

**THE PUBLIC SCHOOLS OF DOVER AND SHERBORN  
PINE HILL SCHOOL  
SCHOOL IMPROVEMENT PLAN 2014-15**



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 parent surveys, and faculty reflection informed areas for improvement.

**STUDENTS**

**Goal 1: Articulate instructional approaches and opportunities to ensure curricula access for all students.**

**Classification: Student Learning Goal**

**Action Items:**

1. Participate in the district Wellness Committee initiatives to increase social/emotional well-being for students
2. Increase parent outreach using the Aspen student information system
3. Refine the Response to Intervention supports available to students
4. Identify strategies to enhance teaching and learning that result in increased engagement and learning outcomes to challenge students who meet grade level benchmarks

**Benchmarks:**

1. Implement recommendations generated by the Wellness Committee subgroups to improve food service and stress/anxiety reduction
2. Train educators, support staff, and parents in Aspen parent portal capabilities regarding student information; open the parent portal for student information at the elementary level beginning fall 2014
3. Implement consistent universal screening tools for ELA and Math in K-2 to identify students who do not meet benchmark criteria, and provide Tier 1 and Tier 2 intervention support to increase student learning outcomes
4. Implement strategies to differentiate instruction that challenge students who meet benchmark criteria

## EDUCATORS

**Goal: Continue implementation of DS Professional Growth and Evaluation System & administrators' evaluation processes**

**Classification: District Improvement Goal**

Action Items:

1. Gather data on statewide educator evaluation updates and revised protocols
2. Amend the DS Professional Growth and Evaluation System, as needed, to reflect first year learning
3. Establish protocols for reporting Student Impact Rating
4. Refine SMART goal-setting protocols
5. Implement administrators' evaluation process to comply with state model system
6. Begin implementation of the peer observation component of the DS Professional Growth and Evaluation System
7. Define initial measures for soliciting student and staff feedback
8. Support transition of (remaining 50% and newly hired) educators to the DS Professional Growth and Evaluation System

Benchmarks:

1. a. By June 2014, DS faculty and administrators, as well as MOU Evaluation Subcommittee members attend the DESE-sponsored "Spring Convening"  
b. By June 2014, DS Administrative Cabinet to review all DESE-published "Quick Reference Guides" and other communications to ensure information accuracy
2. By June 2014, convene the MOU Evaluation Subcommittee to identify proposed changes to the DS Professional Growth and Evaluation System
3. By June 2014, submit initial report of District-determined Measures (DDMs) to the DESE
4. By September 2014, make SMART goals exemplars available to educators
5. By August 2014, define benchmarks for determining administrators' impact on student learning rating(s)
6. a. By October 2014, identify "qualified peer observers" based on teachers' current credentials  
b. By October 2014, confirm the training module for one to become a "qualified peer observer"
7. By August 2014, confer with DESE's two published model surveys (one for students to complete about a classroom teacher and one for staff to complete about a school leader)  
By February 2015, define a common model survey to be used at each secondary school  
By February 2015, define model grade/grade-range model survey(s) to be used each elementary school
8. By September 2014, provide training to identified educators

## ACADEMICS

**Goal: ELA Curriculum Revision**

**Classification: Student Learning Goal**

Action Items:

1. Provide reading coaching to teachers as a means of professional development to build common understanding of the 2011 Massachusetts State Reading Standards and to improve teaching and learning in Grades K-5 classrooms by studying research-based instructional practices for reading
2. Develop and publish Units of Study for reading and writing K-5
3. Identify and implement the essential components of a reading workshop model K-5
4. Teaching teams will collaborate to develop and analyze common assessments and share professional practices to inform and enhance instruction

Benchmarks:

1. *Teachers for Teachers* consultants will work with K-5 teachers of reading for a total of 14 days throughout the school year to provide workshops, study groups and in-class coaching on strategy-based reading curriculum and teaching strategies
2. Grade level teams will work to draft, revise and publish curriculum maps that align with Common Core curriculum standards using the Lucy Calkins Writing Program as the basis for organizing writers workshop themes K-5. Curriculum will be published by June 2015
3. Implementation of a readers and writers workshop model structure will be evidenced K-5 through 60 minute block schedules for reading and writing instruction daily; focus areas of instruction will be determined by students' strengths and needs as evidenced in the collection and analysis of data
4. Grade level teams will develop and administer common writing assessments for each of the three types of writing to calibrate and analyze results to assess student proficiency in the application of skills and strategies. Grade level teams will also share effective instructional practices

## INNOVATION

**Goal: Technology Integration**

**Classification: Student Learning Goal**

Action Items:

1. Identify and implement project-based common technology experiences for students within the classroom
2. Maximize access to technology
3. Provide professional development and grow the capacity of educators to integrate technology for robust teaching and learning
4. Determine a technology replacement cycle plan that assures technology is maintained and upgraded

Benchmarks:

1. The Pine Hill Technology Team will identify a scope of essential expectations for student learning experiences K-5 relative to the technology and curriculum standards by November 2014
2. The Pine Hill Technology Team will create a documented list of agreed-upon learning products for grade level content areas/units of study by January 2015
3. The Pine Hill Technology Team will define anticipated learning outcomes for students using mobile devices inclusive of digital literacy standards (the 4 C's) by March 2015

4. The Technology Department will provide educators the ability to mirror mobile devices in the classroom setting through Apple TV and/or projector replacement by June 2015
5. Research web and apps resources to enhance instructional repertoire for student learning
6. Redefine the roles of Librarian and Technology Integrator in support of a 21<sup>st</sup> century learning mode
7. The Pine Hill Technology Team will develop a building-wide plan for professional development in technology utilizing district and building staff
8. Increase educator knowledge of ASPEN capabilities and functions and encourage web presence for school-to-home communication