

Memorial Park Elementary School Improvement Plan 2017-2018

as aligned with the

Rockland Public Schools District Strategic Plan

Student Learning

Ensure all students have equal access to a high-quality curriculum that meets individual student needs.

1. Review, revise, align and implement a rigorous standards-based curriculum.

- The newly established Literacy Committee will review, align and make recommendation that will strengthen the ELA instructional practices within all three elementary schools in the district.
- Continue Foundations into grade 3; Wilson Foundations phonics program.
- Develop an elementary coaching model in ELA, Math and Technology.
- Implement the *Being a Writer* writing program in grade 4
- Continue work to align math with the Common Core utilizing the Envision Math Program in a Math Workshop Model.

2. Develop, expand and sustain a comprehensive assessment system.

- Utilize DIBELS (Reading and Math), and Galileo Math standardized testing in grades 3 & 4 in October and March to assess student progress.
- Continue to use formative assessments to guide instruction and intervention.
- Implement school-wide data analysis template.
- Share data with students to empower them to own their learning.
- Data meetings will provide classroom teachers and interventionists a time to analyze student work and data to adjust student learning goals.

3. Measure and monitor behavioral health by providing supports and interventions along with appropriate social-emotional curriculum to all students.

- Continue to develop Positive Behavioral Interventions and Supports (PBIS), Responsive Classroom, Second Step (Kindergarten) as systematic approaches to social/emotional learning and character building.
- Continue to support and train staff on Responsive Classroom techniques.
 - Train staff on PBIS Tier II, utilize check-in/check-out with students who require more social-emotional support
- Further develop our monthly character education program with monthly school wide assemblies.
- Support a communicative structure by conducting weekly meetings with the social-emotional support staff during our weekly case conferences.

- Establish a school Tier II PBIS team.

4. Optimize technology to personalize learning and develop higher order thinking skills.

- Implement STEM curriculum in grades 3 & 4 during weekly sessions with District STEM teacher.
- Utilize our school Makerspace as we strive to develop workstations/makerspaces within each classroom.
- Support all students with weekly computer classes, stressing digital literacy and digital citizenship.
- Enhance student learning by increasing their access to technology resources within the building; chromebook carts in the grade 3 & 4 classrooms (Buddy-system).

5. Provide a safe learning environment for all students.

- Further develop the use of PBIS, lessons on school wide expectations for common areas, and Responsive Classroom, and common language to decrease the number of office referrals.
- Implement the practices and procedures of ALICE for student and staff safety.

Persons Responsible for Implementation: Principal, Interventionists, Teachers, School Psychologist, Adjustment Counselor, District Behaviorist, District Technology/STEM Integrationist, ELA Lead Teacher, Math Lead Teacher

Resources Needed: Galileo Math (grades 3 & 4), DIBELS, Being a Writer (grade 4), Foundations materials (Grades K-4), Envision math resources, PBIS expectation posters, Responsive Classroom training materials, Second Step Curriculum, ALICE materials.

Instructional Practice

Promote and sustain high-quality instruction that engages and challenges all students.

1. Implement PD that ensures a safe and supportive learning environment.

- Teacher training in Responsive Classroom language and PBIS philosophy & expectations to ensure commonality and allow for all students to access curriculum in a safe learning environment.

2. Create and implement a rigorous, standards-based curriculum.

- Utilizing district coaches in ELA, Math and Technology to align curriculum and offer professional development in those curricula amongst all (3) elementary schools.
- Grade 4 teachers will continue training to collaborate on the implementation of *Being a Writer* writing program.
- Grade 3 teachers will begin their training and collaborate on the implementation of Wilson Foundation Phonics Program.
- All teachers will receive more professional development on the implementation of Math Workshop.
- Support our ELL students with a push-in model of instruction within their grade-level classrooms, whenever possible with the goal of all students making effective progress.

3. Use data to refine instructional practices.

- Using district ELA, Math and Technology coaches, train and support teachers in developing best practices to address student needs through intervention.
- Support teachers in using data to effectively support student learning with targeted, measureable intervention.
- Share and work with classroom teachers and interventionists on the use of the newly developed ELA Instructional Focused Task Cards for explicit and targeted intervention.

4. Differentiate instructional practices to meet student needs.

- Continue professional development on guided instructional practices in ELA and Math to support the spectrum of learners; advanced to struggling.
- Aligning Instructional Focused Task Cards in ELA during data meetings with explicit and targeted student interventions.
- Using PBIS data, put into place Tier II, with check-in /check-out for students who need additional social-emotional supports to access learning.

5. Align resources to support instructional practices.

- Coordinate district instructional coaches to support professional development opportunities for all staff.

- Train special education teachers in LindaMood-Bell *Seeing Stars* Program.

Persons Responsible for Implementation: Principal, teachers ELA & Math coaches, STEM teacher/coach, Behaviorist, Adjustment Counselor & School Psychologist, Special Education Director (PPS).

Resources Needed: Time to collaborate and plan for professional development, funding to support new initiatives, support from all stakeholders.

Communication and Relationships

Strengthen communication within Rockland Public Schools and between the district and community to enhance and expand relationships.

1. Develop and enhance recurring and consistent two-way communication with families and community members on district news, events and accomplishments.

- Broaden the use of technology to reach the school community with current and relevant information.
- Expand school exposure by utilizing the district public relations firm with 1- 2 school news stories a month.
- Provide meeting time for families as needed to address concerns.
- Attend PAC-sponsored and community events whenever possible.

2. Use current and emerging technology to strengthen communication.

- Promote the school council, PAC sponsored events, parent teacher conferences, open house and other school events through the use of technology.

3. Develop a system to engage members of the community in achieving the vision of the Rockland Public Schools.

- Continue to reach out to families to keep them informed on the daily happenings at the Memorial Park School utilizing email, Blackboard, Twitter and monthly newsletters.
- Make visible the District Strategic Plan and Memorial Park School Improvement Plan by making them available to the community in the front entrance of our school.

4. Enhance and foster school-to-community partnerships.

- Establish a partnership with Boston Cares to utilize their partnerships with the Rockland business community to better the Memorial Park School; EMD Serono and UBS 2017.
- Continue a partnership with the children’s librarian at the Rockland Public Library.
- Working with the town government to make events such as Memorial Day and Claire Paine and her work with our students.
- Collaborating and fostering a working relationship with the Rockland Education Foundation by supporting their fundraising

efforts and promoting their support for all Rockland Public Schools.

5. Develop systems and relationships that support programs and services to address student health and wellness

- Continue school partnerships with the YMCA (summer camps), Health and Wellness programs provided through the RPS nursing department, DCF, the outside Mental Health providers who see students in our facility and the Massachusetts Juvenile Court Department.
- Continue our relationship with our the STAY program with Hingham District Court to address and support student attendance at school.
- Provide information from community resources to support families; JoAnna's Place

Persons Responsible for Implementation: Principal, Teachers, Nurse, School Staff

Resources Needed: Funding for events (PAC), Blackboard, Remind App, Social Media access, Time.

Resource Allocation

Strategically manage resources to support programs, infrastructure and initiatives that reflect our district's core values.

1. Examine and analyze the existing organizational structure to best serve our students.

- Adapt school-wide schedules and individual support personnel schedules to support student intervention.

2. Adopt and fund a professional development plan to address the diverse needs of the district.

- Continue to implement the Foundations phonics program (grade 3), and balanced literacy in all grades K-4.
- Implement a math workshop model in all grades
- Implement the *Being a Writer* writing program in grade 4.

3. Sustain and expand our current technology plan

- Hire a full time STEM teacher to bring STEM curriculum to grades 3 and 4.
- Continue to upgrade technology hardware, software and uses in the classroom.

4. Upgrade and maintain our facilities and infrastructure.

- Maintain our facilities inside and outdoors by working with the maintenance department and Mr. Shom, Director of

Maintenance, to prioritize needs.

5. Fund the Rockland Public Schools curriculum and programming review and revision plan.

- Allocate individual school budgets to support our school improvement plan and its incentives.

Persons Responsible for Implementation: Principal, Superintendent, Assistant Superintendent, District Coaches, Custodians, Maintenance Director/Department

Resources Needed: Funding for Foundations, *Being a Writer* and school improvement projects.