

## Plymouth Public Schools, West Elementary School Improvement Plan September 2022- September 2025

<b><i>Mission</i></b>		
<p>In partnership with parents and the community, the Plymouth Public Schools is committed to providing a comprehensive educational experience that is high quality and challenging and enables each student to develop and maximize his or her potential. Our schools will foster a positive and collaborative environment that encourages and affirms academic achievement and personal excellence and inspires all students to make a positive contribution to society.</p>		
<b><i>Vision</i></b>		
<p>The Plymouth Public Schools will be recognized nationally as an outstanding school district. Our goal is to graduate 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.</p>		
<b><i>Core Values</i></b>		
<p>We believe that every student should become an effective communicator, an independent thinker, a problem solver, a responsible citizen, a self-directed life-long learner, and a valuable collaborator.</p>		
<b><i>Theory of Action</i></b>		
<p><b>Goal 1: Enhance student social and emotional growth, health and welfare, and demonstration of civic responsibility.</b></p> <p style="padding-left: 40px;"><b>Goal 2: Increase family and community engagement.</b></p> <p style="padding-left: 40px;"><b>Goal 3: Enhance academic achievement of all students at all levels.</b></p> <p style="padding-left: 40px;"><b>Goals 4: Provide strong district and school leadership.</b></p>		
<b><i>Strategic Objectives and Initiatives</i></b>		
<p><b><i>1. Enhance student social and emotional growth, health and welfare, and demonstration of civic responsibility.</i></b></p>	<p><b><i>2. Increase Family and Community Engagement</i></b></p>	<p><b><i>3. Enhance Academic Achievement of Students At All Levels</i></b></p>
<p>1A: Continue Second Steps Social Competency Program. West teachers will continue delivering (at a minimum) one thirty-minute lesson per week with their whole class.</p>	<p>2A. To enhance student and staff safety, staff members will be trained to follow ALICE safety protocols (for Lock down drill exercises) and MERP medical crisis drill protocols. These will be practiced during the school year, working with the Plymouth Police Department and the PPS Safety Committee.</p>	<p>3A. West Elementary will enhance the Child Study and grade level meeting data analysis processes to drive direct instruction to students at all learning levels. Mathematics, Reading and Writing will be the primary focus. We will be utilizing platforms such as Star, BAS, MCAS, Panorama, and Open Architect.</p>

<p>1B: West Elementary staff will be trained on PANORAMA, using this data tool to identify students who are socially/emotionally at risk.</p>	<p>2C. West Elementary will continue its partnership with the PTA to continue to maintain Nature’s Classroom. The Garden Club will be overseeing the garden throughout the year.</p> <p>2D. Continue with our community fundraising efforts, with the Booster Thon Fun Run in September of 2022 - April of 2024</p> <p>2E. West Elementary will increase parent communication. Weekly newsletter will go out every Friday to all families to keep everyone informed on upcoming events and necessary information.</p>	<p>3B. Effective Effort- <b>West is adopting research findings by Carol Dweck, a Stanford Psychologist and author of the book <u>Mindset: The New Psychology of Success.</u></b></p> <ul style="list-style-type: none"> <li>● Dweck describes two distinct mindsets that influence how we approach challenges.</li> <li>● A fixed mindset, you believe your intelligence, qualities or talents cannot be changed.</li> <li>● With a growth mindset, you believe that you can always develop more and that the key to success is putting forth effective effort.</li> <li>● Individuals with a growth mindset view setbacks or challenges as a learning</li> </ul>
<p>1C: Fifth grade students will have the opportunity to join and participate in the West Elementary Student Council. This year the Student Council will be partnering with the Rotary Club .</p> <p>EarlyAct™ provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. At a young age, all students can easily be encouraged to be caring and helpful. Their minds are open to recognize the dignity and worth of each individual which builds respect for others.</p> <p>EarlyAct™ also engages students in character-building activities and</p>	<p>2E. The continuation of “The Children’s Business Fair,” which began in October of 2021. This event will be offered to all PPS 5<sup>th</sup> Grade Students.</p> <p>2F. West will be offering two OSOB events. This will entail a “Digital Literacy Outreach” program, where staff members will pre-record reading chapters of children’s books to share with students to listen to at home.</p> <p>2G. Parent and community engagement will continue through proactive communication initiatives, including our weekly electronic</p>	<p>3C: Enhanced Child Study process will be implemented. The meeting will consist of the appropriate professionals to focus on the specific needs of the student. Accountability delivering interventions will be assigned by the meetings chair through Panorama.</p> <p>3D. West Elementary will continue with focusing on Student Data, including the continuation of the Data Team (formed in 2016), as well as the Child Study (CST) team and the Panorama program. Focus will continue to be on academic achievement for all students at West, K-5. Curriculum</p>

<p>prepares them for leadership roles to identify and carry out projects which benefit their school, local and global communities.</p>	<p>newsletter “What’s Up Westies??!” , social media/Facebook updates, and ASPEN or BlackBoard Connect Calls/Emails as required.</p>	<p>coaches, literacy teachers, classroom teachers and administration will meet and collaborate, calibrating data throughout the school year, working with district assessments in literacy (Benchmarks); math assessments and Everyday Math) and state assessments (MCAS).</p>
<p>1F. West Elementary has revamped the Westie PBIS assemblies . Students will taught how to be a WESTIE:</p> <p><b>Welcoming</b> <b>Expected Behaviors</b> <b>Showing Respect</b> <b>Thoughtful and Kind</b> <b>Involved</b> <b>Effective Effort</b></p>	<p>2H. Community events throughout the year will continue, including: West School Spirit Days, Field Day, Robotics, West Coffeehouse Winter/Spring, Peer Leaders, Back to School Ice Cream Social, ED TV (Grade Five), PJ Great BedTime Story Night, Band and Orchestra Concerts, Kindergarten Play, “Celebrations of Learning,” Annual Fall Open Houses (all grades), 5<sup>th</sup> Grade Farewell, PTA Craft Fair, Plymouth Football Readers, Turkey Trot Fundraiser, “One Book, One School.”</p>	

*School Improvement Action Plan, Year 1 (September 2022 –September 2023)*

**West Elementary will focus on the following action items in 2022, addressing the goals outlined for the Three-Year Vision:**

- 1. Goal 1: (Student Well Being)** West teachers will continue the *Second Step* social emotional learning curriculum, delivering one thirty-minute lesson per week at each grade level. West staff will also continue engaging and collaborating with PPS SEL coach. The West staff will be offered training on the PANORAMA program, identifying children who are “at risk” socially, emotionally, and behaviorally. Outside counseling partnerships with wrap around services are available.
- 2. Goal 2: (Increase Family/Community Engagement):** West has started a weekly newsletter to better communicate with families. West Elementary will also continue its partnership with the PTA and the Garden Club to continue maintenance of the Nature’s Classroom Garden. West Elementary will also host its third annual Booster-Thon Fun Run in the fall of 2022. The Children’s Business Fair will continue to be offered to all fifth grade students in Plymouth. The addition of more school wide events have been added, One School One Book night event, The West Coffee House, Candy Family Bingo night are a few examples.
- 3. Goal 3: (Academic Growth, Achievement, Fidelity and Consistency)** West Elementary (through the efforts of the grade level meetings, the Child Study process, and use of the Panorama Program, Star Data and Open Architect) will focus on data driven teaching to increase MCAS performance and enhancement for 2023.
- 4. Goal 4: (Strong District Leadership).** The West Elementary Principal and Assistant Principal will participate in three district wide *Learning Walks*, visiting two other schools in Plymouth, and hosting other administrators at West Elementary. Grade level teachers will meet and collaborate throughout the year, working with administration, curriculum coaches, coordinators, and other support personnel for PPS. The focus will continue to be student social and emotional well being and academic achievement.

## ***West Elementary Action Plan for Strategic Objective/Goal 1: Student Well Being (Second Step/Panorama/Social Emotional Learning)***

**Priority Strategic Objective/Initiative:** West Elementary will promote the physical, emotional, and mental wellness of our students through the continuation of the “Second Step” social emotional learning curriculum, PBIS, WESTIE Awards, Effective Effort.

**Data That Supports This Initiative As A Priority For Your School:** Each teacher will teach one “Second Step” thirty minute lesson per week with their classrooms. Staff training on the Panorama Program will be offered as needed. Panorama will “drive” our Child Study Teams and our tiered interventions. Surveys through Panorama will happen twice a year for students and teachers.

**Student Outcome:** Students will become more equipped and skilled with conflict resolution, communication strategies, bullying awareness and reporting, showing compassion, calming down strategies, identifying feelings, solution strategies, as well as being safe, responsible and respectful. At risk students will be identified through the Child Study Process with a team of educators specializing in the students' particular needs.

### **Early Evidence of Change**

**What are you trying to achieve in this initiative by December 31<sup>st</sup>?** To identify children who are socially/emotionally “at risk” early in the school year, to implement interventions. To have students develop and utilize self-regulation and self-monitoring skills, with transference of skills taught with *Second Step*. Teachers and staff will observe students practice and apply the skills being taught in the classroom, with their peers in the public school setting.

**How will you know if a change is an improvement by December 31<sup>st</sup>?** Lower numbers of students visiting the office with behavior issues; observing students in the hallways, recess, lunch, and buses; lower incidence rate of bus behavior incident reports; discussing Panorama reports with children identified as at risk; collaboration with teachers and student support staff. Using the data from Panorama surveys to drive intervention techniques.

**What Changes Can You Make That Will Result In Improvement? Describe Your Plan To Implement This Initiative Over The Whole School Year. Consider students with disabilities, ELLs, and students with High Needs.** Any West student that is identified through Panorama as “At Risk” emotionally and will be working with the classroom teacher, School Psychologist, or administrator to identify an intervention plan for that student’s social/emotional well-being. This may include a behavior plan to assist the student in need. Panorama training will be provided to all West teachers throughout the year. Panorama will drive our Children’s Study Team and our intervention strategies, K-5. Second Step will continue being taught once a week by all classroom teachers at West.

## ***West Elementary Action Plan for Strategic Objective/Goal 2: Community Engagement***

**Priority Strategic Objective/Initiative: (Community Engagement).** West Elementary will continue its partnership with PTA and the Garden Club maintaining the West Nature's Classroom project. West Elementary will hold its annual Booster Thon Fun Run in the spring of 2024, with the goal of raising funds for West Elementary. West Elementary will participate in the annual "Children's Business Fair" which is extended to all fifth-grade students in Plymouth. West will be increasing family events, conducting surveys, and increasing home communication with weekly newsletter.

**Data That Supports This Initiative As A Priority For Your School:** Weekly newsletters will be distributed to all West families. The principal will attend monthly meetings with the PTA and School Council to listen to feedback and discuss upcoming events or ways to improve communication with school to home. End of the year survey will be distributed to West families.

**Student/Staff Outcome:** West students and staff will attend school wide events to enjoy that school community. Feedback surveys to staff and students (panorama for students) will provide information on what kind of events students and staff would like to participate in. The addition of more school wide events have been added, One School One Book night event, The West Coffee House, Candy Family Bingo night are a few examples.

### **Early Evidence of Change**

**What are you trying to achieve in this initiative by December 31<sup>st</sup>?** Build relationships with the school community through consistent communication and schoolwide events. Produce a weekly newsletter to all West families and daily google classroom communication to all staff.

**How will you know if a change is an improvement by December 31<sup>st</sup>?** West families will attend school wide events, provide feedback to administration and staff, and communicate at PTA meetings and School Council if there are any suggestions or questions.

**What Changes Can You Make That Will Result In Improvement? Describe Your Plan To Implement This Initiative Over The Whole School Year. Consider students with disabilities, ELLs, and students with High Needs.**

Meetings will be scheduled and held throughout the school year, focusing on organizing the Booster Thon Fun Run, the Children's Business Fair, OSOB, Great Pajama Story Night, Craft Fair, Bookfair, School Wide Assemblies. Provide surveys to students, staff, and families to gather data and feedback on how to be more inclusive for all. Administration will work closely with the families, staff and student supports to

ensure that all students with disabilities, ELLs, and students with high needs have an equal opportunity to provide their feedback and to attend school events.

### ***West Elementary Action Plan for Strategic Objective/Goal 3: Academic Growth, Achievement, Fidelity and Consistency***

**Priority Strategic Objective/Initiative:** West Elementary (through the efforts of the grade level meetings, the Child Study process, and use of the Panorama Program, Star Data and Open Architect) will focus on data driven teaching to increase MCAS performance and enhancement for 2023. 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
- 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. Experience and an opportunity to grow and improve.

**Data That Supports This Initiative As A Priority For Your School:** MCAS student performance results in ELA and Math, Grades 3, 4, and 5 (published by DESE every fall for the prior spring administration of the MCAS assessment). Grade levels will meet at West Elementary to discuss, review, and address student MCAS performance for both subjects in grades 3-5. The grade level meeting could consist of curriculum coordinators, the principal, the assistant principal, lower and upper elementary teachers, and the consulting teachers of literacy at West. Special Education teachers and coordinators will also be included and participate. Curriculum experts at Plymouth Public Schools will be actively recruited and engaged to collaborate and work with West teachers specifically in the areas of literacy, mathematics, and science (grade five). The Principal/Assistant Principal will offer training and professional development for West



teachers with curriculum coordinators. Professional Learning Community meetings will also be implemented.

**Student Outcome:** Student's will begin to become independent learners and learn strategies to push through when feeling stuck. Students will increase grit, self perseverance and adopt a growth mindset. Students' scores will show a reduction in the proficiency gap in both Math and ELA for grades three, four and five.

### **Early Evidence of Change**

**What are you trying to achieve in this initiative by December 31<sup>st</sup>?** To have students improve their MCAS performance in ELA and Mathematics for grades three, four and five, closing the proficiency gap.

**How will you know if a change is an improvement by December 31<sup>st</sup>?** Analyzing and reviewing the MCAS student assessment reports (generated in the Security Portal by DESE) for grades three, four and five in literacy, math and fifth grade science.

**What Changes Can You Make That Will Result In Improvement? Describe Your Plan To Implement This Initiative Over The Whole School Year. Consider students with disabilities, ELLs, and students with High Needs.**

MCAS student performance results in ELA and Math, Grades 3, 4, and 5 (published by DESE every fall for the prior spring administration of the MCAS assessment). The grade level meetings at West Elementary will meet, review, and address student MCAS performance for both subjects in grades 3-5. The grade level meetings may consist of curriculum coordinators, the principal, the assistant principal, lower and upper elementary teachers, and the consulting teachers of literacy at West. Special Education teachers and coordinators will also be included and participate. Curriculum experts at Plymouth Public Schools will be actively recruited and engaged to collaborate and work with West teachers specifically in the areas of literacy, mathematics, and science (grade five). The Principal/Assistant Principal will offer training and professional development for West teachers with curriculum coordinators. The Principal/Assistant Principal will be communicating assisting in building grade level academic action plans.



### ***West Elementary Action Plan for Strategic Objective/Goal 4: Strong District/School Leadership***

**Priority Strategic Objective/Initiative:** West Principal/Assistant Principal will continue focused participation with the PPS District Learning Walks, participate in grade level meetings, organizing building based professional development, and the continuation of our PBIS assemblies at West.

**Data That Supports This Initiative As A Priority For Your School:** These programs are vital and crucial to the successful performance of West School, for students and staff alike. Research and data strongly support that Learning Walks greatly enhance and promote fidelity and consistency with deployment of curriculum. After the West Learning Walk, the administration will share the wonderings, inspirations, noticings and suggestions and work together to celebrate and improve our overall school culture and learning environment.

**Student/Staff Outcome:** Through these programs (Learning Walks, PLCs, Grade Level Meetings, and PBIS assemblies) both staff and students will benefit in all possible ways (professionally, socially, emotionally, and academically). Staff will be more equipped with curriculum consistency and fidelity, as well as pedagogy with curriculum content areas in the disciplines. Data work will identify which academic interventions will need to be implemented for which student populations at various grade levels.

### **Early Evidence of Change**

**What are you trying to achieve in this initiative by December 31<sup>st</sup>?** Learning Walks will close curriculum gaps/inconsistencies across the grade levels, across the entire town of Plymouth, by having administrative teams travel to different schools and host at West. The grade level meeting model helps with implementation of Data Action Plans, which impacts our student academic performance early in the school year. The Children's Business Fair was a great success for our fifth graders in the fall of 2022, helping to cultivate future business entrepreneurs for the town of Plymouth, and our PBIS assemblies help to promote our student belonging and achievement at West, and how to be respected members of our schools (Welcoming, Empathetic, Sets a Positive Example, Thoughtful, Inclusive, and Enthusiastic).

**How will you know if a change is an improvement by December 31<sup>st</sup>?** Students will be able to demonstrate the expected PBIS behaviors. The Learning Walks will contribute to greater curriculum consistencies and fidelities across Plymouth Public Schools. The PLC 's and grade level meetings will

promote academic achievement for our students through grade level Data Action Plans. Fifth Grade students will register for (and participate in) the Second Annual Children’s Business Fair in Plymouth.

**What Changes Can You Make That Will Result In Improvement? Describe Your Plan To Implement This Initiative Over The Whole School Year. Consider students with disabilities, ELLs, and students with High Needs.** Students who do not demonstrate the PBIS expected behaviors will be assigned a behavior plan, consult with our School Psychologist, and be referred to the Child Study Process. Students can also be identified through Panorama. Inconsistent curriculum practices will be identified and addressed through the Learning Walk experiences. The Data Action Plans (through the grade level meetings) will identify curriculum areas of improvement for our students, and what academic interventions need to be put into place based on the data action plan results. The team will also rely on informed decision making, based on the results of the grade level Data Action Plans.