



# **Pembroke Community Middle School**

## **School Improvement Plan**

### **2022/2023**

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#### **Pembroke Community Middle School Council Members**

##### **Faculty Representatives**

Donna McGarrigle  
Evan Fitzwilliam  
Jen Mulligan

##### **Parent Representatives**

Allison Glennon  
Caryn Laframboise Drake

##### **Student Representatives**

G8 student representative: Zoe Colosimo  
G8 student representative: Lorcan Finnigan  
G7 student representative: Seamus McFarland  
G7 student representative: Ella Skeiber

##### **Community Representative**

Steve Kirby

## **Defining SMART Goals:**

A SMART goal is intended to highlight the big picture initiatives while also providing a comprehensive plan that will support the school improvement plans, professional development plans and individual educator plans. All plans, programs and budgets must be explicitly connected to the District Focus Areas and Goals.

**For a goal to be considered SMART, it has to be:**

- Specific and strategically focused on achieving a significant target
- Measurable through benchmarks and date
- Agreed up and achievable with the resources available
- Relevant to the overall goals and realistic to the timeframe and resources
- Time based with intermediary benchmarks and completion dates

**Strategies are the specific steps that will be taken to accomplish the goal.**

## **OUR MISSION**

**To ensure student achievement through excellence in teaching and learning.**

## **OUR 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.

## **OUR GOALS**

### **1. LEARNING ENVIRONMENT**

To provide a safe physical, emotional, and social environment for teaching and learning.

### **2. ACHIEVEMENT**

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

### **3. INSTRUCTIONAL QUALITY**

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

### **4. DATA DRIVEN**

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

### **5. COMMUNICATION**

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

## **OUR CRITICAL QUESTIONS**

- *What do students need to know, understand and be able to do?*
- *How will we know they have learned it?*
- *What will we do when they haven't?*
- *What will we do when they already know it?*

**Pembroke Public School District Focus Areas and Goals:**

- ❖ Achievement
- ❖ Social Emotional Learning
- ❖ Integrating Technology
- ❖ Communication

# ACHIEVEMENT

## District Achievement SMART Goal:

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

## 2022-2023 Pembroke Community Middle School Achievement SMART Goal:

**PCMS Achievement Goal:** Through these goal-focused areas, PCMS will increase and expand our repertoire of academic tools and support structures to best bolster the learning of our students and educators.

## 2022-2023 Strategies:

1. **Social Studies Department:** The Social Studies Department has recently completed an annual review of all curriculum in order to ensure that curriculum continues to be fully aligned to the 2018 MA Frameworks for History/Social Science while also incorporating genocide education per state law *S2557, An Act Concerning Genocide Education*. The department has also reviewed and analyzed the curriculum in order to ensure that content is culturally responsive and supportive of diverse voices and opinions. Throughout the upcoming school year, teachers will utilize department meetings and professional development time, to analyze and reflect on students' academic achievement (i.e. data teams), revising instruction in order to support all learners. Social Studies teachers, through a multi-district state grant award, will also have the opportunity to participate in the Democratic Knowledge Project, working with peers in neighboring districts to create project-based lessons and assessments that provide students with civic-learning opportunities.
2. **Visual & Performing Arts Department:** The VPA Department has recently completed revising all curriculum to conform with the 2019 MA Frameworks for Arts. Project-based learning opportunities for students in music and the visual arts include a variety of hands-on projects (individual and group) that tie into community or global curriculum experiences. A few to note in the 2022 - 2023 school year are: performing at New England Village, Providence Bruins, Music In The Parks, public school concerts, SEMSBA and Southeast District music festivals, Boston Globe Art Scholastics, and visual art projects that foster community.
3. **ELA Department:** The English Language-Arts department recently completed an annual review of all curriculum in order to ensure that the curriculum continues to be fully aligned to the 2017 ELA Frameworks. The department also reviewed and analyzed the curriculum to make sure that materials used and lessons were supportive of diverse voices and experiences. As a result of this curriculum analysis and a review of 2022 MCAS ELA achievement data, teachers have revised lessons and will work throughout the year in data teams—analyzing students performance data to target and support students academic needs.

4. **Science Department:** The PCMS science department began the adoption/implementation of the OpenSciEd curriculum in the 2021-2022 school year with 2 of 6 annual units per grade level. The 2022-2023 school year will include the implementation of 2 more units with a completed curriculum adoption in 2023-2024. Teachers attended professional development in June, 2022 and will attend professional development in February, 2023 to ensure high quality implementation. Professional development is supported by a grant from the One8 Foundation and provides instructional coaching and instructional resources. Professional development throughout the year will be focused on cognitive engagement as guided by the analysis of student work.
5. **Mathematics Department:** The PCMS mathematics department completed a review of our curriculum and revised our benchmarks during the summer of 2022. As part of this process the department analyzed preliminary spring 2022 MCAS item level data which aided in identifying strengths and weaknesses of the curriculum and our benchmark assessments. Our STEM faculty will continue to teach modules from PLTW with an emphasis on mobile app development and the engineering design process. Professional development during the school year will focus on problem based teaching and learning and the further integration of DESMOS as a learning tool. Students enrolled in our Math Foundations class are working in the math program ALEKS, a research-based on-line program that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support for every student to achieve mastery.
6. **World Languages Department:** The PCMS World Language staff use "can do statements" from the new Massachusetts World Language framework to set their student learning goals at each level. The department has identified speaking proficiency as their overarching goal in each language (French and Spanish) and continues to use various technology tools to design engaging lesson activities and to support student learning. Professional development this year focuses on two areas of integrating the new Massachusetts World Language Framework (2021) in all aspects of teaching and learning. In addition, teachers are participating in a training on Teaching Proficiency through Reading and Storytelling (TPRS) offered by Ms. Rosa Whitehill (PCMS) and Ms. Rachel Kirtley (PHS). This method is an effective way to promote fluency in World Language classrooms in a nurturing and supportive environment. Each TPRS activity provides students with a learning opportunity that is tailored to their interest and allows for positive interactions with their peers and their teacher.
7. **Special Education Department:** The PCMS Special Education staff continues to develop and improve upon our co-teaching model in the academic subjects of ELA, Math, and Social Studies. Currently, we have five sections of co-teaching in both grades for a total of 10 sections in the previously mentioned subject areas. Special Education staff have common 'prep' periods with our General Education staff which allows them to meet and plan on a regular basis throughout the year. Students with special education needs are working in the math program ALEKS, a research-based on-line program that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support for every student to achieve mastery. We have developed learning expectations for our Learning Center classes and outlined for students what will be required of them during these support blocks. Learning Centers will consist of mini lessons to reinforce and re-teach concepts, organization strategies, and work completion with a focus on meeting their specific learning goals. Each Team has created a separate Google Calendar which is managed by a Special Education teacher. The calendar has major assignments, assessments and projects posted and forecasted for that Team's students with special education needs. Each student from the Teams are invited to join the calendar and will reference the calendar daily in the Learning Center to help them with organization and executive functioning. It is also beneficial for the staff because having the knowledge of forecasted work assists them with their planning on preparing students, building their skills, and reaching their goals.

8. **Guidance/Counseling Department:** (1) A PCMS multi-disciplinary team (school counselors, principal and special education teacher) will participate in the My Career and Academic Plan ([My Career and Academic Plan \(MyCAP\) - College, Career and Technical Education](#)), which will help staff better support each student with their individual path towards career awareness and exploration, academic and secondary planning, and personal/social emotional development. (2) The PCMS Counseling staff continues to work closely with students and staff to monitor academic progress to promote student achievement. Counselors work on goal setting and meet with each student once per term to discuss grades, missing assignments, and any additional support that can help students be more successful moving forward.
  
9. **Physical Education/Health Department:** Health Department-The nurses in the district are working collaboratively to make sure we are up to date with all COVID protocols and policies in alignment with best practices in school health with DESE and DPH. The Physical Education department at PCMS has a curriculum that is aligned with the Massachusetts Comprehensive Health Curriculum Frameworks. The middle school standards are addressed throughout grade seven and eight. All lessons are geared to skill acquisition, challenge by choice and a healthy sense of achieving a smart goal or improving at a new skill. Fitnessgram is used to track achievement in areas of health enhancing fitness and shared with students and families.

# SOCIAL EMOTIONAL LEARNING

## District Achievement SMART Goal:

To provide a safe physical, emotional, and social environment for teaching and learning.

## 2022-2023 Pembroke Community School Social Emotional Learning SMART Goal:

**PCMS Social-Emotional Health & Wellness Goal:** PCMS will continue to build upon, support and expand our tools and understanding of the social-emotional health of the students and our educators, integrated throughout our curriculums and teaching.

## 2022-2023 Strategies:

### Strategies:

1. **Social Studies Department:** Through the use of new curriculum products, such as News-ELA (SEL collections), teachers will support students' needs and develop students' social-emotional learning skills through appropriate and curriculum-based discussions of topical and current issues. As mandated by state law S2557, An Act Concerning Genocide Education, teachers will be using new curriculum materials that introduce, analyze, and investigate the topic of genocide in ways that are developmentally appropriate in order to promote a broader understanding of human rights.
2. **Visual & Performing Arts Department:** In addition to the curriculum revisions in the VPA department, we are researching best SEL practices to weave into our lessons using the Arts Education & Social Emotional Learning Framework. This work is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing art education.
3. **ELA Department:** Through the use of new curriculum products, such as News-ELA (SEL collections), teachers will support students' needs and develop students' social-emotional learning skills through appropriate and curriculum-based discussions of topical and current issues. As a result of our annual curriculum review, new texts have been chosen so that all students can make text-to-self connections in order to promote community and student achievement.



4. **Science Department:** The OpenSciEd curriculum, noted in the “Achievement” section of this SIP, includes social emotional learning opportunities. Teachers engaged in this professional development in June, 2022 and will continue that development in February, 2023. An example of this includes the following:

“Self-awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.

- identifying emotions
- self-efficacy

**Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

- perspective-taking
- empathy”

5. **Mathematics Department:** In mathematics and STEM courses PCMS students solve real-world and mathematical problems by collaborating with peers; formulating, communicating and critiquing arguments; and persevering through difficulty (adapted from The Standards for Mathematical Practices). As students internalize these mathematical practices, they engage interpersonal and intrapersonal skills, also known as social and emotional learning (SEL) competencies (UT Dana Center for Mathematics).

6. **World Languages Department:** Teachers in the department have embedded mini workshops for students to explain “neuroplasticity”, a phenomenon connected to neural growth with the actions we take such as using good strategies, asking questions, practicing tasks, and following good nutrition and sleep habits. Students also learn about Carol Dweck’s “growth mindset” theory which basically helps students see the connection between effort and understanding concepts. Once students believe in their own ability to “get smarter”, they are more likely to exercise more effort and spend extra effort to achieve higher learning outcomes. In addition, Mrs. Rosa Whitehill will lead a professional development on TPRS (Teaching Proficiency through Reading and Storytelling). TPRS is an input-based approach to teaching languages that focuses on the systematic instruction of vocabulary, grammar, and syntax in a highly comprehensible manner and by using visual story-telling. This process helps students to acquire and reinforce vocabulary and language structures in context in a fun and supportive environment.

7. **Special Education Department:** We have made a concerted effort to have all of our students with special education needs matched to a Special Education staff member in terms of assigning them to classes. That way our students can develop a relationship and connection to their Special Education liaison by interacting and working with them daily. This model also makes the communication with families more streamlined and allows the staff members to get to know their caseloads on a much more intimate level when reporting and communicating with the student’s IEP team. Our Special Education faculty each have common ‘prep’ periods’ which offers them a consistent time to meet and discuss students, if needed, when there is more than one Special Education. staff are working with a student.

8. **Guidance/Counseling Department:** The PCMS Guidance/Counseling Department is working on a number of social/emotional supports and tiered interventions. 21st Century Skills class is a tier one intervention that provides lessons on topics such as goal setting, self-identity, empathy, study skills, organization, time management, career exploration, digital literacy, and healthy decision making. This year, the department is implementing Signs of Suicide (SOS). Counselors facilitate lunch/titan time groups to focus on expanding social awareness and relationship skills. Regular visits from a certified Comfort Dog will be used to reinforce self management skills. Counselors continue to engage in evidence based interventions (Cognitive Behavioral Therapy, Dialectical Behavior Therapy, etc.) and continue to participate in relevant professional development.

9. **Physical Education/Health Department:**

- Health Department-The nurses in the district are working collaboratively to make sure we are up to date with all COVID protocols and policies in alignment with best practices in school health with DESE and DPH. The nurse acquired IPADS through a grant for students to use in the health office to do calming apps when students need assistance with anxiety. The Physical Education department at PCMS has a curriculum that is aligned with the Massachusetts Comprehensive Health Curriculum Frameworks. The middle school standards are addressed throughout grade seven and eight. The Mental health components 5.7, 5.8 ,5.9 and 5.10 are worked toward and progress is made by the end of grade 8 as recommended by the frameworks.
  - For a second year, the middle school will have a unified basketball team. This athletic team provides opportunities for social inclusion, where students of all abilities can feel valued and respected. PCMS was identified as a Special Olympics Unified Champion School by the Special Olympics of Massachusetts.
10. Restorative Practices are embedded in our practice of supporting students when there has been social conflict. Supporting students to work through disagreements, take responsibility for their behavior and engage in acts that repair harm.
11. Terraponic Growing Rack: A growing rack was purchased which allows our students to grow vegetables for use in our classroom kitchen or the cafeteria. Students will be growing lettuce and various herbs.

# TECHNOLOGY INTEGRATION

## District Achievement SMART Goal:

Impacting student growth practices that will prepare our students for citizenship in a digital world.

## 2022-2023 Pembroke Community Middle School Technology SMART Goal:

**PCMS Technology Goal:** PCMS will continue to expand and build on our technology skills and software applications, as tools to support educator and student learning.

## 2022-2023 Strategies:

### Strategies:

1. During the 2022-2023 school year, building administration, faculty and content leaders will evaluate the current software subscriptions to support curricular experiences for students and to ascertain the effectiveness of the paid subscriptions and inform future subscription investments.
2. **Social Studies Department:** The Social Studies Department utilizes a variety of software programs including, but not limited to the following: News-ELA, IXL, McGraw-Hill connections Text, Google Suite Applications, Edulastic, Moodle, Socrative, Gradecam, Brain Pop, NY Times and Scholastic Upfront Magazine, and Webquests to increase student engagement and assess students in a variety of ways. Teachers regularly design lessons (e.g., election-candidate and elections research, open response essays, and research papers) which teach students digital literacy skills and how to find, analyze, and critique a variety of information found on the Internet.
3. **Visual & Performing Arts Department:** VPA courses integrate a variety of software programs and learning platforms into daily lessons and classwork including but not limited to: The Adobe Suite for Education (Photoshop and Illustrator used most often), Autodesk Maya, Google Suite for Education, The Sight Reading Factory, Noteflight Learn, WeVideo, and SMART Music, among others.

4. **ELA Department:** The English-Language Arts Department utilizes a variety of software programs including, but not limited to the following: News-ELA, IXL, No Red Ink, Google Suite Applications, Edulastic, Moodle, Socrative, Gradecam, Brain Pop, and Webquests to increase student engagement and assess students in a variety of ways. Teachers regularly design lessons (e.g., color-based poetry, open response essays, and MCAS practice) which teach students digital literacy skills and how to answer multi-text questions in a digital format.
5. **Science Department:** The OpenSciEd curriculum, noted in the “Achievement” section of this SIP includes simulations of abstract concepts for students to engage. The Google Suite for Education is used throughout the year.
6. **Mathematics Department:** The mathematics and STEM faculty utilizes a variety of software programs and applications including, but not limited to the following: IXL, DeltaMath, ALEKS, Edpuzzle, Quizizz, Tinkercad, MIT App Inventor, Edulastic, and the Google Suite for Education.
7. **World Languages Department:** Pembroke Community Middle School (PCMS) World Language staff use a variety of technology tools from the Google Suite for Education to enhance effective communication and to support student learning in the classroom and beyond. Additional subscriptions that have been purchased allow for teachers to use a number of technology platforms and create new interactive activities. These activities enhance student language learning with targeted input and individualized feedback to students in a relaxed and playful way.
8. **Special Education Department:** Our Special Education staff are all linked to each of their student’s Google Suite/Classrooms in all subject areas so they can monitor progress and communicate with their students and the general education teachers on a consistent basis. Students access these platforms during their Learning Center times as well as their Titan Times in order to access their work, create calendar events, and reminders for when work is due and track assignment due dates.
9. **Guidance/Counseling Department:** This school year, our counseling staff is using Google Sheets to track and follow up on student needs to ensure that all students seeking support are seen promptly by a member of the guidance/counseling staff. In addition, the counseling staff is using Google Forms to collect data on the amount of time spent supporting students with different issues (e.g. anxiety, depression, social skills, etc.) and use that data to inform future interventions.
10. **Physical Education/Health Department:** Health Department- The nurses in the district are working collaboratively to make sure we are up to date with all COVID protocols and policies in alignment with best practices in school health with DESE and DPH. The nurses are utilizing our SNAP health office software to now be able to send parents student health records electronically, with parent consent.

The Physical Education department at PCMS has a curriculum that is aligned with the Massachusetts Comprehensive Health Curriculum Frameworks. The middle school standards are addressed throughout grade seven and eight. The Fitnessgram assessment used throughout the district is web based and our data is shared electronically (hard copy offered as well) with parents and students through the school email. All emails are uploaded to the web by Erin Tinker and we make sure to transcribe with the help of the SEI language liaison any fitnessgram for a student that requires that by their IEP. We also utilized this in a powerpoint at open house as well as electronically emailing the PE class expectations to all our classes individually (hard copy as well). All grading is done on Powerschool and updated daily by PE.

# LEARNING ENVIRONMENT/FACILITIES

## District Achievement SMART Goal:

Pembroke Public Schools is committed to providing school buildings and facilities that support the delivery of curriculum, programs, and services as well as providing for a safe, secure, and healthy learning environment.

## 2022-2023 Pembroke Community Middle School Learning Environment SMART Goal:

PCMS Facilities Goal: PCMS will continue to monitor and update our systems to keep our facilities in good working order.

## 2022-2023 Strategies:

### Strategies:

1. The hot water system will be replaced with a new unit,
2. A hard surface walkway, leading from the bus drop off area to the gymnasium will be installed.
3. Our parking lot will be assessed to determine if a replacement is needed. Included in this assessment will be the catch basin and curbing in our lots.
4. Univent pumps will be replaced in classrooms for temperature controls, as needed.
5. High mounted oscillating fans were added to the gymnasium to increase air flow.

# COMMUNICATION

## District Achievement SMART Goal:

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

## 2022-2023 Pembroke Community School Communication SMART Goal:

PCMS Communication Goal: PCMS will continue to build upon our communication strategies and focus areas, to celebrate our broader school community and keep all community members updated on the pertinent news at PCMS.

## 2022-2023 Strategies:

### Strategies:

1. A yearly calendar was created where all departments identify ways they are Celebrating Community. This will allow PCMS to regularly communicate the ways we are celebrating our community.
2. **Social Studies Department:** The Social Studies Department uses Google Classroom, Powerschool, email, and phone calls to regularly communicate with students and caregivers. Department members plan communication with parents through department and team/cross-curricular meetings to ensure that parents have a holistic picture of their child's academic and social-emotional progress.
3. **Visual & Performing Arts Department:** The VPA faculty uses Google Classroom, Powerschool, email, and phone calls to regularly communicate with students and caregivers. In addition, public concerts and art shows are advertised via the PPS broadcast email system and in weekly building principal community newsletters. Dates and information for all events and concerts are listed on the PPS district calendar of events. All school concerts are videotaped by PAC-TV and links to concerts are posted on their website.
4. **ELA Department:** The English-Language Arts Department uses Google Classroom, Powerschool, email, and phone calls to regularly communicate with students and caregivers. Department members plan communication with parents through department and team/cross-curricular meetings to ensure that parents have a holistic picture of their child's academic and social-emotional progress.

5. **Science Department:** The science faculty uses Google Classroom, Powerschool, email, and phone calls to regularly communicate with students and caregivers. The OpenSciEd curriculum, noted in the “Achievement” section of this SIP, places a substantial emphasis on “Norms of Behavior” including how to effectively communicate with others.
6. **Mathematics Department:** The mathematics and STEM faculty uses Google Classroom, Powerschool, email, and phone calls to regularly communicate with students and caregivers.
7. **World Languages Department:** The World Language faculty regularly communicate with students and caregivers via Google Classroom and Powerschool. Teachers proactively use emails and phone calls to communicate any academic or social-emotional concerns with families and are highly responsive to students and their families as well.
8. **Special Education Department:** The Special Education Department uses many on-line platforms including Google Suite; PowerSchool; PowerTeacher; ALEKS; IXL (math program). The Special Ed. Department sends out Progress Reports at the end of each term updating parents on their child’s goal progress. We consistently schedule Annual meetings as well as Progress meetings when/if necessary to ensure our students' needs are being met. Special Ed. staff consistently communicate with families pro-actively and are always responsive when families reach out with concerns. We offer both ‘in person’ meetings as well as ‘virtual’ meetings to meet the needs of parents. At times, a virtual meeting makes it easier for them to attend based on their schedule needs.
9. **Guidance/Counseling Department:** Counselors continue to develop a Social Emotional Learning curriculum based on the evolving needs of students. Specific information on each 21st century skills unit is being shared with parents in the weekly newsletter to help facilitate conversations surrounding Social Emotional Learning at home.
10. **Physical Education/Health Department:** Health Department-The nurses in the district are working collaboratively to make sure we are up to date with all COVID protocols and policies in alignment with best practices in school health with DESE and DPH. School Nurse Leader is a PTAD (Pembroke Titans Against Drugs) board member who has collaboration with this group to work on bringing potential programs, trainings, educational opportunities related to substance abuse, use and prevention as well as financial opportunities for trainings, supplies and services for our students and then updates the middle school team during SUMS on PTAD discussions. The Physical Education department at PCMS has a curriculum that is aligned with the Massachusetts Comprehensive Health Curriculum Frameworks. The middle school standards are addressed throughout grade seven and eight. We communicate frequently by phone, emails , broadcast emails and within our classes to let students and parents know we are available and here to help.



11. **PCMS student announcements:** PCMS students lead the school in morning announcements, beginning each day with the Pledge of Allegiance, a moment of silence, followed by the day's announcements. Using a Google Form, all 8th grade students have the opportunity to sign up for a week's commitment. Each week, the student announcers will be shared with our community in our weekly newsletter.
12. **PCMS School Council:** This year, the goal is to have two student representatives; one for 7th grade and one for 8th grade. Last year, an 8th grade student was added to the adult PCMS School Council. This year, the function of a school council was reviewed with all students and a Google Form was created to give all students an opportunity to volunteer as their grade level representative.
13. **Service Learning Projects:** Seventh graders have a term elective called Service Learning where, in small groups, they research and identify community issues that exist at a local, regional, state, national, or global level and create an action plan to address the identified issue. Through this course, students build communication and leadership skills. The service component from this research will be shared with the broader community each term in our weekly newsletter. The student-created educational materials on the identified community issues will be posted throughout the school and/or added to our morning announcements.