

JOSEPH OSGOOD SCHOOL IMPROVEMENT PLAN

2020 - 2021



*Joseph Osgood School
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Mission Statement

The Joseph Osgood School is committed to developing socially and academically confident individuals by creating a learning environment which encompasses a research-based curriculum and district wide strategic plan. Dedicated teachers, well-trained staff, and community support, foster good citizenship, ethical and responsible behavior, and global awareness.

Core Values

- We respect ourselves and others, and the differences among us.
- We demonstrate good citizenship by making good choices and decisions.
- We problem solve and think critically.
- We are creative and innovative.
- We communicate and work well with others.
- We make connections while we learn.
- We are committed to learning as a lifelong process.
- We always do our best.

It Is Who We Are and What We Do.

Alignment to Cohasset Public Schools Vision & District Goals

Our school improvement plan goals are aligned to the Cohasset Public Schools Strategic Plan district goals and are based upon current performance levels, data analysis, and feedback from staff and parents.

Nine Characteristics of High Performing Schools

A body of research identifies various characteristics of improving and effective schools. Shannon and Bylsma (2003) found the following to be the most common characteristics in high performing schools, also known as professional learning communities.

- 1. Clear and Shared Focus** - Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.
- 2. High Standards and Expectations for All Students** - Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.
- 3. Effective School Leadership** - Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth.
- 4. High Levels of Collaboration and Communication** - There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
- 5. Curriculum, Instruction and Assessment Aligned with Standards** - The planned and actual curriculum are aligned with the essential academic learning requirements. Research based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.
- 6. Frequent Monitoring of Learning and Teaching** - A steady cycle of different assessments identifies students who need help. More support and instructional time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.
- 7. Focused Professional Development** - A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses on extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.
- 8. Supportive Learning Environment** - The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- 9. High Levels of Family and Community Involvement** - There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, businesses, social service agencies, and universities all play a vital role in this effort.

21st Century Learning

In Massachusetts, our understanding of 21st Century Skills is informed by the work of the Partnership for 21st. Century Skills, which developed a national K-12 educational framework through their extensive collaboration with leaders in business, government and education. According to the Partnership's definition, 21st. century learners must master the following subjects and complementary skills:

- **Core Academic Subjects** include English, reading or language arts, world languages, arts, math, economics, science, geography, history, government and civics.
- **Interdisciplinary Themes** to be woven into each subject include global awareness, financial, economic, business and entrepreneurial literacy, civic literacy and health literacy.
- **Learning and Innovation Skills** to be woven into each subject include creativity, innovation, critical thinking, problem solving, communication and collaboration
- **Information, Media and Technology Skills** required of today's students include information literacy, media literacy, communications and technology literacy.
- **Life and Career Skills** are the so-called "soft-skills" needed to navigate in today's fast-paced, high-technology world. They include flexibility, adaptability, initiative and self direction, social and cross-cultural skills, productivity, accountability, leadership and responsibility.

Element 1: Professional Practice

Professional Development in the area of Math, exploring and implementing the new math program - Bridges

<p>Strengths:</p> <ul style="list-style-type: none"> - Common planning time - PD offered by the district which addresses district initiatives <p>Areas of growth focus:</p> <ul style="list-style-type: none"> - PD for math strategies to be used in the classroom, and during remote learning - As identified in the math adoption plan, we will be communicating with families the pedagogy behind the new math - PD for developing pacing charts for the new program - Time in the school day for math meetings, these may happen during grade level meetings for common planning purposes, and to also have discussions about collected data.
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Evidence: Analysis of Conditions for School Effectiveness Assessment and Ready Schools Assessment

SMART Goal Professional Development: To provide instructional staff with PD opportunities in the school’s identified areas of weakness; in the areas of math, science, and social studies as measured by curriculum developed in Atlas and analysis of PD staff surveys and measures of program implementation

Action Steps	Supports/Resource School District	Responsible Parties	Timeline
Staff meetings used for sharing of intervention practices which address identified areas of weakness, sharing these best practices.	Meeting times; technology and materials necessary for presentations	Staff Administration Specialists	Monthly meetings for both staff and administration throughout the school year
Modeling of effective math strategies in the classrooms; with collaborative meetings to follow, these meetings will be facilitated by the math specialists	Substitutes to allow for team participation, Lead teacher	District, school Administration and, lead teacher	Scheduled throughout the school year starting in early fall
Modeling of effective instruction in using Math Corner, with collaborative meetings to follow	Substitutes/ coverage	Math Specialist School and District Administration	Scheduled throughout the school year

Element 2: Strengthen Safety and Security

<p>Strengths:</p> <ul style="list-style-type: none"> – Parent communication in regard to safety protocol publications by administration and staff, district notification system, school and district notices and information, school website, Principal’s Corner <p>Challenges:</p> <ul style="list-style-type: none"> – Reaching all parents in a timely fashion, Twitter, Aspen, Blackboard and Facebook
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Evidence: Analysis of Conditions for School Effectiveness Assessment and Ready Schools Assessment

SMART Goal: To increase parental communication in the area of Safety both physical and social emotion (particularly surrounding Covid)

Action Steps	Supports/Resource School District	Responsible Parties	Timeline
Strengthening the protocols around school security and student safety	PSO platform, website and newsletter	Teachers Administration	Training Websites update regularly throughout the year to notify parents school year
Increase frequency of Principal communications that reach out to all parents about safety and security		Administration	Scheduled at least each month
Increasing awareness of procedures with parents, staff and students (student safety) in and outside of school	Outside officials School resource officer, Safe Schools agency	School and District Administration	Throughout school year
Timely dissemination of district and school Information particular to safety	school written communications	School and District Administration	As needed throughout the school year
Communication regarding school policies and procedures (academic, and social emotional)	Department Meeting Time	Staff and School Administration	Throughout the school year
Continued Communication to all new Osgood Families	Staff	School and District Administration	Fall and Spring
Development and implementation of various curriculum Sharing opportunities	PSO meetings, parent nights (Zoom)	Administrator and Staff	Fall/Winter

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Element 3: Promote the Social and Emotional well- being of all students and staff

<p>Strengths:</p> <ul style="list-style-type: none"> - School wide commitment to Responsive Classroom - Written and communicated social emotional plan/process <p>Challenges:</p> <ul style="list-style-type: none"> - locating resources – time and funding - Regularly scheduled social emotional meetings. - Social Emotional Curriculum - Responsive Classroom implementation explained to staff and parents

SMART Goal: To have a well-defined and effective Social Emotional Curriculum implemented, Responsive Classroom, work through social/emotional supports during the stress times of Covid

Action Steps	Supports/Resource School District	Responsible Parties	Timeline
Establish a point person to sustain the implementation of The Responsive Classroom	Time allocation for necessary work	Social Emotional members Administration	Aug/Sept 2020
Responsive Classroom implemented throughout all the grades at Osgood.	Meeting Time	Administration, team members	Sept/June. 2020 - 2021
Minimum of one scheduled Responsive Classroom Team Meeting per month to discuss implementation of Responsive Classroom	Meeting Time	Administration, Social Emotional Team	Monthly Sept – June 2020 2021

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