

**Pembroke Community Middle School**  
**School Improvement Plan**  
**2017-2018**

**Pembroke Community Middle School Council Members**

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## **Focus Areas and Goals:**

### **Achievement:**

#### **PPS is committed to:**

1. Developing transparent and user friendly curriculum maps that support student growth and achievement.
2. Developing a consistent, clearly articulated RTI program PK-12 to identify and support students.
3. Promoting a “growth mindset” culture that is supported by best practices in teaching and learning.

### **Social Emotional/Health and Wellness:**

#### **PPS is committed to:**

1. Creating resources, and increase our ability in the identification of students that are at risk social and emotionally.
2. Using consistent practices and common resources for promoting social and emotional competencies in all students through the exploration of programs, standards and curriculum as well as examination of additional programs.
3. Identifying and using Tier 1 and Tier 2 interventions for targeted support of students.

### **Technology:**

#### **PPS is committed to:**

1. Providing consistent, reliable and equitable access to technology that supports student growth and achievement.
2. Impacting student growth practices that will prepare our students for citizenship in a digital world.

### **Communications:**

#### **PPS is committed to:**

1. Enhancing and strengthening open communication with all members of the community.

# **Pembroke Community Middle School Improvement Plan**

## **2017-2018**

### **Achievement/Communication**

#### **District Goals:**

- Develop transparent and user friendly curriculum maps that support student growth and achievement.
- Enhance and strengthen open communication with all members of the community.

#### **Pembroke Community Middle School Goal:**

PCMS will create and post curriculum maps across content areas so families and the community can view the scope and sequences of the units of instruction. All curriculum will be monitored, and, as needed, modified through an ongoing and structured process within content specific teams.

#### **Strategies:**

- The Social Studies Department: Curriculum overview guides, scope and sequence documents, and unit maps are in place in their entirety in Grade 7-Ancient Civilizations and Grade 8-World History I. Teachers meet monthly and as part of their Professional Learning Community (PLC) agenda. They discuss instruction and revise curriculum maps as necessary.
- 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 Guidance Department delivers a curriculum that supports students' social/emotional competencies through a tier one model. The grade specific 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. Counselors will regularly gather student and teacher feedback to adjust the curriculum to meet students' evolving needs.

- The Social Studies, ELA & Science Department: Curriculum overview guides, scope and sequence documents, and unit maps are in place. Teachers meet monthly and as part of their Professional Learning Community (PLC) agenda. They discuss instruction and assessments, and revise curriculum maps as necessary.
- The Mathematics Department: Curriculum overview guides, scope and sequence documents, and unit maps are in place in Grade 7 and Grade 8 Mathematics, however revisions reflective of the 2017 updates to the Massachusetts Frameworks will be completed during the 2017-2018 school year. Teachers meet monthly and as part of their PLC agenda; they discuss instruction and assessments, and revise curriculum maps as necessary.
- The Math Apps and Technology have grade specific curriculum maps. However, the curriculum of both these courses will be reviewed the year to explore the potential for increased integration of cross curricular units of instructions, particularly STEM (science, technology, engineering, and math) and STEAM (stem with an art component).

## **Achievement/Social Emotional Health and Wellness**

### **District Goals:**

- Develop a consistent, clearly articulated RTI program PK-12 to identify and support students.
- Creating resources, and increase our ability in the identification of students that are at risk socially and emotionally.
- Identifying and using Tier 1 and Tier 2 interventions for targeted support of students.
- Promote a “growth mindset” culture that is supported by best practices in teaching and learning.

### **Pembroke Community Middle School Goal:**

PCMS will monitor student functioning (academic, social, and emotional), and respond, as needed, using a structured, tiered framework of interventions.

## Strategies:

1. The Guidance Department: Student functioning is monitored regularly through kid day meetings (1x/6-day cycle) and administration/guidance student update meetings (1x/6-day cycle). Thus, multi-disciplinary teams meet regularly to discuss student concerns and identify appropriate supports. Students are monitored through an RTI model and the interventions are monitored followed up on a pre-determined schedule.
2. Titan Time Teams: There are four Titan Time teams of teachers at PCMS (7.1, 7.2, 8.1, & 8.2). Each Titan Time team has 8-9 faculty. These faculty will serve as student advisors in scheduling Titan Time so that students can receive extra support, quiet academic time, or enrichment within the rotating Titan Time days of Monday through Thursday. Student and teacher feedback will be gathered periodically to inform effective practices.
3. Special Education Department: The special education liaisons have introduced a self determination curriculum designed to increase student awareness and participation in Individualized Education Plans (IEP's). This curriculum teaches awareness of one's own disability, self advocacy skills, data collection and analysis of progress and presentation skills. In addition, the special education faculty will use Applied Behavioral Analysis (ABA) principles to understand how to analyze antecedents, behaviors and consequences and effectively apply strategies of target students by completing modules and developing a behavior plan, as appropriate.
4. Social Studies, ELA, Math and Science Department. The teachers in each of these content areas will meet weekly (in grade-specific teams) to discuss instructional strategies and revisions to curriculum and instruction to accommodate students' needs, as well as monthly in formal PLCs. Grade level teacher-pairs have agreed upon accommodations (i.e. adjusting assessments, providing time for test revisions/corrections, extended time on benchmark assignments) for students who may need extra supports. Teachers analyze common formative and summative assessment data in order to revise instruction and address student learning needs.
5. Social Studies: The 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. Teachers analyze common formative and summative assessment data (e.g., Common Historical Thinking Skills Assessments, Common DBQs, and the Research Paper) in order to revise instruction and address student learning needs.
6. Math Department: Students identified through state/local achievement in addition to teacher recommendations will be enrolled in Math Foundations for targeted support. This is our Title I math program. Students in this course will use ALEKS (Assessment and Learning in Knowledge Spaces), a research- and web-based math program for grades 3-12.

## Social Emotional Health and Wellness

### **District Goal:**

Use consistent practices and common resources for promoting social and emotional competencies in all students through the exploration of programs, standards and curriculum as well as examination of additional programs.

### **Pembroke Community Middle School Goal:**

PCMS will provide opportunities within and after the school day to increase students' social, emotional and physical competency.

### **Strategies:**

1. The Physical Education Department will provide after school and in school opportunities for all students to learn to use the new (5) ERG rowing machines. This unique opportunity provides students with exposure to a new, exciting way to exercise and gain strength and will promote a physical and emotional competence as they learn about the benefits of the exercise of rowing. The PE teachers are working collaboratively on this initiative with Community Rowing, Incorporated (CRI). There will be field trips and other out of school activities to support with this initiative.
2. The Student Leadership Club has partnered with the Kiwanis Club to form a Builder's Club, the middle school equivalent of a Key Club. The student leadership club will determine the many of the fundraising and spirit day activities throughout the school year. Students are forming sub-committees on different initiatives in order to create more leadership opportunities.
3. The school will explore different opportunities for students to socialize
4. Clubs will continue to be developed based on student advocacy. Additional clubs based on this process include the Comic Club and the Sports Club.
5. All teachers have been trained and received support material for Calm Classroom. Teachers and counselors will incorporate these calming techniques into the school day. Faculty meetings will begin and end with different Calm Classroom techniques to increase exposure and comfort with these practices.

# Technology

## **District Goals:**

- Providing consistent, reliable and equitable access to technology that supports student growth and achievement.
- Impact student growth practices that will prepare our students for citizenship in a digital world.
- Enhancing and strengthening open communication with all members of the community.

## **Pembroke Community Middle School Goal:**

PCMS will increase the use and the range of technology tools to support student growth and keep families and the broader community informed.

## **2017-2018 Strategies:**

1. Social Studies Department: Teachers use a variety of educational tools including, but not limited to: G-suite of educational tools, Remind, Socrative, Moodle, BrainPop, Mc-Graw Hill-Network, Khan Academy, NYTimes Upfront Digital-Interactive Magazine, and National Geographic-Digital Resources to engage students and foster increased student achievement.
2. The 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: G-Suite of educational tools, Edmodo, Noteflight, GradeCam, Kahoot, and various music technology free APPS such as Pro Tools and Garage Band. The VPA faculty 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 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 artwork and locally in designated art shows in each school building. Moreover, student artwork will be entered in various art competitions (e.g., PCMS Student Gallery, The Boston Globe Scholastics).

3. Guidance Department: School counselors will incorporate technology into 21st Century Skills class through student presentations, Naviance, G-Suite, GradeCam as well as understanding the importance of Digital Literacy through grade level presentations.
4. English Department-Teachers use a variety of educational tools including, but not limited to, G-suite of educational tools, Newsela, NoRedInk, CommonLit, and Readworks, to engage students and foster increased student achievement.
5. The Literacy Enrichment course will use Rapid Lexia to assess, monitor and develop students' literacy skills.
6. Science Department. Teachers will use a variety of educational tools including, but not limited to: G-suite of educational tools, BrainPop, Pearson Interactive Science, Science Scope (NSTA), and Earth Science Week, to engage students and foster increased student achievement.
7. Mathematics Department. Teachers will use a variety of educational tools including, but not limited to: G-suite of educational tools, Kahoot, Buzzmath, ALEKS, DESMOS, Tenmarks, graphing calculators, and Pearson online resources to engage students and foster increased student achievement.
8. Social Studies, ELA, Math & Science Departments: Teachers use Google Classroom, the Powerschool Parent Portal, and applications such as Remind as well as more traditional methods of communication such as: phone calls, email, and face-to-face conferences to communicate course expectations and partner with parents in the education of all students.
9. Use shared Google calendars for computer cart sign outs and student lunch detentions to allow better monitoring and increase effectiveness of internal communication.
10. The new school website will be used as a common communication tool, as well as regular updates to our Facebook page.