

THE PUBLIC SCHOOLS OF DOVER AND SHERBORN

PINE HILL SCHOOL

SCHOOL IMPROVEMENT PLAN 2019-2020

This School Improvement Plan is the culmination of activities, discussions, and analysis by the School Advisory Council and the Pine Hill faculty and administration. The district goals, Massachusetts Curriculum Frameworks, MCAS performance, and internal measures, results from family feedback, and faculty reflection informed areas for improvement.

Wellness Goal(s):

- To foster student wellness by working to cultivate a safe, inclusive, accessible, caring, and engaging learning environment
- To continue to explore and implement research-based strategies to develop student skills with regard to resiliency, stress reduction and connectedness

Action Steps:

- Implement Responsive Classroom: *Responsive Classroom* is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant
- All faculty will implement strategies and routines in everyday classroom practices that increase respect and connection (student to student and student to faculty)
- Continued exploration and implementation of the Challenge Success SPACE tenants (see attached regarding SPACE)

Benchmarks:

15 faculty will be trained in Responsive Classroom in June 2019

All classrooms will use a daily morning meeting structure to promote connection and care beginning September 1, 2019

Implement an open art studio and open gym in order to provide students with additional ways to connect, create, and focus on self-regulation.

Provide PD to enhance educator understanding and responsiveness to students with mental health needs (ex. Jessica Minihan: Anxiety Focus; Trauma Informed Practices, follow up to Responsive Classroom training, de-escalation strategies for classroom management)

Use School Advisory, Faculty Advisory, and Faculty Inquiry groups to evaluate the

component areas identified by Challenge Success via SPACE

Teaching + Learning Goal(s):

- Design, develop, and implement anti-bias curriculum and learning resources
- Increase inquiry during classroom learning time across all content
- Increase project-based learning for increased authentic learning and assessment opportunities while reducing traditional methods

Action Steps:

- Work with educators and students to cultivate skills that raise awareness and culturally responsive behaviors
- Utilize the Literacy Continuum as a means of building knowledge to understand the depth of complexity at each level of instruction and to choose books more strategically and with intent to meet the zone of proximal development for students
- Work together in Inquiry Groups to grow personal practice based on individual teacher needs
- Transform Curriculum through a multicultural, cultural proficiency, and social justice lens
- Integrate standards for creativity and innovation, communication for collaboration, research and information fluency, critical thinking and problem solving and decision making, digital citizenship, and technology operations and concepts (as defined by ISTE)
- Conduct a formal curriculum review of K-5 social studies and begin to implement new standards K-5
- Refine the MTSS process to support high-quality Universal instruction for each and every student

Benchmarks:

PD will be ongoing through the structures of team time, faculty meetings, workshops, and consultation with IDEAS, shared professional reading, and faculty inquiry groups

Four classroom teachers and the assistant principal will attend Teachers College Writing Institute at Columbia University in August 2019.

Pine Hill Literacy Coach support will be ongoing to support workshop models through the structures of PLCs, professional development and individual coaching.

By the end of 2019-2020, Pine Hill Educators will have a common understanding of:

- a. The workshop model for reading and writing
- b. Next steps for designing a thematic unit of study congruent with innovation goals

Classroom environments will be enhanced in five rooms through the innovative

	<p>design grant provided by DSEF by September 2019</p> <p>Identify key social studies topics for focus given the new state history standards by December 2019</p> <p>Develop at least one unit of study inclusive of assessment and key instructional resources for teaching by May 2020</p> <p>Implement a WIN (What I Need) block for all students as part of the MTSS framework in order to work together as Professional Learning Communities within and across grade bands to problem solve as well as provide targeted instruction for student success.</p>
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Referenced in School Improvement Plan – Challenge Success SPACE for Elementary Schools

Students’ Use of Time – Homework, Playtime, Downtime, Family time

- *Revise homework policies to ensure purpose and volume of homework is developmentally appropriate.*
- *Focus on self-selected reading for homework.*
- *Schedule “no homework” nights.*
- *Eliminate summer and vacation assignments.*
- *Provide homework passes.*
- *Ensure recess and lunch periods are not shortened.*
- *Include free choice time for students a few times a week.*
- *Provide opportunities in school for unstructured playtime.*
- *Consider how to divide up the day effectively, including ample time to transition between activities.*
- *Use morning/end-of day check-in times to touch base with each student.*

Project and Problem-Based Learning

- *Diversify teaching strategies to include rigorous project/problem-based learning as part of each unit.*
- *Modify curriculum and school assignments to make them more relevant to students’ lives.*
- *Provide opportunities for student voice and choice.*
- *Add a service-learning component to an existing unit to increase student engagement and understanding of the topic.*

Alternative and Authentic Assessments

- *Use multiple forms of assessments in each unit that are aligned with the learning goals.*
- *Allow students to self-assess and engage in peer review and revision when possible.*
- *Revise late work and “zero” policies.*
- *Allow students to do test corrections to show they understand their mistakes.*
- *Modify the grading system, such as using narrative assessments.*
- *Refrain from grading the first assignment(s) each semester; write comments, mark incorrect answers and allow for revisions, so that students focus on the learning instead of the grade.*
- *Consider using student-lead conferences, portfolios, or exhibitions of mastery as summative assessments instead of tests.*

Climate of Care

- *Incorporate curriculum to address the social and emotional needs of young children.*
- *Encourage more positive student/faculty relationships so faculty members are more approachable and accessible (for instance, you can plan student-faculty games at lunchtime or host ‘lunch with your teacher’ days for small groups of students).*
- *Develop time management, stress reduction, and relaxation techniques such as yoga, meditation and/or breathing exercises.*
- *Conduct exit surveys with graduates to glean information about aspects of school that worked well and ways to improve.*

Educate Parents, Students, and Faculty

- *Develop professional development programs, parent education programs and student assemblies to highlight the latest research on student well-being, sleep, overscheduling, and the importance of playtime, downtime, and family time.*
- *Create planning tools for students as they determine their extracurricular schedule for the coming year. Focus on the amount of time each class and activity will take, and be sure to make time for adequate sleep.*
- *Leverage back-to-school night and student conferences to educate parents about the importance of sleep, playtime, downtime and family time.*
- *Get the CSA involved in sponsoring: Book clubs, turn off the screen events, game nights, and other events to spread the message on student stress and coping strategies.*