

**Nathaniel Morton Elementary School**  
**School Improvement Plan Overview [2024-2026]**  
*April 11, 2024*

<b><i>Mission</i></b>				
To create a school where every student is given the tools to excel, flourish and develop a sense of identity and to enhance learning, connections and enjoyment of all our students.				
<b><i>Vision</i></b>				
In accordance with the Plymouth Public schools, our vision is to develop confident, critical thinkers, productive and creative life-long learners and socially responsible, engaged citizens capable of adapting to change in a technologically advanced and multi-cultural society.				
<b><i>Core Values</i></b>				
Our mission and vision work in conjunction to support of our core values which are to create:  Competent students Resilient children Engaged learners Welcomed individuals				
<b><i>Theory of Action</i></b>				
<ol style="list-style-type: none"> <li>1) If a more consistent approach to data analysis and responding interventions are assigned in a responsive teaching approach then all students will increase proficiency across academic areas measured by district and state assessments.</li> <li>2) If there is an increase in student agency and goal setting then students will move from passive to active engagement in their learning</li> <li>3) If students are given more direct instruction around the social competencies and purposeful social interaction then students will form more positive peer relationships and develop greater sense of community and connection.</li> <li>4) If our communication with families continues to extend beyond logistical information and into goal sharing and decision making then we will have a shared partnership for student growth.</li> <li>5) If staff enhances their understanding of language development then we will see a more responsive, inclusive setting for EL learners.</li> </ol>				
<b><i>Strategic Objectives</i></b>				
<b><i>1. Academic Success</i></b>	<b><i>2. Student Engagement</i></b>	<b><i>3. Social Emotional Wellness</i></b>	<b><i>4. Family Communication/ Shared Decision Making</i></b>	<b><i>5. Equity and Inclusive Practice</i></b>

Establish data meetings across content areas with responsive intervention systems within and across grades.	Provide opportunity and guidance for student goal setting, voice and choice.	Provide direct instruction and authentic experiences for social interaction.	Provide frequent opportunities to allow for family feedback about student learning and school experience.	Enhance language development instructional strategies.
<b>Strategic Initiatives</b>				
Establish data review calendar for content areas	Develop student engagement criteria and rubric	Expand purposeful play approach systematically into grades 1 & 2	Offer frequent surveys for family feedback. Fewer questions but focused on school improvement topics.	Review feedback from Confianza visits
Identify assessments to be used as data points for student performance	Expand upon learning walk format to include peer observations with specific focus on student engagement	Grade level teams identify curriculum areas for SEL integrated activities/centers (i.e turn taking, fair play, managing emotions, perspective)	Create shared student goals to discuss at conference check-ins.	Continue PLC and professional readings around best practice for language development
Provide PD time and faculty discussion to review existing resources and expand intervention approaches	Offer book study for staff PLC on student agency and choice.	SEL team and other specialists join and teach into recess activities.	New principal to conduct listening sessions throughout the year modeled after “Coffee and Conversation” sessions with the Superintendent	Establish peer visits and observations across settings and models that support language development utilizing tools like language domain charting.
	Provide specific student book study around engagement.		Re-explore technology platforms i.e. Seesaw / Book Creator to share student learning more readily	
<b>Outcomes</b>				
<p><b>Objective 1:</b></p> <ul style="list-style-type: none"> <li>*Decrease number of students in all grades receiving screening scores of warning from Fall to Spring benchmarks.</li> <li>*By the end of the plan, our “all school” not meeting percentage on MCAS scores are below 5% and that all subgroups have shown a percentage decrease from the 2023 threshold.</li> <li>*Intervention approaches observed and shared through school-based learning walks.</li> <li>*At least three new intervention resources/strategies per content area are identified and utilized.</li> </ul>				

**Objective 2:**

- \*Creation of Grade Level Engagement Rubrics
- \*See an increase of driving engagement behaviors from students during teacher self-reflections across the year.
- \*Three to five professional opportunities per grade for engagement observations and discussions

**Objective 3:**

- \*Reduction of behavior referrals from lunch/recess times.
- \*Increase in positive comments related to peer relationships and personal social skills based on feedback surveys taken by students.
- \*By end of plan, grades 1 & 2 develop at least two purposeful play activities to integrate into social studies and science standards while addressing identified SEL competencies.

**Objective 4:**

- \*Increased participation at both assigned family/teacher conference times.
- \*At least three actionable and targeted areas for continuous school improvement are identified from feedback forms and sessions.
- \*Increased evidence of family engagement in shared decision making.

**Objective 5:**

- \*Increased number of EL students meeting or exceeding their Access target scores.
- \*Language objectives evidenced in 80% of learning walk-throughs.
- \*See an increase of speaking domain represented in tally charting across classrooms.