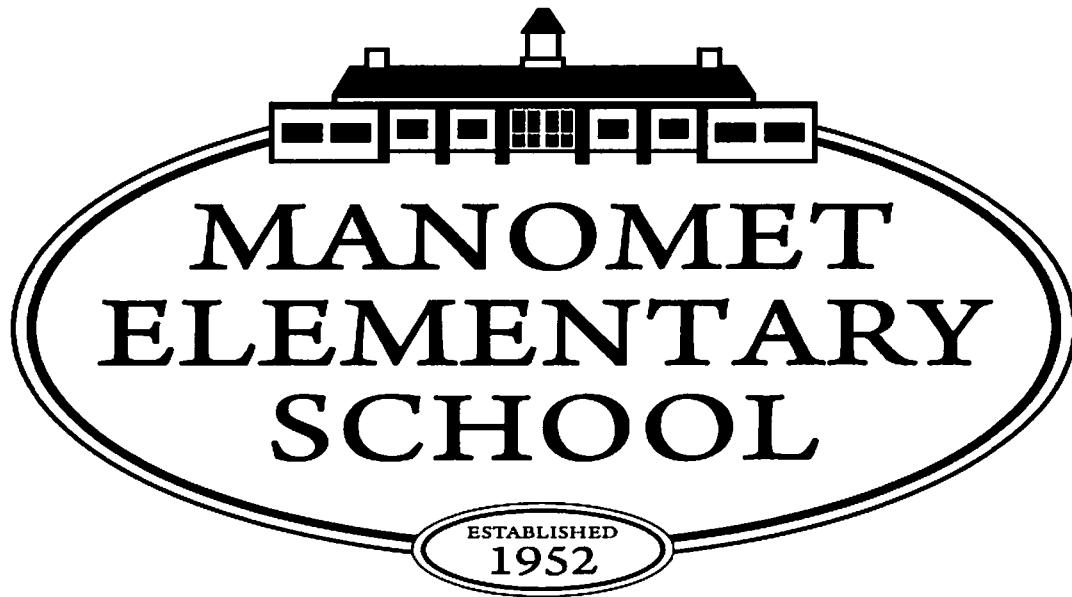


**Manomet Elementary School
Plymouth, Massachusetts**

**SCHOOL IMPROVEMENT PLAN
2017 ~ 2019**



SCHOOL COUNCIL MEMBERSHIP

Jennifer Smith
Teacher Representative

Matthew Riordan
Parent Representative

Christine Leonard
Parent Representative

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Teacher Representative

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Community Representative

Lori Rush
Parent Representative

Shandi Bell
Parent Representative

MANOMET ELEMENTARY SCHOOL
Plymouth, Massachusetts

SCHOOL IMPROVEMENT PLAN – 2017-2019

Plymouth Public Schools District Mission Statement:

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.

Manomet Elementary School 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.

Strategic Plan Goals of the Plymouth Public Schools:

Enhance student social and emotional growth, health and welfare, and demonstration of civic responsibility

Increase family and community engagement

Enhance academic achievement of all students at all levels

Provide strong district and school leadership

Manomet Elementary School Goals:

To refine practices and deepen understanding associated with the recently modified Units of Study at the elementary level in both reading and writing

To strengthen the connectedness of student technology use and the data yielded from it in order to drive further instruction

To seek and take advantage of logical links between the many social-emotional initiatives already in place to ensure the most cohesive experience possible for students

To build and develop an enriching partnership with our two designated “sister schools” in Plymouth, England in preparation for 2020 celebrations

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Goal # 1: To refine practices and deepen understanding associated with the recently modified Units of Study at the elementary level in both reading and writing

Over the past decade, the Plymouth Public Schools has allocated significant resources (both time and money) to build and implement an embedded professional development model for literacy. In these past two years, new Units of Study have been developed and implemented in both reading and writing. Although major strides have been made, there are many nuanced aspects to this work that continually need to be refined to ensure that pedagogy is as strong as possible, and thus, student achievement is maximized.

1.1. By the end of the 2017-2018 school year, all classroom teachers will incorporate at least two additional aspects from the Units of Study that are not currently consistently in place at their grade level. In addition, two more will be incorporated by the end of the 2018-2019 school year.

Strategic Plan Alignment:	Goal III Enhance academic achievement of all students at all levels
	Goal IV Provide strong district and school leadership

Principal Goal Alignment:	Goal I Systematically plan and oversee logical “next steps” in literacy pedagogy within the embedded professional development model
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School Council Objectives to Support Goal:

1.2. In working toward this goal, the Manomet School Council proposes the following:

Use designated meeting time (staff meetings, grade level meetings, building-based in-services) to assess student writing within and across grades using Learning Progressions from the Units of Study to identify student strengths and next steps for instruction.

- To initiate this process, teachers in grades K-5 will conduct an on-demand assessment in the fall and spring related to narrative writing using a common prompt.
- As a result of the analysis of student writing, teachers will identify strengths across grade levels and will identify a grade-level goal related to the improvement of both topic development and language conventions.
- Include informal assessment of writer’s notebooks in grades 3-5 to inform instruction about students’ use of notebooks as a tool for drafting and revising ideas.

Increase teachers’ usage of small, flexible strategy groups to improve differentiation and address student strengths and needs as part of Writing Workshop.

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In conjunction with staff, develop a plan for initiating the use of writing portfolios across the grades as a context for student goal-setting.

Participate in professional development for administrators/district leaders on instructional leadership related to best practices in writing instruction.

Related Professional Development Objectives:

1.3. The following are ways in which staff development will be provided in working toward this goal:

- Provide professional development to staff in the use of Learning Progressions and rubrics from the Units of Study to assess student writing.
- Provide professional development to staff in grades 3-5 on assessing students' use of writing notebooks and identifying next steps for optimizing the use of this tool for drafting and revision.
- Provide collaborative time with the Literacy Coach to score writing in cross-grade level teams and to identify grade-level goals.
- Provide job-embedded professional development in the use of strategy groups to differentiate writing instruction and in the effective use of writing portfolios for student goal-setting.

Success Measures:

1.4. The following will be indicators of progress toward this goal:

- Both formal and informal observations will show evidence of newly adopted strategies being implemented.
- "Writer's Notebooks" will serve as artifacts of student work over the course of the year.
- The quality of dialogue driven through writing analysis via designated writing rubrics will be evident.

Budget Implications:

1.5. Costs associated with implementation of the action steps listed above are embedded within the school and district budgets.

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Goal # 2: To strengthen the connectedness of student technology use and the data yielded from it in order to drive further instruction

We are fortunate to have many valuable resources with which to meaningfully engage students with technology in targeted ways. This is due to both the acquisition of devices such as ChromeBook computers, as well as many pieces of licensed software. Along with this dramatically increased student access and usage come an unprecedented amount of data points. Our challenge here is to refine the manner in which we synthesize all of these data points to best help drive instruction.

2.1. During the 2017-2018 school year, all certificated teaching staff will build proficiency with efficiently and effectively mining student data from programs such as *Symphony Math*, *Lexia Reading*, and *Storia Reading*. The use of this data will be evident within planning of instruction.

Strategic Plan Alignment:	Goal III	Enhance academic achievement of all students at all levels
	Goal IV	Provide strong school and district leadership

Principal Goal Alignment:	Goal III	Refine proficiency of staff in accessing and synthesizing student data to best target individual learning
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School Council Objectives to Support Goal:

2.2. In working toward this goal, the Manomet School Council proposes the following:

- Staff meeting time will be allocated toward having a representative from *Symphony Math* and *Lexia Reading* into the school for presentations to all certificated staff to explain more of the nuanced features available for breaking-out and tracking data from these two programs.
- Grade level time will also be allocated for small group follow-up with this same representative.
- The Literacy Coach, Math Coach, and Consulting Teacher of Literacy will provide support for staff on the utility of specific data in planning for individual student needs.
- Certificated staff will significantly increase the incorporation of specific findings from these “data mining” efforts into their ongoing planning processes.

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Related Professional Development Objectives:

2.3 The following are ways in which staff development will be provided in working toward this goal:

- Staff meeting time will be allocated toward having a representative from *Symphony Math* and *Lexia Reading* into the school for presentations to all certificated staff to explain more of the nuanced features available for breaking-out and tracking data from these two programs.
- The Literacy Coach, Math Coach, and Consulting Teacher of Literacy will provide support for staff on the utility of specific data in planning for individual student needs.

Success Measures:

2.4 The following will be indicators of progress toward this goal:

- Staff will be able to fluently use reports/data from each of the three programs listed above at Child Study meetings to discuss how best we can meet individual student needs.
- Fluency with this data will be evident during conferences between individual teachers and building administration.
- Anecdotal data from staff (both at meetings and less formally) will be invaluable in determining whether or not further professional development in this area will be needed.

Budget Implications:

2.5 The cost of the licenses associated with this goal area are in place via funding from both the building budget and the Title One grant.

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Goal # 3: To seek and take advantage of logical links between the many social-emotional initiatives already in place to ensure the most cohesive experience possible for students

We take many steps on a daily basis to help ensure the social-emotional well-being and growth of students. Although all are valuable components of our programming, there is a need to examine how all of these pieces can best fit together. By doing so, they should feel less like isolated bits of information and more likely be applied by students in their daily interactions with peers. We will also link this with some specific aspects of work done through the MES Health Office.

3.1. During the 2017-2018 school year, MES staff will map-out/chart the overlap and connections purposefully being made during work with students.		
Strategic Plan Alignment:	Goal I	Enhance student social and emotional growth, health and welfare, and demonstration of civic responsibility
	Goal II	Increase family and community engagement
Principal Goal Alignment:	Goal II	Review the many existing social-emotional events, tools, and programs in place to make ensure as much of a cohesive approach as possible

School Council Objectives to Support Goal:

<p>3.2. In working toward this goal, the Manomet School Council proposes the following:</p> <ul style="list-style-type: none"> • The building principal, school psychologist, and school nurse will meet on a bi-weekly basis to discuss social-emotional programming in place, as well as needs for individual students. • In planning the Annual MES Wellness Fair, the committee will seek to connect presentations that day with ongoing school initiatives related so social-emotional health. Examples may include <i>Second Step</i>, <i>Zones of Regulation</i>, and <i>Super Flex</i>. • Grade level meeting time will be designated to discussion of what elements of present social-emotional programming presently in place are functioning well, and which are not. Steps will be taken to improve practices in place, with one example being the linkage of work with several tools/programs.
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Related Professional Development Objectives:

3.3 The following are ways in which staff development will be provided in working toward this goal:

- Staff will receive an overview of programs and resources presently available at MES within the area of social-emotional instruction.

Success Measures:

3.4 The following will be indicators of progress toward this goal:

- We will monitor and follow-up on the list of students discussed during the bi-weekly meetings to gauge effectiveness of programs/resources in place.
- Teachers will provide feedback on the ongoing needs with regard to social-emotional programming, as well as updates on present implementation.

Budget Implications:

3.5 Funds for any necessary resources associated with this goal will be present within the existing budget.

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Goal # 4: To build and develop an enriching partnership with our two designated “sister schools” in Plymouth, England in preparation for 2020 celebrations

With 2020 rapidly approaching, Plymouth, England and Plymouth, Massachusetts are accelerating plans to celebrate four hundred years for “America’s Hometown”. Manomet Elementary has two designated “sister city” schools in Plymouth, England with which we will seek to partner and enhance learning experiences for students.

4.1. Over the course of this two-year plan (2017-2019), Manomet Elementary will engage in a series of at least four “bridge building” activities with each of our two “sister-city” schools in Plymouth, England. These schools are the St. Maurice Primary School and Hyde Park Infant School.

Strategic Plan Alignment:	Goal II	Increase family and community engagement
	Goal III	Enhance academic achievement of all students at all levels
	Goal IV	Provide strong district and school leadership

Principal Goal Alignment:	Goal IV	Begin the process of building partnerships with “sister city” schools in Plymouth, England
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School Council Objectives to Support Goal:

- 4.2. In working toward this goal, the Manomet School Council proposes the following:
- Building administrators from each of the schools will participate in initial Skype sessions to work out many of the logistics associated with this partnership.
 - Staff members will seek meaningful connections for coordinated work that align with grade level learning standards.
 - Individual grade levels and/or classrooms will establish partnerships that will include exchanges such as written items, visual arts, and digital work.
 - The MES Visual Arts teacher has traveled to Plymouth, England within this partnership, and will help to facilitate some aspects of work toward this goal.

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Related Professional Development Objectives:

- 4.3. The following are ways in which staff development will be provided in working toward this goal:
- The Technology Integration Specialist will provide sessions for staff to build skills with both the use of Skype and the most efficient manner in which to conduct digital exchanges of various artifacts.

Success Measures:

- 4.4. The following will be indicators of progress toward this goal:
- The exchanges and examples of artifacts will serve as specific evidence of this work.
 - Discussion with both staff and students will provide anecdotal evidence of the depth with which the connections between these two communities are being made.

Budget Implications:

- 4.5. We do not have any anticipated costs associated with this work.