

Nathaniel Morton Elementary School

2024-2026 School Improvement Plan Update



School Council Members

Liana Delaney

Kate Engel

Kristine Chase

Joanna Flaherty

Colleen Kudrikow

Tricia Novak

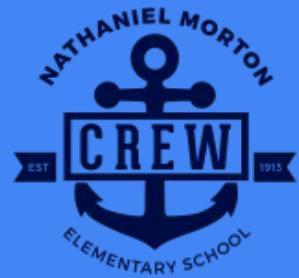
Jen Palladino

Alan Rezendes

Erin Sharon

Michael Spencer

Siobhan Spidle



Vision, Mission and Values

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.

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.

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

NMES - By the Numbers

Current Enrollment: 515 students

24 General Education Classrooms

District-wide program - Bridge Classroom serving grades 3, 4 & 5

English Language Learners % - 9.2

Economically Disadvantaged Students- 35.5 %

Students with Identified Disability - 16.2%

Data Dive

District Data:

Grade 1 NM/PM Fall Early Literacy 35%

Grade 1 NM/PM Winter Early Literacy 15%

Grade 2 NM/PM Fall Literacy 25%

Grade 2 NM/PM Winter Literacy 10%

State Data

2023 MCAS: % Exceeding or Meeting

Gr 3 ELA: NMES - 54% State: 44%

Gr 3 Math: NMES - 53% State: 41%

Gr 4 ELA: NMES - 50% State: 40 %

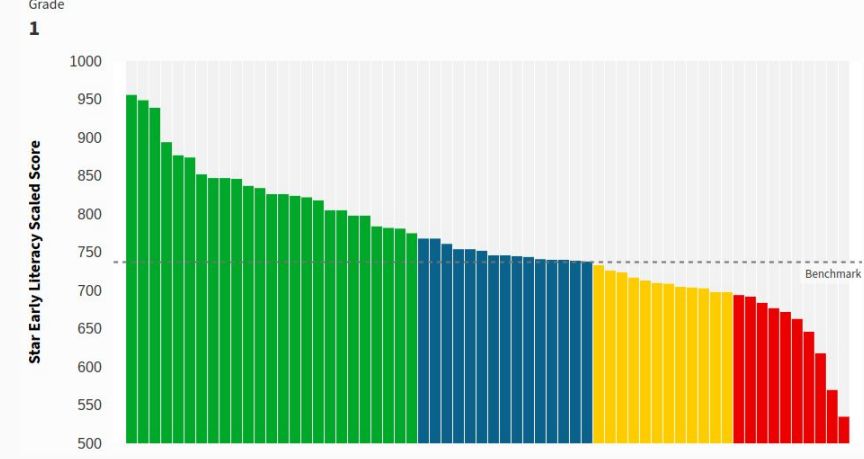
Gr 4 Math: NMES - 50% State: 45%

Gr 5 ELA: NMES - 52% State: 44%

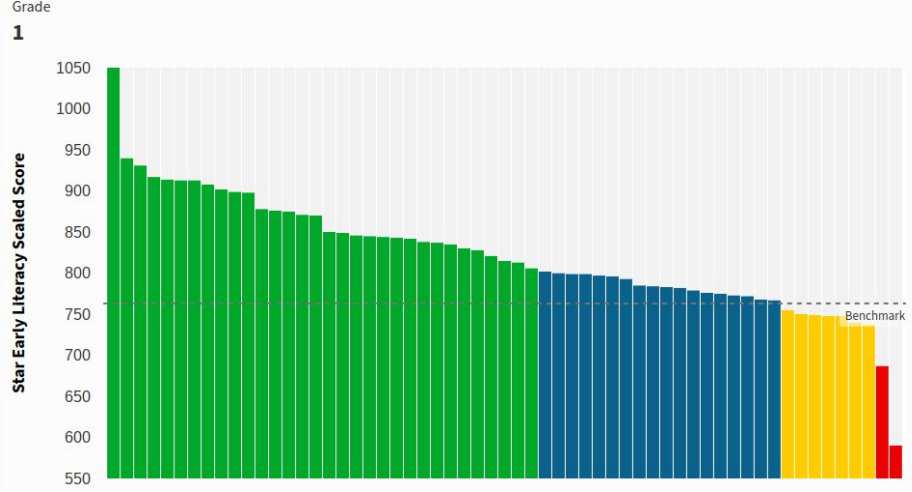
Gr 5 Math: NMES - 49% State: 41%

Gr 5 STE: NMES - 44% State: 42%

Fall Data



Winter Data



Grade 1 Early Literacy Data (Fall to Winter)

DART Comparison - Ranked 2nd in Student Growth Percentage and Exceeding/Meeting Percentages

NMES Making Substantial Progress to Accountability Targets (62%)

Higher Student Growth in ELA/MATH MCAS Areas for All Students, High Needs and Students with Disabilities compared to district and state benchmarks.

In five of the seven MCAS assessments had 10%+ students Not Meeting Expectations

57% EL students met their progress target

Total Tested: 51
Participation Rate: 100%
Avg. Overall Composite Level: 2.9
Avg. years in MA: 2.4

Proficiency Level	Oral		Literacy		Comprehension		Overall	
	#	%	#	%	#	%	#	%
1 - Entering	10	20	16	31	9	18	11	22
2 - Emerging	10	20	17	33	12	24	17	33
3 - Developing	13	25	12	24	12	24	15	29
4 - Expanding	10	20	6	12	7	14	7	14
5 - Bridging	7	14	0	0	6	12	1	2
6 - Reaching	1	2	0	0	5	10	0	0

Strategic Objective 1: Academic Success

Establish data meetings across content areas with responsive intervention systems within and across grades.

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.

Expected Outcomes:

- *Decrease number of students in all grades receiving screening scores of NM/PM from Fall to Spring benchmarks.
- *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.
- *Intervention approaches observed and shared through school-based learning walks.
- *At least three new intervention resources/strategies per content area are identified and utilized.

Strategic Objective 24-25: Create a data review timeline and identify assessments utilized for each content area.

Strategic Objective 2: Student Engagement

Provide opportunity and guidance for student goal setting, voice and choice.

If there is an increase in student agency and goal setting then students will move from passive to active engagement in their learning

Expected Outcomes:

- *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

Strategic Focus 24-25: Develop student engagement criteria and rubric.

Strategic Objective 3: Social Emotional Wellness

Provide direct instruction and authentic experiences for social interaction.

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.

Expected Outcomes:

- *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.

Strategic Focus 24-25: Grade level teams identify curriculum areas for SEL integrated activities/centers (i.e. turn taking, fair play, managing emotions, perspective taking)

Strategic Objective 4: Family Communication/Shared Decision Making

Provide frequent opportunities to allow for family feedback about student learning and school experience.

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.

Expected Outcomes:

*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.

Strategic Focus 24-25: Provide listening opportunities for the new principal to hear from families on targeted topics.

Strategic Objective 5: Equity and Inclusive

Enhance language development instructional strategies.

If staff enhances their understanding of language development then we will see a more responsive, inclusive setting for EL learners.

Expected Outcomes:

- *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.

Strategic Focus 24-25: Establish peer visits and observations across settings and models that support language development.

NMES - A Look Back

23-24 CREW Journey

NMES Beyond the Day:

Ukulele Club

Art Techniques Workshop

Robotics

Girls on the Run

Chorus

Band/Orchestra

PTA Events:

Fall Festival; Winter Wonderland; Love of Reading Book Fair