

SOUTH

ELEMENTARY SCHOOL



2025 - 2028 - School Improvement Plan



PLYMOUTH SOUTH

Elementary School



School Council Members

Brianne Sheppard - Parent Representative

Allison Blither - Parent Representative

Michele Alegria - Parent Representative

Beth Goodwin - Parent Representative

Nichole Holmes - Parent Representative

Derek Thompson - Principal

Rachel Ivil - Teacher Representative

Hayley McSherry - Teacher Representative

Tracey Feeney - Teacher Representative

Allie Bruneau - Teacher Representative

Victoria Briggs - Teacher Representative



This Year at South Elementary

626 Students

30 General Education Homerooms

3 STRIVE Homerooms

23% Receive Special Education Services

25% Low Income



What's New

We Are One South

New Mission/Vision



Pawsitive Office Referrals

South Store

Culture Club

Community Meetings

Student Council



Strategic Objective 1 - Academic Achievement

Improve the academic achievement of all learners in all subjects by ensuring that all students are on a path of growth.

1.1 - Ensure all students receive consistent, rigorous and differentiated instruction in Literacy consistent with district wide expectations.

1.2 - Ensure the consistent and effective implementation of all three tiers of the RTI framework across the building.

1.3 - Develop and implement a highly functioning Child Study Team Process (CST) process to ensure all students are on a path of growth. This system will closely monitor student progress and provide targeted support for struggling learners.

1.4 - To ensure consistency and support student growth at every level, we will clearly define and communicate the key learner behaviors and expectations for students across all grades. These expectations will help students develop essential skills such as responsibility, perseverance, collaboration, organization, and independent thinking.

1.5 - Develop and implement a comprehensive transition plan that supports students as they move from one grade to the next, ensuring a smooth and cohesive progression. This plan will focus on strengthening the support systems, academic expectations, and social-emotional readiness for each student at key transition points, while also utilizing student portfolios to track their growth and prepare students for future learning opportunities.

Strategic Objective 2 - Student Well-Being

Foster a school environment that prioritizes the social-emotional well-being of all students by implementing comprehensive support systems, promoting positive relationships, and equipping students with the skills to manage emotions, build resilience, and thrive academically and personally

2.1- To support the social-emotional growth of all students, we will ensure consistency across the building in our approach by clearly defining and communicating key social-emotional expectations across all grade levels. These expectations will help students develop essential skills such as self-awareness, empathy, emotional regulation, and responsible decision-making

2.2 - Ensure the use of common language throughout the building and the integration of evidence-based Social-Emotional Learning (SEL) practices into daily instruction and school routines

2.3 - Ensure Access to Comprehensive Supports and Interventions for Students in Need

2.4 - Provide resources and workshops for families on student well-being and collaborate with community organizations for additional support.

Strategic Objective 3 - Special Education

Enhance the overall effectiveness of special education services by deepening staff understanding of the impact of the disability on student performance and ensuring effectiveness in intervention practices.

3.1 Establish consistency in specially designed instruction across the building by developing and implementing clear guidelines, best practices, and collaborative planning structures to ensure instructional consistency across all classrooms.

3.2 Provide targeted professional development for all SPED staff on topics such as disability awareness/understanding, instructional strategies, and inclusive practices to equip staff with a deeper understanding of how disabilities manifest in the classroom.

3.3 Ensure consistency in our approach to a co-taught model by providing professional development to General and Special Educators.

Strategic Objective 4 - School Culture

Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that We Are One South is reflected in all aspects of our work, relationships, and decision-making.

4.1 Ensure inclusive decision-making – create structures where student, staff, and family voices are heard and considered in school wide initiatives and improvements.

4.2 - Enhance communication and transparency – establish consistent, clear, and open communication channels to strengthen trust and engagement within our school community

4.3 - Celebrate successes and shared growth – recognize and celebrate achievements, progress, and contributions at all levels to reinforce our commitment to continuous improvement as One South.

4.4 - Create a structured plan to explicitly teach what it means to be One South by embedding lessons, discussions, and reflections into staff meetings and professional development.

Strategic Objective 4 - School Culture

- 4.5 - Establish clear and consistent routines and procedures through the development of a collaborative staff handbook that includes well-defined, consistent routines and procedures for the overall operations of the school, ensuring a smooth and efficient environment where all students and staff know what to expect and can thrive.*
- 4.6 - Ensure that all teachers have dedicated, structured collaborative planning time to analyze student data, monitor progress, and make instructional adjustments that enhance student learning and growth.*
- 4.7 - Establish and maintain consistent, meaningful, and developmentally appropriate homework practices across all grades and classes.*
- 4.8 - Establish a South Beautification Committee to enhance the appearance of the school environment, fostering pride and a sense of ownership among students, staff, and the community.*

ELA MCAS			
Year	South Meet/Exceed	State Meet/Exceed	Above/Below
2021	54	46	8
2022	44	41	3
2023	52	42	10
2024	45	39	6

Math MCAS

Year	South Meet/Exceed	State Meet/Exceed	Above/Below
2021	42	33	11
2022	44	39	5
2023	53	41	12
2024	51	41	10



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