

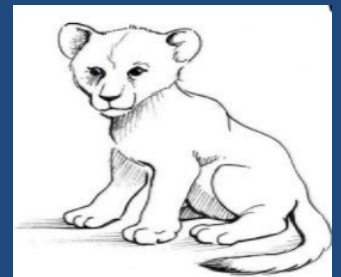
COLD SPRING SCHOOL

IMPROVEMENT PLAN 2022-2025

YEAR TWO REVIEW

Members

Christine Morgan	Principal
Andrea O'Brien	Parent Representative
Tammie Higgins	Parent Representative
Amanda Pinto	Teacher Representative
Barbara Pagnotti	Teacher Representative
Stephanie Van Winkle	Teacher Representative



Cold Spring Elementary School: 2022-2025

April 2024

Year 2 Review Executive Summary

GOAL 1:

To increase family and community engagement through student lead leadership events

Over the course of the two years, Cold Spring students have worked to develop and participate in authentic leadership events that allowed for family and community engagement within the school community. From April of 2022 to the spring of April 2024, the student community, under the guidance of their teachers, has implemented many reoccurring traditions for the Cold Spring Community, into the daily routine of the school.

The student lighthouse team, made up of 19 students, has worked to infuse student leadership initiatives and community service priorities within our building. The student influence of charity continues out into our community each year with raising food and supplies for our community members who are in need. Donations were made to the Plymouth Food Bank and supplies were sent to our local Veterans. Fundraising events with the proceeds going to Boston Children's Hospital and a local animal shelter also took place. Students volunteer to take on leadership roles that promote confidence, responsibility, and empathy for others through community service. Throughout the year we have Student led Habit Hero assemblies to honor students for their continuous demonstration of one of the Leader in Me seven habits. Family members are invited to join the celebration.

The student led EDTV promotes each of the 7 habits to demonstrate how to utilize these skills at school and at home. The CSES News team actively works to develop news stories each Tuesday morning that revolve around the Leader in Me, student led assemblies, and daily activities within the school. The stories are wonderfully put together segments that inform the whole Cold Spring community. On Tuesday morning and at lunch/recess times, you will find students busy at work creating news stories.

Each year at Cold Spring, we add an additional type of student led community event to our routine that promotes family engagement. The student leadership team initiates activities that support and embrace all cultures and heritages of all students who attend Cold Spring school. Each year we introduce a night event that promotes the family cultural heritage. Last year we held a family event that included both NMES and HES along with CSES to promote the social and emotional health of students. Students and families enjoyed pizza and played Zones of Regulation bingo. The students organized and ran the bingo game and shared their insights on social learning and the Zones of Regulation. All handouts were printed in all languages of our families.

This year at CSES the VPA department organized an African Culture Art and Music festival. On display were student art depicting watercolor pictures of African wildlife scenes and African masks. Miss Macleod engaged students with drumming lessons, participating in how drums are utilized to communicate meaning and learning cultural dance.

Currently in the development stages is the planning for a Cultural Festival that will be housed at CSES that will include the families of HES and NMES. Planning for this project started in the fall of 2023. The CSES

VPA department is working with the district VPA and Diversity Coordinator to help organize the event. Another event in the process of organization is with the Art teacher Mrs. Barnes, who received a grant to bring the Crocodile River Music experience to Cold Spring. This organization will bring music, art, and the culture of Africa to our school. The Plymouth Cultural Council has granted us \$2150 to go towards this project for CSES.

As Cold Spring Elementary's demographics become increasingly diverse, we thought it would be important to share the morning announcements in English and Portuguese (as most of our multilingual students speak Portuguese). It has been a wonderful experience not only for our multilingual students but for our English-speaking students as well. We all are fortunate enough to be able to hear all our morning announcements in two different languages. Our English-speaking students are beginning to learn some Portuguese words because the announcements are first said in English and then immediately followed in Portuguese. Our Portuguese speaking students are being welcomed, informed, and wished a good day right at the start of the day in their native language. It seems like such a simple idea, but it has had a huge impact on everyone in the building and has united our students as one! The hope for next year is to include Spanish, Haitian Creole, and Arabic as well so that no student is left behind.

In January 2024, Cold Spring Elementary School partnered with Pinz in Kingston, MA to create the Positive Peer Awards. Students are nominated by all the adults in the building including specialist teachers, classroom teachers, lunchroom paras, custodian, and security secretaries for not only having expected behavior, but for going above and beyond expectation. The winners' names are then announced every Friday morning and each winner is presented with a Positive Peer Award Certificate which entitles them to 1 FREE game of bowling and 1 FREE shoe rental. This enables families that may not have had the opportunity to bowl together to do so now.

The students, and staff, have enjoyed this program and wait with great anticipation to see if their name will be called this week. We remind the students that eyes and ears are watching all around the building for positive peer behavior and that they can earn these certificates more than once! This has been an amazing experience for our students and an incredible collaboration with our community partner, Pinz.

GOAL 2:

Enhance academic achievement for all students and decrease achievement gaps for all student subgroups

The staff of Cold Spring continuously works to decrease the number of students who score in the “needs improvement” category, making steady progress to increase the number of students who score more within the “meeting and exceeding the standard” category. Teachers have worked towards this goal through attending professional development. Professional development takes place at staff meetings, grade level meetings and in-service sessions. The focus has been on planning and utilizing backwards design to create instructional experiences with the focus to meet the diverse needs of all students.

Each year, at the beginning of the school year, the focus has been on the development of setting school wide academic goals based on student data from both district and state assessments. Staff meetings, which alternate focus of ELA and Math, have academic instructional teams that review student data, tracking progress, and discussions in regards of next steps for instruction. These instructional teams work together to inform building wide goals and best practice and look for trends across the grade levels. The districts literacy and math coaches are instrumental in the work that we accomplish at Cold Spring. We review common practice vertically and horizontally across grade levels and designate time for team planning for the development of fully integrated lessons that promote differentiation, student rigor and grit. This work with our instructional teams transcends down into the classroom where students continue with goal setting for personal academic growth. Goal setting allows students to become involved in the learning process and take the initiative for personal growth.

This year at Cold Spring, in addition to our building-based work, we continued our professional development with New York’s Teachers College regarding both reading and writing. Cold Spring paired up with Manomet Elementary for collegial discussions and classroom lab work. Teachers were able to conduct peer observations in collaboration with other elementary grade level staff to look at instructional practices.

Finally, each year Cold Spring invites the district coordinators to work with staff to implement best instructional practices at monthly grade level meetings. These meetings with coordinators are in addition to the regularly scheduled staff meetings. The discussions revolve around new curriculum initiatives and best practice allowing for in-depth evaluation of curriculum practice and applications within the classroom setting.

Goal 3:

To promote a culture of diversity within the school setting and community

Being a diverse school which is the home to five languages, we are looking to increase student awareness of personal responsibility for inclusiveness and diversity. We do this through the increase of the number of respectful and positive leadership initiatives that take place during the school year. To do this, we began with professional development for all staff to increase their awareness of culture and diversity within the school community. Last year all teachers and paraprofessionals were provided the book (“Understanding by Design in the Culturally and Linguistically Diverse Classroom”) to increase awareness of culture, diversity, and implicit bias within the school community. This April of 2024, Cold Spring will begin working with

Confianza regarding Multilingual instruction and best practices.

Within the classroom walls, our classroom libraries increase with literature that celebrates diversity. Children's books that allow our students to see themselves and others reflected in the books they select to read is an important priority. We will continue to provide our children books that reflect all our children,

Finally, District Wide Plymouth's students participate in the Student Care Club which promotes student voice, enhancing positive culture and to celebrate the diverse cultures of the students and families within the building. The students of Cold Spring are part of this club and work to promote student voice and understanding. Students designed signs in the cafeteria and in each public space that included labels of all the languages represented within our building.

GOAL 4:

To increase student growth and achievement in math for all students

Throughout the year at Cold Spring, staff meeting focused on math with the goal to increase the number of students who are making growth in the concept. Collaborating with the district's math coach, teachers looked closely at their student's data points using Star Math and informal assessment to make informed instructional practice decisions to help increase student growth and achievement in math. Every other month, our teaching teams made up of classroom teachers, special education, Title 1, and ELL teachers, participated in professional development to create action plans that focus on the specific learning needs of our students. They charted and graphed areas of growth and areas needing intervention so that students received instruction that was designed specifically for them.

In addition to our staff working to close the gaps, at our Open House night, families were provided with curriculum expectations for all curriculum and grade level areas. In addition, throughout the year, teachers send home newsletters keeping parents informed of the curriculum content their child is learning and how the home can help reinforce the concepts through at home games, activities and other practice.

Through the Parent School Council came the development of a math club and a math incentive program that mirrors the current reading incentive program in place at Cold Spring. Student peer mentors are in the process of developing an incentive program to help gain interest in the content area. To start the interest, Math Club student mentors have already designed a "Math Day". Instead of a "Math Night" having a "Math Day" allows all students the opportunity to take part in the activities with their classmates. This will now be an annual event at Cold Spring. During Math Club, student leaders help younger students learn math skills and play games that involve math concepts. The student mentoring of this program brings excitement to math and the ability to build growth in the concept and love for the skill itself.

Mission

The Cold Spring Elementary community strives to provide a learning environment that is positive, nurturing, and respectful. Our goal is to foster confidence and positive self-worth to develop the whole child as a responsible and self-directed learner. Through partnerships with parents and community members, our school will provide a collaborative environment that will inspire and empower student leadership, critical thinking, and compassion for each other.

Vision

The vision of Cold Spring is to provide comprehensive educational experiences that will empower all students to become lifelong learners and leaders that are productive, informed and responsible citizens.

Core Values

The Cold Spring community strives to create and provide children with a safe and comfortable environment wherein they will develop skills to become an effective communicator, independent thinker, problem solver, responsible citizen, self-directed lifelong learner, valuable collaborator and leader.

Theory of Action

If all teachers support our students by:

- Delivering high quality instruction that prepares students for the 21st century.
- Incorporating effective uses of technology that enhances student understanding and skills.
- Having students engage in goal setting helps them reflect on their own work, understand the standards to which they are held accountable, and take ownership of their learning.
- Developing students' literacy, math, science, and social studies skills that will allow them to deepen their understanding of the curriculum concepts and develop reasoning skills that apply across the disciplines.

Strategic Objectives and Initiatives

1. To increase development in the Leader in Me process to empower student leadership and life skills with family and community connections.	2. To increase academic achievement and growth for all student subgroups at Cold Spring.	3. To promote a culture of diversity within the school setting and within the Cold Spring community.	4. To increase academic achievement & growth for all students in Math.
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Strategic Initiatives

<p>Review the Leader in Me rubric and measure success of attaining growth and progress according to rubric benchmarks</p>	<p>Review MCAS data for students in grades 3-5 and district assessment data for (k-5) to increase the number of all students achieving meeting the standards status.</p>	<p>Continue with training opportunities for the Leader in Me: staff, student, and family in the 7 habits. Teachers will implement the Second Step curriculum to</p>	<p>All grade level classrooms will implement instructional strategies that are rigorous and based on student data.</p>
<p>Continue training and coaching of the Cold Spring staff and students in the Leader in Me development.</p> <p>Expanding school wide goal initiatives and tracking data of family participation.</p> <p>Increase depth of student goal setting and family goal setting</p> <p>Increase the implementation of the 7 habits into the daily curriculum and transition it to students' life at home with their family</p>	<p>Provide differentiated instruction and Tiers 1 & 2 support for students as measured by state and district assessments to close the learning gaps.</p> <p>Provide professional development opportunities for staff to increase knowledge and mastery of the state standards, Units of Study, and math workshop curriculums</p>	<p>support the social and emotional health of students to promote cultural awareness.</p> <p>Teachers will continue to teach the 7 habits to increase student cultural awareness and success.</p> <p>Parent forums such as curriculum coffees or parent town hall meetings will provide opportunities for the Cold Spring community to collaborate on academics, social/emotional, and community topics</p>	<p>The math workshop will be implemented at every grade level.</p> <p>District and state assessment will be reviewed to guide instructional best practice for all students.</p> <p>Parent forums such as curriculum coffees or parent town hall meetings will provide opportunities for the Cold Spring families to collaborate on Math initiatives and support at home learning.</p> <p>To create opportunities for the Cold Spring community to engage in curriculum evenings such as math nights</p>

Outcomes

- 1. Improve student achievement for all students in all curriculum areas.**
- 2. Strengthen educational practices to support student growth and independence.**
- 3. Support the individual learner and help each learner achieve goals in academics and social emotional health.**
- 4. Establish a school community committed to supporting all stakeholders: students & parents.**

School Improvement Action Plan

GOAL 1:

To increase family and community engagement through student lead leadership events.

Priority Strategic Objective:	To promote culture and leadership initiatives that have a common vision and purpose to empower students to gain success as 21st century leaders.
Supporting Data:	Progress in growth with the Leader in Me rubric assessment binder
Expected Student Outcomes at the end of the year:	Students will help to develop and participate in authentic leadership events for family and community engagement activities that bring the community together.

Early Evidence

Goal/Intention:	To continue in the development and implementation of the Leader in Me process focusing on the development of cultural and leadership skills and to achieve increased family engagement with the Leader in Me concepts. According to the recent 2021 parent survey, an average of 70 percent of parents responding to the survey shared they are interested in attending engagement opportunities that are curriculum related and family based. Therefore, we will increase the opportunities and methods that we utilize to communicate academic and social information to our families and increase engagement.
Indicators of Change/Growth	Leader in Me Rubric and Leader in Me student and parent participation

Changes to Be Made Towards Improvement

Implementation Benchmark	Person	Timeline	Status
Share out weekly Leader in Me activities for students and families to engage in at home.	Lighthouse team; Administration; Students	April of 2022 - April 2025 Developing Progress	This is a work in progress. We are working on sending home information and activities to families in our newsletters.
Student led Leader in Me News team to promote each of the 7 habits to demonstrate how to utilize the 7 habits at school and at home	Lighthouse team; Administration; Students	April of 2022 - April 2025 In Full Practice	2022-2024 The CSES Ed TV crew demonstrates wonderful work creating news stories every Tuesday morning and at lunch/recess making news reels regarding students using the 7 habits.

Family Leader in Me evening events that focus the 7 habits	Lighthouse team; Administration; Students	April of 2022 - April 2025 In Full Practice	2022-2024 Student led <u>Habit Hero</u> assemblies take place every three months to honor students. Families are invited to join the lighthouse assembly celebration
Leader in Me Community Service	Lighthouse team; Administration; Students	April of 2022 - April 2025 In Full Practice	2022-2024 Community service for the following: Food for local foodbank Personal Items for local Veterans Fundraising for Boston Children's Hospital Fundraising for local animal shelter.
Positive Peer Leaders	Administration Teachers Students	April of 2023-April 2025 In Full Practice	2023-2024 Students are nominated by all the adults in the building including specialist teachers, classroom teachers, lunchroom paras, custodians, and security secretaries for not only having expected behavior, but for going above and beyond expectation.
Family and community events that support and promote all cultures and heritages of all who attend Cold Spring.	Lighthouse team; Administration; Students	April of 2022 - April 2025 In Full Practice	2022-2023 One event was held last March that included NMES and HES in CSES event. All handouts were printed in all languages of our families. Social Emotional bingo night, Zones of Regulation 2023-2024 African Culture Art and Music The CSES VPA department held an African Culture Art and Music festival that highlighted student artwork and cultural drums and dance from Africa.

Promote family cultural heritage celebrations that take place annually	Lighthouse team; Administration; Students	April of 2022 - April 2025 This is in the development stages	2023 Planning for this project started fall of 2023 involving at CSES, HES and NMES. Diversity Coordinator is also involved with the planning.
Family Fun Backpacks	Administration Classroom Teachers	April 2023-2025 This is in the development stages. Began planning this year	2023-2024 Family Fun Backpacks are available for families that board games, books, and activities they can do as a family to promote learning.

School Improvement Action Plan

GOAL 2:

Enhance academic achievement for all students and decrease achievement gaps for all student subgroups

Priority Strategic Objective:	<p>Student performance for the 2021 MCAS overall results indicate that Cold Spring is currently a school making 67% Substantial progress toward targets with an accountability profile of 54.</p> <p>When comparing the Growth indicator score for Cold Spring's ELA to the district score, there is work to do. Cold Spring's ELA indicator for grades 3-5 is (35.8) and the district is (40.6) The Growth score indicator for Cold Spring's Math for grades 3-5 is (28.6). The district indicator is (30.7) Therefore the objective is to decrease these achievement gaps for all students and continue with academic growth.</p>
Supporting Data:	2021 MCAS Results and Panorama data for BAS and STAR math
Expected Student Outcomes at the end of the year:	The goal is to decrease the number of students who score in the needs improvement category and increase the number of students who score in the meeting the standard category.

Early Evidence

Goal/Intention:	Utilizing state assessments and District Determined Measures (Benchmark Assessments, Writing Assessments, Star Math and ELA, Math Unit Assessments) track student progress and use data to determine instructional supports to achieve student growth.
Indicators of Change/Growth	State MCAS Results (Math & ELA) and district data collection in Panorama and STAR math and ELA

Changes to Be Made Towards Improvement

Implementation Benchmark	Person	Timeline	Status
Conduct a book study for all staff members using Understanding by Design. All staff will come to prepare for the staff meetings to discuss, plan and implement best practices for students.	Administration Teachers	April of 2022 - April 2025 Completed	2022-2023 As a whole staff at our faculty meetings, we discussed each chapter and how content could be applicable to our learning spaces. Teachers discussed with colleagues and implemented strategies into instructional practice.

<p>Provide professional development at staff meetings, grade level meetings and in-service sessions, focusing on planning, utilizing backwards design and UDL to create instructional experiences that meet the diverse needs of all students.</p>	<p>Administration Consulting Teachers of Literacy Math & Reading Coaches</p>	<p>April of 2022 - April 2025 In Full Practice</p>	<p>2022-2024 All staff members participated in the Teachers College PD from NYC for Reading/Writing which allowed for incredible discussions and application of best practice.</p> <p>All staff members certificated and Paraeducator were all trained in the Bridges Math intervention with the Math Coach Jenn M.</p> <p>All Paraeducators were trained in SEL with SEL Coach, Cheryl DeLorey in monthly meetings since October 2022.</p> <p>Monthly grade level meetings were held with coordinators.</p> <p>Weekly grade level planning times were in place in the daily schedule.</p> <p>Monthly staff meeting planning sessions took place to look at data and curriculum.</p>
<p>Set school wide academic goals based on student data and track progress throughout the year.</p>	<p>Administrative Team Math and Literacy Coaches Math and ELA coordinators Teaching staff</p>	<p>April of 2022 - April 2025 In Full Practice</p>	<p>2022-2024 As a whole school K-5, we have an ELA, Math, and Science goal implemented for the building, classroom, and individual student.</p> <p>Classrooms set classroom academic goals and students set personal goals. Evidence is collected and displayed in two spaces, individual goal binders and public displays</p>

<p>Continue with student goal setting for personal academic growth.</p>	<p>Classroom Teachers Students</p>	<p>April of 2022 - April 2025 In Full Practice</p>	<p>2022-2024 All students create goals and track their progress. (WIG Binders- Wildly Important Goals)</p>
<p>Organize instructional teams to focus on ELA and Math to inform building wide goals and best practice. Review student data to identify academic areas of needed improvement. Review common practice vertically and horizontally across grade levels.</p>	<p>Administrative Team Consulting Teachers of Literacy Math & Reading Coaches Classroom Teachers</p>	<p>April of 2022 - April 2025 In Full Practice</p>	<p>2022-2024 Grade Level teams focused on Reading/Writing with coaches from Teachers College from NYC and made instructional decisions based on student progress and output.</p> <p>The same instructional practice was in place for all staff with Math with the District Math Coach.</p> <p>Data Teams meetings will all K-5 teams to document Reading progress and document interventions. (K-3 mandated by the state but we met with all grade level teams)</p>

School Improvement Action Plan

Goal 3:

To promote a culture of diversity within the school setting and community

Priority Strategic Objective:	To utilize the Leader in Me process and the Second Step curriculum to promote and increase inclusiveness and awareness for diversity.
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Supporting Data:	Student and Parent surveys.
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Expected Student Outcomes:	To increase student awareness of personal responsibility for inclusiveness and diversity. To increase the number of respectful and positive leadership initiatives.
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Early Evidence

Goal/Intention	To inspire a community of learners that respect and celebrate the diverse cultures within our community.
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Indicators of Change/Growth	Student and staff participation in engagement with the school community that promote awareness for the many diverse cultures within our community.
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Changes to Be Made Towards Improvement

Implementation Benchmark	Person	Timeline	Status
Professional development for all staff to increase their awareness of culture and diversity within the school community.	Administration Teachers School Adjustment Counselor/School Psychologist	April of 2022 - April 2025 In Full Practice	2022-2023 Teachers and Paraprofessionals were provided the book (<u>"Understanding by Design in the Culturally and Linguistically Diverse Classroom"</u>) for professional development to increase awareness of culture and diversity within the school community. Spring of 2024 Start working with Confianza to look at our instruction for our Multilingual Learner population
To increase classroom libraries with literature that celebrates diversity. Students will see themselves and others reflected in the books they select to read.	Administration ELA Coordinator Certified Reading Specialist PTA	April of 2022 - April 2025 In Full Practice	2022-2024 Purchased classroom libraries for K-5 that focused on integrating diversity. Each year we continue to replenish books that celebrate the diversity of our school.

<p>Student club to promote student voice to enhance the positive culture and celebrate the diverse cultures of the students and families within the building.</p>	<p>Administration Teachers Students Teacher and Student Lighthouse</p>	<p>April of 2022 - April 2025</p> <p>In Full Practice</p>	<p>2022-2024</p> <p>CARE club established at CSES. Students focused on creating posters that have a useful word in our 4 main languages at CSES (Haitian Creole, Portuguese, English, and Spanish). Students also worked on creating a word of the week board for the cafeteria to continue to help bridge the language barrier.</p> <p>In addition, we started a Positive Peer club. Each week students are celebrated for the positive voices of our students.</p>
<p>The use of multiple languages within the building.</p>	<p>Administration Teachers Students Teacher and Student Lighthouse</p>	<p>April of 2022 - April 2025</p> <p>In Full Practice</p>	<p>2023-20204</p> <p>Morning announcements are conducted daily in multiple languages.</p>
<p>Parent Coffee hour to discuss ways to promote engagement and eliminate barriers.</p>	<p>Administration Teachers School Adjustment Counselor/School Psychologist Families</p>	<p>April of 2022 - April 2025</p> <p>Still in progress</p>	

**School Improvement Action Plan
GOAL 4:**

To increase student growth and achievement in math for all students

Priority Strategic Objective:	The Growth score indicator for Cold Spring's Math for grades 3- is (28.6) compared to the district indicator is (30.7) Therefore the objective is to increase student achievement in this academic area and decrease achievement gaps for all students.
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Supporting Data:	Student performance on state and district Assessment
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Expected Student Outcomes:	To increase student growth and achievement in math
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Early Evidence

Goal/Intention	To increase student growth and achievement in math
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Indicators of Change/Growth	Student data from state and district assessments that indicate student growth and achievement
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Changes to Be Made Towards Improvement

Implementation Benchmark	Person	Timeline	Status
To provide families information for curriculum expectations for each grade level for math.	Classroom teachers Administration	April of 2022 – April 2025 In Full Practice	2022-2024 Each year we hold a curriculum night as our Open House. Teachers explain to parents the expectations of the curriculum and grade level. Families received information for curriculum expectations for each grade level at this meeting and during the school year.
To provide parent workshop sessions that explain the curriculum expectations for math workshop.	Administration Math Curriculum Coordinator Math coaches	April of 2022 – April 2025 Still in progress	
Provide teaching staff professional development with the math coach throughout the year in grade level PD sessions.	Math Curriculum Coordinator Math coaches Administration Classroom teachers	April of 2022 – April 2025 In Full Practice	2022-2024 Professional development with the math coach for all Certified staff and Paraeducator staff throughout the school year. Reviewed student data collections. All Staff Certificated and Paraeducator are trained in Bridges Math Interventions

<p>Develop a math incentive program that mirrors the reading incentive program.</p>	<p>Parent School Council Teaching staff Math Curriculum Coordinator Math coaches</p>	<p>April of 2022 – April 2025 In Full Practice</p>	<p>2022-2024 Last year we started a math club at CSES where grade 5 students mentored other students in younger grade levels. This club was created for K-1; 2-3; 4-5; age groups. Our next step is to design the incentive program now that interest is gaining in math. Our student math leaders worked on designing it this year. In addition, our student leaders organized a “math day” with the activities and will run the day.</p>
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Develop a math night.	Parent School Council Teaching staff Math Curriculum Coordinator Math coaches Parent School Council Teaching staff Math Curriculum Coordinator Math coaches	April of 2022 – April 2025 Occurring by the end of this year	2023-2024 Math Club student mentors in grade 5 work on the design of the math activities and the running of the activities for the “Math Day”.
Develop a student math club.		April of 2022 – April 2025 In Full Practice	2022-2024 Last year we started a math club where grade 5 students mentored other students which continued again this year. This club is a big success! The club is for all students to attend. It is conducted in sessions. (K-1); (2-3); (4-5).
Students will develop math goals and track their progress.	Administration Classroom Teachers Students	April of 2022 – April 2025 In Full Practice	2022-2024 Students create math goals yearly and keep progress in their goal WIG binders. Classrooms have math goals and celebrate progress publicly as they accomplish their goals.
Develop a data team to look at math progress.	Administration Classroom Teachers	April of 2022 – April 2025 In Full Practice	2022-2024 Grade Levels reviewed math data throughout the year during math professional development. Using Freckle and Star, they developed action plans for student success and growth.

MCAS 2023 Student Data for ELA and Math

Test

District

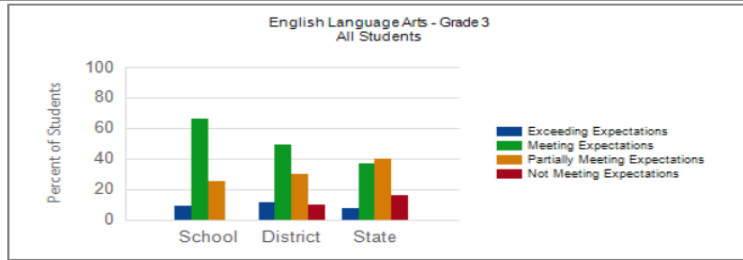
School

Grade

Student Grp

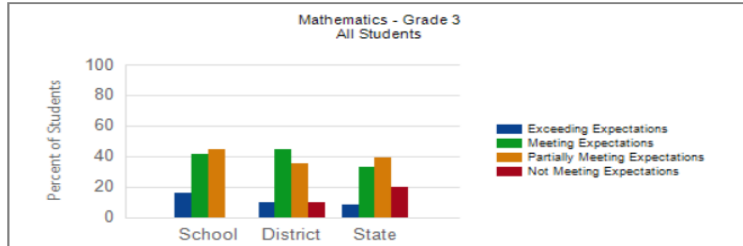
Participation Rate: 97%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	3	9	11	7
Meeting Expectations	21	66	49	37
Partially Meeting Expectations	8	25	30	40
Not Meeting Expectations	0	0	10	16
Total Included	32			



Participation Rate: 97%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	5	16	10	8
Meeting Expectations	13	41	44	33
Partially Meeting Expectations	14	44	35	39
Not Meeting Expectations	0	0	10	20



Test Spring 2023

District Plymouth (02390000)

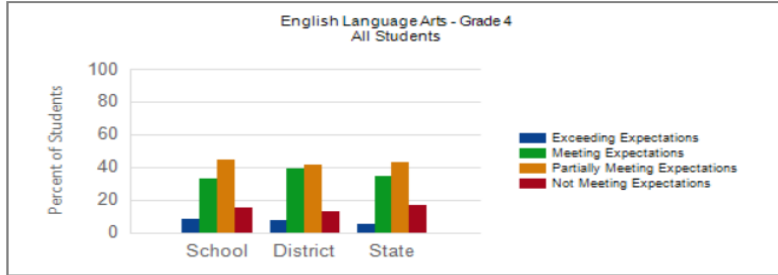
School Cold Spring (02390005)

Grade Grade 4

Student Grp All Students

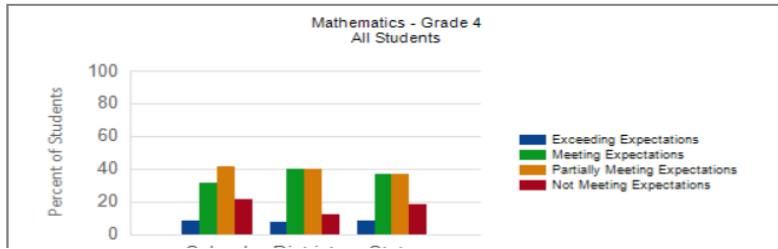
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	3	8	7	5
Meeting Expectations	13	33	39	34
Partially Meeting Expectations	17	44	41	43
Not Meeting Expectations	6	15	13	17
Total Included	39			



Participation Rate: 100%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	3	8	7	8
Meeting Expectations	12	31	40	37
Partially Meeting Expectations	16	41	40	37
Not Meeting Expectations	8	21	12	18



Test

District

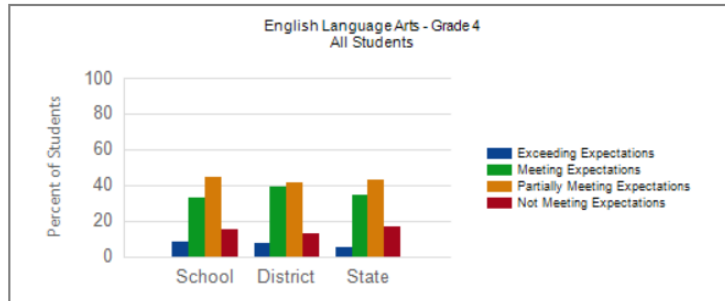
School

Grade

Student Grp

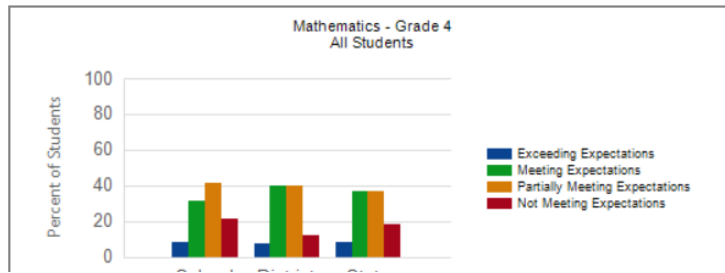
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	3	8	7	5
Meeting Expectations	13	33	39	34
Partially Meeting Expectations	17	44	41	43
Not Meeting Expectations	6	15	13	17
Total Included	39			



Participation Rate: 100%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	3	8	7	8
Meeting Expectations	12	31	40	37
Partially Meeting Expectations	16	41	40	37
Not Meeting Expectations	8	21	12	18



Next Generation MCAS Tests 2019-2023

Percent of Students at Each Achievement Level for Cold Spring

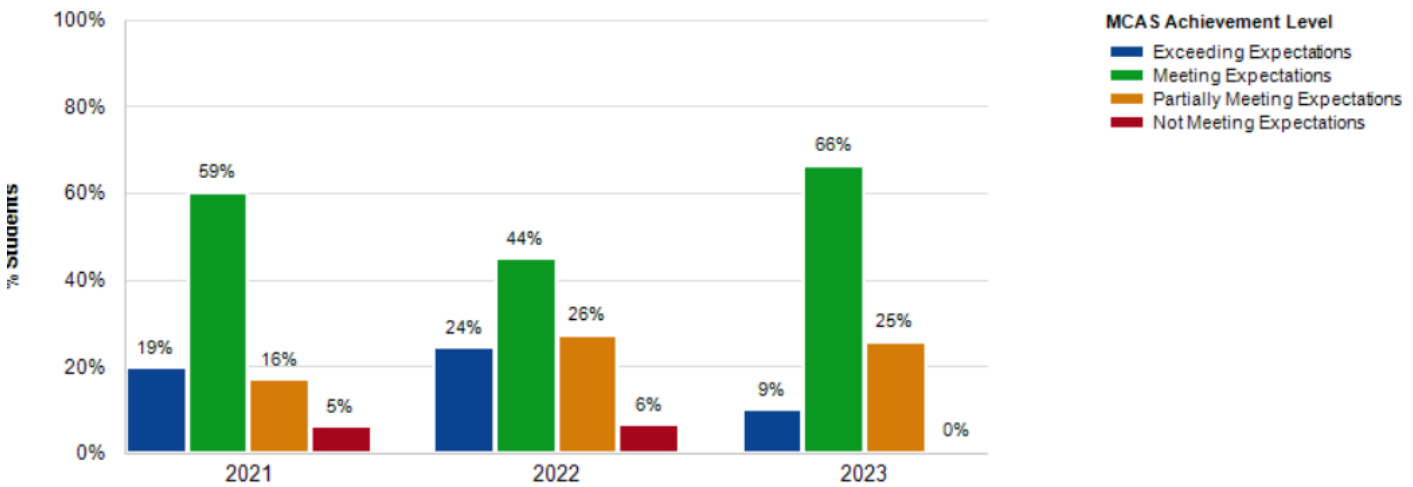
Gr. 3 ELA



PE305 School Achievement Distribution by Year
English Language Arts Grade 3

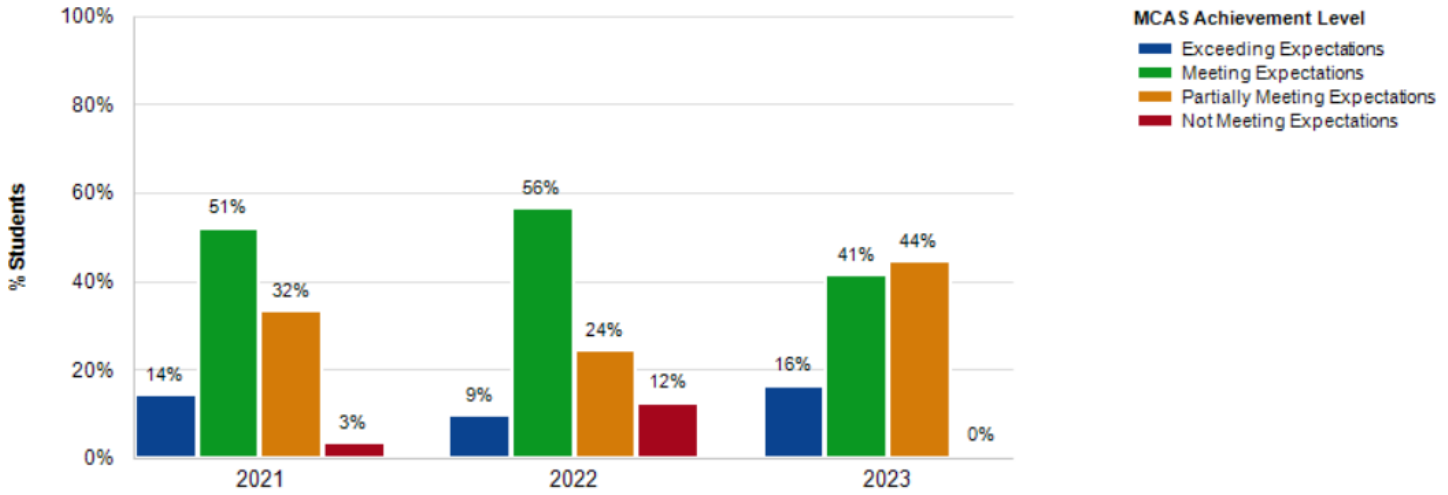
District : Plymouth (02390000)
School : Cold Spring (02390005)
Grade : 03

Student Group : All Students



	2021			2022			2023		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	19%	14%	9%	24%	10%	6%	9%	11%	7%
Meeting Expectations	59%	48%	41%	44%	46%	38%	66%	49%	37%
Partially Meeting Expectations	16%	32%	39%	26%	34%	41%	25%	30%	40%
Not Meeting Expectations	5%	7%	10%	6%	10%	15%	0%	10%	16%
Average Scaled Score	511	505	500	508	502	497	510	503	495
N Students	37	511	63,613	34	518	64,584	32	507	64,164
Participation Rate	100%	99%	97%	100%	100%	99%	97%	99%	99%

Student Group : All Students



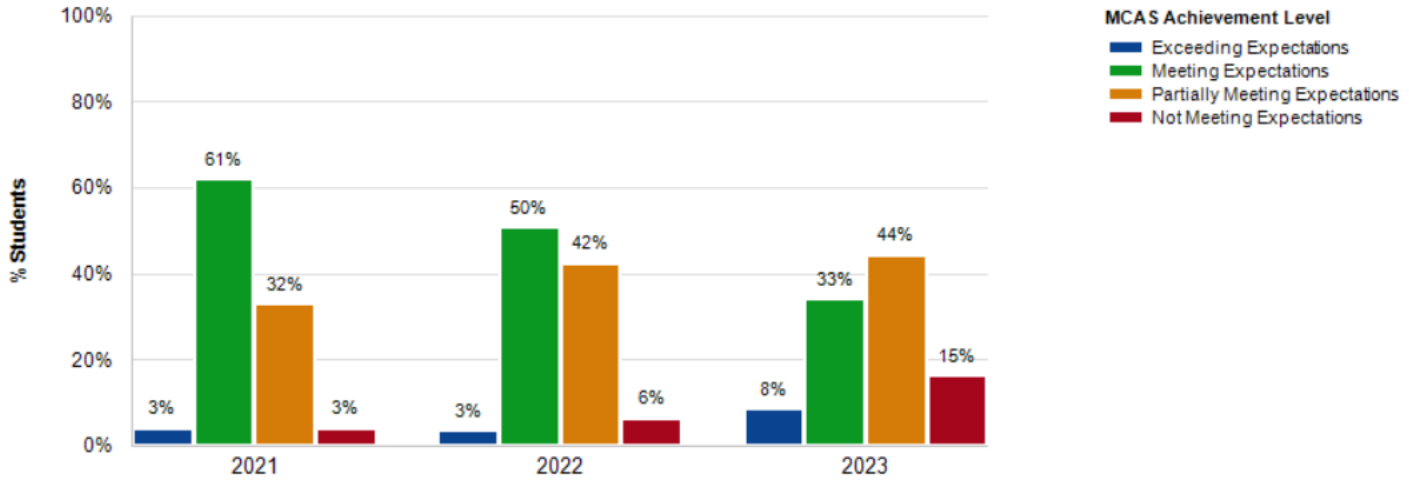
	2021			2022			2023		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	14%	8%	5%	9%	5%	6%	16%	10%	8%
Meeting Expectations	51%	34%	28%	56%	43%	35%	41%	44%	33%
Partially Meeting Expectations	32%	44%	40%	24%	38%	39%	44%	35%	39%
Not Meeting Expectations	3%	14%	26%	12%	14%	20%	0%	10%	20%
Average Scaled Score	509	496	488	505	498	493	508	502	494
N Students	37	513	63,599	34	518	64,650	32	507	64,275
Participation Rate	100%	99%	97%	100%	99%	99%	97%	99%	99%



PE305 School Achievement Distribution by Year
English Language Arts Grade 4

District : Plymouth (02390000)
School : Cold Spring (02390005)
Grade : 04

Student Group : All Students



	2021			2022			2023		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	3%	5%	6%	3%	6%	4%	8%	7%	5%
Meeting Expectations	61%	43%	43%	50%	40%	34%	33%	39%	34%
Partially Meeting Expectations	32%	40%	38%	42%	45%	46%	44%	41%	43%
Not Meeting Expectations	3%	12%	13%	6%	10%	16%	15%	13%	17%
Average Scaled Score	501	498	498	499	497	493	493	497	494
N Students	31	502	65,055	36	521	65,013	39	535	65,608
Participation Rate	100%	98%	97%	100%	100%	99%	100%	99%	99%
Mean SGP				42	49	50	35	46	49

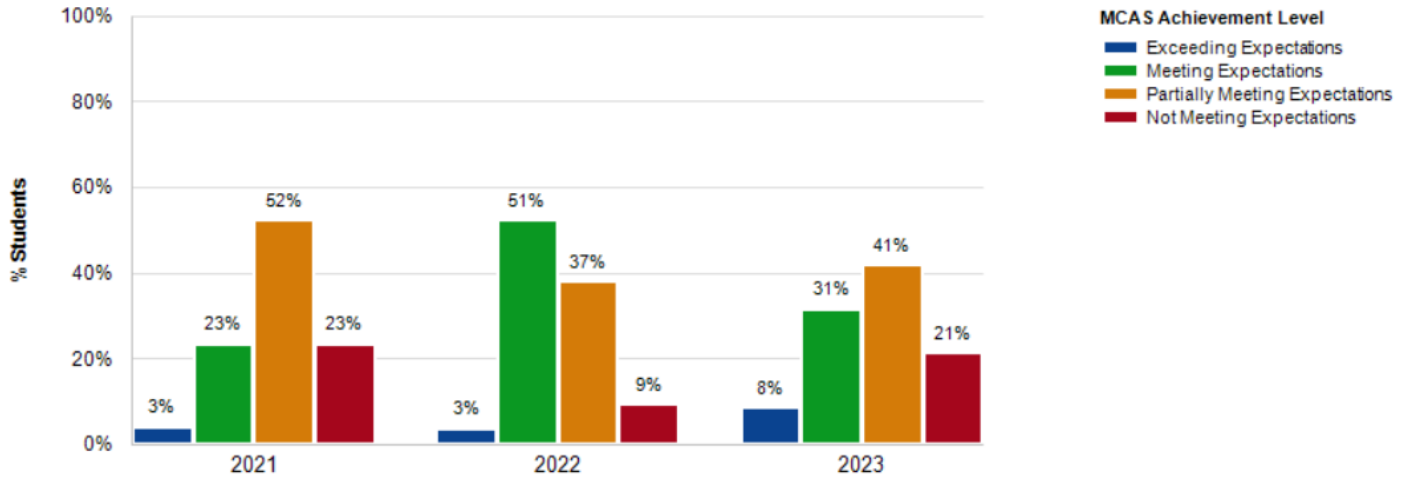
Gr. 4 Math



PE305 School Achievement Distribution by Year
Mathematics Grade 4

District : Plymouth (02390000)
School : Cold Spring (02390005)
Grade : 04

Student Group : All Students



	2021			2022			2023		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	3%	3%	4%	3%	5%	6%	8%	7%	8%
Meeting Expectations	23%	34%	29%	51%	40%	37%	31%	40%	37%
Partially Meeting Expectations	52%	46%	43%	37%	44%	40%	41%	40%	37%
Not Meeting Expectations	23%	18%	24%	9%	11%	17%	21%	12%	18%
Average Scaled Score	486	491	488	500	497	494	494	498	496
N Students	31	501	65,042	35	518	65,031	39	534	65,642
Participation Rate	100%	98%	97%	97%	99%	99%	100%	99%	99%
Mean SGP				30	42	50	29	45	50

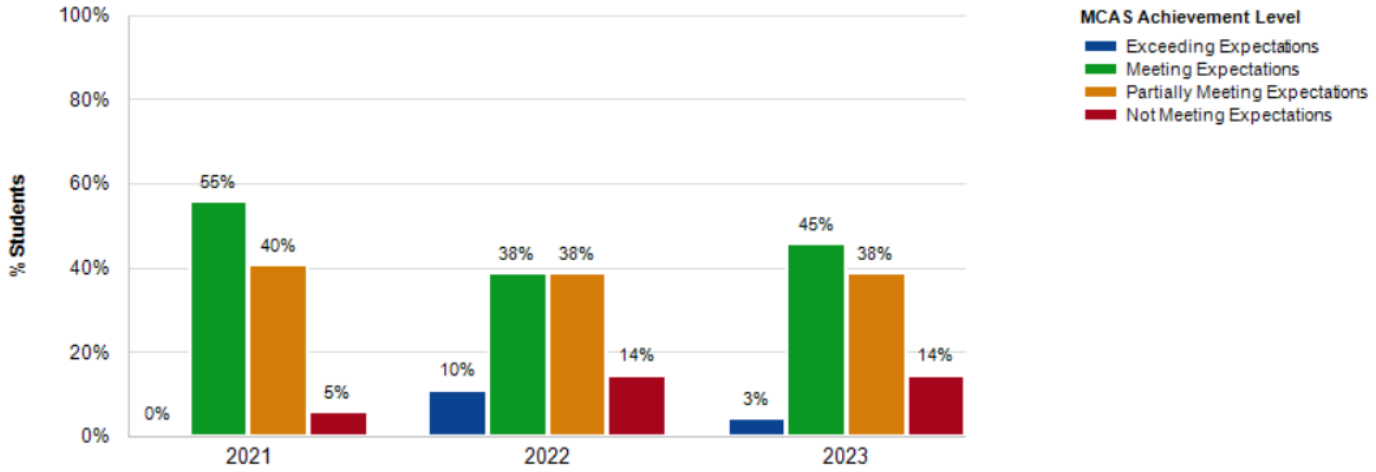
Gr. 5 ELA



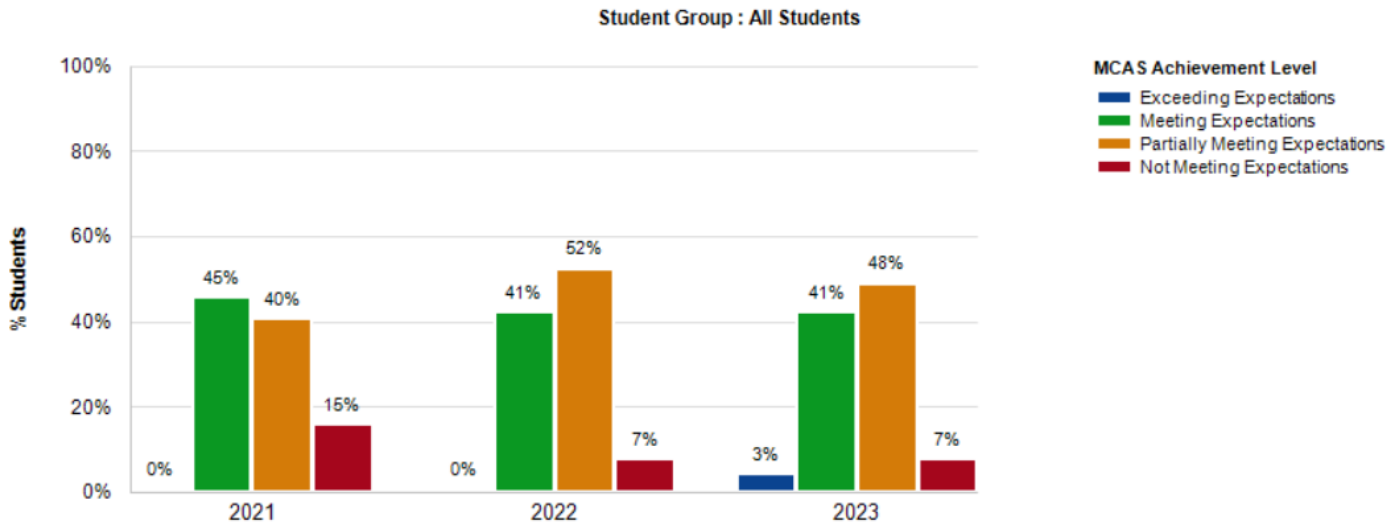
PE305 School Achievement Distribution by Year
English Language Arts Grade 5

District : Plymouth (02390000)
School : Cold Spring (02390005)
Grade : 05

Student Group : All Students



	2021			2022			2023		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	0%	9%	8%	10%	6%	5%	3%	6%	5%
Meeting Expectations	55%	41%	39%	38%	35%	36%	45%	41%	39%
Partially Meeting Expectations	40%	39%	41%	38%	48%	46%	38%	41%	40%
Not Meeting Expectations	5%	11%	12%	14%	11%	13%	14%	12%	16%
Average Scaled Score	499	499	497	498	496	495	497	499	495
N Students	20	471	65,454	29	480	66,199	29	493	65,612
Participation Rate	100%	99%	97%	100%	99%	99%	100%	100%	99%
Mean SGP	36	37	35	54	53	50	49	51	50



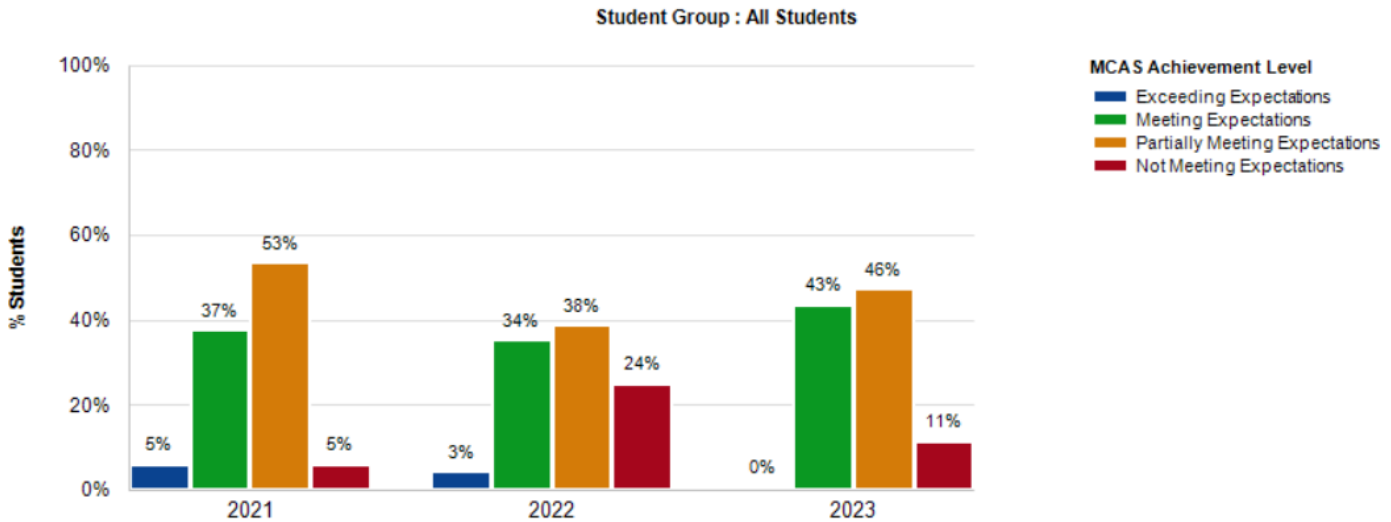
	2021			2022			2023		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	0%	3%	4%	0%	3%	4%	3%	4%	5%
Meeting Expectations	45%	35%	29%	41%	36%	32%	41%	43%	36%
Partially Meeting Expectations	40%	49%	47%	52%	48%	48%	48%	47%	46%
Not Meeting Expectations	15%	12%	20%	7%	13%	16%	7%	5%	13%
Average Scaled Score	494	494	490	495	494	493	496	500	495
N Students	20	469	65,390	29	481	66,231	29	493	65,673
Participation Rate	100%	99%	97%	100%	99%	99%	100%	100%	99%
Mean SGP	29	36	32	60	51	50	45	56	50

Gr. 5 SCI



PE305 School Achievement Distribution by Year
Science and Technology/Engineering Grade 5

District : Plymouth (02390000)
School : Cold Spring (02390005)
Grade : 05



	2021			2022			2023		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	5%	5%	7%	3%	7%	7%	0%	10%	8%
Meeting Expectations	37%	39%	36%	34%	36%	36%	43%	39%	33%
Partially Meeting Expectations	53%	42%	39%	38%	42%	40%	46%	41%	40%
Not Meeting Expectations	5%	14%	19%	24%	15%	18%	11%	10%	19%
Average Scaled Score	497	496	494	488	496	495	489	498	494
N Students	19	469	65,182	29	476	65,967	28	492	65,520
Participation Rate	95%	99%	96%	100%	98%	99%	97%	99%	99%

CSES Growth by Curriculum Area Compared to the State and District

ELA- Positive improvement over the state by 12% and saw a 3% decline from last year.

School-Level Results of NextGen MCAS			⋮
Percent of students Meeting or Exceeding Expectations by school and year			↶
SY	DISTRICT_AND_SCHOOL	M_PLUS_E_PCT (Sum)	
2017	Plymouth - Cold Spring	34%	
2017	State	49%	
2018	Plymouth - Cold Spring	56%	
2018	State	51%	
2019	Plymouth - Cold Spring	54%	
2019	State	52%	
2021	Plymouth - Cold Spring	68%	
2021	State	46%	
2022	Plymouth - Cold Spring	57%	
2022	State	41%	
2023	Plymouth - Cold Spring	54%	
2023	State	42%	

Showing all 12 rows

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Clear All

DISTRICT_AND_SCHOOL
2 selected ▾

SUBJECT_CODE
ELA ▾

STUGRP
All Students ▾

TEST_GRADE
ALL (03-08) ▾

MATH- Positive improvement over the state by 5% and saw a decline by 8 % from the year before.

School-Level Results of NextGen MCAS			⋮
Percent of students Meeting or Exceeding Expectations by school and year			↶
SY	DISTRICT_AND_SCHOOL	M_PLUS_E_PCT (Sum)	
2017	Plymouth - Cold Spring	32%	
2017	State	48%	
2018	Plymouth - Cold Spring	42%	
2018	State	48%	
2019	Plymouth - Cold Spring	44%	
2019	State	49%	
2021	Plymouth - Cold Spring	47%	
2021	State	33%	
2022	Plymouth - Cold Spring	54%	
2022	State	39%	
2023	Plymouth - Cold Spring	46%	
2023	State	41%	

Showing all 12 rows

📊 📄

Clear All

DISTRICT_AND_SCHOOL
2 selected ▾

SUBJECT_CODE
MATH ▾

STUGRP
All Students ▾

TEST_GRADE
ALL (03-08) ▾

Science - Positive Improvement over state by 2% and growth over last year by 5%

School-Level Results of NextGen MCAS		
Percent of students Meeting or Exceeding Expectations by school and year		
SY	DISTRICT_AND_SCHOOL	M_PLUS_E_PCT (Sum)
2019	Plymouth - Cold Spring	36%
2019	State	48%
2021	Plymouth - Cold Spring	42%
2021	State	42%
2022	Plymouth - Cold Spring	38%
2022	State	42%
2023	Plymouth - Cold Spring	43%
2023	State	41%

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