

**Plymouth Public Schools**  
**Fisher Elementary School Annual Report - 2017-2018**  
**Ms. Phyllis Worhunsky, Principal**

**Executive Summary**

Harry S. Fisher Elementary School is united in its partnership with students, families, and the community in its ongoing quest for excellence. Our school community will support the diverse needs of all students through a positive and nurturing atmosphere. Students will grow intellectually and socially as they become active participants in the school community and lifelong learners. To achieve our mission, we have restructured our English Language Arts instruction and assessments to include Reading and Writing Workshop for all students kindergarten through grade five. All teachers are provided with continual Professional Development from a staff developer from Columbia during the school year to hone their skills in both Reading and Writing Workshop. Our literacy coaches, continue to work with teachers as they model, coach, co teach, and instruct our most at risk students. This year Foundations, our phonics program, has been extended into grade three to offer a continuum of phonics instruction that begins in kindergarten to help increase our students' performance in reading and writing. Fisher Elementary School has a committed parent volunteer group coming into school regularly to provide our students with additional practice with sight words and math fact fluency.

In the area of Math, we have begun using Go Math as our math resource in all grades. This resource supports our math curriculum and is aligned to the CCSS. We also have a math coach that works directly with teachers and students. The 2016-2017 SBAC scores showed an improvement in the area of math. We have attributed this success in part to the establishment of two intervention periods daily for all grades in the areas of ELA and Math. This will continue to provide our students with additional instruction and support to increase their performance. In addition to the intervention block, we now have three sections of each grade level. This assists with Tier 1 instruction and is more conducive to push in supports from the coaches and support staff consisting of special education teachers and other related service providers.

Technology has become another important facet of classroom instruction and assessment. Students have access to chromebooks and/or utilize the computer lab once a week. As a district, Plymouth uses the STAR assessment for elementary students in the areas of reading and math to provide teachers with current achievement levels of their students, areas of weakness and projected performance on the SBAC. Students are assessed three times a year along with progress monitoring throughout the year to ensure our students are making academic growth. Teachers meet weekly to analyze student data and adjust instruction for future lessons or request assistance from the SRBI team for a student showing limited progress.

The staff and students at Fisher Elementary School believe in the power of a growth mindset. We work with our students to instill the concept of grit and perseverance in everything they do from their academics to the social interactions. We ask our students to Step Up to the PLATE by Practicing Self Control...Living Respectfully...Acting Responsibly...Treating others with Empathy and Expressing Gratitude as a means to Believe, Achieve, Succeed and Excel. We are committed to our students and their success and will continue to review our practices and make adjustments to instruction and programs as needed. This year the district is placing a focus on increasing staff awareness and fluency around social emotional learning constructs and techniques. Fisher Elementary School will do its part to provide staff and students with opportunities to delve into SEL and practice its components.

Student Enrollment:

Race/Ethnicity	October 1, 2016		October 1, 2017		October 1, 2018	
	Number	Percent	Number	Percent		
Native American	1	.3%	0	0		
Asian	7	2%	6	1%		
African American	4	1%	1	.3%		
Hispanic	37	11%	46	14%		
White	281	82%	266	83%		
<b>Total</b>	<b>330</b>	<b>96.3%</b>	<b>319</b>	<b>98.3%</b>		

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	44%	42%	
% of K-5 Students with Disabilities Requiring Special Services	14%	13.25%	
% of Kindergarten students who attended Preschool	64%	86%	

## FES Action Steps

### Smarter Balanced Assessments (SBA)

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool) -	Person(s) Responsible	Timeline
READING				
A	Teachers will meet during common planning time and data teams to group students for conferring, plan future lessons, share best practices, and analyze student needs.	Regularly scheduled data teams and planning meetings.	Phyllis Worhunsky Cory Mazon Nicole Levesque All K-5 teachers	September 2017-June 2018
A	Administer computer-based Reading Units of Study Assessments through Google Forms in grades 3-5.	65% of students will show 2 levels of growth on Performance Assessments from Reading Units of Study - as measured by the scoring rubric. The remaining 35% will show at least one level of growth.	Nicole Levesque Grades 3,4,5 teachers	Beginning and end of each reading unit  October 2017-May 2018
I/A	Differentiated instruction will take place in small groups according to student needs based on results from STAR benchmark assessments in grades 1-5 during daily intervention blocks.	At least 65% of the students will meet or exceed their individual projected growth as stated on the STAR growth projection report. The remaining 35% will increase their	Nicole Levesque Cory Mazon Classroom teachers in grades 1- 5	September 2017 January 2018 May 2018

		scale score by at least 60 points.		
I/A	Administer SBAC interim assessments	All students in grades 3,4 and 5 will have additional practice with SBAC assessments.	Teachers 3-5	Frequency as determined by grade level
A	Utilize STAR Reading to regularly progress monitor all students - grades 1-5	At least 65% of the students will meet or exceed their individual projected growth as stated on the STAR growth projection report. The remaining 35% will increase their scale score by at least 60 points.	Cory Mazon Nicole Levesque classroom teachers in grades 1-5	September 2017-May 2018 on a monthly basis
A	Utilize benchmark assessments to regularly progress monitor students falling in Tiers 2 and 3 in grades K and 1.	Teachers will adjust and modify instruction for individual students based on the results of the running records, and analyze data at designated data team meetings.	Classroom Teachers	In between benchmark assessments
WRITING				
I/A	Explicitly teach development strategies using the teaching points from the Units of Study in Writing	Continued student improvement on post On Demand assessments using the Columbia scoring rubric	Cory Mazon Nicole Levesque Classroom Teachers K-5	September 2017-June 2018 Periodic reviews at data teams
A	Utilize common planning time and data teams to group students for conferring, plan future lessons, share best practices, and analyze student needs.	Regularly scheduled data teams and planning meetings.	Cory Mazon Nicole Levesque Classroom Teachers K-5	September 2017-June 2018 Periodic reviews at data teams
PD/A	Meet as grade-level teams and collaborate with literacy coaches to score and analyze student work.	Regularly scheduled data teams and planning meetings.	Cory Mazon Nicole Levesque Classroom	September 2017-June 2018 Periodic reviews

			Teachers K-5	at data teams
I/A	Conduct writing conferences and small strategy groups to differentiate the needs of students using the writing learning progressions.	Teacher documentation for conferences.	Cory Mazon Nicole Levesque Classroom Teachers K-5	September 2017-June 2018 Periodic reviews at data teams
PD/I/A	Unified arts teachers will explore and research ways to incorporate writing in their content	Shared information from exploration/collaboration with other districts  Provide 2 opportunities to all grade levels to incorporate strategies into their grade level classes	Anne Demichiel Jerry Curtiss Shari Kohl Rob Carter	September 2017-January 2018  March 2018-May 2018
MATH				
A	Meet during common planning time and data teams to group students and plan future lessons, share best practices, and analyze student needs.	Regularly scheduled data teams and planning meetings.	Phyllis Worhunsky Dina Schaffrick All K-5 teachers	September 2017-June 2018 Periodic reviews at data teams
I/PD	Implement whole grade level problem solving lessons during one math block per week in grades 3-5, with differentiation.	100% of students' rubric scores on common formative assessments will maintain grade level proficiency and/or increase from pre assessment to post assessment.	Grade 3-5 Teachers, Dina Schaffrick	Monthly word problem assessments
I/A	Demonstrate computer literacy.	Implement online program for math fluency practice (i.e. sumdog, Xtra math, Go Math online component)	Classroom teachers	Review at data teams throughout the

		grades 1-5		year
I	Implement various fluency strategies, depending on grade level(i.e. Mad Minute, AIMSweb, parent volunteer fact practice)	100% of students will increase and/or maintain grade level proficiency fluency scores by at least 20% on the spring fluency assessment.	Dina Schaffrick Teachers 1-5	September 2017 January 2018 March 2018
A	Administer SBAC interim assessments	All students in grades 3,4 and 5 will have additional practice with SBAC assessments.	Teachers 3-5	Frequency as determined by grade level
I/A	Focus on utilizing grade level math vocabulary within daily lessons K-5	100% of students will increase and/or maintain grade level proficiency from the pre vocabulary assessment to the post vocabulary assessment.	Dina Schaffrick Teachers K-5	End of each unit.
I	Differentiated instruction will take place during intervention blocks in small groups according to student needs based on results from benchmark assessments(STAR, AIMSweb) and CFAs in grades 1-5.	At least 65% of the students will meet or exceed their individual projected growth as stated on the STAR growth projection report. The remaining 35% of the students will increase their scale score by at least 60 points.	Teachers Dina Schaffrick Support services staff	September 2017-June 2018 Periodic reviews at data teams and grade level meetings

## Healthy Life Choices

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I/A	Provide students in grades 3 and 4 with instruction and practice in the 4 components of the Physical Fitness test	15% increase in the number of 4th grade students passing 4 components of Physical Fitness test from 2016	P.E. teacher	September 2017- June 2018
I	Provide after school activities/clubs to allow grade 4 and 5 students to participate in physical activities in a structured situation	Attendance report reflecting the number of students participating in after school activities.	Club advisor	Weekly for length of activity session
A	Monitor attendance due to illness	Powerschool weekly attendance report  Number of parent attendance meetings	Nurse; attendance committee	Weekly from Sept. 2017-June 2018

## Balancing Diverse Beliefs/Reaching Solutions

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A	Investigate and research grant opportunities to provide funding for enrichment activities to promote diversity	Lists of potential grants and enrichment opportunities.	School data team	Research updates shared at school wide data team

				throughout the year
I	Provide opportunities for collaboration between students through partner and small group activities in all academic areas	Students will complete a weekly self assessment rubric on effective partner work.	Teachers	September 2017-June 2018

### Self-Regulation Skills

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I/A	Counseling staff will deliver weekly in-class lessons to all students(K-5) using Second Step curriculum.	100% of students in grades K-5 will score a 85% or above on the end of year Second Step assessment.	Jill Levandoski and Jessica St. Pierre	September 2017-May 2018
I	Counseling staff will conduct regularly scheduled counseling groups.	20% decrease in office referrals	Jill Levandoski and Jessica St. Pierre	September 2017-June 2018
I	Promote and monitor expectations of behavior to students through PBIS program(Step Up to the Plate)	20% decrease in office referrals  100% of teaching staff will submit monthly communication logs to administrator whereby 50% of parent communication will be of a positive nature.	School Staff i.e. teachers, recess monitors, cafeteria monitor, custodian, paraprofessionals	September 2017-June 2018



		Signs posted throughout school		
PD/A	Parental involvement committee meetings to share resources and to provide opportunities for parents to learn about self-regulation and how to promote it with their children	Number of parents attending meetings.	Phyllis Worhunsky and parental involvement committee staff	Beginning in October 2017 and continuing every 6 weeks
PD//A	Social Emotional Learning - training for teachers, parents, students. Implementation of skills learned.  Survey distributed to all stakeholders.	Decrease in office referrals, bus incident reports.  Positive students and parents responses to survey	School Staff i.e. teachers, recess monitors, cafeteria monitor, custodian, paraprofessionals	September 2017-June 2018 with periodic check ins at data teams and staff meetings.

## Big Hairy Audacious School-Wide Instructional Goal

### **Analysis of Practice:**

Based on discussions, data analysis (quantitative and qualitative), and student work identify a school-wide instructional practice that should increase student learning across the school (e.g. focused instruction, guided instruction, collaborative learning, etc.). This will need to be discussed at the faculty or school data team level.

### **Practice Goal:**

Decide on a SMART goal that quantifies what success on this practice would look like. Remember the SMART goal should be Specific, Measurable, Achievable, Relevant and Time-bound. Consider how you will measure this goal while you are writing the goal. There should be a hand to glove match.

### **Interim Data Collection on Practice Goal:**

Identify the interim data that is valuable to the team in determining progress towards the goal.

### **Action Plan to Achieve Practice Goal:**

Identify the specific steps and strategies that your team will use to help all teachers achieve the goal.

<b>Strategy Type (I, A, PD)</b>	<b>Strategies (what adults will do)</b>	<b>Result Indicator (measurement and</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
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		<b>accountability tool)</b>		