

Palmer River Elementary School



School Improvement Plan 2015-2016



2015-2016 School Improvement

Over the past 6 months, data has been collected from observations, assessment data, MCAS scores, parent surveys and teacher feedback. Based on this data, this school improvement plan has been created with 4 goals in mind. These goals are also align with the Superintendent's priorities. The SIP includes: the four goals along with an action plan to meet the goals; who is responsible for the implementation and success of each goal; what professional development is needed; and how the objective/goal will be measured. The SIP will be used during faculty meetings, team leader meetings, and data team meetings to ensure focus, direction, and that decisions are guided by our goals.

School Goal #1

PRES students will increase academic performance meeting benchmarks as measured by local assessments.

- Using 2015 BOY data, PRES will improve the achievement of all students (K-4), by increasing the percentage of students at proficiency or at benchmark to at least 80% by EOY.

School Goal #2

Teachers will use technology consistently to monitor student progress and track behavior and interventions.

School Goal #3

PRES curriculum will be aligned to the Common Core Massachusetts Curriculum Frameworks in ELA and Mathematics and provide all students with rigorous instruction, enhanced with technology.

School Goal #4

By June, 2016, PRES will implement Year 2 of PBIS and make effective use of systems for addressing the behavioral expectations and frequent parent communication.

- Behavior Interventions and Supports will be implemented throughout PRES to help nurture a positive, respectful and caring educational environment in which students and staff accomplishments are recognized and celebrated.
- Systems of continuous communication with parents will be designed.



The Mission of Palmer River Elementary School

The mission of the Palmer River Elementary School is to create and maintain a dynamic learning environment that cultivates curiosity, creativity, and a high level of academic achievement.

Student progress in our rigorous curriculum will be assessed regularly to inform instruction and ensure that students are challenged, supported, and develop a love for learning.

Partnering with parents and our larger school community, we look to foster within our students a sense of belonging, leadership, and the confidence to take action, as we recognize that all children can succeed through hard work and responsibility.

Our success will result in an exemplary learning community where members promote the value of learning and are driven to fulfill

Vision: “Working together and reaching higher”.



Palmer River Elementary School Improvement Plan ~ 2015-2016

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| <p><u>School Goal #1: Student Achievement</u></p> <p>PRES students will increase academic performance by meeting benchmarks as measured by local assessments.</p> <ul style="list-style-type: none"> Using 2015 BOY ELA data, PRES will improve the achievement of all students (K-4), by increasing the percentage of students at proficiency or at benchmark to at least 80% by EOY. Math assessments from Envisions will be defined for triangulation. | | | <p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> Teachers RTI Teams Reading Specialist Team Leaders Interventionists Data Team Principal, Asst. Principal | <p><u>Assessment/ Measurement of Attainment:</u></p> <ul style="list-style-type: none"> MOY data collected from PALS and Star ELA will show an increase of 25% of students at proficiency or benchmark from BOY data. Assessment data collected before and after interventions will show that targeted instruction improved student performance Evidence of differentiated and target instruction will be observed through walk-throughs, conferences, lesson planning (1-A-2, I-B-2, II-A-3). |
| <p><u>Action Plan</u></p> <ul style="list-style-type: none"> Collaborative Teams will review and analyze school data and reflect on how to improve math achievement using our new math program. All classrooms will have RTI imbedded in their instruction and follow RTI process and protocols Research based and data driven Title 1 interventions targeting specific areas of need will be implemented using Keys to Literacy. Through the newsletter, principal will inform parents of MOY and EOY data. | <p>Mid-Year</p> | <p>End of Year</p> | <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> RTI 1x month Faculty Meetings will focus on the SIP goals Co-teaching workshops , planning activities and lesson modeling | <p><u>Budget Implications:</u></p> <ul style="list-style-type: none"> Title One grants Paraprofessional training through Special Education grant Consultant work supported through district budget and/or donations School budget for intervention materials |



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| <p><u>School Goal #2: Using Technology</u></p> <p>Teachers will use technology consistently to monitor student progress and track behavior and interventions.</p> | | <p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> • Staff • Students • Principal, Asst. Principal | <p><u>Assessment/ Measurement of Attainment:</u></p> <ul style="list-style-type: none"> • Data from Swiss Data System will show a decrease of office referrals. • PBIS Annual Independent Evaluation • Data wall will reflect increase in proficiency in ELA. | |
| <p><u>Action Plan:</u></p> <ul style="list-style-type: none"> • Teachers chart student data from PALS, STAR, MCAS and progress monitor to drive instruction • Student behaviors will be monitored through SWIS. • The behavior intervention team will meet monthly to review data. | <p><u>Mid-Year</u></p> | <p><u>End of Year</u></p> | <p><u>Professional Development:</u></p> <p>Running reports and analyzing Assessment Data</p> | <p><u>Budget Implications:</u></p> <p>SWIS from software budget @\$400</p> <p>Professional development for STAR program</p> |



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| <p><u>School Goal #3: Strengthening Teaching and Learning/ Curriculum and Instruction</u></p> <p>PRES curriculum will be aligned to the Common Core Massachusetts Curriculum Framework to provide all students with rigorous instruction.</p> | | <p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> • Teachers • Principal, Asst. Principal • Team Leaders • School Council | | <p><u>Assessment/ Measurement of Attainment:</u></p> <ul style="list-style-type: none"> • Classroom observations and walk-through visits will be used to gather data on implementation of common core standards as indicated by the effective teaching practice rubric specifically on standards that focus on designing effective and rigorous units of instruction • Weekly Grade level meeting agendas will focus on teaching and learning in the new math program • PD for new math program |
| <p><u>Action Plan:</u></p> <ul style="list-style-type: none"> • Teachers will use backward design when planning lessons to ensure lessons are focused on education objectives aligned with Common Core; • Teachers will utilize higher order thinking questions during lessons to increase rigor; • Lessons will emphasize the skills of building knowledge through active learning (substantive conversation collaboration, peer teaching, problem solving using real data, group projects, etc.); • Team Leader meetings will focus on increasing rigorous instruction and aligning assessments and curriculum to common core standards. • Model curriculum units for science will be shared with the faculty. • Cross curricular lesson plans will be developed in social studies. • The new math program will be implemented. • The School Improvement Team will look at research and develop a process for high quality homework for elementary students. | <p>MOY</p> | <p>BOY</p> | <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • District Professional Development; Topics to include Creating Inquiry Based lessons • District-wide curriculum committees. | <p><u>Budget Implications:</u></p> <ul style="list-style-type: none"> • PRES Budget for Professional development: • Cost of substitutes • Cost of consultant • Math program adoption costs with PD |



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| <p>School Goal #4: School Safety and Climate PRES will continue to create a safe school environment that makes effective use of systems for addressing the behavioral expectations and frequent, two way communication with all stakeholders.</p> <ul style="list-style-type: none"> • PBIS (Positive Behavior Interventions and Supports) will be implemented throughout PRES to help nurture a positive, respectful and caring educational environment in which students and staff accomplishments are recognized and celebrated. • Systems of continuous communication will be designed. | | | <p>Person(s) Responsible:</p> <ul style="list-style-type: none"> • Staff • Students • Principal, Asst. Principal • PBIS Committee | <p>Assessment/ Measurement of Attainment:</p> <ul style="list-style-type: none"> • An independent evaluation by PBIS personnel will show that 80% of criteria are met. • A clear progress report will be designed. |
| <p>Action Plan:</p> <ul style="list-style-type: none"> • PBIS Committee will meet once a month to provide input for a successful implementation • Teachers in each grade level will design a progress report for parents. • With the district, PRES will begin to redesign the report card. • A pamphlet at each grade level outlining curricular expectations will be designed and posted online. • Specialists will improve the web site information. • PBIS will extend expectations with parents to implement at home. | <p>Mid-Year</p> | <p>End of Year</p> | <p>Professional Development:</p> <ul style="list-style-type: none"> • Staff Meetings will include PBIS updates and reviewing of PBIS lessons • PBIS Committee Training | <p>Budget Implications:</p> <ul style="list-style-type: none"> • Attempt to bring in community and business donations for PBIS rewards –No cost • PBIS Training, Year 2 –district budget |

