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| **HINGHAM PUBLIC SCHOOLS** | |
| PLYMOUTH RIVER ELEMENTARY SCHOOL  SCHOOL IMPROVEMENT PLAN  2017-2018  http://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 , Parent  Katie Rogers, Parent | **Additional input and action from:**  Assistant Principal Charleen Fabrizio  Team Leaders  Literacy Specialist Kati Osterman  Mathematics Specialist Jessica Kitchen  School Committee Liaison, Dr.Edward Schreier  PRS Staff  PTO |

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| **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. |
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| **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 |

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| **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.* |
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| 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 Analytics  Time to discuss types of reports needed  Common planning time with teachers to discuss data and create action plans  Time 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 level  Targeted 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 use  Data 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 standards  Classroom observations of technology enhanced learning and assessing. Evidence of 21st century learning  Afterschool 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 system  Suggested 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 assessments  Tool to determine standards based targeted instruction | Increased teacher knowledge on individual areas of concern  Increased 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 intervention  Increased 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 feedback  Student growth as determined by multiple assessments  Students achieving benchmark scores  Participation 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 kids  Parent approval | Staff, parent, and student feedback  Student growth as determined by multiple assessments  Participation 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 observations  Leadership from Principal and Mathematics Specialist  Appropriate learning spaces | Staff, parent, and student feedback  Student growth as determined by multiple assessments  Extra 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 Specialist  Appropriate 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 Specialist  Daily 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 action  Time for teachers to visit other classrooms  Dedicate 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 – TBD  4 – targeted instruction and number talks  5 – 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 goals  Mathematics 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 Specialist  Purchase literature regarding Math Workshop Model Math Workshop in Action: Strategies for K-5 by Dr. Nicki Newton  Send teams to Math conferences | Higher achievement and growth in mathematics  Less anxiety about math topics  Focused planning for grade level teams |
|  | Continue Xtra Math online fact program | All teachers | Time for Mathematics task force to see models in action  Time for teachers to visit other classrooms  Dedicate staff meeting to Mathematics best practices discussion | Student participation  Parent feedback |
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| Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Cancelled | | | | |

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| **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.* |

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| 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 referrals  Social talk among students regarding theme  Parent communication saying that they heard their child talking about the theme  Increase 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 attendance  Decrease 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 scores  Better developed social skills  Feedback from teachers  Less 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 absenteeism  Decrease in office referrals |
|  | Develop district-wide social emotional learning standards for report cards | Districtwide- teachers, Assistant Principals | Monthly meetings districtwide  S/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 articles  Literature – *Social Mapping*  Workshops  Current practices: Social Thinking, Growth Mindset, PBIS,  Funding for books and space | Increased teacher understanding of social-emotional topics  Increased staff confidence in implementing strategies  Gain strategies in S/E toolkit  Earn higher grades and test scores  Better developed social skills  Feedback from teachers, paras, students, families |
|  | Revisit office referral (formerly “wizard warning”)procedure | Social-Emotional Team (formerly known as PBIS Committee) | Monthly meeting time  School wide feedback and observations | School wide feedback and observations  Office referral data  Positive learning environment  Show improved behavior  Exhibit 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 |
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| **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.* |

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|  | 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 content  School 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 camera  Submit photos, videos, articles in real time  Designate 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 students  Add 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 event  Feedback 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 families  Outreach 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  Space  Materials for each class | Attendance at before and after school activities  Feedback 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 meetings  Community feedback |
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