

**Plymouth Public Schools  
Hedge Elementary School**

**Action Plan, Year 2 (April, 2024 – April, 2025)**

***Presented April 1, 2024***

***Focus for April 2024 through March 2025:***

**Goal 1 – Academic Achievement:** *Improve the outcomes of all learners through an inclusive and equitable education.*

Year 1 of our plan has included the following steps to support our goal.

- Along with the rest of the district, Hedge has begun implementation of a new literacy data review and intervention analysis protocol.
- Incorporated new literacy assessment tools in grades K-5 with a strong focus on the phonics decoding assessment and phonemic awareness assessment to design instruction for students.
- Hedge continued to use the previously developed math data review and intervention analysis protocol.
- Participated with the Reading and Writing Project at Mossflower in collaboration with Nathaniel Morton Elementary School staff. Sessions focused on creating assessments to monitor specific student goals, shared reading, shared writing, small groups to support test prep and engagement during independent work. A total of 4 sessions were held for staff working in grades K-2 and 5 sessions were held for staff working in grades 3-5.
- Grade 5 staff received training and implemented the new Social Studies curriculum.
- All grade level staff attended a training to share and strategies best practices for using student science notebooks.
- New staff attended the New Teacher Literacy Academy and Math Workshop training.
- Reviewed suggestions from 3 learning walks that highlighted the strength of our inclusive model and suggested the use of oral rehearsal to support our MLLs as well as other students.
- Researched successful DART schools and drafted a list of questions to identify how they increased student achievement.

In Year Two we will focus our work on the following areas:

- Refining literacy workshops to ensure all components are incorporated into regular routines and schedules.
- Integrate engagement techniques to increase student engagement as defined by the Berry Engagement Continuum.
- Work with the consultants from Confianza to increase practices to support English Language Learners.
- Continue current intervention protocol for math and literacy.
- Work with district coach and CTL to assure fidelity of Phonics Units of Study in grades K-2.
- Work with district coach and CTL to implement new writing units in Grades 3-5.
- Work with district coaches to enhance small group instruction in reading and math.
- Work with math coaches to explore new Number Corner math materials in Kindergarten.
- Look at our schedule to design additional time for Grade level and support staff collaboration opportunities.
- Interview DART districts that have increased student achievement with recently developed questionnaire.
- Continue Learning Walk process to incorporate instructional staff as walking participants.

**Goal 2 – Social Emotional Wellness:** *Develop and implement a network of social and emotional support for all learners.*

Year 1 of our plan has included the following steps to support our goal.

- Revised school expectations and created new posters.
- Revised PBIS program incorporating Hedge Experiences and “Hedgie Awards” included in monthly Whole School meetings.
- Collaborated with Gosnold to offer School Based Counseling for 6 students.
- Collaborated with Big Brother and Big Sisters school based program to support 6 students.
- Revised Child Study and Student Support Team process to identify, plan and monitor student social emotional and academic needs.
- Peer Leaders planted a Hope Garden, held Kindness Challenges and raised money for individuals living without a home and a local animal shelter.
- Established a school based CARE club.
- Worked with the Plymouth District Attorney’s office to educate students on social media safety and expectations.
- Revised Kindergarten Screening process.

In Year Two we will focus our work on the following areas:

- Increase Gosnold or Highpoint school-based services.
- Continue PBIS whole school incentive program.
- Identify students to participate in Big Brother, Big Sister program.
- Review the components of Responsive Classroom including the structures of Morning Meeting, Quiet Time, Buddy Rooms, self-regulation strategies and use of positive adult language.
- Incorporate Kindergarten Orientation into the Kindergarten Screening Process.

**Goal 3 – Family and Community Engagement:** *Engage all stakeholders to support the success of all students.*

Year 1 of our plan has included the following steps to support our goal.

- Staff continued to provide a range of opportunities for family members to come into the building and celebrate student work.
- Increased communication of data and intervention goals pertaining to student literacy performance for students in grade K-3.
- Surveyed staff and families regarding homework practices.
- Implemented home reading bags in Kindergarten.
- Held two family engagement events for families of our MLL students.
- Held monthly family events for all Hedge Families.
- Incorporated Zion Volunteer Readers through Grade 2.
- Revised parent letters for chronic absenteeism.

In Year Two we will focus our work on the following areas:

- Revise school-based homework practices based on recent surveys.
- Develop a family welcome protocol to possibly include a school tour, family connection and a student history survey for all new students.
- Extend the work of the CARE club into other aspects of the school community.
- Investigate collaboration opportunities through the Plymouth Chamber of Commerce.
- Investigate beautification projects with volunteer groups for the school playground and garden.
- Collaborate with local police and community groups to monitor positive community use of our school grounds beyond the school day.
- Research best practices to support family engagement with our student population.
- Explore practices to provide families with support and strategies to increase student positive social interactions.

## Action Plan For Strategic Initiative/Objective #1:

<p><b>Priority Strategic Objective Initiative:</b></p>	<p><b><u>Goal 1 – Academic Achievement:</u></b></p> <p><i>Improve the outcomes of all learners through an inclusive and equitable education.</i></p>
<p><b>Data that supports this initiative as a priority for your school:</b></p>	<p>The <b>DESE Hedge School Report Card</b> identified Hedge School as Meeting or Exceeding Targets our improvement target with an 80% percentile based on the DESE accountability system.</p> <p><b>ELA:</b> Achievement target for All-students was .9% less than last year which was a decline in achievement overall. The lowest performing subgroup exceeded the set target with a 7.7 % change and EL/FLEP students exceeded their target with 3.2% change. The All-students subgroup received a High Growth Score as well as all other reported subgroups besides the White Subgroup which demonstrated low growth.</p> <p><b>Math:</b> The All-students subgroup exceeded the set target with a 3.4% change. The lowest performing subgroup exceeded the set target with a 5.6% change. The ELL/FLEP subgroup exceeded the set target with a 10.8% change. All subgroups met or exceeded their targets. The All-students subgroup received a High Growth Score as well as all other reported subgroups besides the White Subgroup which demonstrated low growth.</p> <p>Science: The All-students subgroup met the set target with a 2.1% change.</p> <p><b>ACCESS:</b> The All Students and EL/FLEP subgroups exceeded the set target with a 11.4% change from last year.</p> <p>STAR reading and Math Data District literacy assessments MCAS data ACCESS data Absenteeism Data Learning Walk feedback</p>
<p><b>Student Outcome at end of year:</b></p>	<p>Students will continue to demonstrate growth on MCAS exam.</p> <p>Hedge School will continue to meet or exceed achievement targets set by DESE.</p>
<p><b>What are you trying to achieve with this initiative by the end of 2025:</b></p>	<p>Implement the math, reading, writing and phonics workshop components with fidelity as defined by Responsive Teaching.</p> <p>Increase student engagement to the “DRIVING” level.</p>

## ***Action Plan For Strategic Initiative/Objective #2:***

<b>Priority Strategic Objective Initiative:</b>	<p><b><u>Goal 2 – Social Emotional Wellness:</u></b></p> <p><i>Develop and implement a network of social and emotional support for all learners.</i></p>
<b>Data that supports this initiative as a priority for your school:</b>	<p>Panorama Data (old to compare)</p> <p>Student Survey</p> <p>Discipline Data</p>
<b>Student Outcome at end of year:</b>	<p>Students will demonstrate positive social interactions and behavior.</p>
<b>What are you trying to achieve with this initiative by the end of 2025:</b>	<p>Students will feel welcomed and loved by all members of the Hedge School Community.</p> <p>Students will increase their capacity to positively manage strong feelings.</p> <p>Students will develop skills to manage negative peer social situations.</p>

## ***Action Plan For Strategic Initiative/Objective #3:***

<b><i>Action Plan For Strategic Initiative/Objective #3:</i></b>	
<b><i>Priority Strategic Objective Initiative:</i></b>	<b><u>Goal 3 – Family and Community Engagement:</u></b>  <i>Engage all stakeholders to support the success of all students.</i>
<b><i>Data that supports this initiative as a priority for your school:</i></b>	Chronic Absenteeism The All-Students subgroup exceeded the set target with an 11.3% change. The lowest performing subgroup exceeded the set target with a 25% change. The ELL/FLEP subgroup exceeded the set target with a 9% change. All other subgroups also exceeded the set targets  Family Survey Data Student Survey Data Attendance Data
<b><i>Student Outcome at end of year:</i></b>	Decrease percentage of students with Chronic Absenteeism. Decrease number of incidents on school grounds after school.
<b><i>What are you trying to achieve with this initiative by the end of 2025:</i></b>	Build connections with new families upon joining Hedge School. Increase family engagement with student learning. Increase community partnerships.