MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Planning for
Success
In Massachusetts

Plymouth Public Schools Plymouth Community
Intermediate School
March 2025

Mission
At Plymouth Community Intermediate School, we are committed to providing a comprehensive educational experience that fosters growth in all areas of student development. Our mission is to expose students to a wide variety of academic, extracurricular, and community-based opportunities that empower them to make informed choices as they transition to high school. Through rigorous academic programs, diverse student clubs and athletics, and a strong focus on community service, we encourage our students to realize their full social, emotional, physical, and intellectual potential, setting the foundation for lifelong success.
Vision
PCIS will continue to grow as a vibrant educational community that is committed to fostering diversity, inclusion, and collaboration. Our focus will remain on providing every student with a safe and nurturing environment that enables them to succeed not just academically, but socially, emotionally, and as global citizens. We will work closely with families, ensuring that our partnership with them is a cornerstone of our efforts to cultivate a culture of lifelong learning.
Core Values
These core values and social-emotional expectations reflect a strong, student-centered approach that emphasizes both academic and personal growth. Here's a breakdown of how they could support learning and personal development in a holistic way:

Learning Expectations:

1. **High Expectations for Both Staff and Students:**
   o Promotes a growth mindset, where both students and staff are continuously striving to promote student and professional growth.
2. **Development of Critical Thinking and Problem-Solving Skills:**
   o Fosters analytical thinking and decision-making, which are key to adapting to challenges in both academic and real-life situations.
3. **Real-Life Connections in Curriculum:**
   o Students will see the practical applications of what they're learning, making education more relevant and engaging. This approach can help deepen understanding and increase motivation.
4. **Culturally Sensitive, Diverse, and Equitable Learning:**
   o Ensures that all students feel seen and valued, fostering an inclusive environment where every student has the opportunity to succeed and contribute.
5. **Civic Engagement and Responsibility:**
   o Encourages students to be active, responsible citizens who understand their roles in society, promoting a sense of community and belonging.

Social-Emotional Expectations:

1. **Respect for Differences:**
   o Encourages empathy and creating an environment where students feel safe to express themselves and celebrate diversity.
2. **Appreciation of Diversity and Cultures:**
   o Promotes global awareness, helping students understand and value the richness of different perspectives, which enriches classroom discussions and teamwork.

3. **Building a Caring Environment:**
    o Creates a support system where students feel valued by their peers and staff, which can increase emotional resilience and academic success.
4. **Support for Social-Emotional Growth:**
    o Equip students with the tools to manage their emotions, form positive relationships, and make thoughtful decisions, which are essential for success both in school and in life.
5. **Kindness and Looking for the Good in Others:**
    o Encourage positive behavior and a healthy school culture, where students support each other and focus on the strengths and contributions of their peers.

By fostering these core values and expectations, the school can create an environment where students thrive academically, emotionally, and socially.

Theory of Action
Increase teacher effectiveness through targeted professional development and build collaborative learning communities, and the implementation of evidence-based instructional practices, with a focus on data-driven instruction, by the end of the academic year.

Strategic Objectives		
1.0 Create a collaborative culture where teachers engage in regular professional learning communities to share strategies, analyze data, and improve instructional practices.	2.0 Absenteeism impacts student learning, engagement, and overall academic success. We will work to Reduce chronic absenteeism of identified students.	3.0 Foster a collaborative relationship between families, the community, and the school to enhance student learning and well-being through ongoing communication, involvement in school activities, and support for academic initiatives.

Strategic Initiatives		
Encourage teachers to set personal and professional goals that align with the objectives of their PLCs. Create time for reflection during meetings to evaluate progress towards goals. Share observation and documentation during PLC	*Use attendance data to identify students who are chronically absent and uncover patterns (e.g., certain grade levels, subjects, or times of the year).*	*Regular newsletters, emails, and updates via social media to keep families informed about school events, programs, and student progress.*

Create a shared vision and purpose for collegial walkabout, ensuring all teachers understand their role in promoting student achievement and continuous teacher growth.	Hold Monthly Truancy Meetings with the district Truancy Officer	Create more opportunities for families to meet with teachers either virtually or in person.
Create a clear set of expectations and goals for collegial walkabouts and follow up meetings that are aligned with school-wide goals for promoting teacher growth. PLC Report out and/or follow up meetings with teacher observed.	Establish programs where teachers or school staff connect with students personally. Building relationships can help improve student motivation to attend school.	Ensure communication is accessible to all families through preferred communication methods.
Continue monthly curriculum Walkabouts with ALL Curriculum Coordinators	Hold mandatory Reentry meetings for students transition back to school from long term absences and/or mental health reasons.	Provide translated materials and interpretation services to ensure non-English speaking families can engage.
Increase Communication with Curriculum Coordinators and building to improve curriculum and teaching and learning Monthly PCIS Admin/CC meetings	Create transition support plans for students returning from long absences due to mental health or social emotional reasons	Encourage students to take an active role in discussing their progress with their families.
Schedule regular, protected time for collegial walkabouts and meetings during school hours, ensuring teachers can meet without compromising instructional time/Duty periods	Conduct Home visits when needed	Continue to enhance student leadership roles where students can represent the school in family-related events or outreach.
Teachers will have the space to collaborate without feeling the pressure of other responsibilities, increasing participation and engagement	Offer counseling services, academic support, or social-emotional learning (SEL) programs to address underlying issues like anxiety	Positive communication to promote positive behaviors and school climate

	or bullying that may cause absenteeism**.**	
Create PD to share best practices observed during collegial walkabouts	Keep parents informed about their child's attendance. Send early alerts when students miss school, and involve families in creating solutions.	
Designate walkabout facilitators or leaders to guide discussions, keep the group focused, and ensure follow-up on action plans.	Provide parents with strategies to support school attendance at home. Educate them on the link between attendance and academic success.	
Organize cross-grade or cross-subject walkabouts to encourage the exchange of different perspectives and strategies. Foster collaboration between teachers of different disciplines to share holistic instructional approaches.	Offer incentives or recognition for students with improved attendance, such as certificates, public acknowledgment, or extra privileges.	
Ensure school leaders (e.g., assistant principals, coordinators actively participate in walkabouts to demonstrate commitment to collaboration and help guide discussions during faculty meetings and department meetings.	Create fun competitions between classes or grade levels to encourage better attendance, with rewards for the most improved or highest attendance	
Create PD to increase student discourse.	Create peer mentoring or teacher-student mentorship programs.	
Increase use of student engagement continuum to be a common practice in classrooms	Quarterly incentive for attendance	

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Outcomes

Strategic Objective 1:

1. By engaging in regular collegial walkabouts teachers will feel more supported, valued, and empowered. This can lead to increased job satisfaction and a sense of professional growth as they collaborate with colleagues to improve their teaching.
2. Teachers will develop a deeper understanding of effective instructional strategies by sharing best practices and analyzing data together. This collaborative approach will promote a more cohesive and innovative teaching environment across the school.
3. By engaging in regular collegial walkabouts, teachers will feel empowered. This can lead to increased job satisfaction and a sense of professional growth as they collaborate with colleagues to improve their teaching.
4. As instructional practices improve through the sharing of strategies and students benefit from teaching. The ongoing professional development of teachers will lead to better classroom environments, higher engagement, and ultimately improved academic performance.

Strategic Objective 2:

1. Identification of students and families struggling with truancy
2. Creating a team approach with families
3. Identification of students needing social emotional support
4. Reduction in absenteeism as we implement this strategy
5. Reduction of amount of home visits made
6. Reduction in student failures

Strategic Objective 3:

1. Families will be more informed about their child's progress, school events, and ways to support academic initiatives at home.
2. Increase in family attendance at school events (parent-teacher conferences, open houses, school functions).
3. We will create a culture of collaboration that will benefit student learning and positive culture and climate at PCIS.
4. Better engagement with underrepresented families and parts of our communities.
5. Continue improving the collaboration between families, the community, and the school.

Note: This template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.