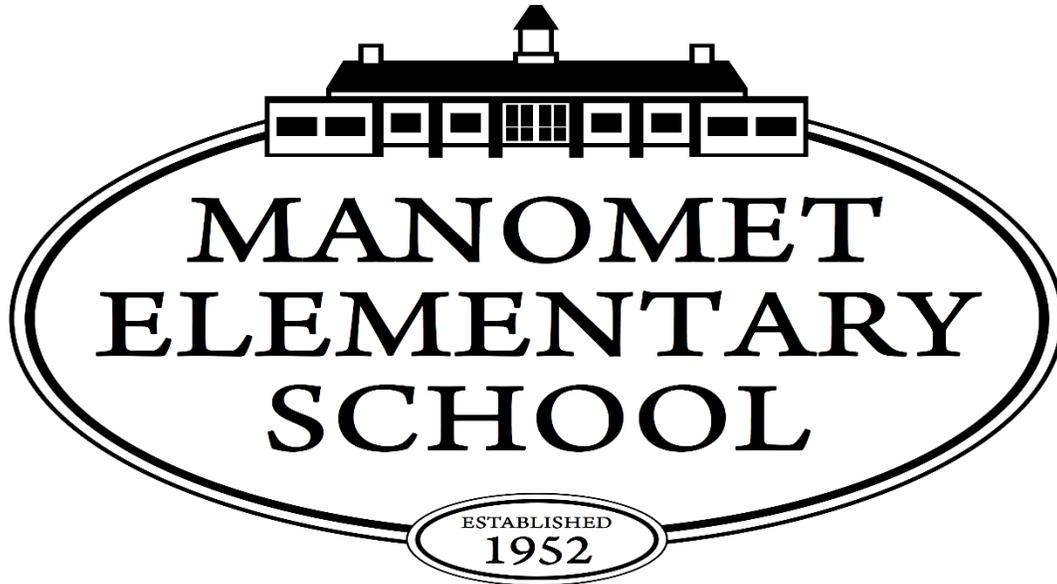


SCHOOL IMPROVEMENT PLAN

2022 ~ 2025



SCHOOL COUNCIL MEMBERSHIP

Michelle Henderson
Teacher Representative

Matthew Riordan
Parent Representative

Janine Dailey
Parent Representative

Lauren Loescher
Teacher Representative

Christopher Kane
Community Representative

Patrick Fraine
Principal

Christine Kane
Parent Representative

Michelle Badger
School Committee Liaison

Jennifer Spadea-Bennett
Parent Representative

Manomet Elementary School

February, 2022

Plymouth Public Schools Mission Statement

The Mission of the Plymouth Public Schools is to be a progressive school district where all students receive a high quality education in a supportive environment where students are inspired to become the leaders of tomorrow.

Manomet Elementary School (MES) Mission Statement

Manomet Elementary School is committed to assisting each child to reach his/her personal best in the areas of academic achievement and interpersonal relations. We seek to develop solid future citizens of the world who respect its people and surroundings, who strive toward excellence in all endeavors, who can solve problems critically and creatively, and who value life-long learning. Toward this end, we pledge to provide excellence in classroom instruction in an environment that promotes honesty, responsibility, respect for others, intellectual curiosity, and celebrates diversity.

MES Core Values

The Manomet School community strives to promote and instill in all students the five Core Values present within the MES P.R.I.D.E. acronym. These include Positivity, Respect, Integrity, Determination, and Excellence.

Theory of Action

If we continue to work as a school community to enhance our ability to coordinate the many resources already available to us in an integrated fashion, this should result in greater differentiation of instruction that addresses academic and social-emotional skills and leads to overall higher student achievement.

Strategic Objectives

<i>Academic Achievement</i>	<i>Social-Emotional Wellness</i>	<i>Family and Community Engagement</i>	<i>Equity, Diversity, Inclusion, and Belonging</i>
Improve the outcomes of all learners through an inclusive and equitable education	Develop and implement a network of social and emotional support for all learners	Engage all stakeholders to support the success of all students	Create and support a learning community that recognizes and embraces diversity and talents of all people

Strategic Initiatives

<p>Place an increased emphasis on providing structured opportunities to plan and implement inquiry-based instruction.</p> <p>Coordinate the synthesis of existing data points to refine the degree to which individual</p>	<p>Coordinate the synthesis of existing data points to refine the degree to which individual student social-emotional needs are recognized and met.</p> <p>Engage staff in ongoing planning for a range of considerations associated</p>	<p>Provide a greater degree of insight for family members on instructional practices in place.</p> <p>Enhance the comfort level of family members on how best to support and transfer learning from school into the home setting.</p>	<p>Broaden the selection of culturally responsive resources in use within classroom settings.</p> <p>Utilize the MES PBIS as a means through which to embed messages of diversity, equity, and inclusion.</p>
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<p>student academic needs are recognized and met.</p> <p>Examine data yielded from feedback mechanisms (Learning Walks and Peer Observations) as a means through which to reflect as a staff on the “why” for all that we do in order to grow in our practice.</p>	<p>with all aspects of maintaining a safe school environment.</p> <p>Structure opportunities to deepen our knowledge base of ‘best practices’ in managing social-emotional wellness.</p>		<p>Ensure that existing staffing resources are most effectively utilized to promote student achievement.</p>
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Area #1 – Academic Achievement		
Improve the outcomes of all learners through an inclusive and equitable education		
Priority Strategic Objective	We are working to take a three-pronged approach toward increasing the academic achievement of our students. These areas include promoting an inquiry-based approach to teaching and learning, enhancing the differentiation of approaching individual students, and reflecting upon feedback yielded from mechanisms in place.	
Data Supporting This as a Priority	<p>Winter, 2022 Stakeholder Survey results</p> <p>ongoing discussions during Learning Walks and administrative meetings</p> <p>state and local assessment data</p>	
Expected Outcomes for Students by End of Year	As a result of enhanced differentiation and refined pedagogy toward an inquiry-based approach, we seek to increase student scaled scores on state assessments by a total of five percent.	
Early Evidence of Change		
Indicators of Change/Growth	<p>Sample lesson plans will demonstrate evidence of an inquiry-based approach to instruction.</p> <p>Staff will be able to speak with greater specificity about individual students when discussing progress and/or concerns.</p>	
Changes to Be Made Toward Improvement		
Implementation Benchmark	Person/Team Responsible	Timeline

Within both the areas of social studies and science, we will increase emphasis on incorporating “inquiry-based” planning and experiences through embedded professional development work.	Certificated MES Staff MES Principal Science Coordinator Social Studies Coordinator	Ongoing throughout the 2022-2023 school year
Science professional development will embed practices that promote “phenomenon-based” learning.	Certificated MES Staff MES Principal Science Coordinator	Ongoing throughout the 2022-2023 school year
Refine the practice of “Science Notebooking” with a K-2 “Notice and Wonder” focus and a 3-5 “Science Modeling” focus.	Certificated MES Staff MES Principal Science Coordinator	Ongoing throughout the 2022-2023 school year
Bring data down to the individual student level in an effort to identify and remediate gaps left due to the Pandemic.	MES Principal Literacy Coach Math Coach Certificated MES Staff	Fall, 2022
Further refine our early literacy assessment practices to screen and intervene by making data more actionable/transferrable.	Literacy Coach Certificated MES Staff MES Principal	Fall, 2022
Utilize STAR Math and Freckle Math data to inform targeted intervention by both Classroom Teachers and Moderate Special Needs Teachers via the Bridges Math Intervention tool.	Math Coach Certificated MES Staff MES Principal	Fall, 2022
Embedded professional development time will be allocated toward small group instruction in literacy and mathematics to provide needs-based, responsive instruction to support academic progress for all students.	Math Coach Literacy Coach Certificated MES Staff MES Principal	Ongoing throughout the 2022-2023 school year
Structured Peer Observation mechanisms will be put in place to allow for reflection, feedback, and dialogue.	Certificated MES Staff MES Principal	Ongoing throughout the 2022-2023 school year

Reflect upon Learning Walk feedback and make adjustments where warranted.	Administrative Team Certificated MES Staff MES Principal	Fall, 2022
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Area #2 – Social-Emotional Wellness
Develop and implement a network of social and emotional support for all learners

Priority Strategic Objective	Our work within this area will focus upon increasing staff capacity to match strategies utilized to meet both proactive and reactive needs pertaining to student social-emotional wellness. This will be done by examining existing data points and refining our ability to match student needs with ‘best practices’ on how to most effectively intervene.
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Data Supporting This as a Priority	bi-annual Student Social-Emotional Wellness Survey Data attendance patterns anecdotal feedback from staff
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Expected Outcomes for Students by End of Year	We seek to achieve a five percent increase in overall student comfort level as measured by the bi-annual Student Social-Emotional Wellness Survey.
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Early Evidence of Change

Indicators of Change/Growth	Bi-annual Student Social-Emotional Wellness Survey Data will show an increase in students’ perceptions of overall comfort level. Classroom observations will show evidence of additional strategies embedded into classroom management.
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Changes to Be Made Toward Improvement

Implementation Benchmark	Person/Team Responsible	Timeline
Expand the use of Panorama to track student data.	MES Principal District Behavior Coach	Fall, 2022
Target student experiences embedded within the Annual MES Wellness Fair.	MES Principal Wellness Fair Presenters	November, 2022

Deepen staff “tool kits” with strategies in supporting students exhibiting a range of social-emotional needs.	All MES Staff MES Principal District Behavior Coach	Ongoing throughout the 2022-2023 school year
Utilize the bi-annual student survey data to drive work within the area of social-emotional well-being.	All MES Staff MES Principal District Behavior Coach	Fall, 2022
Monthly Safety Committee meetings will target all elements of emergency procedure planning and logistics, which will include how best to ensure students know expectations without heightening their anxiety.	MES Principal All MES Staff	Ongoing throughout the 2022-2023 school year
Identify and address post-pandemic deficits related to social-emotional wellness.	Certificated MES Staff MES Principal	Fall, 2022
Bi-weekly examination of attendance patterns will be reviewed to ensure that absences are not occurring due to factors that are unnecessary given an appropriate level of support and intervention.	MES Principal School Nurse School Psychologist	Ongoing throughout the 2022-2023 school year
Area #3 – Family and Community Engagement Engage all stakeholders to support the success of all students		
Priority Strategic Objective	We are working to strengthen our partnership with families to help maximize outcomes for students. This will be accomplished through a combination of heightening awareness of specific practices in place at school, as well as by effectively communicating how best to foster the transfer of learning at school into students’ world outside of the school setting.	
Data Supporting This as a Priority	Winter, 2022 Stakeholder Survey results staff and parent feedback	
Expected Outcomes for Students by End of Year	Staff will see evidence of observable improvements in both student preparedness with ongoing work, as well as with quality of practice of skills being conducted at home.	

Early Evidence of Change		
Indicators of Change/Growth	Artifacts of this work will be evident in a number of forms, some of which will include video, electronic documents, and meeting notes.	
Changes to Be Made Toward Improvement		
Implementation Benchmark	Person/Team Responsible	Timeline
Specific communications will be generated for stakeholders to overview some of the new instructional practices being implemented (video, print, etc.).	MES Principal EDTV Curriculum Coordinators Certificated MES Staff	Ongoing throughout the 2022-2023 school year
Mechanisms will be put in place for families for communicating "How I Can Help at Home".	MES Principal EDTV Certificated MES Staff	Winter, 2022
Work as a staff to refine our practice in showing tangible, specific examples of how learning successes/challenges are manifesting for individual students.	Certificated MES Staff MES Principal	Ongoing throughout the 2022-2023 school year
Area #4 – Equity, Diversity, Inclusion, and Belonging		
Create and support a learning community that recognizes and embraces diversity and talents of all people		
Priority Strategic Objective	We know that for <i>all</i> of our students to thrive at MES, <i>all</i> of them need to feel comfortable and supported. We seek to achieve this through a combination of resources, professional development, and refined practice.	
Data Supporting This as a Priority	current rate of SPED identification artifacts examined during Child Study meetings ongoing dialogue during administration meetings and professional development	
Expected Outcomes for Students by End of Year	We seek to achieve a five percent increase in overall student comfort level as measured by the bi-annual Student Social-Emotional Wellness Survey.	

	<p>Through a review of all data associated with RTI work and SPED Team Evaluation work, we will affirm or adjust our practices associated with special education identification.</p> <p>Newly-adopted, Culturally Responsive source materials will be observably utilized by students on a regular basis as part of daily learning.</p>	
Early Evidence of Change		
Indicators of Change/Growth	Artifacts of student learning via both classroom discussions during literacy blocks, as well as within writing journals will show evidence of increased awareness of multiple perspectives.	
Changes to Be Made Toward Improvement		
Implementation Benchmark	Person/Team Responsible	Timeline
We will continue broadening the use of culturally responsive sources in an effort to provide diverse perspectives in history. Part of this will be done via the “Model Tasks” being developed within the Social Studies curriculum.	Social Studies Coordinator MES Principal Certificated MES Staff	Ongoing throughout the 2022-2023 school year
Add to the emerging selection of literature set within the context of a diverse range of perspectives available as resources for teachers.	ELA Coordinator MES Principal	Fall, 2022
Continue implementation of the MES Positive Behavior Incentive System (PBIS) to promote the Five Core Values of our school.	All MES Staff MES Principal	Ongoing throughout the 2022-2023 school year
Review RTI work in light of the SPED rate at MES at 20.1% to guard against over-identification.	Child Study Team Interventionists MES Principal	Fall, 2022
Shift the building-level Child Study process to one tied to the Panorama platform for data and documentation.	MES Principal Child Study Team District Behavior Coach	Fall, 2022

