

# **Pelham School Improvement Plan**

2019-2020



## Pelham School Executive Summary School Improvement Plan

It is with great pleasure that I present to you the 2019-2020 School Improvement Plan for Pelham Elementary School. This document is the culmination of several years of work via various stakeholder groups, survey data and feedback, and has been developed into this final plan by the School Governance Council.

Pelham School has continued to experience financial challenges in a changing educational landscape with the influx of charter schools and unforeseen financial impacts upon a small school with limited financial resources. Given this uncertain climate, the Pelham School Committee and administration determined the school should invest time into identifying what made the school attractive as well as determining what course of action could be considered to ensure its viability and longevity. In the spring of 2017, the Pelham School Committee presented this charge to school administration:

*To form an exploratory working group to investigate innovative small school models comprised of School Committee members, staff, and parent/guardians.*

Thus, the Innovative Small Schools group was formed. The Innovative group met throughout the 17-18 school year and was comprised of staff, parents, and community members: Tom Fanning, Matt Wolaver, Jessie Jean-Louis, Andrea Allees, Scott Rhodes, Kristen Balboni, Tim Sheehan, Lisa Desjarlais, Jenny Franz, and Brenda Barlow. Curriculum Director, Tim Sheehan, took the lead to oversee this group. Through multiple sources of data collection throughout the year, a number of themes of interest were identified by the staff, parent community, and students: Project-Based Learning, STEM (Science, Technology, Engineering, and Mathematics), Social Justice, and Community Service. The culmination of the year's work was presented to the Pelham School Committee at the June meeting.

During the Summer of 2018, our team worked in collaboration with our consultant, Kristan Rodriguez. The team consisted of multiple stakeholders from the community: Jenny Franz, Tom Fanning, Lamar Batiste, Will Lawrie, Jessie Jean-Louis, and Ron Mannino. The team reviewed multiple sources of data, most particularly the survey that was distributed to families in the spring of 2018. A draft of the school vision and other groundwork was laid.

During the 2018-2019 school year, the School Governance Council met at intervals to refine and develop the vision statement from which the objectives, goals, and objectives of the School Improvement Plan were articulated. The

participants of this group were Jenny Franz, Will Lawrie, Jessie Jean- Louis, Ben Scherrer, Catherine Havens, and Sara LaPlante, Kate Paradis.

We have a staff that is incredibly dedicated to our students and supporting their various learning needs. After much reflection and discussion, we determined it was best to build upon our strengths and already in place and ensure that we have a positive, safe, engaging, and supportive learning environment where all of our students can grow and learn to become productive members of our world.

Reflecting upon the past year, we continue to have much to celebrate! Arts continued to be an important component of our program with a naturalist -in-residence, field trips, assemblies, and school events to integrate the arts and provide experiences to students that will enhance and foster awareness of various cultures and the arts. Through the support of the PTO, we were able to host events such as the multi-cultural potluck, the African American Read-In. Valerie Tutson, African-American story teller, joined us during Black History Month. We've had Bomba from the ARHS and celebrated Latino Heritage month with several events. For another year, we've had Helen Ann-Sephton from the Hitchcock Center working with classrooms kindergarten through sixth grade with a themed focus on the living world around us in the natural environment. Classrooms continue to be updated with newer technology with new computers and monitors. In keeping with the district's adoption of google-based classroom tools, we were fortunate to receive additional Chromebook carts and continue to expand our teaching strategies with the use of Google Classroom and other related programs. The Pelham School continues to ranked as a high performing school, and in the 2018 MCAS earned the designation of Not Requiring Assistance or Intervention, and Meeting targets. The preschool is in its sixth year of running and flourishing. Special education teachers are trained in the Orton-Gillingham reading multi-sensory approach, and this year were all trained in AVMR (Add +Vantage Math Recovery. The capacity of our staff to support students is ever increasing and it has made a difference.

I would like to take this opportunity to thank the members of the Small Schools Working Group and School Governance Council for their many hours of hard work to develop this plan. Their dedication and perseverance to this task is commendable.

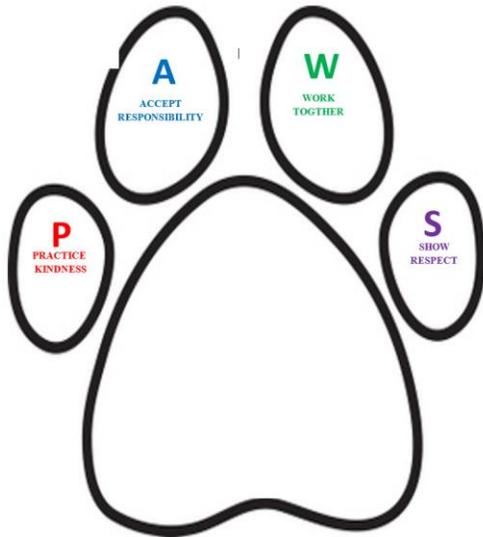
Lisa Desjarlais  
Principal

# Pelham School Improvement Plan

2019-2020

## **Vision Statement:**

At Pelham Elementary, students will exhibit the motivation to learn, a passion for creativity, and kindness towards others. We are a small, innovative school with high quality staff who take pride in building relationships with and educating the whole child. Our school will work together to create a safe and engaging school environment, preparing students for a bright future to lead and learn.



## **Core Values:**

**Practicing Kindness**  
**Accepting Responsibility**  
**Working Together**  
**Showing Respect.**  
**Pelham PAWS**

**Objective:** The school will improve in their skills and practices to engage and motivate students to learn, develop a passion for creativity, and demonstrate their learning through a variety of means, and representation.

**Smart Goal:** By June 2020, students will improve in their achievement as measured by benchmark assessments and screening tools.

**Initiative I:** We will research, identify, and implement models and structures to focus on increasing student engagement.

Action Steps	Timeline	Person(s) Responsible	Resources	Indicators of Progress/Success
Incorporate UDL (Universal Design for Learning) towards an engaging learning environment. Research UDL resources- identify one area to begin with around engagement. Incorporate use of technology integration. <ul style="list-style-type: none"> <li>Multiple means of representation-give learners various ways of acquiring information and knowledge</li> <li>Multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation</li> <li>Multiple means of action and expression.</li> </ul>	Beginning in fall	Principal School Staff	UDL Resources  Ron Berger- Project-Based Learning	Staff Agendas  Notes from meetings  Completed Units of instruction  Lesson Plan
After School Clubs and extra-curricular programs to foster student interests and talents-	Identify two clubs in fall, 2 in spring	Staff	Staff Materials for clubs Funds to support	Schedules of clubs and brochures/fliers that provide description.

Commented [LD1]:

**Initiative II.** We will continue to expand our repertoire of tools and resources to increase our understanding of social justice and embed into our policies, practices, curriculum, and school events.

Action Steps	Timeline	Person(s) Responsible	Resources	Indicators of Progress/Success
Development of Multi-Cultural resource library with texts that connect and support areas of the curriculum.	Ongoing	Staff School Librarians	Books	Resource Library
SGEE Curriculum Expansion	Begin in fall- grades TBD	Aline Gubrium SGEE Leadership Team	SGEE Materials	Completed curriculum if approved by School Committee
Implicit Bias Training	Early Release TBD	Admin	Teaching Tolerance and other resources	Completed Trainings
Development of resource library with texts that support themes of empathy, and Pelham PAWS.	Identify Core texts	School Climate Team Staff	Books	Identified Books for Core Values

Commented [LD2] :

**Objective:** To Increase the visibility and viability of the Pelham Elementary School.

**Smart Goal:** By June 2020, Pelham School will have a school website that highlights the uniqueness and strengths that the Pelham School has to offer.

**Initiative:** As a staff and school community, we will establish practices and procedures to highlight the strengths, programs, and uniqueness of Pelham School.

Action Steps	Timeline	Person(s) Responsible	Resources	Indicators of Progress/Success
Highlights of each classroom/ special projects and uniqueness highlighted on school website.	Begin work in Fall-	Staff	Time Tech Support and training	Completed teacher pages on website
Build teacher profiles on school website capturing each teacher’s philosophy including “What I like best about teaching at this school.”  Platform for teachers to connect with community about other class work, using tools such as google classroom, class dojo, seesaw, etc.	Begin work in Fall-	Staff	Time Tech Support and training	Completed profiles and resources on website
Testimonials: Solicit Testimonials from parent community, students, former graduates and families to highlight positives of school experience	Begin work in Fall-	Admin School Council PTO	Survey Data Outreach	Completed testimonials posted on website
Active recruitment of School Choice applicants/ preschool applicants	Ongoing and in spring	Admin PTO	Social Media/ networking	School choice numbers increase Preschool Full

Commented [LD3]:

**Objective:** Expanding the competencies and skills set of the staff to support social and emotional learning of students.

**Smart Goal:** By June 2020, there will be a 25 % reduction student referrals entered into Educator’s Handbook that are directly related to student behavior.

**Initiative:** The staff will research resources and implement practices that will support social emotional learning and improved behavioral outcomes.

Action Steps	Timeline	Person(s) Responsible	Resources	Indicators of Progress/Success
Staff to unpack CASEL Collaborative for Academic, Social, and Emotional Learning. Competencies:  Self Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making	Climate Team to meet bi-weekly, beginning in September 2019  Staff Meetings throughout year	Principal  Counselor  Staff	CASEL Tools and Materials  Professional Development	Focus is on Staff and their proficiency in learning these competencies.  Decreased behavioral incidents noted in cafeteria—related issues. Improved climate in cafeteria
Zones of Regulation	Begin in September 2019, and ongoing	Principal OT Counselor Staff	Materials Training	Completed training Use of Zones as reported and observed by staff
<b>Revised code of conduct.</b> Describes positive behaviors that are expected by the school. develop and include clear rules against bullying. Includes a range of consequences that are	Begin in summer, 2019 and ongoing	Principal  Counselor  Staff	Time in summer to work and plan.	Completed and updated code of conduct  Completed Assemblies Documented

Commented [LD4] :

<p>directly related to student behaviors that are age-appropriate.</p> <p>Code of Conduct to include revisions to parent handbook in terms of expected adult behaviors.</p>			Access to resources.	Improved student behaviors and accountability for actions.
Integrate use of Restorative Practices Framework- All staff training and coaching	Begin in fall 2019	Principal Staff	Trainer and resources	Circles Use, staff trained
Development behavior plans and strategies to support behavioral and social emotional needs.	Begin in September 2019	Principal Counselor Leadership Team	Resources from Jessica Minahan work  Alex Hirshberg	Data collected on office referrals  Completed Behavior Plans and Student Safe Plans  Meeting notes, agendas, lesson plans
Sensory Path initiative explored by the PTO with facilities.	Begin in fall 2019	OT PTO Facilities Principal	Sensory Materials Identified Space	Completed Sensory Path and Guidelines for use
Increase opportunities for more movement in classroom.	Begin in fall 2019	Principal Counselor OT Staff	Time to plan Explore Resources and share out.	Bank of tools to increase movement in curriculum and throughout day.  All classrooms identify choices for their students.
Develop and Teach Growth Mindset lessons	Begin in December	Staff Counselor	Growth Mindset Materials	Completed lessons on growth Mindset.
Parent Education Series of Workshops focused on social emotional development.	Plan for one in fall, one in winter, one in spring	Staff Counselor Admin	Social Emotional curriculum	Completed parent night workshops