
MARSHFIELD PUBLIC SCHOOLS
School Improvement Plan
2018 - 2020



School Council Members

Member	Role
Amy Scolaro	Principal/Co-Chair
Pamela Habel	Teacher Representative/Co-Chair
Rachael Castiglione	Parent Representative
Valerie Fitzpatrick	Parent Representative
Shawna Hoole	Parent Representative
Erica Parrell	Parent Representative
Kim Figueiredo	Teacher Representative
Liza Napoli	Teacher Representative
Joyce Kinsman	Community Representative
Marti Morrison	Community Representative
Kendra Stetson-Campbell	School Committee Liaison

SECTION I . OVERVIEW

Mission				
Marshfield Public Schools provide a safe, healthy, and collaborative learning environment that fosters respect and responsibility, empowering all to achieve their maximum potential.				
Vision				
In partnership with our community, MPSD provides safe, positive, and productive learning environments that meet the diverse academic, social, and emotional needs of all students. Through relevant, challenging, and high quality curricula and instructional practices, students are inspired and equipped to excel in the 21 st century.				
Core Values				
<ul style="list-style-type: none"> • Respect self and others • Establish and maintain positive relationships • Hold and reach high standards • Promote collaboration in the school community 		<ul style="list-style-type: none"> • Inspire creativity • Embrace innovative practices • Demonstrate responsibility • Ensure a safe, healthy, and supportive environment 		
Theory of Action				
<p>If we...</p> <ul style="list-style-type: none"> • Develop and implement PK-12 curricula that addresses all students' needs • Develop students' social and emotional learning • Provide and support high quality instructional practices that challenge and equip all students with 21st century skills • Build and strengthen community partnerships that enhance teaching and learning • Provide learning environments that meet the needs of all students <p>Then we will...</p> <ul style="list-style-type: none"> • Inspire our students and equip them with the skills they need to achieve their maximum potential 				
The Five Pillars				
1. Curriculum	2. Instruction	3. Social and Emotional Learning	4. Community	5. Learning Environments

SECTION II. STRATEGIC OBJECTIVES

1. Curriculum	2. Instruction	3. Social and Emotional Learning	4. Community	5. Learning Environments
Develop and implement PK-12 Curricula to address the diverse needs of all students.	Provide and support high quality instructional practices that challenge and equip all students to excel in the 21 st century.	Promote the well-being of all students through the development of their social and emotional learning (SEL).	Build and strengthen community support and partnerships that enhance teaching and learning.	Improve and maintain learning environments to meet the needs of the school community.

PROGRESS UPDATE - 2017-2018

GOAL I: IMPROVE INSTRUCTIONAL PRACTICES TO CHALLENGE AND SUPPORT ALL LEARNERS:

- Continued partnership with Teaching and Learning Alliance (TLA) and colleagues across the district to engage in high quality professional development focused on incorporating Readers' Workshop strategies along with our implementation of *Journeys*. (i.e. district-wide mini course; site visits to Framingham; training for Cohort 1 Lab Teachers continued; four Cohort 2 Lab Teachers were trained)
- Science Committee developed grade-level units aligned with the new standards and provided resources for teachers
- In response to class sizes exceeding 25 in grade 5, a half-time special educator and a half-time paraprofessional were added to the staff after the school year began
- All schedules and common planning time were closely monitored to ensure the efficient and effective use of staff throughout the school day
- Meetings were held for support staff during Monday Morning Exercises in order to provide necessary information, while minimizing the amount of time away from scheduled responsibilities
- New schedule was developed for data team meetings in order to provide ample time to analyze the data and collaborate as grade-level teams; Substitute teachers ensured the continuation of services for all students
- Technology (i.e., ChromeBooks, iPads, document cameras, projectors, etc.) increased access to curriculum for all students
- Classroom libraries, funded by an MEF grant, provided a variety of developmentally appropriate texts for students and increased the effectiveness of the Readers' Workshop Model
- Instructional technology classes were expanded for grades 3, 4 and 5 and kindergarten was added to the schedule
- Increased utilization of the STEAM lab by individual grade levels to enrich the science curriculum

GOAL II: IMPROVE AND CELEBRATE STUDENT ACHIEVEMENT

- Continued to implement the PeaceBuilders Program across settings throughout the day and recognized "PeaceBuilders Among Us" at Monday Morning Exercises; Praise notes completed by students and staff posted on a bulletin board
- Inclusive practices in keeping with our "All Means All" philosophy continued to be embedded in all settings
- Completed "Reset of Behavior" (PBIS) to remind students about the meaning and importance of being Safe, Respectful, and Responsible and to ensure consistent messages and practices among staff and students
- Grade-level data teams were maintained to analyze data from various sources, (i.e., MCAS, DIBELS, Fountas and Pinnell, and benchmark assessments) to drive instructional decisions.
- Special award programs including summer reading accomplishments, art show, classroom awards etc. were held

GOAL III: CREATE RECIPROCAL OPPORTUNITIES BETWEEN COMMUNITIES-SCHOOL:

- MHS seniors visited SRS on "We Are Marshfield" Day, repainted games and markers for morning drop-off on the blacktop, and accomplished many tasks in the garden
- School Council conducted a survey for use in developing the 2018-2020 SRS School Improvement Plan
- Welcoming events were held (i.e., Individual Tours, Kindergarten Playdate, New Families Reception, Curriculum night, etc.)
- Special Activities/ Fundraisers/ Enrichment Opportunities (i.e., Jump Rope For Heart; SRS 5 K and Jog-A-Thon, Service/ Emotional Support Dogs; Veterans Day Program; Memorial Day Program; "Unsung Hero" recognition ceremony & reception; Dog Safety Program; Watershed Program, Museum of Science Programs, field trips, etc.)
- Volunteers regularly invited to be a part of the SRS community (ie: guest readers, special classroom projects, center helpers, library helpers, kindergarten screening, etc).

Goal IV: Optimize communication at all levels

- Maintained effective communication with families via weekly messages sent through email, Twitter, the SRS website and paper notices (only when necessary).
- Held Open House and Curriculum Night as an opportunity to share classroom curriculum with parents and students
- Presentations about special topics were held including SEPAC presentations and Screenagers.

GOAL V: MAXIMIZE THE POTENTIAL OF STUDENTS, STAFF, PARENTS, AND COMMUNITY THROUGH EFFECTIVE LEADERSHIP AND OPERATIONS

- Relocated Garden to enable more space for learning areas.; Created and implemented a plan for Garden activities during the 2017-2018 school year.
- Repainting the blacktop for recess; Painted the stairways and trim downstairs; Bulletin boards are maintained and updated

2017 MCAS Results

How is this school doing overall?

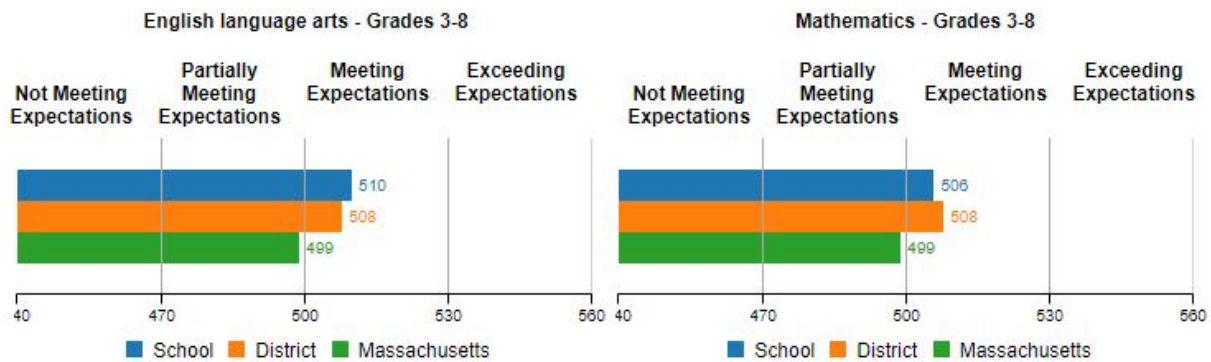


Students in this school participated in 2017 Next Generation MCAS tests

Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. In 2017, the majority of schools and districts were given an accountability designation of "no level" if students in grades 3-8 participated in the Next-Generation MCAS tests. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <http://www.doe.mass.edu/accountability/>.

2017 Student Achievement

Next Generation MCAS (Average Scaled Score)



Notes: Enrollment data are reported for the 2017–2018 school year. Accountability and assessment data are reported for the 2016–2017 school year. [More about the data.](#)

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SGP	Included in SGP	Ach.Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - READING	67	47	15	8	52	39	33	42	0	10	60	510.4	N/A	N/A	91
GRADE 03 - MATHEMATICS	55	49	7	7	48	42	43	38	2	13	58	503.8	N/A	N/A	64
GRADE 04 - ENGLISH LANGUAGE ARTS	81	48	16	7	64	41	19	42	0	10	73	513.8	75.0	73	94
GRADE 04 - MATHEMATICS	86	49	11	6	75	43	14	39	0	13	73	512.1	61.0	73	91
GRADE 05 - ENGLISH LANGUAGE ARTS	64	49	9	6	55	43	34	42	2	10	56	505.1	65.5	56	73
GRADE 05 - MATHEMATICS	52	46	4	7	48	39	46	44	2	10	56	501.8	54.5	56	61
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	71	49	14	7	58	42	28	41	1	10	189	510.2	70.0	129	89
GRADES 03 - 08 - MATHEMATICS	66	48	7	8	59	40	33	41	1	12	187	506.4	56.0	129	78

MCAS Tests of Spring 2017
Percent of Students at Each Achievement Level for South River

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 05 - SCIENCE AND TECH/ENG	66	46	20	17	46	29	34	39	0	15	56	87.9	N/A	N/A

SECTION III. SCHOOL GOALS

PILLAR 1: CURRICULUM

STRATEGIC OBJECTIVE: DEVELOP AND IMPLEMENT PK-12 CURRICULA TO ADDRESS THE DIVERSE NEEDS OF ALL STUDENTS.

Key Action(s) for SRS	Outcomes	Person Responsible
1. As the district updates curricula per the Curriculum Review Cycle, staff at SRS will implement it to meet the needs of all students	a. SRS has fully implemented curricula for all subject areas updated during the 2018 - 2019 and 2019-2020 time periods	Assistant Superintendent Principal/ Assistant Principal Representatives from SRS serving on district-wide curriculum committees General Education Teachers Special Education Teachers Specialists
2. After thoroughly analyzing all relevant data, including MCAS, staff at SRS will make appropriate adjustments to instructional emphasis, pacing, and/or materials within curriculum	a. Teachers in grades 3-5 and appropriate specialists engage in annual grade-level data meetings to analyze MCAS results b. Teachers and appropriate specialists at all grade levels engage in periodic grade-level data meetings to review student progress and adjust approaches to curriculum and instruction, as appropriate	Principal/ Assistant Principal District-Wide Data Specialist General Education Teachers Special Education Teachers Specialists/ therapists, as appropriate Instructional Technology Teacher

<p>3. As the updated MPSD Science curriculum units are implemented, SRS staff will actively and strategically look for opportunities to connect science curriculum to hands-on learning experiences in the STEAM (Innovation) Lab</p>	<p>a. All teachers at SRS address Science standards through authentic, hands-on experiences with ALL students using the resources available in the SRS STEAM (Innovation) Lab</p>	<p>Assistant Superintendent Principal/ Assistant Principal Instructional Technology Teacher General/ Special Education Teachers</p>
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PILLAR 2: INSTRUCTION

STRATEGIC OBJECTIVE: PROVIDE AND SUPPORT HIGH QUALITY INSTRUCTIONAL PRACTICES THAT CHALLENGE AND EQUIP ALL STUDENTS TO EXCEL IN THE 21ST CENTURY.

Key Action(s) for SRS	Outcomes	Person Responsible
<p>1. Improve the consistency and effectiveness of reading and writing instruction through the expansion of Readers’ Workshop and Writers’ Workshop</p>	<p>a. All teachers are provided the professional development and ongoing support needed to ensure effective reading and writing instruction for students with diverse learning needs</p>	<p>Assistant Superintendent Principal/ Assistant Principal Reading Specialists General/ Special Teachers</p>
<p>2. Through research and collaboration, all professional staff at SRS will expand their repertoire of strategies to maximize opportunities for ALL students to participate effectively in the general education classroom (Universal Design)</p>	<p>a. The percentage of students able to have their instructional needs met within the general education setting increases b. The range of options regarding how students access information, show what they know, and engage with peers and materials increases</p>	<p>Principal/ Assistant Principal General Education Teachers Special Education Teachers Specialists/ Therapists Support Staff Instructional Technology Teacher</p>

PILLAR 3: SOCIAL AND EMOTIONAL LEARNING (SEL)

STRATEGIC OBJECTIVE: PROMOTE THE WELL-BEING OF ALL STUDENTS THROUGH THE DEVELOPMENT OF THEIR SOCIAL AND EMOTIONAL LEARNING.

Key Action(s) for SRS	Outcomes	Person Responsible
<p>1. Ensure all adults are modeling, teaching, and positively reinforcing consistent expectations for safety, respect, and responsibility across all grade levels and in all environments at SRS (Tier I of Positive Behavioral Intervention Support - PBIS)</p>	<p>a. Consistent goals and expectations for student behavior are communicated and consistently reinforced both visually and verbally in all areas of SRS</p>	<p>Bus Drivers Cafeteria Staff Custodial Staff General/ Special Education Teachers Office Staff Principal/Assistant Principal Specialists/ Therapists Support Staff</p>
<p>2. Multi-tiered system specifically designed to meet the social, emotional, and behavioral needs of ALL students is established and maintained (Tier II and III of Positive Behavioral Intervention Support - PBIS)</p>	<p>a. PBIS Team identified b. Process to access support is identified c. Establish procedures and resources for identifying specific areas of concern for individual students. d. Create a process to collect and monitor baseline data such as incident forms, absences, tardiness, and nurse visits.</p>	<p>Principal/ Assistant Principal School Psychologist Teachers/ Specialists/Therapists District-Wide Data Specialist School Nurse Office Staff</p>
<p>3. Adults at SRS engage in sustained and high-quality professional development in order</p>	<p>a. SRS consistently implements approaches to model, teach,</p>	<p>Principal/ Assistant Principal</p>

to build expertise based on the district-wide approach to Social Emotional Learning.	and reinforce the following Social Emotional competencies: <ul style="list-style-type: none"> ○ Self-Management ○ Self Awareness ○ Social Awareness ○ Responsible Decision Making ○ Relationship Skills 	Professional Staff Support Staff School Psychologist
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PILLAR 4: COMMUNITY

STRATEGIC OBJECTIVE: BUILD AND STRENGTHEN COMMUNITY SUPPORT AND PARTNERSHIPS THAT ENHANCE TEACHING AND LEARNING.

Key Action(s) for SRS	Outcomes	Person Responsible
1. Establish an outreach team to explore opportunities for community partnerships (i.e., Whole Foods, Council on Aging, Food Pantry)	<ul style="list-style-type: none"> a. Establish partnerships with community organizations and local businesses to improve school culture and opportunities for learning b. Community at large is more engaged, informed, and invested in the progress of SRS 	SRS School Council Local organizations/businesses SRS Families who may have special expertise or connections within the community
2. Identify specific ways to share information directly related to child development and teaching and learning with all parents/guardians	<ul style="list-style-type: none"> a. Parents/guardians are invited to participate in an informational session regarding curriculum b. Partner with district and community professionals to offer families guidance on child development issues c. Utilize improved electronic communication methods 	SRS School Council Instruction Technology Specialist SEPAC SRS Staff Community Health Professionals

PILLAR 5: LEARNING ENVIRONMENTS

STRATEGIC OBJECTIVE: IMPROVE AND MAINTAIN LEARNING ENVIRONMENTS TO MEET THE NEEDS OF THE SCHOOL COMMUNITY.

Key Action(s) for SRS	Outcomes	Person Responsible
1. Utilize indoor and outdoor space to maximize student support and engagement	<ul style="list-style-type: none"> a. Space and furniture needs at all grade levels will be assessed and satisfied b. Outdoor space will continue to be maintained and improved c. Establish a satellite STEAM (Innovation) Lab adjacent to the computer lab in order to maximize usage and increase access to the Instructional Technology teacher 	<ul style="list-style-type: none"> Principal Assistant Principal Custodian Classroom Teachers Instruction Technology Specialist
2. Improve building security measures in collaboration with Marshfield Police and Fire Departments	<ul style="list-style-type: none"> a. All emergency communication systems including: radios, PA system, and phones are fully functioning b. All emergency drills are implemented and refined c. SRS building security is strengthened and updated 	<ul style="list-style-type: none"> Superintendent Assistant Superintendent Police and Fire Departments Principal Assistant Principal Teachers and Staff

