|  |
| --- |
| **HINGHAM PUBLIC SCHOOLS** |
| PLYMOUTH RIVER ELEMENTARY SCHOOLSCHOOL IMPROVEMENT PLAN2017-2018http://kbaarchitects.com/images/project_management/plymouth_foster1.png |
| **Developed by:** School Council Members: Melissa Smith, Principal Nancy Bucey, Grade 1 Teacher Michelle Shapiro , Grade 2 Teacher Kelly Jones , ParentKatie Rogers, Parent | **Additional input and action from:** Assistant Principal Charleen FabrizioTeam LeadersLiteracy Specialist Kati Osterman Mathematics Specialist Jessica KitchenSchool Committee Liaison, Dr.Edward SchreierPRS StaffPTO |

|  |
| --- |
| HINGHAM PUBLIC SCHOOLS |
| PLYMOUTH RIVER ELEMENTARY SCHOOLSCHOOL IMPROVEMENT PLAN2017-2018 |
| **Mission Statement***The mission of the Plymouth River School, where children are treasured, is to foster a love of learning in an innovative, cooperative climate which empowers all students to be competent, productive, caring, and responsible citizens.*At Plymouth River Elementary School:**Core Values*** Learning is best inspired in a supportive environment where the uniqueness of each individual’s talents, abilities, and learning styles is celebrated. Academic excellence is achieved through challenging and interactive curricula.
* Collaborative problem-solving requires a flexible, inquiring, and questioning mind coupled with a respect for diversity.
* Perseverance is actively valued as the means to develop the inner strength and dedication needed to sustain a purpose in the face of challenges.
* Adherence to a code of moral responsibility is modeled and practiced, motivating personal responsibility for contributing to the community in ways that benefit both self and others.
* Our community focuses its high expectations on the whole child through multiple modalities of learning.
* The collaborative partnership between students, teachers, parents and administrators is actively developed, benefiting everyone and laying the foundation for optimal student development.
* Responsible digital citizenship is taught along with technology skills that support learning standards across the curriculum, contributing to effective and ethical functioning in higher education and society.
* Connections with the natural world are fostered, leading to an appreciation of scientific inquiry, love of nature, and a future of ecological sustainability.
 |
|  |
| **GOALS FOR 2017-2018** |
| **Goal 1:** Provide high quality instruction and assessment that addresses individual student needs and focuses on closing achievement gaps using innovative techniques**Goal 2:** Create a safe learning environment by focusing on the social emotional well-being of all students to foster academic achievement**Goal 3:** Promote and maintain a school culture which embraces a home-school-community connection |

|  |
| --- |
| HINGHAM PUBLIC SCHOOLS |
| PLYMOUTH RIVER ELEMENTARY SCHOOLSCHOOL IMPROVEMENT PLAN2017-2018 |
| **GOAL 1:**  Provide high quality instruction and assessment that addresses individual student needs and focuses on closing achievement gaps using innovative techniques |
| *Aligned with Hingham Public Schools Strategic Plan - Goal 1 Student Learning: Provide an Innovative, authentic, inclusive, and comprehensive educational program that Fosters and sustains student curiosity and inspire students to passionate and purposeful global citizens.* |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Status | Action Steps | Person(s) Involved and Responsible | Resources Needed | Success Measurement(s) |
|  | **ALL CONTENT AREAS** |  |  |  |
|  | Analyze MCAS 2.0 data to determine plan of action for curriculum gaps, subgroup achievement and growth, and all students achievement and growth  | Principal, Assistant Principal, Mathematics specialist, Literacy specialist, Directors, Grades 3-5 teachers | Access to EDWIN AnalyticsTime to discuss types of reports neededCommon planning time with teachers to discuss data and create action plansTime for specialists and teachers to collaborate and follow up Time for directors to meet with teams  | List of strengths and areas of concern for each grade levelTargeted support groups implemented  |
|  | Create technology rich classrooms where students have access to resources to support the learning process, foster different learning styles, and increase ways in which students can show what they know | Principal, Assistant Principal, Technology Specialist, All staff, STEAM Committee | Data on what is already in useData on what we need Access to Digital Learning and Computer Science Curriculum Frameworks <http://www.doe.mass.edu/frameworks/dlcs.pdf>Funds from district budget and PTO  | Deeper understanding of DL/CS standardsClassroom observations of technology enhanced learning and assessing. Evidence of 21st century learningAfterschool enrichment programs to support Science, Technology, and Engineering Continuation of STEAM week Meeting diverse learning needs |
|  | Implement comprehensive, ongoing professional development during common planning times to support differentiated instruction | Principal, Assistant Principal, Mathematics specialist, Literacy specialist, all teachers | Access to new SmartPD systemSuggested PD offerings from Administrators and Specialists  | Increased teacher knowledge on new strategies Classroom observations |
|  | Increase teacher capacity to use pre and post assessments to drive instructional planning | Principal, Assistant Principal, Mathematics specialist, Literacy specialist, all teachers | Time for collaboration Journeys and Everyday Math assessmentsTool to determine standards based targeted instruction  | Increased teacher knowledge on individual areas of concernIncreased student growth and achievement as determined by multiple assessments |
|  | Monitor consistent implementation expectations for data meetings to guide flexible groupings and discuss differentiated instruction strategies in all curriculum areas  | Principal, Assistant Principal, Mathematics specialist, Literacy specialist, all teachers | Common planning time Data from : MCAS 2.0, DIBELS, Journeys assessments, Everyday Math Unit assessments, teacher observations Space for flexible groups  | Increased teacher knowledge on targeted small group interventionIncreased student growth and achievement as determined by multiple assessments |
|  | Explore online programs for remediation, enrichment, and in home support  | Principal, Assistant Principal, Mathematics specialist, Literacy specialist, all teachers, School Council | Funding for new programs Task force to explore online programs Explore what other districts use | Teacher, Parent, and Student feedback  |
|  | **LITERACY**  |  |  |  |
|  | Provide Literacy support for students in all grades through the RTI model  | Classroom teachers, special education teachers, Literacy specialist, Literacy tutors, Literacy paras | Data from: DIBELS, Journeys assessments, MCAS 2.0, class observation,  | Staff, parent, and student feedbackStudent growth as determined by multiple assessmentsStudents achieving benchmark scoresParticipation in RTI groups |
|  | Provide Literacy support to all students through tier 3 morning block  | Classroom teachers, special education teachers, Literacy specialist, Literacy tutors, Literacy paras | Data from: DIBELS, Journeys assessments, MCAS 2.0, Lexia, Read Naturally, Orton- Gillingham, Wilson, class observations, RAZ kidsParent approval | Staff, parent, and student feedbackStudent growth as determined by multiple assessmentsParticipation in Tier 3 groups with parent permission Extra support shows growth in whole class |
|  | **MATHEMATICS** |  |  |  |
|  | Introduce a new tiered support block in grade 5 to reinforce skills that are weak | Principal, Assistant Principal, Mathematics specialist, Grade 5 teachers | Staffing Data from EDM unit assessments and class observationsLeadership from Principal and Mathematics Specialist Appropriate learning spaces  | Staff, parent, and student feedbackStudent growth as determined by multiple assessmentsExtra support shows growth in whole class |
|  | Continue Math Plus Program for enrichment in Grades 4 & 5  | Assistant Principal, Mathematics Specialist, Grades 4 & 5 teachers | Data from EDM, class observations, MCAS, Continued leadership from Mathematics SpecialistAppropriate learning space | Higher achievement  |
|  | Continue Math Olympics program  | Parent volunteer, all teachers | Parent volunteers to collect, correct , keep data, and return Funding for awards | Student participation  |
|  | Utilize the Mathematics Specialist in a way that provides coaching to teachers and supports grade level goals  | Principal, Assistant Principal, Mathematics specialist | Scheduling time for Mathematics SpecialistDaily classroom schedules posted | Meet student learning goals and professional practice goals |
|  | Research best RTI Mathematics model and prepare a plan for increased implementation K-5 | Principal, Assistant Principal, Mathematics specialist, all teachers | Time for Mathematics task force to see models in actionTime for teachers to visit other classroomsDedicate staff meeting to Mathematics best practices discussion | Gather enough data to determine what the model will look like Prepare action plan for 2018-2019 |
|  | Identify coaching focus areas for each grade level: K – Math Workshop Model 1 – fill curriculum gaps (coins) 2 – number talks 3 – TBD4 – targeted instruction and number talks5 – data driven instruction (Math RTI)  | Principal, Assistant Principal, Mathematics specialist, all teachers | Collaboration between Director of Mathematics, Math Specialists, Grade level teams, School based administration | Teachers will be meet student learning goals and/or professional practice goalsMathematics department will be meet district determined goals Stronger foundation of number sense  |
|  | Implement Math Workshop Model in Grades K and 4 and coordinate visits to other classrooms/schools | Principal, Assistant Principal, Mathematics specialist, Grade K,4 teachers | Scheduling preparation time with grade level teams and Mathematics SpecialistPurchase literature regarding Math Workshop Model Math Workshop in Action: Strategies for K-5 by Dr. Nicki NewtonSend teams to Math conferences | Higher achievement and growth in mathematicsLess anxiety about math topicsFocused planning for grade level teams |
|  | Continue Xtra Math online fact program  | All teachers  | Time for Mathematics task force to see models in actionTime for teachers to visit other classroomsDedicate staff meeting to Mathematics best practices discussion | Student participationParent feedback  |
|  |  |  |  |  |
|  Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Cancelled |

|  |
| --- |
| HINGHAM PUBLIC SCHOOLS |
| PLYMOUTH RIVER ELEMENTARY SCHOOLSCHOOL IMPROVEMENT PLAN2017-2018 |
| **GOAL 2:** Create a safe learning environment by focusing on the social emotional well-being of all students to foster academic achievement |
| *Aligned with Hingham Public Schools Strategic Plan - Goal 3 Student Well-being and Safety: Create and foster a safe and supportive learning environment in collaboration with the community, to develop the physical, social, and emotional well-being of all.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Status | Action Steps | Person(s) Involved and Responsible | Resources Needed | Success Measurement(s) |
|  | Set a monthly school wide focus * Sept: Polite, Responsible, Safe
* Oct: Helping Others
* Nov: Celebrating Differences
* Dec: Be Grateful
* Jan: TBD
* Feb: TBD
* Mar: TBD
* Apr: TBD
* May: TBD
* June: TBD
 | Principal, Assistant Principal, Social-Emotional Committee, Adjustment Counselor, News Crew, morning announcers, School Council | Weekly communication to staff and parents . Monthly theme will be well described and action steps to support the theme Dedicated bulletin board to display theme and students Time at all school meeting to kick off the monthly theme and show videos/skits/speeches throughout the month to keep the momentum of the theme going  | Decrease in office referralsSocial talk among students regarding themeParent communication saying that they heard their child talking about the themeIncrease in post-its documenting students’ various ways that they supported the theme |
|  | Organize first annual whole school opening day “sneak peek”  | Principal, Assistant Principal | Staffing  | As measured by family attendanceDecrease in anxiety about the first day Feedback from families  |
|  | Book enrichment shows that pertain to social-emotional development (School-wide assemblies and weekly all school meetings ) | Principal, Assistant Principal, Cultural Enrichment Coordinator, PTO | Scheduling time with cultural enrichment coordinator Funds from PTO New shows: NED Show , Wonder,  | Earn higher grades and test scoresBetter developed social skillsFeedback from teachersLess conflict in unstructured areas (café, bus, playground)  |
|  | Meet regularly with the SST (Student Support Team)  | Principal, Assistant Principal, Adjustment Counselor, Nurse, School Psychologist  | Time to meet with the team  | Students and families accessing resources available Decrease in tardiness and absenteeismDecrease in office referrals |
|  | Develop district-wide social emotional learning standards for report cards  | Districtwide- teachers, Assistant Principals | Monthly meetings districtwideS/E standards and what they mean for each grade <http://www.clevelandmetroschools.org/cms/lib05/OH01915844/Centricity/shared/districtfiles/departments/humanware/SEL%20Scope%20and%20Sequence1.pdf> | Clear grade level expectations |
|  | Dedicate teacher and par-educator meeting time to social-emotional topics Integrate S/E within common core Expand on professional development on various social-emotional topics Create professional book area for staff and parents to check books out on various topics  | Principal, Assistant Principal, Adjustment Counselor, School Psychologist, Teachers, Par-Educators, S/E team, SEPAC | Journal articlesLiterature – *Social Mapping*Workshops Current practices: Social Thinking, Growth Mindset, PBIS,Funding for books and space  | Increased teacher understanding of social-emotional topicsIncreased staff confidence in implementing strategiesGain strategies in S/E toolkitEarn higher grades and test scoresBetter developed social skillsFeedback from teachers, paras, students, families |
|  | Revisit office referral (formerly “wizard warning”)procedure  | Social-Emotional Team (formerly known as PBIS Committee)  | Monthly meeting timeSchool wide feedback and observations  | School wide feedback and observationsOffice referral data Positive learning environment Show improved behaviorExhibit higher self-esteem |
|  | Create surveys, promote survey and importance of data collection gathered from teacher, Grades 4 and 5 student, and parent S/E surveys Analyze S/E data from surveys and create action steps to take proactive measures and planned intervention | Principal, School based S/E team, District S/E team, based S/E task force, Adjustment Counselor, All staff, School Council  | Meeting time Data from surveys  | Participation in surveys: Grade 4 and 5 – 100%Teachers – 100%Parents – 226 Action plans in place Communication regarding data and plan of action occurs |
|  Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Cancelled |

|  |
| --- |
| HINGHAM PUBLIC SCHOOLS |
| PLYMOUTH RIVER ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN2017-2018 |
| **GOAL 3:** Promote and maintain a school culture which embraces a home-school-community connection |
| *Aligned with Hingham Public Schools Strategic Plan - Goal 4 Communication and Collaboration: Promote communication, support, and collaboration among staff, students, parents, and community.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Status | Action Steps | Person(s) Involved and Responsible | Resources Needed | Success Measurement(s) |
|  | Increase communication with the families  | Principal , PTO  | Paragraph in weekly newsletter  | Responses from families  |
|  | Provide a weekly newsletter from principal to staff members* Days of cycle
* Special events
* Important information
* Afterschool activities
* Upcoming dates
* “Good news”
* Monthly theme

Implement school wide google calendar for all events  | Principal  | Time on Fridays to create newsletter Google calendar  | Increase efficiency Increase in coordination of events and happenings |
|  | Explore ideas for parent forums other than monthly PTO meetings  | Principal, staff, PTO , SEPAC |  | Increase communication between home and school Create and maintain welcoming environment  |
|  | Review of PRS website * individual teacher websites/blogs
* school council notes
* school improvement plan
* DESE report card
* Ease of finding documents
* Calendar
 | Principal, Assistant Principal, School Council  | Chromebooks to review online contentSchool Council meeting time to discuss changes  | Increase use of website by families Feedback about the ease of finding items on the website |
|  | Continue partnerships with local media resources  | Principal, HCAM Education Coordinator, Hingham Journal  | Camera, video cameraSubmit photos, videos, articles in real timeDesignate Media outreach coordinator  | As measured by quantity and quality of articles and videos  |
|  | Continue grade level Curriculum Nights, but add specialists into the nights as appropriate  | All staff  |  | Attendance at each grade level  |
|  | Continue month slideshows to highlight activities in each grade level  | Principal  | Camera, Animoto slideshow program, photos of studentsAdd links to weekly newsletter and put slideshow on website | Feedback from parents, staff, students |
|  | Expand new family event  | Principal, PTO  | Location for event Volunteers to be parent ambassadors Volunteers for tours Creation of “PRS Fast Facts” | Attendance at eventFeedback from new families Survey results about registration and information process |
|  | Reestablish Story hour for Pre-K (incoming PRS students and families)  | 1000 book club coordinators, Principal | List of potential familiesOutreach to Hingham preschools Time for administrators, specialists and K team to meet with incoming families Funding for book bags  | Attendance at story hour Number of 1000 book bags checked out  |
|  | Continue before and after school programs currently in place * Voyagers, Breakfast Book Club, BOKS, News Crew, before/after strings, STEAM

Look for opportunities to go beyond the school day  | Principal, Assistant Principal, Voyagers coordinator and instructors, Physical Education Teacher, Librarian , Music Teacher, PTO  | Event organizers and sub committees SpaceMaterials for each class  | Attendance at before and after school activitiesFeedback from all |
|  | Begin exploring ideas for class shares | Teachers  |  | Engagement at events  |
|  | Engage new partnerships in the community that enhance and support the work of the school  | All staff, PTO | People to reach out to local groups: Veterans Council, Senior Center, Linden Ponds, animal shelter, Hingham Police, K9 officer, Hingham Fire, food pantry, Holly Hill Farm Hingham Helping Houston  | Feedback from team leaders meetings and staff meetingsCommunity feedback  |
|  Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Cancelled |