

Plymouth Public Schools, West Elementary School

Improvement Plan January 2022-January 2025

Mission		
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.		
Vision		
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.		
Core Values		
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.		
Theory of Action		
<p>Goal 1: Enhance student social and emotional growth, health and welfare, and demonstration of civic responsibility.</p> <p>Goal 2: Increase family and community engagement.</p> <p>Goal 3: Enhance academic achievement of all students at all levels.</p> <p>Goals 4: Provide strong district and school leadership.</p>		
Strategic Objectives and Initiatives		
1. Enhance student social and emotional growth, health and welfare, and demonstration of civic responsibility.	2. Increase Family and Community Engagement	3. Enhance Academic Achievement of Students At All Levels
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.	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 throughout the school year, working with the Plymouth Police Department and the PPS Safety Committee.	3A. West Elementary will continue with Response To Intervention blocks at all grade levels, K-5. Using the three tiered system approach to academic achievement, students at all grade levels will be "tiered" and will receive interventions at their academic developmental level. Response to Intervention blocks will be in the areas of mathematics, reading, writing, and/or science, held for 30-40 minutes, once or twice per week across the grade level.
1B: Engage and collaborate with Cheryl DeLorey, SEL Coach for PPS. Cheryl will work with West staff & students (in class, PLC meetings, staff meetings, early release PD offerings).	<p>2B. Continuing working with Judith Barber and West Plymouth community members to install new sidewalks on Route 80 and implement Beautification projects to the West campus.</p> <p>2C. West Elementary will continue its partnership with the PTA to continue</p>	3B. In the area of MCAS English Language Arts, West Elementary will reduce the proficiency gap by 5-10 percent, by increasing the SGP of the aggregate, high needs, and students with disabilities.

	the build out and maintenance of Nature's Classroom (construction began in 2016). This includes Spring planting, Farm to Table Harvesting, Composting and Water Cycle station.	
1C: West Elementary staff will be trained on PANORAMA, using this data tool to identify students who are socially/emotionally at risk.	2D. Continue with our community fund raising efforts, with the Booster Thon Fun Run in September of 2022 (COVID Dependent).	3C. In the area of MCAS Mathematics, West will reduce the proficiency gap by 5-10 percent, by increasing the SGP of the aggregate, high needs, and students with disabilities.
1D. West Elementary School will begin "The Leader In Me" program, empowering our students to develop leadership skills with their peers and teachers.	2E. The continuation of "The Children's Business Fair," which began in October of 2021 under the leadership of Principal Scott Williams. This event will be offered to all PPS 5 th Grade Students. 2F. West will be offering a "Digital Literacy Outreach" program, where staff members will pre-record reading chapters of children's books to share out with students to listen to at home.	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 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, Every Day Math, First Steps Math) and state assessments (MCAS).
1E. Fourth and fifth grade students will have the opportunity to join and participate in the West Elementary Student Council. This program began at West in 2015.	2G. Parent and community engagement will continue through proactive communication initiatives, including our weekly "Smore" electronic newsletter, weekly Principal BLOG updates, social media/Facebook updates, and Connect Ed Calls/Emails as required.	
1F. West Elementary will continue with Westie PBIS assemblies (virtual or in person). Students will have training on how to be a WESTIE: Welcoming Expected Behaviors Showing Respect Thoughtful and Kind Involved Effective Effort 1G. Through the leadership of Laura Scena and Darlene Bancroft (OT/PT), West students will have "Little Flower Yoga" sessions to promote mindfulness and positive mental health. This will be done in the general education setting, as well as with our sub-separate program students.	2H. Community events throughout the year will continue, including: West School Spirit Days, Field Day, Volunteer Appreciation Breakfast, Annual Art Exhibit, Math Game Night, 5 th Grade Science Fair, Student Council, Book Club, French Club, Robotics, Spring Talent Show, Peer Leaders, Coding Club, Back to School Ice Cream Social, Restaurant Fundraiser Nights, Heart Healthy Day, ED TV (Grade Five), PJ Great Bed Time Story Night, Enrichment Day, Band and Orchestra Concerts, Kindergarten Play, "Celebrations of Learning," Annual Fall Open Houses (all grades), 5 th Grade Farewell, Providence Bruins Chorus Night, PTA Craft Fair, Plymouth Football Readers, Turkey Trot Fundraiser, Servicing Learning Projects, and The Giving Tree Community Service Project, and "One Book, One	

<p>1H. West Elementary will have Calming Centers in each classroom, K-5. Calming centers will have bean bags and buckets of sensory pieces to help calm students (fidgets, bands, etc.)</p> <p>1I. West Elementary will be organizing and implementing Sensory Movement Break stations in Each POD, offering students Occupational and/or Physical Motor Break opportunities. This will include the implementation of a new "Lego Wall."</p>	<p>School."</p>	
<p style="text-align: center;">4. Provide Strong District and School Leadership</p> <p>4A. The West Elementary Principal and Assistant Principal will participate in Plymouth Public School Learning Walks throughout the school year, with West Elementary administrators visiting other schools in Plymouth, as well as hosting other administrators at West from other Plymouth schools.</p> <p>4B. The Professional Learning Community Model will be continued at West, which was established in 2013. Grade level teachers will meet and collaborate once a month for one hour, working with administration, curriculum coaches and coordinators, and other support personnel for PPS. The focus will continue to be curriculum, data, and academic achievement.</p> <p>4C. The Data Team will continue at West Elementary, which was established in 2016. The principal and assistant principal will serve on the team, which will convene every 4-6 weeks throughout the academic year. The team will consist of curriculum coaches, classroom teachers, and literacy teachers. The focus for data work will be with PPS district assessments in literacy and math, and with state wide assessments (MCAS). Student academic achievement in both disciplines will be discussed and monitored.</p> <p>4D. The West principal will continue the "Children's Business Fair," which began in October of 2021 under the leadership of Principal Scott Williams. This event will be offered to all PPS 5th Grade Students in the fall of every school year.</p> <p>4E. The Principal and Assistant Principal will organize, direct, and facilitate the PBIS virtual/physical assemblies at West, focusing on the following content areas for student growth and success:</p> <ul style="list-style-type: none"> • Welcoming • Expected Behaviors • Showing Respect • Thoughtful and Kind • Involved • Effective Effort <p>4F. The Principal and/or Assistant Principal will empower staff members to present at staff meetings and/or Building Based professional development throughout the school year. When staff members attend professional workshops or professional development opportunities, they will "share" their new pedagogy/curriculum knowledge with the West staff at large.</p> <p>4G. West teachers will have the opportunity to conduct "Instructional Rounds" at West, visiting and observing colleagues and</p>		

other grade level teachers at West throughout the school year.

School Improvement Action Plan, Year 1 (January 2022 – January 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 Steps* social competency program, delivering one thirty-minute lesson per week. West staff will also continue engaging and collaborating with Cheryl DeLorey, PPS SEL coach. Cheryl will attend monthly PLC meetings, staff meetings, early release professional development opportunities, and in class workshops with students (where applicable). The West staff will also be trained on the PANORAMA program, identifying children who are “at risk” socially, emotionally, and behaviorally.
2. **Goal 2: (Increase Family/Community Engagement):** West Elementary administration will continue working with Judith Barber and West Plymouth Community members to install new sidewalks on Route 80 and Implement Beautification projects to the West campus. West Elementary will also continue its partnership with the PTA to continue maintenance of the Nature’s Classroom Garden, started at West in 2016. West Elementary will also host its third annual Booster-Thon Fun Run in the fall of 2022 (COVID Dependent). The Children’s Business Fair will continue to be offered to all fifth grade students in Plymouth.
3. **Goal 3: (Academic Growth, Achievement, Fidelity and Consistency)** West Elementary (through the efforts of the West Elementary Data Team, CST Team and use of the Panorama Program) will focus on MCAS performance and enhancement for 2022, with the goal being to reduce the proficiency gap by 5-10% in both Math and English Language Arts.
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. The Professional Learning Community Model will continue at West (established in 2013). Grade level teachers will meet and collaborate once a month for an hour, 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 Steps/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 Steps” social competency program, and through collaboration with our Social Emotional coach Cheryl DeLorey.

Data That Supports This Initiative As A Priority For Your School: Each teacher has been mandated to teach one “Second Steps” thirty minute lesson per week with their classrooms. Lesson plans will be collected by the principal to confirm second steps lessons; walk through visits and observations will also be made by the principal and assistant principal to observe Second Steps in the classroom. Staff training on the Panorama Program will be offered at Professional Learning Community meetings. Panorama will “drive” our Child Study Teams and our three tiered “Response to Intervention.” Cheryl DeLorey will present at West staff meetings, building based early release days and at Professional Learning Community Meetings with teams of West 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 Panorama program, with interventions put into place early through the services of Cheryl DeLorey.

Early Evidence of Change

What are you trying to achieve in this initiative by December 31st? To identify children who are socially/emotionally “at risk” early in the school year, to implement interventions through the coaching of Cheryl DeLorey (SEL Coach). To have students develop and utilize self-regulation and self-monitoring skills, with transference of skills taught with *Second Steps*. Ideally, teachers and staff wish to observe students practice and apply the skills being taught in the classroom, with their peers in the public school setting. The goal is to minimize the traumatic impact of COVID 19 with our student population.

How will you know if a change is an improvement by December 31st? Lower numbers of students visiting the office with behavior issues; collection of lesson plans with teacher reflection; observing students in the hallways, recess, lunch, and buses; lower incidence rate of bus slip behavior incident reports; discussing Panorama reports with children identified as at risk; collaboration with teachers and Cheryl DeLorey at PLC/Staff/PD meetings.

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. All West students will be 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 or an assigned school mentor to assist the student in need. This is vitally important as COVID continues to impact our students. Formal Panorama training will be provided to all West teachers at their monthly PLC meetings. Panorama will drive our Children’s Study Team and our Response to Intervention models, K-5. Second Steps 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 collaborating with Judith Barber and West Plymouth community members to build sidewalks on Route 80. West Elementary will also continue working with Judith Barber and West Plymouth Community members for Beautification Projects at West. West Elementary will continue its partnership with PTA, maintaining the West Nature's Classroom project started in 2016. This includes spring planting, Farm To Table Harvesting Composting and Water Cycle station. West Elementary will hold its third annual Booster Thon Fun Run in the fall of 2022, with the goal of raising funds for West Elementary. West Elementary will continue with its second annual "Children's Business Fair, began by Principal Scott Williams. This will be extended to all fifth-grade students in Plymouth.

Data That Supports This Initiative As A Priority For Your School:

Student/Staff Outcome: The goal is to have students develop, adopt, and practice safe pedestrian walking skills, safe biking skills, and to have West community members engaged with West students using the sidewalks on Route 80. This will enhance West Plymouth community involvement. Our Nature's Classroom at West continues to educate our students about the Water Cycle, Farm to Table Harvesting, Photosynthesis, Botany and Landscaping science. The third annual Booster Thon Fun Run continues to raise significant money for West improvement projects, as well as involving the West community at large. The Children's Business Fair engages our local businesses in Plymouth, having business owners serve as mentors to our fifth-grade students.

Early Evidence of Change

What are you trying to achieve in this initiative by December 31st? The goal is to have students develop, adopt, and practice safe pedestrian walking skills, safe biking skills, and to have West students continue their participation in the Nature's Classroom experience. The third annual Booster Thon Fun Run will continue to raise proceeds for West students and families; the second annual Children's Business Fair will continue offering Plymouth 5th Graders the opportunity to practice their entrepreneurial skills.

How will you know if a change is an improvement by December 31st? Students will practice safe walking and biking habits with new sidewalks installed with their families and community members. Beautification projects will be implemented through collaboration with Judy Barber and members of the West Plymouth community. Nature's Classroom will be fully operational, with each child having the opportunity to plant in the classroom, and/or harvest vegetables that are grown in Nature's Classroom. The Booster Thon Fun Run will be held at West, with funds collected for future projects at West. The Children's Business Fair will be organized, held, and publicized in Plymouth in the fall of 2022.

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*, *Sidewalks on Route 80*, and *Beautification projects* to the West Elementary Campus. The annual *Spring Community Clean Up Day* will be held in April (the Friday before vacation), inviting parents and families to come to work in Nature's Classroom with their son or daughter.

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

Priority Strategic Objective/Initiative: West Elementary (through the West Elementary Data Team, Panorama Program, Response to Intervention model and Child Study Team) will focus on MCAS performance and enhancement in the Spring of 2022, with the goal being to reduce the proficiency gap by 5-10% in both Math and English Language Arts.

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). The Data team will meet at West Elementary every 4-6 weeks to discuss, review, and address student MCAS performance for both subjects in grades 3-5. The data team consists 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 on the data team. 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 during Professional Learning Community meetings and during staff meetings (held monthly at West).

Student Outcome: Reducing the proficiency gap by 5-10 percent 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 31st? To have students improve their MCAS performance in ELA and Mathematics for grades three, four and five, closing the proficiency gap by 5-10%.

How will you know if a change is an improvement by December 31st? 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 Data team will be meeting at West Elementary every 4-6 weeks to discuss, review, and address student MCAS performance for both subjects in grades 3-5. The data team consists 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 on the Data Team. 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 during Professional Learning Community meetings and during staff meetings (held monthly at West). The Principal/Assistant Principal will be communicating Grade Level Data Actions Plans to all West staff members, K-5, (in writing and in person) and will be directing the plans at Professional Learning Community meetings (held monthly at West for every grade level) and at monthly staff meetings.

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, the monthly Professional Learning Community Model for K-5 teachers, The Data Team (formed at West in 2016), organization and direction of the Second Annual “Children’s Business Fair” and the continuation of our PBIS assemblies at West (virtual or in person).

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. The Professional Learning Community Model (“On Common Ground”) promotes a professional culture of educators sharing best practices in teaching and pedagogy. Analyzing district and state assessments monthly will promote academic achievement for our students. The continuation of the “Children’s Business Fair” promotes entrepreneurship with our fifth-grade students, helping the community of Plymouth at large, partnering with local business leaders, as well as members of Plymouth North and South High School communities.

Student/Staff Outcome: Through these programs (Learning Walks, PLCs, Data Team, The Children’s Business Fair and our 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. Our fifth graders will gain business model experiences.

Early Evidence of Change

What are you trying to achieve in this initiative by December 31st? 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 PLC 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 2021, 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, Expected Behaviors, Showing Respect, Thoughtful, **Involved**, and Effective Effort).

How will you know if a change is an improvement by December 31st? 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 model 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, a consult with our School Psychologist, or a Formal Mentor. Students can also be identified through Panorama and brought to the Child Study Team for interventions. Inconsistent curriculum practices will be identified and addressed through the Learning Walk experiences. The Data Action Plans (through the grade level PLC models) 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 Data Team will also rely on informed decision making, based on the results of the grade level Data Action Plans, and the Children’s Business Fair format may need to be adjusted based on fifth grade student participation in the fall and the Second Annual Children’s Business Fair.
