



HOPEDALE MEMORIAL ELEMENTARY SCHOOL

OFFICE OF THE PRINCIPAL

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Memorial School School Improvement Plan 2015-2016

Standard I: Curriculum, Planning and Assessment

Indicator 1-A: Curriculum and Planning-To ensure that all instructional staff know the subject matter well, have a good grasp of child development and how students learn, and design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Key Actions:

1. Ensure that standards-based curricula are provided to Hopedale students PreK-12 with consistency in each classroom
2. Ensure that the Common Core State Standards are implemented into the curriculum PreK-12.

Benchmarks:

- *Teachers exploring and implementing FOSS Kits in conjunction with Next Generation Science Standards (NGSS)*
- *Science curriculum mapping and completion of "Year at a Glance" documents*
- *Ongoing refinement of ELA, Math and Unified Arts curriculum maps*
- *Grade Level Leaders and Curriculum Chairpersons to participate in monthly Curriculum Council meetings to fulfill district-wide goal of vertically aligning curriculum across all grade levels*

Indicator I-B: Instruction-Ensure that practices in all settings reflect high expectation regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests and level of readiness.

Key Actions:

1. Identify and communicate effective instructional strategies and practices.

Benchmarks:

- Continued departmentalization in 4th grade based on success of 2014-15 MCAS scores and teacher feedback
- *Implementation of Next Generation Science Standards and initial use of FOSS kits. Feedback delivered to administration and leadership team at monthly Grade Level Leader/Curriculum Chairperson meetings.*
- *Participation in district-wide Mindfulness PLC to learn, practice and teach calming and focus strategies to oneself and students*
- Grade Level Teams continue to meet on a bi-weekly basis to discuss matters pertaining to curriculum, instruction and assessment. Memorial School Leadership Team (Grade Level Leaders and Curriculum Chairpersons) meet on a monthly basis.

Indicator 1-C: Assessment-To ensure that all instructional staff use a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

Key Actions:

1. Use data gained through standardized tests, formative and summative assessments of learning to base instruction in the classroom.

Benchmarks:

- Grade Level Leaders and Curriculum Chairpersons will evaluate rigor and relevance of the Memorial School's DDMs throughout the school year.
- Baseline and Progress Monitoring assessment in the area of literacy will continue (Aimsweb, DRAs, Benchmark Assessment)
- *Implementation of Galileo (K-6) Assessment System to monitor student progress in mathematics*

Indicator I-D: Evaluation-Provide effective and timely supervision and evaluation of all staff via the implementation of the new Educator Evaluation Model for the 2015-2016 school year.

Key Actions:

1. Review the Hopedale Evaluation Rubric, Evaluation Forms and Evaluation Process with educators

Benchmarks:

- Learning focused observations and evaluations in adherence with the Educator Evaluation System conducted by administration to provide instructional feedback to teachers in effort to enhance student learning.
- *Integration of Assistant Principal to the Educator Evaluation System at the Memorial School.*

Indicator I-E: Data Informed Decision Making-The school will use multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance.

Key Actions:

1. Educators will develop two District Determined Measures (DDMs) to assess student growth.
2. DDMs may consist of State administered assessments (i.e.-MCAS), standardized measures (i.e.-DRAs, *Galileo*, Aimsweb, etc...) or locally designed measures (curriculum-based).

3. Educators in grades 3-6 will review MCAS data to identify strengths and areas in need of improvement around which to design curricular and instructional interventions that address such concerns.

Benchmarks:

- See “Key Actions” under Indicator 1-C Assessment heading regarding implementation and evaluation of DDMs.
- MCAS Analysis will be completed during the October Professional Development Day

Standard II: Management and Operations

Indicator II-A: Environmental-development and execution of effective plans, procedures, routines and operational systems to address a full range of safety, health and emotional & social needs.

Key Actions:

1. *Memorial School faculty will re-assess and evaluate PBIS strategies throughout all areas of the school.*
2. *Assessment of the transition of students between the Memorial and Junior-Senior High Schools*
3. *Teachers to submit classroom management plans to assistant principal to be reviewed for alignment with core values of RRICK and ensure based on positive reinforcement*

Benchmarks:

- Administration, guidance/support staff and teachers will meet to review current transitional practices in supporting 6th grade students as they prepare to enter the 7th grade at the Junior-Senior High School.
- *Continued implementation of social/emotional curriculum across grade levels*
- *Promotion of Mindfulness among students and faculty*
- *PBIS Team to meet on a bi-weekly basis throughout the year*
- *Installation of additional security cameras throughout Memorial Elementary School*

Indicator II-C: Scheduling and Management Information Systems-the school will use systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.

Key Actions:

1. Faculty will continue use of student database, Aspen, to manage and store pertinent student information and data
2. *Health teacher will have a full time schedule at Memorial School*

Benchmarks:

- New staff members have been trained in the use of Aspen for daily attendance & lunch count. Additional trainings to be held throughout the school year in regard to completing student report cards and entering student conduct referrals.
- *All grade levels at Memorial School will now have a full, 45 minute Health class, which benefits all students, K-6. Moving Health to a full time position at Memorial School has significantly enhanced the Master Schedule and better enables teachers to have increased options for common planning time.*

Standard III Family and Community Engagement

Indicator III-A: Engagement-The school will actively ensure that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

Key Actions:

1. *Administration will utilize email distribution system to enhance communication to parents/families.*
2. *Kindergarten teachers will design a Kindergarten Checklist form to be used during our December Parent Conferences.*
3. *Memorial School Students will be expected to participate in Community Service activities throughout the school year.*

Benchmarks:

- *Administration obtained parent emails to create distribution list that will be used to increase communication to parents/families. Communications include frequent updates on school events, important announcements, etc...*
- *Parents/families of kindergarten students will receive a "Kindergarten Checklist" assessment during the December Parent Conference which will provide more developmentally appropriate feedback on their child(ren)'s academic, social and behavioral development over the course of their first months of kindergarten.*
- *To instill and promote a sense of community within our students, all children across grades K-6 will be expected to participate in at least one community service endeavor during the school year (i.e.-Thanksgiving Dinner Baskets, Pajama Drive, Gently Used Coat Drive, Holiday Giving, etc...)*

Standard IV: Professional Culture

Indicator IV-A: Commitment to High Standards-the district will foster a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all students.

Key Actions:

1. The Curriculum Council and administrators will review Year at a Glance documents and Curriculum Maps, updating as needed.

Benchmarks:

- Grade levels will continue to revise and update Year at a Glance documents and Curriculum Maps throughout the year.
- Participation in scheduled Curriculum Council meetings.

Indicator IV-C: Continuous Learning-the school will develop and nurture a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results.

Key Actions:

1. *Professional Practice Goals to address Culture and Climate*
2. *Second cohort of teachers of English Language Learners (ELL) will participate in DESE sponsored Retell Course in Sheltered English Immersion.*

Benchmarks:

- *Educators will meet with administration discuss Professional Practice SMART Goals and positive contributions to school culture and climate*
- *Creation of Professional Learning Community for teachers who completed the SEI course during the 2014-15 with classroom teachers who are currently enrolled in the SEI course to support and implement means of incorporating new instructional approaches to best address the learning needs of our ELL students. These meetings will occur throughout the length of the course and thereafter as necessary.*