and excel beyond the classroom. We believe this will ready students for what the changing world may offer in the 21st century.

ACADEMIC EXPECTATIONS

STUDENTS WILL:

- A1. READ ACTIVELY AND CRITICALLY FOR A VARIETY OF PURPOSES.
- A2. WRITE WITH CLARITY, PURPOSE AND CONSIDERATION OF AUDIENCE.
- A3. IDENTIFY, ANALYZE AND SOLVE PROBLEMS USING A VARIETY OF STRATEGIES.
- A4. PRESENT INFORMATION WITH CLARITY, PURPOSE AND CONSIDERATION OF AUDIENCE.
- A5. UTILIZE APPROPRIATE RESOURCES AND CURRENT TECHNOLOGY.
- A6. WORK EFFECTIVELY BOTH INDEPENDENTLY AND COLLABORATION.

SOCIAL AND CIVIC EXPECTATIONS

STUDENTS WILL:

- SC1 EXERCISE LEADERSHIP AND RESPONSIBILITY BY CONTRIBUTING TO A SCHOOL ENVIRONMENT THAT PROMOTES TEAMWORK, GOAL SETTING AND GOOD SPORTSMANSHIP.
- SC2. BE PRODUCTIVE AND COLLABORATIVE CONTRIBUTORS TO GROUP EFFORTS IN SERVICE, EMPLOYMENT, AND LIFE EXPERIENCES.
- SC3. DEVELOP SKILLS, COMPETENCIES AND QUALITIES TO SUCCEED PERSONALLY AND PROFESSIONALLY IN A GLOBALLY COMPETITIVE INFORMATION AGE.
- SC4. RESPECT HUMAN DIFFERENCES AND APPRECIATE GLOBAL PERSPECTIVES.
- SC5. DEMONSTRATE PERSONAL, SOCIAL, AND CIVIC RESPONSIBILITY.

Thank you to the following School Council Members (2014-2015) for their contributions to this SIP:

Ken Elsner	Parent
Barbara Gallagher	Parent
Tammy Mello	Parent
Vicky Panacy	Parent
Hillary Kniffen	Teacher
Lynne Place	Teacher
Nicole Keeley	Student
Christian Noyes	Student
Shea Cody	Student

GOAL #1: LEARNING ENVIRONMENT

1. LEARNING ENVIRONMENT			
To provide a safe physical, emotional, and social environment for teaching and learning.			
ALIGNED GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
Increase student recognition for academic excellence	<ul style="list-style-type: none"> • Evaluate the implementation of senior privilege based on academic, civic and social performance. Investigate the opportunity for seniors to access this privilege earlier in the school year based on academic, social and civic performance. • Create plaques for academic awards to be displayed throughout the building. • Investigate and implement additional opportunities to celebrate academic achievements with students and their families. 	Administrative Team	2014 - 2016
Implement new discipline regulations and work with PHS community members to provide information around changes relative to PHS.	<ul style="list-style-type: none"> • Update Student Code of Conduct • Utilize PowerSchool to collect discipline data to determine current areas of strength as well as areas of concern. • Investigate options that area schools are utilizing for progressive discipline as well as investigate additional interventions to prevent discipline. • Evaluate and modify if necessary the current In-School Suspension model • Investigate the use of additional behavioral interventions and as well as the effectiveness of interventions currently in place. • Increase communication with students, staff and parents/caregivers around discipline concerns. • Evaluate current policies and procedures regarding student absences and tardiness. 	Assistant Principals PHS Community Members Guidance	2014 - 2016
Work with student clubs and activities to take a more active and diversified role at PHS and in the community	<ul style="list-style-type: none"> • Evaluate the mission and service learning components for all clubs and activities • Provide leadership training opportunities for additional interested students. • Increase student membership in extra and co-curricular opportunities and provide more frequent and regular communication about club activities and initiatives. • Investigate the interests of current student body with regards to current clubs/activity involvement and new/different club proposals • Implement a consistent class advisor structure. 	Administrative Team Advisors	2014 - 2016

GOAL #2: ACHIEVEMENT

2. ACHIEVEMENT			
To produce high levels of student achievement through the development, coordination and implementation of rigorous curriculum delivered through quality instruction.			
ALIGNED PHS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
a. Continue implementation of integrated Common Core and Massachusetts Standards and Assessments.	<ul style="list-style-type: none"> • Provide ongoing staff training during the transition period. • Work with staff to continue curriculum alignment as well as development of appropriate assessments based on the proposed state timeline. • Work with staff to create, identify and evaluate DDMs (District Determined Measures) and methods for collection of student feedback. 	Administration Leadership Team Staff	2014-2016
b. Continue efforts to increase AP opportunities for all students.	<ul style="list-style-type: none"> • Continue to use tools like AP Potential to identify students. • Work with AP organizations to identify and implement additional techniques and opportunities aimed at increasing enrollment, challenging and supporting students while maintaining and/or improving success rates. • Investigate additional PD opportunities to extend AP/Pre AP training to more staff and extend this level of instruction to more students. 	Leadership Team, Guidance and MAAP staff representatives	2014-2016
c. Investigate alternative methods for credit recovery as well as alternative summer options.	<ul style="list-style-type: none"> • Investigate and consider the implementation of summer school opportunities for students who have not successfully completed course requirements in core curriculum subject areas during the academic year. • Investigate additional online options and evaluate current use of online credit recovery program (PLATO) • Evaluate the provision of a pilot summer school online option. • Consider summer options for grade 9 students given elimination of MCAS summer grant funding and the implications of shift from MCAS to CCSS. • Continue efforts to monitor each senior's progress toward graduation. Continue to work with seniors and families of seniors in jeopardy of not graduating to provide supports and any possible interventions. Work with any seniors who are not eligible for graduation and who want to continue to work toward gaining their diploma. 	Leadership Team Guidance Staff Representatives	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 PHS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
Increase the use of effective instructional strategies, and formative assessments aimed at improving learning for all students	<ul style="list-style-type: none"> • Utilize PD and common planning time to work in departments as well as interdisciplinary groups to reflect on and share effective instructional techniques. • Establish a professional library and professional learning groups to provide resources for increased research around effective instructional strategies aimed at improving student achievement. • Use the new Educator Evaluator system to work with staff to identify goals and initiatives aimed at promoting growth and development among leaders and teachers and increasing student achievement. 	Leadership Team Administrative Team Faculty	2014-2016
Assess our course offerings	<ul style="list-style-type: none"> • Examine trends in electives: analyze enrollment data in electives. Determine impact of electives • Evaluate courses/electives in relation to 21st century learning skills and goals • Evaluate Program of Studies and recommend changes to meet learner needs and interests • Investigate options for establishing electives emphasizing STEM concepts. • Monitor and evaluate the provision of a “guaranteed viable curriculum” in common coursework areas. • Investigate the utilization of online coursework options for students. (i.e. Virtual HS, APEX etc.) 	Administrative Team Leadership Team Staff Guidance	2014 - 2016
Conduct a PD needs assessment to allow for targeted options	<ul style="list-style-type: none"> • Create survey based on teacher needs and interests. • Encourage staff members, who are skilled and confident, to lead PD workshops in areas of professional strength. • Create school PD plan to matriculate in PPS plan 	Staff Department Heads Administration	2014 - 2016

GOAL #4: DATA DRIVEN

4. DATA DRIVEN			
To plan, monitor and inform instruction through the use of student achievement data.			
ALIGNED PHS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
Create assessment and reporting method for PHS Social and Civic Expectations	<ul style="list-style-type: none"> • Review samples from other schools • Determine how to monitor progress • Create a reporting method in PowerSchool 	Staff Department Heads Administrative Team	2014 - 2016
Continue to provide training, PD and support in the implementation of the Educator Evaluation Model	<ul style="list-style-type: none"> • Identify focus areas before and as a result of ongoing unannounced observations. • Gather data during formal and unannounced observations for aggregate analysis • Use departmental meeting and faculty meeting time to share findings with staff and elicit suggestions and courses of action. • Determine and communicate areas of strength and areas of improvement • Use the data to improve teaching, learning and student achievement. 	Leadership Team Administrative Team Staff	2014 - 2016
NEASC Two Year Progress Plan	<ul style="list-style-type: none"> • Review NEASC Report and develop ongoing action plan to address recommendations • Share data with PHS community members and determine next course of action. • Establish a Follow -Up Committee • Review the school wide rubrics and create a process to ensure that these rubrics are consistently used • Revisit and revise if necessary the school's core values, beliefs and 21st century learning expectations. Once determined work to ensure that they become authentically embedded in all aspects of teaching and learning. • Use data to inform curriculum, instruction, assessment and other identified standards. 	Administrative Team Guidance Staff PHS Community Members	2014 - 2016
Collect and review discipline data	<ul style="list-style-type: none"> • Review discipline data through PowerSchool • Continue coding of discipline infractions • Review state data 	Administrative Team	2014 - 2016

GOAL #5: COMMUNICATION

5. COMMUNICATION To enhance and strengthen open communication with all members of the community.			
ALIGNED PHS GOALS	ACTION STEPS	RESPONSIBLE PARTY	TIMELINE
Increase teacher communication to students and parents.	<ul style="list-style-type: none"> Increased use of Edmodo as a communication tool between staff and students and parents. Offer additional staff training in Edmodo. Implementation and monitoring of PowerSchool Expectations 	Administrative Team Leadership Team Paul Doyle Erin Tinker	2014 - 2016
Provide parent forums to be offered during the school day and in the evening.	<ul style="list-style-type: none"> Provide additional informational forums for parents regarding student issues & other focused school issues Implement additional guidance oriented parent informational evenings that allow for parental questions & input Increase face to face meetings between students and their guidance counselors. Provide increased communication with students about college and other post-secondary opportunities 	Guidance Administrative Team	2014 - 2016
Investigate effective methods for delivering daily/weekly announcements to PHS community members	<ul style="list-style-type: none"> Continue weekly PHS Reminders and daily announcements. Provide additional bulletin board space for the posting of important student information. Continue to implement pilot of use of social media sites such as Twitter etc. Evaluate the effectiveness of these sites as a communication tool. Continue to Investigate and utilize other informational opportunities: PACTV, Titan TV, focused PTO meetings and other media options. Increased use of the Naviance program to communicate with PHS families as well as colleges and universities. 	PHS Community Members PACTV Liaisons Guidance	2014 - 2016