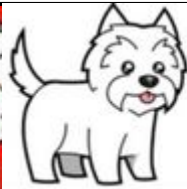


# West Elementary School

2024-2025



WEST ELEMENTARY  
SCHOOL



# West Elementary School Council 2023-2024

**Martha Deusser – Principal**

**Casey Racicot – Assistant Principal**

**Robert Morgan – Community Member/School Committee Rep**

**Diane White – Community Member/Parent**

**Ashley Sweatland – Parent**

**Kristy Ann Eldridge – Parent**

**Cecilia Barry – Teacher**

# West Elementary School Demographics

🐾 Total Enrollment: 360 Students

🐾 CARE Homerooms: 3

🐾 Special Education Students: 24%

🐾 English Language Learners: 11.6%

🐾 Economically Disadvantaged: 31%

🐾 No Title 1 Services





# West Elementary School Vision Statement

The West Elementary community is dedicated to creating a respectful, diverse, equitable and inclusive learning climate where children feel valued, safe and empowered to become independent, critical thinkers.

The pursuit of social and academic opportunities and achieving one's personal best with the desire to become a lifelong learner is modeled, supported, and celebrated at the individual and group level through perseverance, resilience and community.



# Something for Everyone!



**Band**



**Chorus**



**Orchestra**



**Garden Club**



**Peer Leaders**



**Lego Club**



**EdTV-Coming soon**

**What's Up Westies**

**morning news**



**Coffeehouse**



**Children's Business Fair**

# What's New, Exciting, and Upcoming....



## Frequent Communication:

- Weekly Newsletters- *What's Up, Westies?*
- Increased social media engagement



## Effective Effort Initiative (Growth Mindset)



## PBIS



## Westie Awards



## 30 Second Dance Breaks (all school motor break)



## Nature's Classroom: Partnership with 4H/ Garden Club



## Yellow Tulip Project: Year 2!



*What's Up, Westies* Morning Show- Kick off in the Spring! Thanks, ~~see~~:  
**LINK HERE**



# Effective Effort

West is adopting research findings by Carol Dweck, a Stanford Psychologist and author of the book Mindset: The New Psychology of Success.

- Dweck describes two distinct mindsets that influence how we approach challenges.
- A fixed mindset, you believe your intelligence, qualities or talents cannot be changed.
- With a growth mindset, you believe that you can always develop more and that the key to success is putting forth effective effort.
- Individuals with a growth mindset view setbacks or challenges as a learning experience and an opportunity to grow and improve

- TIME: A willingness to spend the hours needed to finish the job well
- FOCUS: Concentrating only on the work; no other distractions
- RESOURCEFULNESS: Knowing where to go and whom to ask for help if you are really stuck
- USE OF FEEDBACK: Looking carefully at responses to your work so you know exactly what to fix
- COMMITMENT: Begin determined to finish and do your best
- PERSISTENCE: If one strategy isn't working, try different ones until you find the one that works.



# VIP





## EFFECTIVE EFFORT VIP MENU

- Morning Announcements
- Calling buses at the end of the day
- Front of the lunch line
- Sit anywhere at lunch
- Lunch with the principal
- Extra recess
- Help in another class (must be planned with the other teacher)
- Extra technology time
- Special seat in class
- Homework pass
- Other ideas:

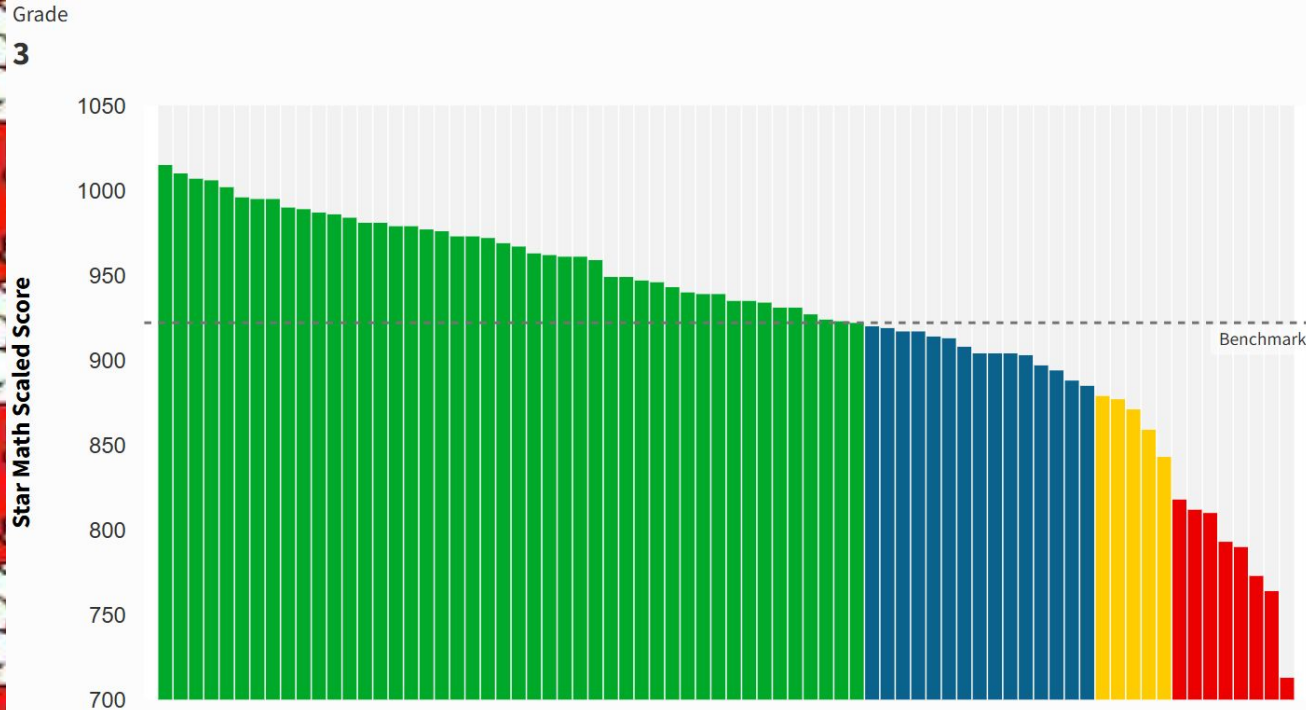


# Goal Focus Area: Academic Achievement

- 🐾 BAS Reading Assessment
- 🐾 STAR Reading and Math Assessment
- 🐾 Grade Level Meetings- Data Teams
- 🐾 Child Study Process- Google Forms and Panorama
- 🐾 Supporting MLL Students
- 🐾 Open Architect
- 🐾 School of Recognition
- 🐾 A subset of schools classified as not requiring assistance or intervention are recognized for their academic accomplishments. Schools of recognition demonstrate high achievement and high growth and meet or exceed targets.
- 🐾 One action step is to continue a consistent approach to embedded professional development to deepen coordination between regular ed/SPED staff.
- 🐾 Continue to build the paraprofessional staff skill set in delivering academic content and provide meaningful interventions.



# Data Comparison



## Grade 3 Fall Math

62% At/Above Benchmark

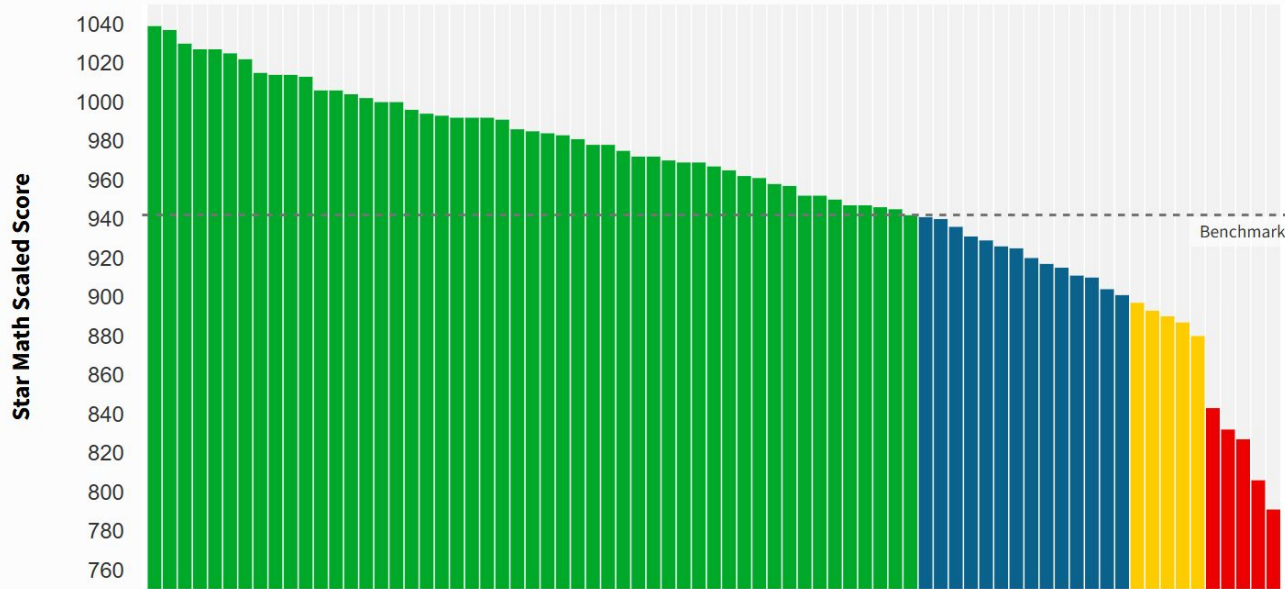
20% On Watch

7% Intervention

11% Urgent

# Data Comparison

3



## Grade 3 Winter Math

68% At/Above Benchmark

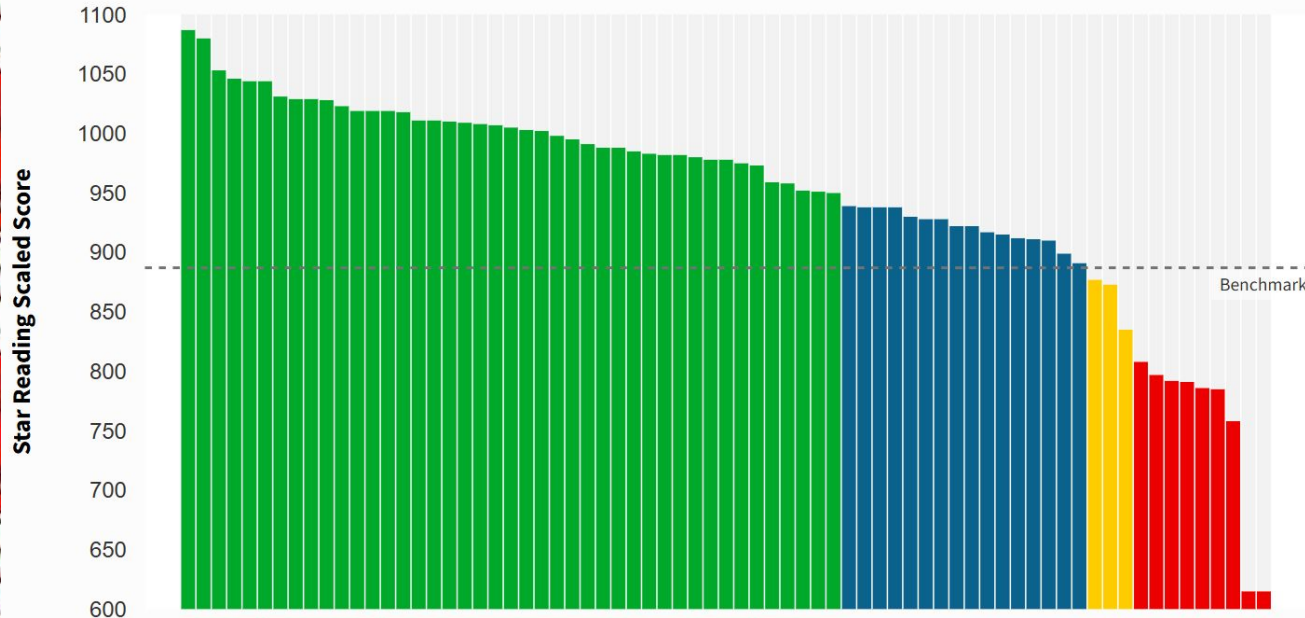
19% On Watch

7% Intervention

7% Urgent

# Data Comparison

3



## Grade 3 Fall ELA

61% At/Above Benchmark

23% Approaching

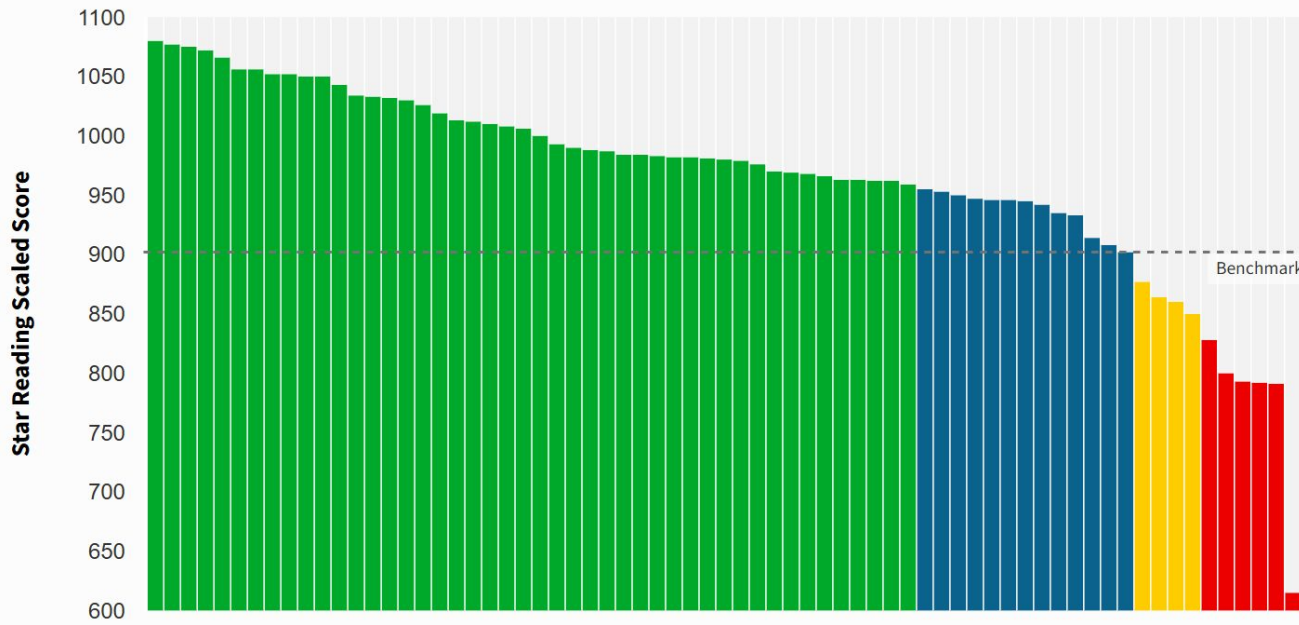
4% Partially Meeting

13% Not Meeting



# Data Comparison

3



## Grade 3 Winter ELA

67% At/Above Benchmark

19% Approaching

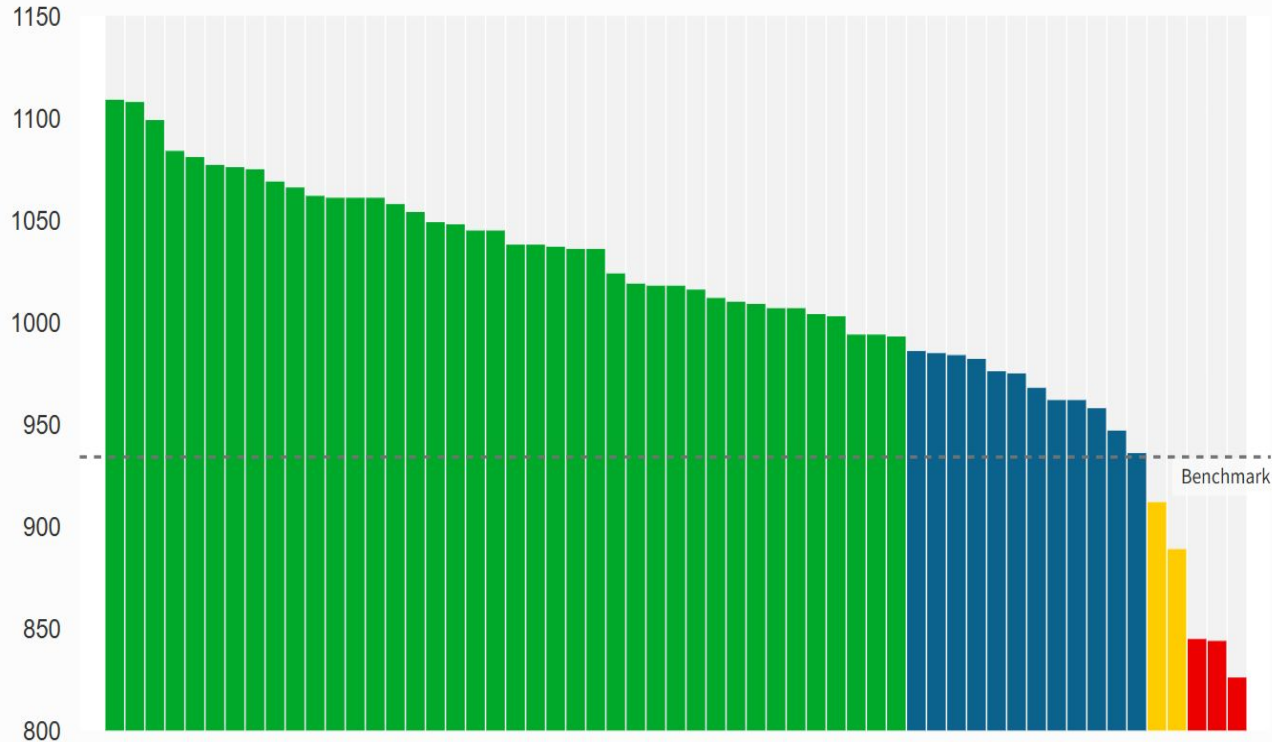
6% Partially Meeting

9% Not Meeting

# Data Comparison

4

Star Reading Scaled Score



## Grade 4 Fall ELA

70% Meeting /Exceeding

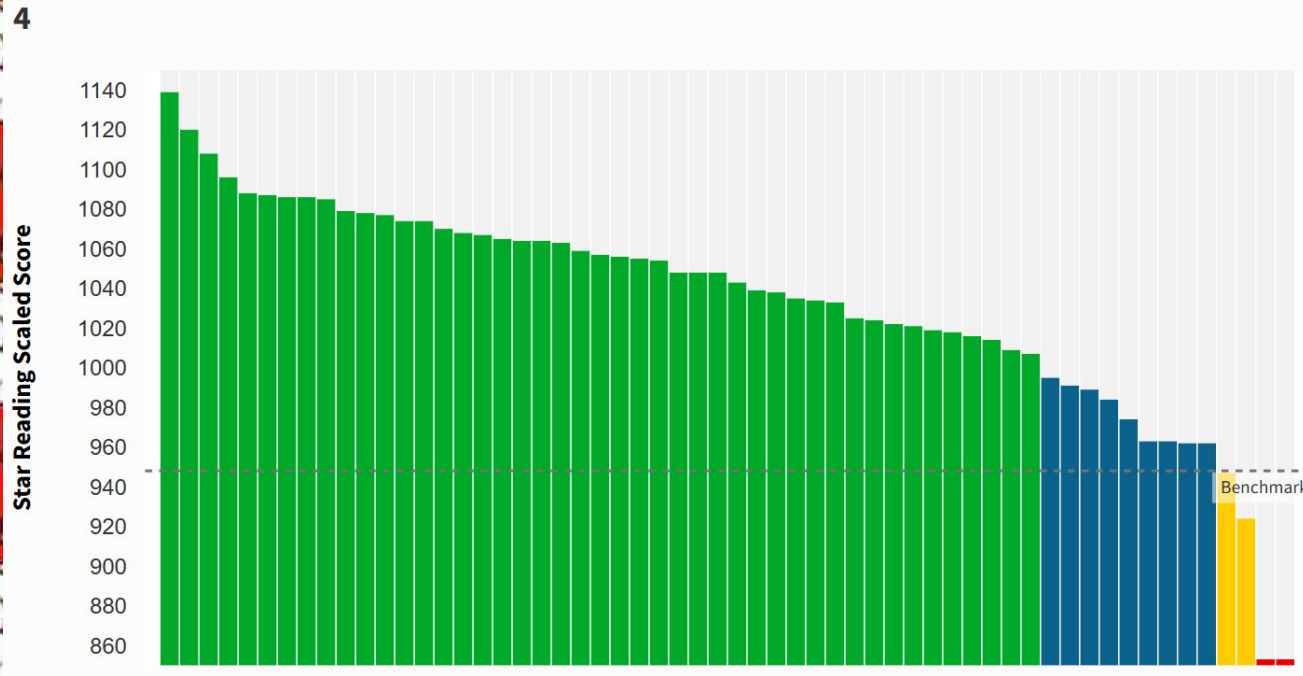
21% Approaching

4% Partially Meeting

5% Not Meeting

# Data Comparison

4



## Grade 4 Winter ELA

78% Meeting/Exceeding

16% Approaching

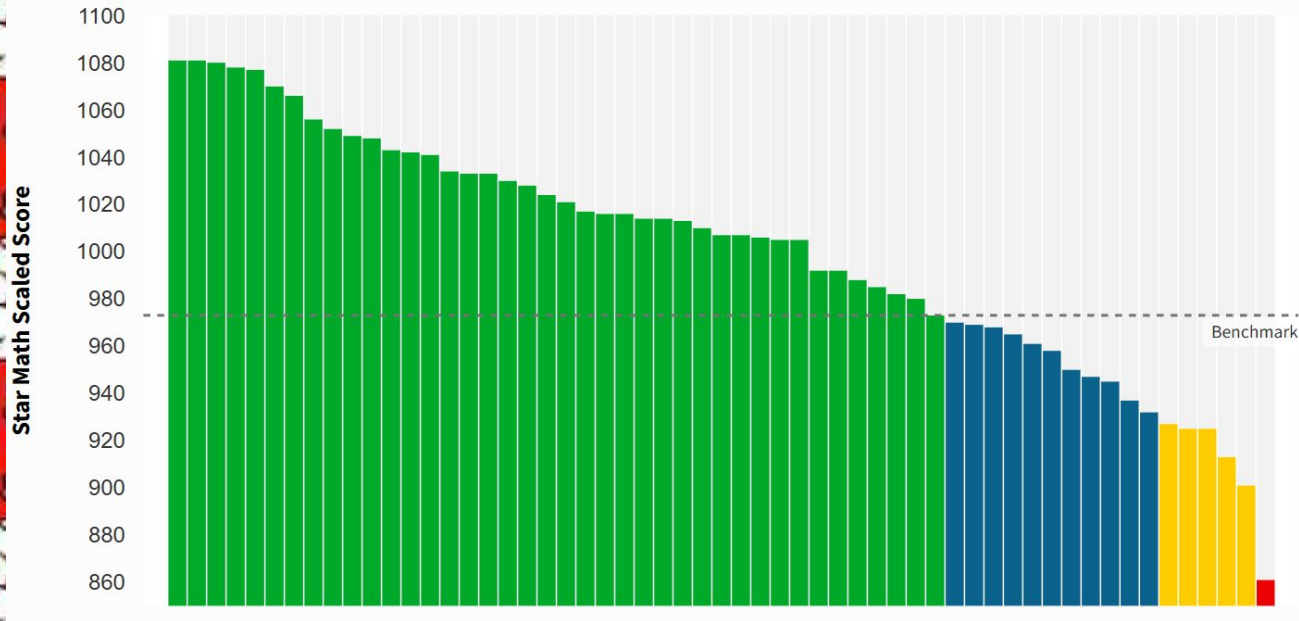
3% Partially Meeting

3% Not Meeting



# Data Comparison

4



## Grade 4 Fall Math

70% At/Above Benchmark

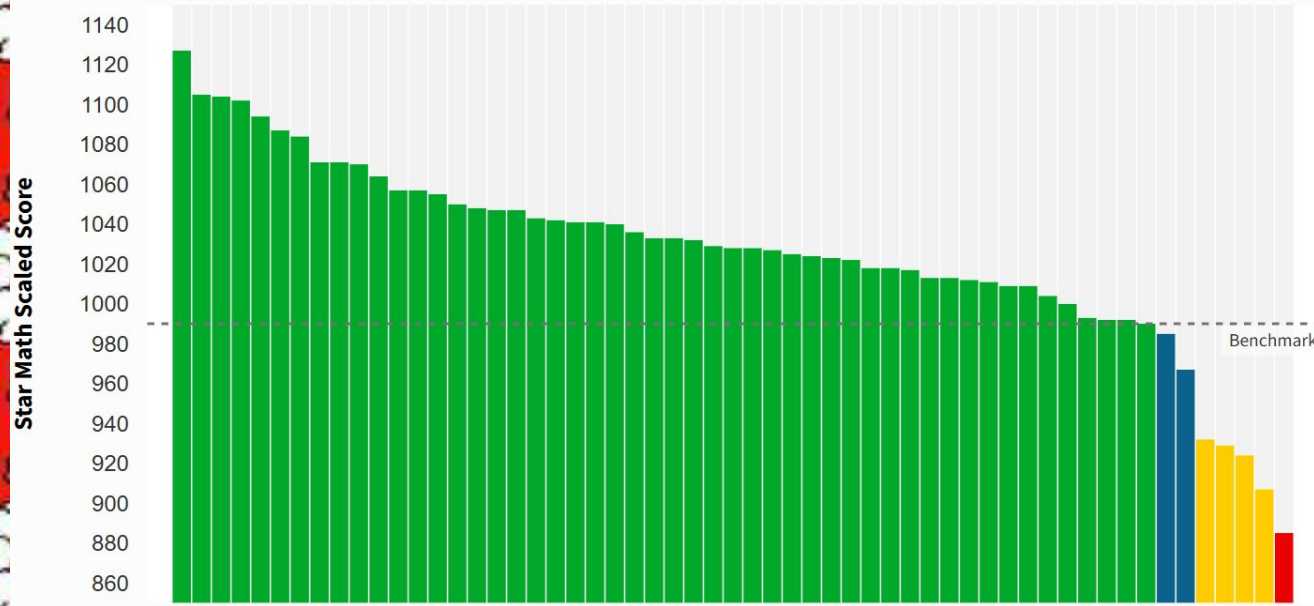
19% On Watch

9% Intervention

2% Urgent

# Data Comparison

4



## Grade 4 Winter Math

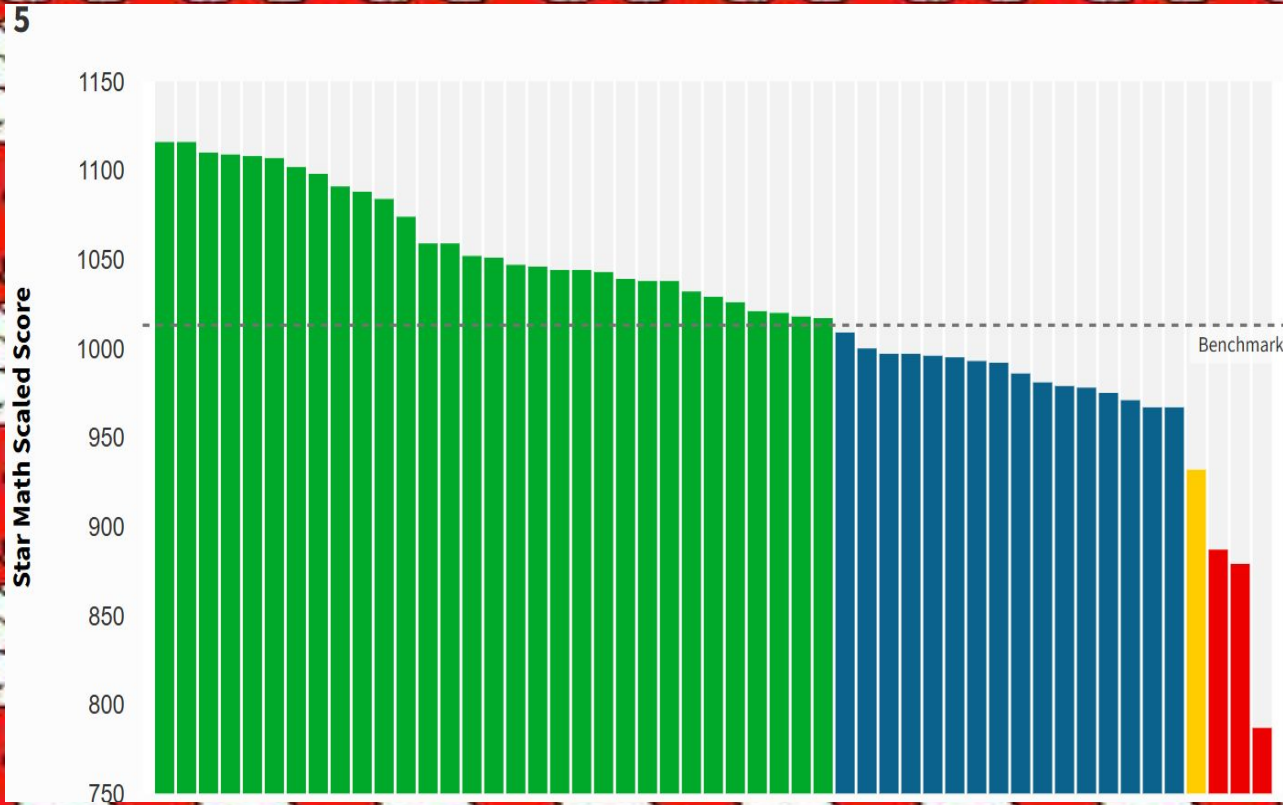
88% At/Above Benchmark

4% On Watch

7% Intervention

2% Urgent

# Data Comparison



## Grade 5 Fall MATH

61% At/Above Benchmark

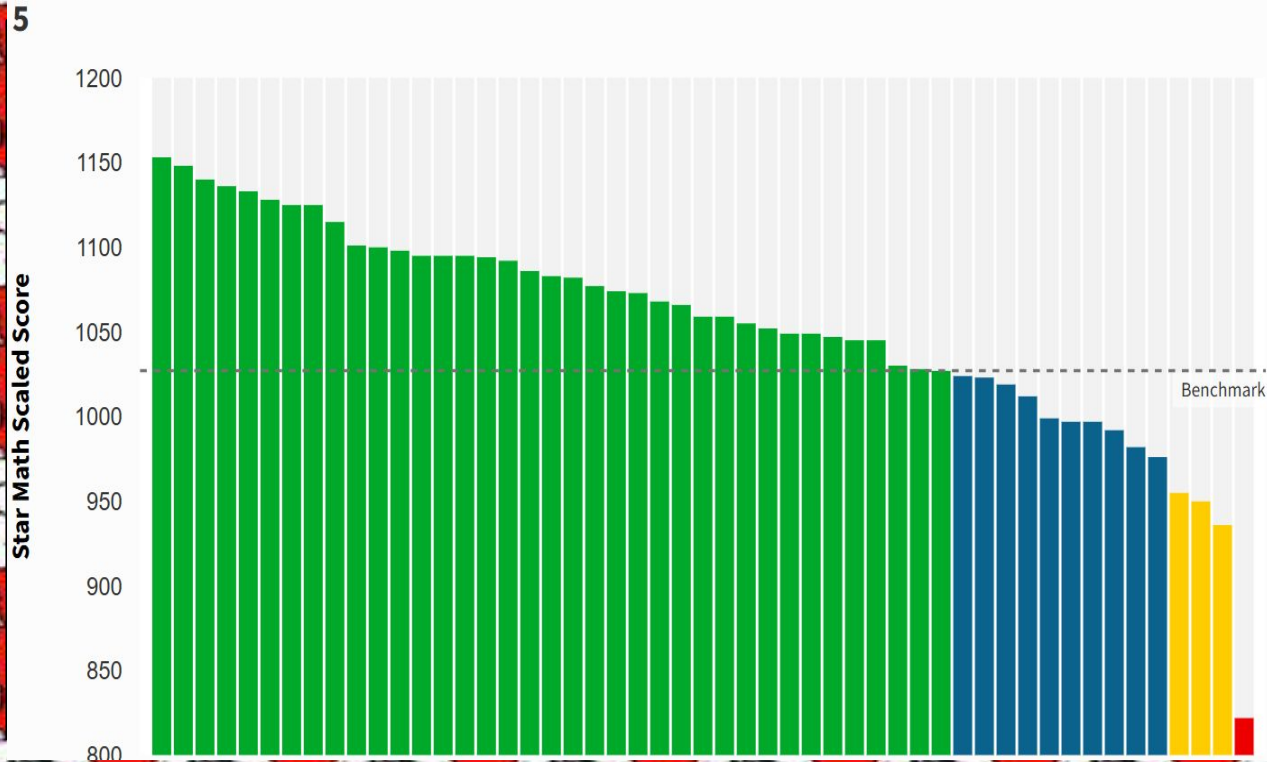
31% On Watch

2% Intervention

6% Urgent



# Data Comparison



## Grade 5 Winter MATH

73% At/Above Benchmark

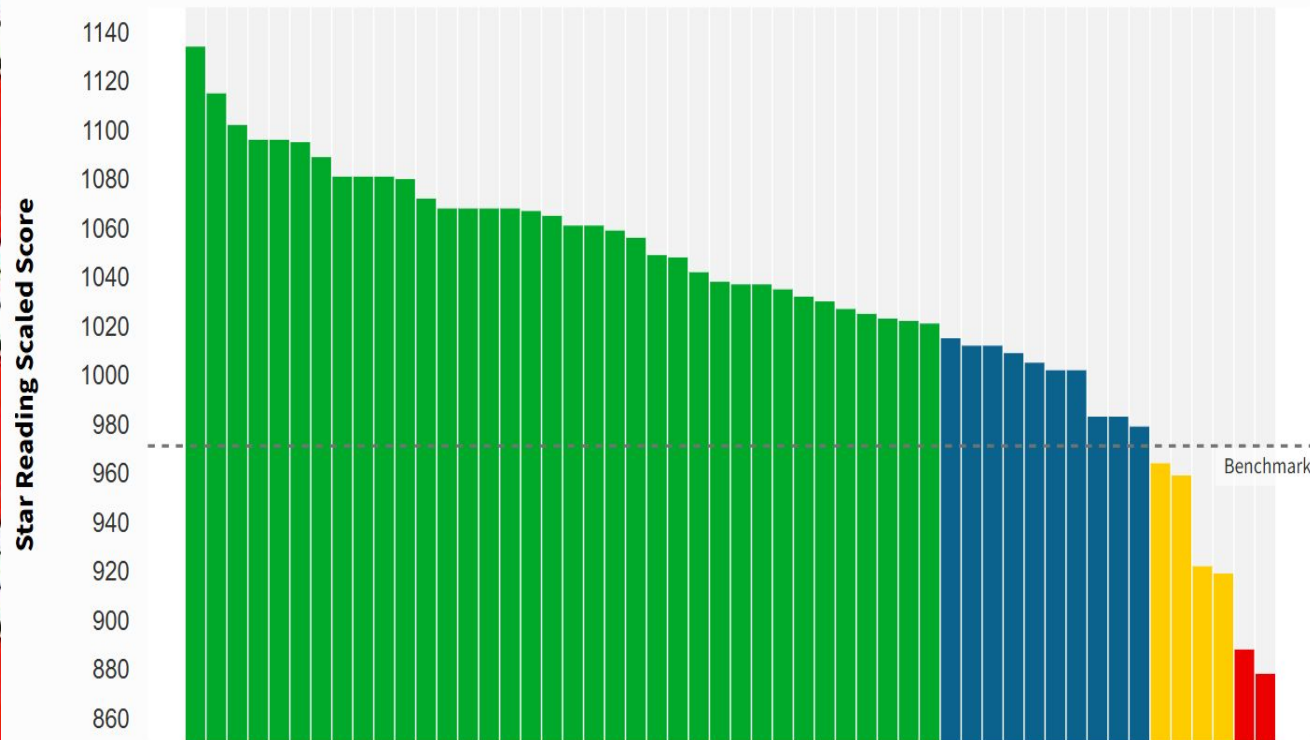
20% On Watch

6% Intervention

2% Urgent

# Data Comparison

5



## Grade 5 Fall ELA

69% Meeting/Exceeding

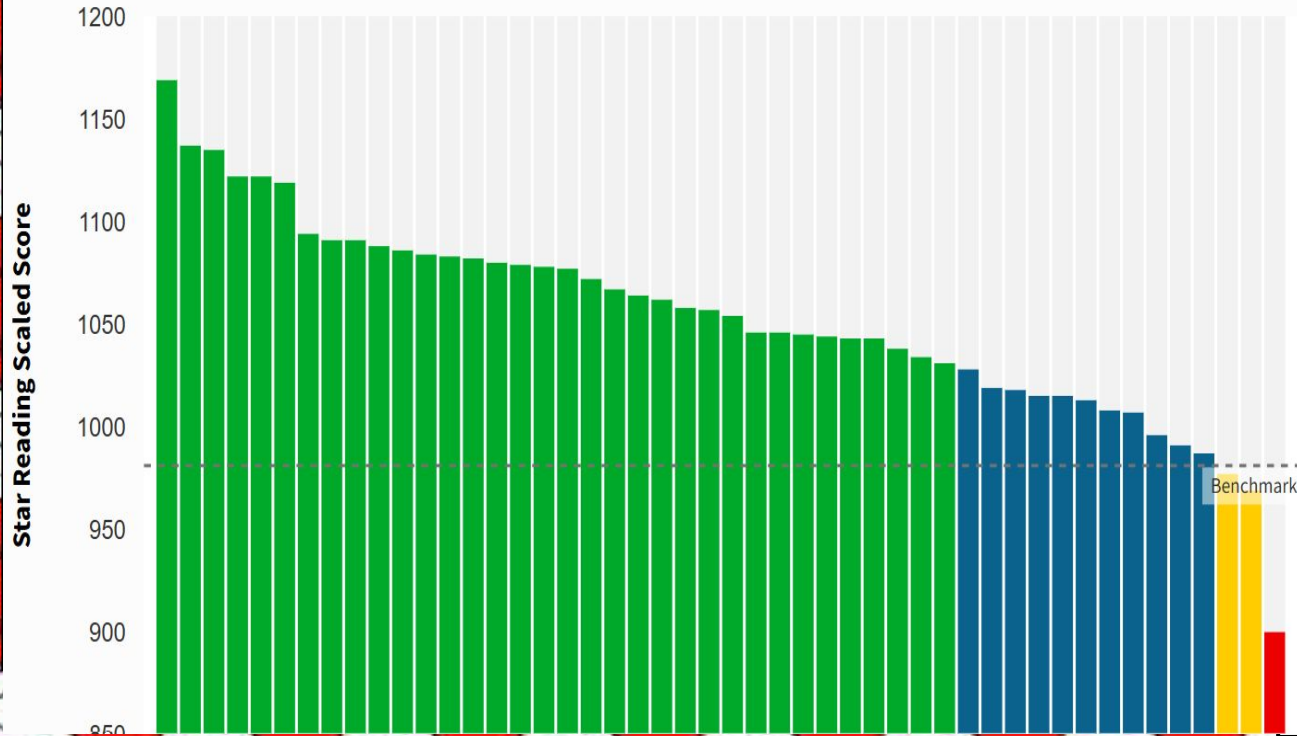
19% Approaching

8% Partially Meeting

4% Not Meeting

# Data Comparison

5



## Grade 5 Winter ELA

71% Meeting/Exceeding

23% Approaching

8% Partially Meeting

4% Not Meeting



# 2024 MCAS

Annual criterion-referenced target  
percentage-

2023- 79%  
2024 -69%

Weight-

2023 40%  
2024 60%

Cumulative Criterion-referenced target  
percentage  
(2023 x 40%) + (2024 x 60%)

Substantial progress toward targets- 73%



DESE Accountability Percentiles  
shows a steady climb in each  
(2022-49th, 2023-61st,  
2024-69th)

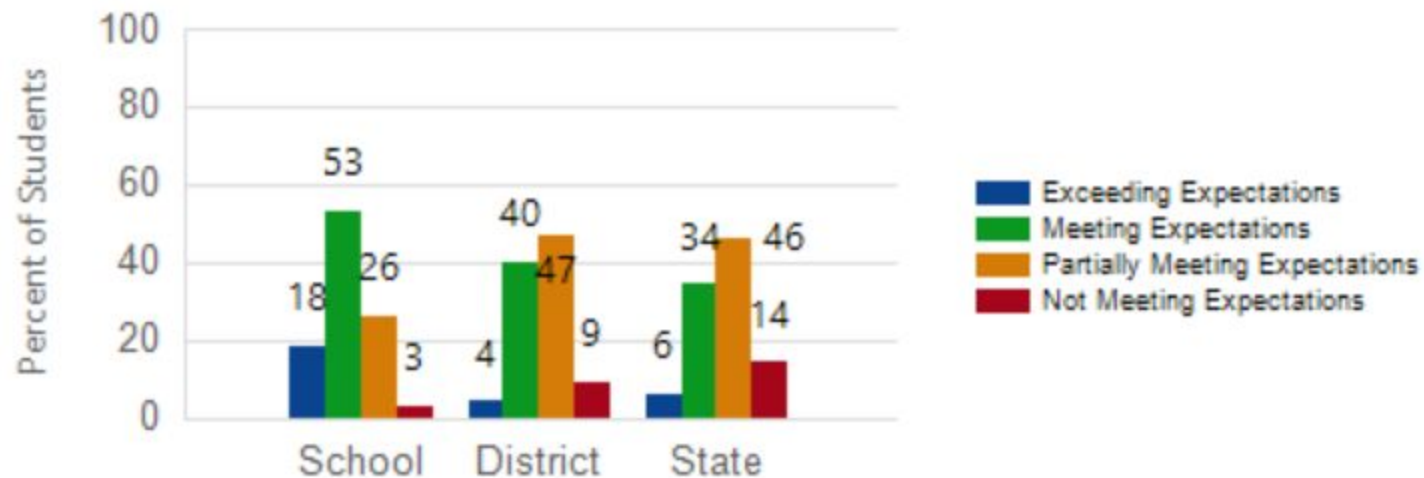


73% - Substantial progress  
toward targets

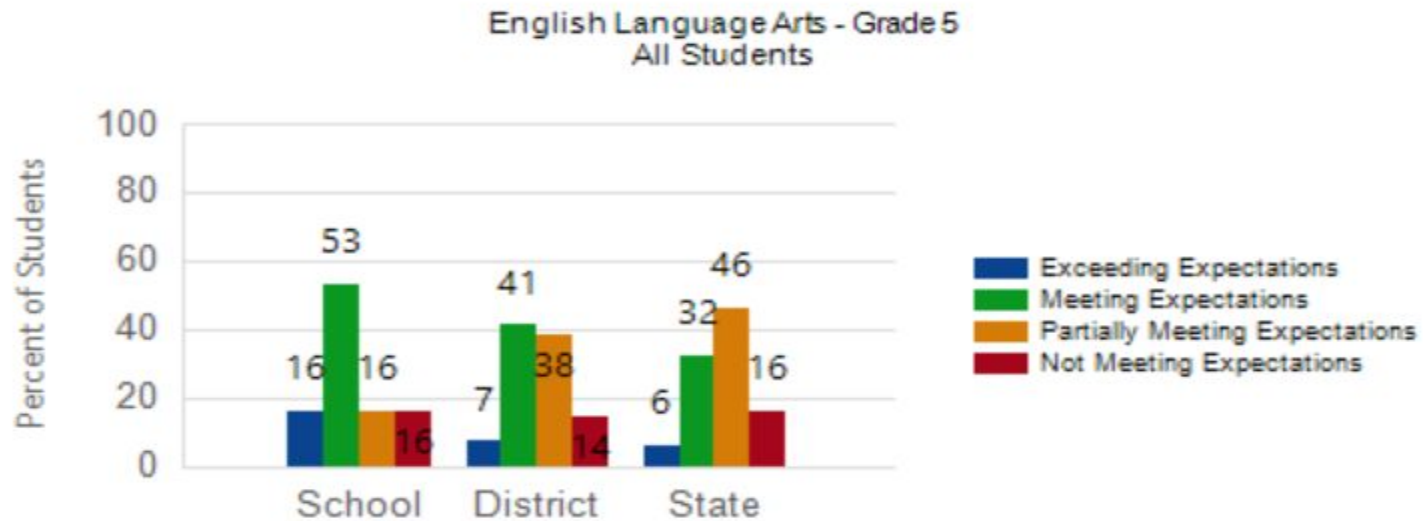


88- Accountability percentile

# 5th Grade MCAS



# 5th Grade MCAS





# 5th Grade MCAS

## GRADE 5 MATH

WEST	DISTRICT	STATE	DIFFERENCE
71%	44%	40%	+31

# 5th Grade MCAS

## GRADE 5 ELA

WEST	DISTRICT	STATE	DIFFERENCE
69%	48%	38%	+31

# Goal Focus Area: Social Emotional Wellness



## **Second Step**



## **Outside Counseling Referral**



## **PBIS (Westie Awards)**



## **Student Leadership Opportunities**

- Peer Helpers / Bus Buddies
- 5th Grade Peer Leaders
- EdTV



## **Staff Professional Development**



## **Visits from Raven, Salty Rose and Christian Horvath Town of Plymouth Emergency Management Director (therapy dogs)**



## **OCD International pilot**



# Goal Focus Area: Social Emotional Wellness

## OCD International Pilot

West is going to be partnering up with the International OCD Foundation. The foundation has kicked off a program to partner with school and districts to help train staff on how to work with student with a number of disabilities including anxiety and ocd.

We will be working with our CARE staff and student support staff first to create a train the trainer model. We then will be able to train teachers and provide family information session moving forward.

ANXIETY  
IN THE  
CLASSROOM

Presented by  International  
OCD  
Foundation

# Goal Focus Area: Social Emotional Wellness

## Types of Anxiety Experienced by school Aged Children

- General Anxiety Disorder
- Social Anxiety Disorder
- Selective Mutism
- Post Traumatic Stress Disorder
- Panic Disorder/ Panic Attacks
- Separation Anxiety Disorder
- Specific Phobias

## Signs and Symptoms of Anxiety in School

- Anxiety may make a student appear to be cautious, nervous, shy, or fearful
- Anxious students may express their fears by crying or throwing tantrums, and it may be very difficult for them to calm down.
- Some students may seek constant approval or reassurance from others
- Students may describe feeling physical symptoms, like headaches, stomachaches, racing heartbeats, or difficulty breathing
- You may notice that they are seething, or that they are trembling, shaking. In some cases, students may experience full-blown panic episodes or panic attacks.

# Goal Focus Area: Social Emotional Learning



*Westie Award Recipients Featured in the Main Lobby*

-  **W**ELCOMING
-  **E**MPATHETIC
-  **S**ETS A POSITIVE EXAMPLE
-  **T**HOUGHTFUL
-  **I**NCLUSIVE
-  **E**NTHUSIASTIC



# Goal Focus Area: Social Emotional Learning



# Goal Focus Area: Community and Family Engagement

- 🐾 One School, One Book
- 🐾 PTA Sponsored Events/Fundraisers
- 🐾 Weekly Newsletter- *What's Up, Westies?*
- 🐾 After School Clubs
- 🐾 Fifth Grade Peer Leaders partnership with Rotary Club
- 🐾 The Great Bedtime Story Pajama Drive & Story Night
  - Collected over 800 pajamas/socks- (500 goal)
- 🐾 West Coffeehouse (Spring)
- 🐾 Art Show
- 🐾 Bookfair
- 🐾 Nature's Classroom Clean-Up/ 4H partnership



Nim's Island  
One School, One Book Family Event





***The Great Bedtime Story Pajama Drive & Story Night***  
*We hosted guest readers from School Committee, the PNHS  
 National Honor Society, Central Office, and former and  
 current West staff! We collected over 800 pairs!*



***Nature's Classroom Cleanup - Before & After***



# Peer Leaders

This year we partnered with PCIS's Yellow Tulip Club to plant over 200 yellow tulip bulbs along with painting yellow rocks with positive messages to line the garden space. We have been collecting art supplies for children in mental health facilities.

Peer Leaders sold coloring sheets in December to raise money for the PJ Drive, and raised around \$300.

Peer Leaders made tissue paper "stained glass" winter art for the elderly.

Peer Leaders made Thanksgiving cards to go with the food collected from the Turkey Trot.

The Peer Leaders have been working on improving recycling at West by making posters, announcements, and filming a PSA to be released soon.

West ordered Idle Free signs for the property and just ordered 20 new recycling bins for the school. We also ordered 2 compost bins for West's outdoor classroom.

# Yellow Tulip Drive

**The Yellow Tulip Project is a youth-driven nonprofit aimed at smashing the stigma surrounding mental illness.**

We placed a tree in the lobby that was decorated with yellow paper tulips much like wish trees during the holidays.

Each tulip has an item written on it like warm fuzzy socks, craft, books, board games, art supplies etc.

Students and staff can pick a tulip, purchase the item and bring that item back to school. A collection box is located in the front lobby and the health office.

All items purchased/collected will be donated to the Franciscan Children's Hospital inpatient psychiatric unit for children and adolescents.





# Yellow Tulip Project





# One School One Book





# One School One Book



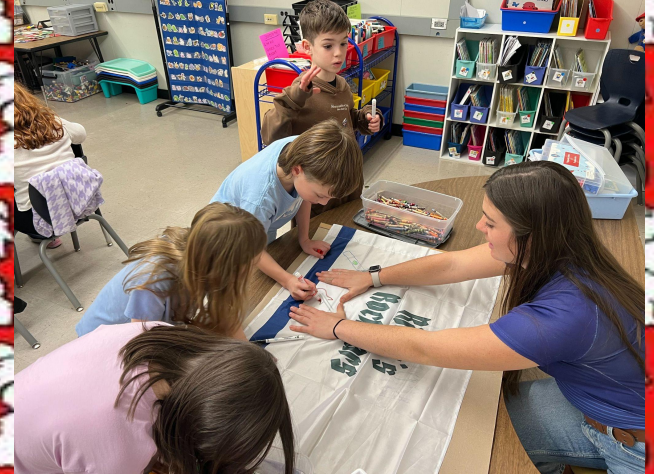


# One School One Book





# Community Engagement





# Community Engagement -





# Community Engagement -







## Links Page

[How to Talk to Students](#)  
[What's Up Westies](#)