

Petersham Center School



School Improvement Plan 2015-2016

School Council

A school council is a representative, school-based committee composed of the principal, parents, educators and community members. Educators, parents and community members can become more committed to improving the school and more supportive of the public school system when they enjoy the opportunity to serve or be represented on a school council that has a role in shaping the policies and programs of the school. The council improves student outcomes by uniting, in responsible participation, those closest to the teaching-learning relationship; the council creates, through the development of a shared vision and planning, a school environment that unites all members of the school community in a sense of belonging, commitment and growth.

2014-2015 School Council Members

Christopher Dodge	Principal
Wendie LeBlanc	Educator
Kate Arsenault	Educator
Tracy Smith	Educator
Melissa Fournier	Educator
Angela Danielson	Parent
Kristen Stanley	Parent
Lynn Scott	Parent
Debra Wilder	Parent
Chris Eaton	Community Member Representative

Orange and Petersham Elementary District Vision and Mission Statements

Vision

The Orange and Petersham Elementary Schools, in collaboration with their communities, envision a quality learning environment that fosters personal growth, helps students achieve their fullest potential, and values academics, the arts, athletics, and the development of global citizens.

Mission

The mission of the Orange and Petersham Elementary Schools is to inspire and challenge students to think, learn, achieve, and care. We commit to working with families and the communities to provide a safe and supportive environment that actively welcomes all learners.

Petersham Center School Mission Statement

The Petersham Center School family is committed to providing an environment in which the needs of all the children are met, enabling them to develop to their fullest potential. We stress a curriculum enriched with opportunities to develop academic, social and physical skills; taking into consideration the individual differences and needs of every child.

The school provides the living and learning experiences for each student to attain the abilities necessary to meet future educational aspirations and to become a productive citizen in our society. We foster a stimulating, positive atmosphere that challenges each child to think responsibly while promoting creativity and intrinsic motivation. The ideals of cooperation, caring and respect are encouraged in school, at home, and within the community.

Petersham Center School At a Glance

Demographics

Demographic	2014-2015
White	90%
Asian	1%
African American	3%
Hispanic	5%
Native American	0%
Multi-Race, Non-Hispanic	1%
Low Income	26%
Special Education	16%

Class Size Information

Grade	Petersham Residents	School Choice Students	# of Students
K	7	9	16
1	7	9	16
2	7	12	19
3	6	9	15
4	12	5	17
5	8	11	19
6	3	12	15
Total	50	67	117

2014-2015 Staffing

Position	# of Staff
Principal	1
Classroom Educators	7
K-6 Interventionist	1
Tech/Media Staff	1
Special Education Teacher	1
Guidance Staff	1
Nurse	1
Service Providers (Speech/Language, OT)	1.2
Specialists (Art, Music, P.E.)	1.2
Paraprofessionals	4.8
Office Staff	2
Maintenance Staff	2
Cafeteria Staff	1

*Note- PCS also cost-shares administrative positions within the consolidated district (Superintendent, Director or Special Ed., Curriculum Coordinator, and Special Ed. Team Chair)

Ratio of students to staff- 6:1

Spring 2014 MCAS Data

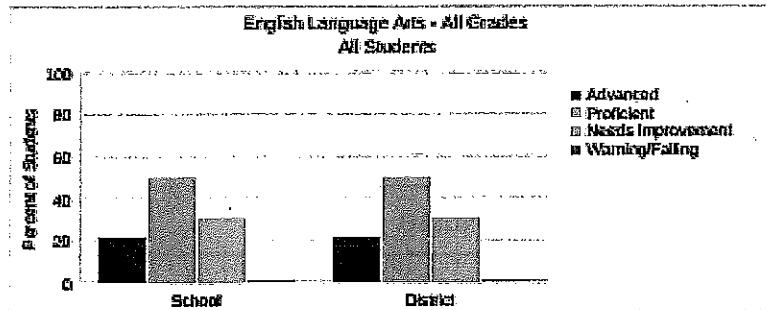


Preliminary Spring 2014 MCAS Results by Achievement Level School, District and State Comparison

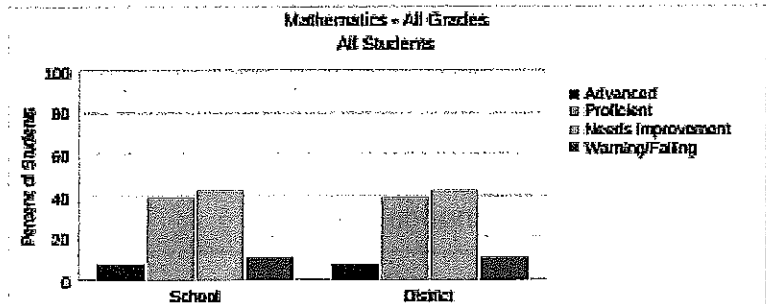
District: Petersham
School: Petersham Center
Grade: All Grades

All Students

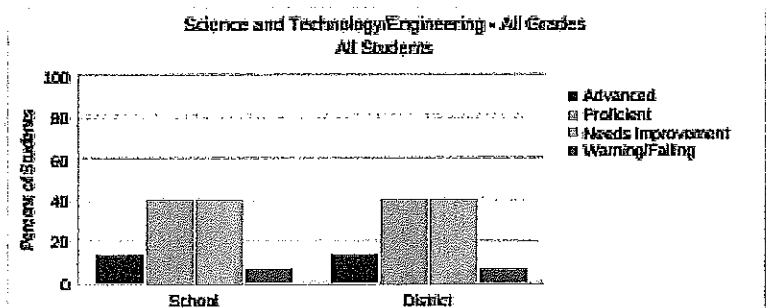
English Language Arts	N Included	% School	% District
Advanced	13	21	21
Proficient	31	49	49
Needs Improvement	19	30	30
Warning/Failing	0		
Total Included	63		



Mathematics	N Included	% School	% District
Advanced	5	8	8
Proficient	25	39	39
Needs Improvement	27	42	42
Warning/Failing	7	11	11
Total Included	64		



Science and Technology/Engineering	N Included	% School	% District
Advanced	2	13	13
Proficient	6	40	40
Needs Improvement	6	40	40
Warning/Failing	1	7	7
Total Included	15		

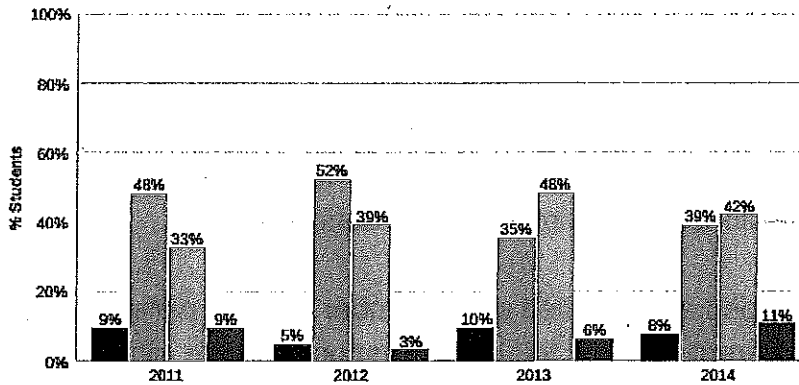


NOTE: Achievement level percentages are not calculated for student groups of less than 10.

School Achievement Distribution by Year
Mathematics

District: Petersham
School: Petersham Center
Grade: All Grades

Student Group: All Students



MCAS Achievement Level
 ■ Advanced
 ■ Proficient
 ■ Needs Improvement
 ■ Warning/Failing

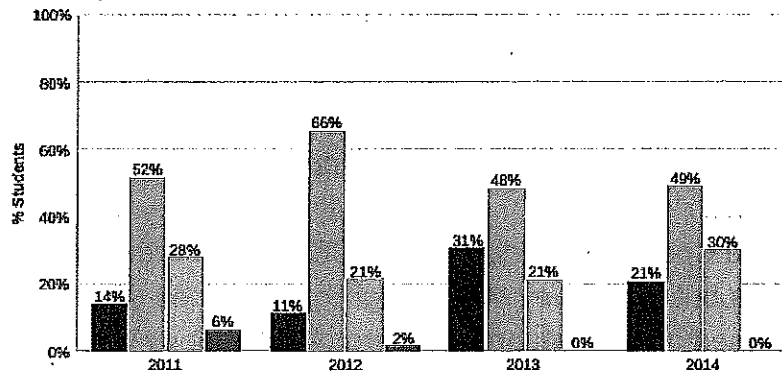
	2011			2012			2013			2014		
	School	District	State	School	District	State	School	District	State	School	District	
Advanced	9%	9%	24%	5%	5%	5%	10%	10%	10%	8%	8%	
Proficient	48%	48%	34%	52%	52%	32%	35%	35%	33%	39%	39%	
Needs Improvement	33%	33%	27%	39%	39%	26%	48%	48%	25%	42%	42%	
Warning/Failing	9%	9%	15%	3%	3%	15%	6%	6%	14%	11%	11%	
N Students	64	64	497,712	61	61	497,984	62	62	497,080	64	64	
CPI	82.4	82.4	79.9	83.6	83.6	79.9	77.8	77.8	80.8	75.8	75.8	
Median SGP	38.0	38.0	50.0	51.0	51.0	50.0	32.5	32.5	51.0	38.0	38.0	

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

School Achievement Distribution by Year
English Language Arts

District: Petersham
School: Petersham Center
Grade: All Grades

Student Group: All Students



MCAS Achievement Level
 ■ Advanced
 ■ Proficient
 ■ Needs Improvement
 ■ Warning/Failing

	2011			2012			2013			2014		
	School	District	State	School	District	State	School	District	State	School	District	
Advanced	14%	14%	17%	11%	11%	11%	31%	31%	31%	21%	21%	
Proficient	52%	52%	52%	66%	66%	50%	48%	48%	48%	49%	49%	
Needs Improvement	28%	28%	23%	21%	21%	23%	21%	21%	21%	30%	30%	
Warning/Failing	6%	6%	8%	2%	2%	9%	0%	0%	0%	0%	0%	
N Students	64	64	497,258	61	61	497,549	62	62	496,175	63	63	
CPI	85.9	85.9	87.2	91.0	91.0	86.7	93.5	93.5	86.8	92.1	92.1	
Median SGP	48.0	48.0	50.0	72.0	72.0	50.0	67.0	67.0	51.0	49.0	49.0	

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Planning and Prioritizing for 2015-2016

School Council

The School Council met monthly during the 2014-2015 school year with a goal of developing a School Improvement Plan for the 2015-2016 school year. The Council felt it necessary to highlight the strengths of the school as well as areas for growth, based on parent, community, and staff feedback. This information would be critical in not only ensuring that PCS continue to improve upon existing strengths but it would also guide budget planning and professional development for the coming year.

A parent survey was developed and emailed in September 2014 to parents and was also available at the PCS Parent Night. A total of 36 responses were retrieved and data (see appendices) was analyzed by the Council. The Council highlighted four areas of need through the survey:

1. Extracurricular Activities
2. Communication
3. Student Conduct
4. Academic Needs of Students

Because the survey was very broad in nature, the Council sent out a second survey around the four identified areas. Through that survey, 18 responses were collected and data again was analyzed by the Council (see appendices). The Council discussed the following:

1. Extracurricular Activities: Parents would like to see more offerings for after-school clubs for children. They are particularly interested in topics such as computer/technology, health and fitness, outdoors/ecology, and performance arts.
2. Communication: The Council recognizes that PCS offers a wide variety of communication tools but the survey helped highlight the ones that parents feel are most useful. Based on the data, parents are overall happy with the amount of school communication and have identified classroom level communication tools they find helpful, such as text messengers and class Facebook pages.

3. Student Conduct: The Council found no significant data in regards to student behavior and feel that overall student discipline issues are handled in a safe and timely manner.
4. Academic Needs of Students: Academic needs of students did not show any significant data, though decisions regarding curriculum enhancements and modifications for the next year will address meeting the needs of diverse learners.

This data and analysis, in conjunction with staff feedback, has been used to develop budget priorities for 2015-2016 as well as the goals of this plan.

Staff Input

The Petersham Center School staff identified needs for the coming year by completing the Conditions for School Effectiveness Survey (see appendices), which is a tool developed to help schools highlight areas of strength and also identify needs. Staff completed the survey individually via a Google Survey and results were analyzed in a staff meeting (see appendices).

Areas of strength identified in the data are:

1. Effective Instruction
2. Student Assessment
3. Staffing
4. Tiered Instruction
5. Students' Social, Emotional, and Health Needs
6. Family-School Engagement
7. Strategic Use of Resources and Adequate Budget Authority

The staff identified the following areas for continued growth in the coming year:

1. Extracurricular Activities
2. Professional Development: Well matched to school and district needs and an emphasis on data to affect instruction.
3. Technology: Continue to increase the number of devices available to students and incorporating technology into classroom instruction.

The staff identified these are budget priorities for the coming year and for the School Improvement Plan. School Council has reviewed these results and have incorporated these areas into the plan.

Goals for 2015-2016

School Safety and Discipline

Students at the Petersham Center School are expected to behave in a manner that is respectful of themselves and others. The kindergarten class utilizes the *Tools of the Mind* curriculum, a research-based early childhood program that builds strong foundations for school success by promoting intentional and self-regulated learning in preschool- and kindergarten-aged children. *Tools'* instructional philosophy is inspired by the work of Russian psychologist Lev Vygotsky and his students, and at the same time, is rooted in cutting edge neuropsychological research on the development of self-regulation/executive functions in children. The *Tools* philosophy provides a perfect match for students in grades 1-6, which follows the *Responsive Classroom* approach to teach social skills by setting classroom rules and modeling/practicing expected behaviors. Each class participates in a daily Morning Meeting where social skills are practiced and reinforced. The *Responsive Classroom* approach is built around six central components that integrate teaching, learning, and caring in meaningful ways. These components are set in the context of commonly shared values and implemented through academic accountability. A clear social curriculum is critical in providing students with a sense of security and safety at the social/emotional level, which enhances and strengthens academic growth and performance. The school also has a positive working relationship with local community resources that provide programs that promote student safety (police dept., fire dept., sheriff's office, etc.). The protocols for student discipline are defined in the district policy and student handbook.

Goal	Resources	Activities
Develop and refine the School Emergency Management Plan and school protocols	<ul style="list-style-type: none"> ● school administration and staff ● Petersham Police and Fire Chiefs ● state and local 	<ul style="list-style-type: none"> ● review of protocols with staff ● inventory of Go Kits and replenishment of items ● announced and

	<p>police and fire depts.</p> <ul style="list-style-type: none"> • Petersham Emergency Management Director 	<p>unannounced drills</p> <ul style="list-style-type: none"> • debriefs and feedback following drills
<p>Expansion of the the TAB (Training Active Bystanders) Program in the school</p>	<ul style="list-style-type: none"> • school Guidance Counselor • Quabbin Mediation staff 	<ul style="list-style-type: none"> • continue programming in grades 4 and 5 • explore possibilities of potential opportunities for K, 1, and 2 • revisiting of the program and vocabulary throughout the year by the Guidance Counselor in all grades • staff and parent training/information sessions

Curriculum and Programming

The Petersham Center School aims to provide curriculum that is standards-based, rigorous, engaging, and responsive to student needs.

Goal	CSE Indicator(s)	Resources	Activities
<p>Full implementation of the Lucy Calkins Writing Program, K-6</p>	<p>III. Aligned Curriculum</p> <p>IV. Effective Instruction</p> <p>V. Student Assessment</p>	<ul style="list-style-type: none"> • district Curriculum Coordinator • school administration/ staff • district staff • Calkins kits 	<ul style="list-style-type: none"> • PD • PLC work • meetings/work with district grade level staff

<p>Pilot implementation of the Lucy Calkins Readers' Workshop in grades 3-6 (possible in grades 1 and 2)</p>	<p>II. Aligned Curriculum IV. Effective Instruction V. Student Assessment</p>	<ul style="list-style-type: none"> • district Curriculum Coordinator • school administration/ staff • district staff • Calkins kits and trade books 	<ul style="list-style-type: none"> • PD • summer collaboration for staff • PLC work • meetings/work with district grade level staff • purchasing of leveled readers and assembling a school library
<p>Develop a shared understanding of best practices in teaching that raise student achievement</p>	<p>IV. Effective Instruction</p>	<ul style="list-style-type: none"> • district Curriculum Coordinator • school administration/ staff • district staff • Ribas Associates staff and materials 	<ul style="list-style-type: none"> • district PD • observations, walkthroughs, and feedback to educators • peer observations and feedback
<p>Continue to align the mathematics curriculum with the Common Core Standards</p>	<p>III. Aligned Curriculum</p>	<ul style="list-style-type: none"> • district Curriculum Coordinator • school administration/ staff • district staff • DSAC personnel • curriculum maps created in 2014-2015 	<ul style="list-style-type: none"> • curriculum mapping • PD and /unit lesson planning
<p>Use data at the school and classroom level to provide a tiered system of intervention in ELA and math</p>	<p>V. Student Assessment VIII. Tiered Instruction and Adequate Learning Time</p>	<ul style="list-style-type: none"> • district Curriculum Coordinator • school administration/ staff 	<ul style="list-style-type: none"> • PD • benchmarking in ELA and math 3 times/year • develop classroom ELA

		<ul style="list-style-type: none"> ● district staff ● school Interventionist ● SST Team ● Star Assessments ● core and supplementary curriculum materials 	<ul style="list-style-type: none"> ● and math blocks ● scheduling interventions in ELA and math for at risk students, K-6 ● data review in PLCs to monitor interventions and student progress
Continue to enhance technology integration throughout the curriculum		<ul style="list-style-type: none"> ● district Curriculum Coordinator ● school administration/ staff ● district staff ● school Tech/Media Specialist ● core curriculum materials 	<ul style="list-style-type: none"> ● PD ● purchase 2 more Chromebook carts for student use, with a goal of being 1:1 in grades 1-6 ● replace and refurbish projectors in grades 1, 2,5 and 6
Expand the extracurricular activities offered by the school		<ul style="list-style-type: none"> ● District Curriculum Coordinator ● school administration/ staff ● local community groups or people 	<ul style="list-style-type: none"> ● continue current programs (chorus, robotics, etc.) ● elicit staff proposals for programs ● create a program that incorporates staff, student, and parent interest while engaging multiple grades