



Pembroke Community Middle School

School Improvement Plan

2016/2017

Pembroke Community Middle School Council Members

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Faculty Representatives

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Focus Areas and Goals

Achievement:

Utilize data to identify best practices in teaching and learning in order to boost achievement of all students through the creation of regular data review teams.

1. Provide School Committee with quarterly updates on student achievement, identifying trends and presenting an action plan and implementation status updates.
2. By June 30, 2017 have 100% of the strategic leadership team (SLT) trained in instructional rounds, with a full implementation in SY17-18.

Social Emotional/Health and Wellness:

Provide resources to administrators to meet the needs of an increasing population of social emotional learners.

1. By March 1, 2017, identify professional development needs to address our social emotional population and develop a plan to implement including budget impact. Plan should include both in district and out of district opportunities for staff.
2. By June 30, 2017, create a K-12 health curriculum.

Technology:

Provide consistent, reliable and equitable access to technology through informed budget process and increased professional development opportunities.

1. Develop a three-year tech plan with projected educational benefits and budget impact by 1/31/17.
2. By December 31, 2016, create a fully wireless environment in all 5 schools, providing coverage in all instructional areas.
3. Meet with staff monthly in the form of informal drop-in sessions at each building where they can share what is going well and what struggles they are facing with technology, to maintain an open dialogue with teachers as well as continuing to improve the end user experience. Use the information gathered to create a quarterly tech update including FAQ's and troubleshooting hints.

Communications:

Schedule regular communication amongst stakeholders including, but not limited to parents, students and teachers by utilizing online resources, face to face opportunities and two-way communication channels

1. Produce a quarterly newsletter and distribute via broadcast email to staff and families.
2. Implement phase 1 of communication plan by 6/30/17 consisting of increased social media presence as well as creating a facilitated 2-way communication platform for all stakeholders.

Pembroke Community Middle School Improvement Plan 2016-2017

Achievement

District Achievement Goal:

Utilize data to identify best practices in teaching and learning in order to boost achievement of all students through the creation of regular data review teams.

Pembroke Community Middle School Achievement Goal:

PCMS will systemically review data to adjust instruction and to identify effective teaching strategies.

Strategies

Departments with a content coordinator typically meet to discuss curriculum and student achievement at least once a month. Together they review quarterly benchmark data and common assessments to identify trends in student performance. Performance data is utilized to compare instructional strategies and identify best practices.

These departments also meet with administration and guidance once every six days to review student achievement. In addition, once a semester, each of these departments will be presenting student data and describing how it was used to adjust instruction to building administration. Other departments will meet with administration and guidance once to twice a month throughout the school year.

The **Social Studies Department** will streamline units of instruction to ensure that history and social studies is more relevant to students (e.g., incorporate more modern history/current events as applicable) and promote a focus on transfer skills (e.g., analytical reading and writing). Student achievement data is being gathered using both qualitative and quantitative measures. Social Studies teachers review the Common Skills Assessment given in September to identify student skills in the areas of reading comprehension, analyzing graphs and charts and integrating primary sources. Teachers adjust instruction based on trends in that data and measure those skills in the winter and spring to track student growth and achievement. Teachers also review common writing assignments and unit tests quarterly. Trends from writing

assignments are identified in order to assist students in writing a research paper. Trends from common unit tests are the focus of instruction for re-teaching and or, the next unit.

The new McGraw-Hill Social Studies textbook and curricular program includes tiered support for students who are above/below grade level in reading and writing skills as well as support for a variety of students with a disability, and students with limited English proficiency. This will allow for more targeted instruction and close data monitoring for the range of learners in our heterogeneous classes.

The **Science Department** reviews analytical writing using the CER Framework: Claim, Evidence, Reasoning once per month. Trends from these assignments will be the focus of instruction to prepare students for analytical writing on the open responses for MCAS. Teachers also compare common unit tests to identify trends in student growth and achievement. Trends from these assignments will be the focus of instruction for re-teaching and or, these skills will be incorporated into the next unit.

Additionally, the department is increasing project-based learning tasks, to incorporate more cooperative, hands on learning. Current grade level science curriculum will continue to be revised to reflect the new Massachusetts Science, Technology and Engineering Standards.

The **Visual & Performing Arts Department** will be organizing results from a variety of assessments to determine progress toward learning outcomes and use these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for student learning and engagement.

The **English Language Arts Department** is focused on data monitoring in the development of student writing skills. Data will be collected during the conferencing process (conference logs reflecting student goal setting and students' progress toward their individual writing goals and grade books reflecting writing assignments and scores) and the department will use this information to target areas for professional development, calibrate scoring and adjust instructional delivery to match student need.

English teachers compare benchmark assessments that assess introduction, thesis, textual evidence, reasoning, logic in explanation, format and structure, transitions, diction & conventions. English teachers review common writing assignments quarterly and calibrate scoring. Teachers conference with students once per quarter, and review student goal setting, and progress monitoring. Teachers compile data from conferencing to identify target areas and identify instructional strategies to personalize learning.

The **Mathematic Department** is focused on sharing best practices in mathematics education, strategies to address identified focus areas, state/national data analysis, and MCAS 2.0 updates. Professional development will include tools to measure cognitive demand of a task/item, scoring of student work based on a common scoring guide (calibration), and strategies to make students thinking visible. The department is currently piloting units from two math textbooks to identify the most effective teaching tool.

Mathematics teachers compare benchmark assessments to identify trends in student growth and achievement. Trends from these assignments will be the focus of instruction for re-teaching and or, the next unit. Teachers utilize a common scoring guide (calibration) to measure the cognitive demand of student work. Mathematics teachers are using data to develop strategies to make student thinking visible, and to share observations of student thinking.

World Language is monitoring student acquisition of vocabulary and listening comprehension through regular administration and review of formative assessments.

The **Guidance Department** is creating common assessments across the grade level and creating unit and grade level rubrics to clarify learning expectations and increase commonality between instructors. Student achievement is monitored regularly through kid day meetings (1x/6-day cycle), individual student conferences (4x/school year), and building level leadership student update meetings (1x/6-day cycle).

Pembroke Community Middle School Improvement Plan 2016-2017

2016-2017

Social Emotional/Health and Wellness

District Social Emotional/Health and Wellness Goal:

Provide resources to administrators to meet the needs of an increasing population of social emotional learners.

Pembroke Community Middle School Social Emotional/Health and Wellness Goal:

Understanding the interrelatedness of academic achievement and social/emotional competencies, the middle school will provide a tiered system of supports to assist students in developing and applying these life skills.

2016-2017 Strategies:

Student achievement and functioning is monitored systematically through regularly scheduled meetings with guidance and administration (see goal 1). In addition, the nurse, guidance counselors, school psychologist and special education team chair meet once per cycle (1x/6 days) with administration. Relevant information from these meetings is shared with teachers through the guidance counselors. Student attendance and tardies is reviewed once per cycle (1x/6 days), in consultation with the school nurse. Administration then works with the families and students.

The **English Language Arts Department** will foster a growth mindset culture by implementing routine (during/after each completed instructional essay) metacognition practices (reflection on the thoughts, struggles, and achievements in writing as students attain self-set learning goals) in the writing process. Evidence can be collected in lesson plans, student monitoring of goal setting and achievement in conference logs, or gradebooks scores/marks for metacognitive essays and/or discussions.

The **Guidance Department** delivers a curriculum that supports students' social/emotional competencies through a tier one model. The grade level 60-day curriculum addresses the four strands of the Massachusetts Health Curriculum (physical health; social & emotional health; safety & prevention; personal & community health) and the five core competencies of the Collaborative for Academic, Social, and Emotional Learning (CASEL) (self-awareness; self-management; responsible decision making; relationship skills; social awareness) primarily through whole class, cooperative learning. In addition, students in need of more targeted skill development are seen in small group or individual counseling sessions or with regularly scheduled check-ins by our guidance counselors or school psychologist.

Mathematics Department has identified two focus areas related to social/emotional health and wellness: (1) create classroom environments where students feel comfortable and safe to collaborate without reservation in order to promote a team focused climate and (2) at least once per term, create a student questionnaire to gather student feedback on personal feelings/thoughts about the class.

The **Science Department** is developing strategies for modifying students' work, assessments, and the entire curriculum for students who learn differently. The department is also increasing project based learning (PBL) tasks to increase cooperative and student centered learning.

Social Studies is identifying strategies and developing action plans to support students who are below grade level in reading and writing skills. These strategies and action plans have been shared among department members. One of the key steps in these plans is partnering with guidance for students needing academic, emotional or organizational support.

The **PCMS School Council** has set a goal of improving movement and other student-centering activities. The council has been identifying appropriate strategies which are being shared and practiced at monthly faculty meetings. The council will be creating a document to compile the information that has been shared throughout the year.

Pembroke Community Middle School Improvement Plan 2016-2017

Technology

District Curriculum GOAL:

Provide consistent, reliable and equitable access to technology through informed budget process and increased professional development opportunities.

2016-2017 Pembroke Community Middle School Technology Goal:

The middle school recognizes the importance of developing students' and teachers' technological skills through regular access to devices and increasing use of software to match learning objectives.

2016-2017 Strategies:

Building communication around technology is managed through email. Schooldude is the primary vehicle. For more time-sensitive concerns, teachers inform administration when challenges are experienced who then contact the technology department for immediate action. Staff surveys have been conducted several times this year to gather any global concerns so the system can be proactive and responsive

English Language Arts Department will be using a variety of technology tools in their lessons to enhance student learning, home-to-school communication, and influence student engagement. Teachers are using web-based formative assessment apps, including but not limited to Kahoot and Quizlet. Several teachers have implemented a means of monitoring student growth in different elements of writing, using this data to facilitate student-generated, specific goals. Students and teachers have begun using GoogleDocs in collaborative learning activities.

Guidance Department is increasing the use of technology throughout the curriculum by using various tools, such as Prezi a web-based presentation tool during student led conferences, Naviance to explore post-secondary planning and other tools like Kahoot and Google Docs to support student learning.

Digital citizenship is embedded in the guidance curriculum and involves teaching students' digital literacy, laws, rights & responsibilities and internet safety.

Mathematics Department is using a variety of technologies including Grade Cam, Flip Quiz, Kahoot, Edmodo, ALEKS, Front Row Ed, Buzzmath, Khan Academy, Slader, Photomath, Desmos, and hand held graphing calculators.

The Math Foundations course is piloting two web-based tools ALEKS and Front Row Ed, to monitor student achievement, as part of a building-based RTI program. Focus is on conceptual understanding and procedural fluency in number sense. Student data in these smaller, targeted learning groups are monitored weekly to assess student progress.

Science Department has created a Google site to be used by all science department members in order to share documents, lesson ideas, instructional materials for the purposes of enhancing our professional development and providing student support. Teachers are using a variety of applications in the classroom to provide effective feedback to students which includes: Brain Pop, Grade Cam, Quizlet, Kahoot, web quests to offer increase student engagement, and to provide an increase in feedback.

Social Studies Department will be incorporating more technology into their lessons and assessments so that students can demonstrate knowledge of the curriculum in diverse ways and to allow teachers multiple opportunities to provide effective feedback to students in real time. Teachers use a variety of computer applications including, but not limited to: Moodle, Socrative, Grade Cam, Brain Pop, NY Times and Scholastic *Upfront Magazine*, and Webquests to increase student engagement and assess students in a variety of ways. Teachers using Google Docs and Microsoft 365 to write collaboratively and to provide effective feedback to students.

Visual & Performing Arts Department will be using a variety of applications in their classes to enhance student learning and increase student engagement including but not limited to: Edmodo, Grade Cam, Kahoot, various music technology free APPS such as Pro Tools and Garage Band.

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Communications

District Communications GOAL:

Schedule regular communication amongst stakeholders including, but not limited to parents, students and teachers by utilizing online resources, face to face opportunities and two-way communication channels

2016-2017 Pembroke Community Middle School Communications Goal:

As a two year building, it is critically important to keep our school community updated and informed through multiple modes of communication as well as ensure there are open channels for effective two-way communication.

2016-2017 Strategies:

All **PCMS departments** utilize a variety of communication methods to encourage families to become active participants in the classroom and school community. Two-way communication includes but not limited to, phone calls, individual email, class email blasts, parent-student conferences and course expectation guides. Faculty use of Edmodo and/or PowerSchool as a means of posting assignments and communication with students and parents. Access to online textbooks and materials are shared with students and families.

PCMS will create and post curriculum maps across content areas so families can see the scope and sequences on units of instruction (Summer 2017).

The middle school has been using **PowerSchool** to communicate long term substitutes, upcoming curriculum units and other pertinent information. Using **PowerSchool** sends this information directly into the email accounts set up by families.

In addition to the weekly email blasts, the building will share timely information on the **PCMS Facebook** page and the **Principal's Twitter** account.

The **Science Department** is creating a webpage through the school website to showcase positive growth experiences in the classrooms/labs once a term (4x/year).

The **Physical Education Department** are creating and posting term newsletters (4x/year).

The **Visual & Performing Arts Department** will continue to create and foster student and family involvement and community outreach opportunities through performances and showcasing student artistic work. The Pembroke music ensembles plan on performing again at The New England Village, The Providence Bruins, local assisted living and nursing homes. In addition, prior to all concerts and performances, the Pembroke community is invited to attend performances via announcements sent out via the broadcast email system from the Pembroke Music Department. Press releases are also sent to the local paper regarding students selected to SEMSBA and District music festivals. The Visual Art Department will explore partnership with the Pembroke Public Library to exhibit student art work and locally in designated art shows in each school building. Moreover, student art work will be entered in various art competitions (e.g., PCMS Student Gallery, The Boston Globe Scholastics).