

**Plymouth Public Schools**  
**Plymouth Center School Annual Report - 2017-2018**  
**Mrs. Chrystal Collins, Principal**

During the 2016-2017 school year, Plymouth Center School fully implemented Reading Workshop in conjunction with Writing Workshop. In grades Pre-K-2, the Foundations Word Study program was launched. Systematic tiered intervention in the areas of reading and mathematics were provided through the SRBI model. The beginnings of a social-emotional/behavioral SRBI model were explored.

A focus on active student engagement through the *Total Participation Techniques* and other strategies was introduced successfully during the school year as an area of growth and learning for PCS staff. Along with this focus, teachers increased student technology skills through the initial implementation of *Keyboarding Without Tears*.

Efforts to address state regulations around student attendance yielded very positive results, with 2.73% of K-5 students falling into the chronically absent category for the year. Improved SBAC performance led to Plymouth Center School being named a *School of Distinction* by the State Department of Education in the category of "Highest Growth – All Students".

**For 17-18:**

During the 2017-2018 school year, Plymouth Center School will look to continue to offer support and training in the reading and writing workshop model. The Foundations Word Study Program will be expanded into third grade. In addition, training will be introduced around the Next Generation Science Standards and the Atlas curriculum program.

A focus on Social Emotional Learning as defined through the *CASEL framework* will be introduced during this school year as an area of growth and learning for PCS staff and students. The school will emphasize the two core beliefs and two practices identified at the district level in its planning and implementation around social emotional learning.

At the administrative level, continued efforts to coordinate the early childhood programs will be an important area of focus, in conjunction with the efforts to meet the diverse needs of all students in Pre-K-5. Our theme for 2017-2018 is "Every Child, Every Day."

K-5 Student Enrollment October 1, 2017:  
(PK-5)

Race/Ethnicity	October 1, 2016		October 1, 2017		October 1, 2018	
	Number	Percent	Number	Percent		
Native American	1	< 1%	1	< 1%		
Asian	1	< 1%	0	< 1%		
African American	2	< 1%	3	1% (<1%)		
Hispanic	22	8.6%	23 (33)	9% (10%)		
White	229	89.8%	215 (275)	86% (85%)		
Multi-Racial			8 (9)	3% (2%)		
<b>Total</b>	<b>255</b>	<b>100%</b>	<b>250 (321)</b>	<b>100%</b>		

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	28	32	
% of K-5 Students with Disabilities Requiring Special Services	15	14	
% of Kindergarten students who attended Preschool	92	75	

## PCS 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
A/I	Utilize STAR assessment as benchmark assessment tool for Tier I, II, and III identification and instructional need purposes	STAR performance on benchmark assessments	K-5 Teachers/J. Rossi	Three times a year
A/I	Utilize STAR assessment and Raz Kids as authentic practice related to literacy (ex. text dependent questions) and technology skills	Practice assessments which include open-ended responses and evidence-based questions	K-5 Teachers/J. Rossi	Periodically as appropriate within curriculum
PD	Explore instructional strategies related to text dependent question responses  Questions to explore: How are we doing it now? What's working? What isn't?	Modeling, Co-teaching, Implementation of strategies in Data Teams & Staff Meetings	J. Rossi/Collins/with K-5 Teachers	monthly
I	Instruct students in how to provide "evidence" in written responses to reading  In practice: What does it look like? When will it happen? How will we know?	Written responses scored collaboratively in Data Team using a standard rubric at end of unit	3-5 Teachers/J. Rossi	ongoing

PD	Explore stamina strategies in literacy  Questions to explore: What does it look like? Do we focus on reading itself or literacy related tasks? What is the student's role/accountability?	Modeling, Co-teaching, Implementation of strategies in Data Teams & Staff Meetings	K-5 Teachers/J. Rossi/Collins	monthly
A/I	Continue recognition program for Direction Detectives	Students recognized at Assemblies	K-5 Teachers/Holleran	2017-2018 school year
I	Continue Puzzlers Enrichment Initiative for students in grades 3-5	Students demonstrating successful completion of puzzles & ability to explain reasoning to peers	Holleran	2017-2018 school year
I	Continue grade level problem solving lessons, grades 3- 5	Demonstrated student success within lesson	Holleran/grade 3-5 teachers	September-April 2018
I	Introduce grade level problem solving lessons, grades grade 2	Demonstrated student success within lesson	Holleran/grade grade 2 teachers	January-April 2018
A/I	Monitor Student Progress through Data Collection and Implement Interventions to address differentiated needs	SRBI and other Data Team goals	Data Teams	2017-2018 school year
A	Introduce student self-assessment tools as appropriate, K-5	Self-Assessments	K-5 Teachers/Coaches	2017-2018 school year
I/A	Introduce AVA/IAB for SBAC Practice	Demonstrated student success within assessments	Grades 3, 4, 5 teachers/J. Rossi/Holleran	January-May 2018

## Science

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
PD	Participate in state offered math and science grant	Completed participation and shared learning	Holleran	2017-2018 school year
PD	Train Teachers in NGSS Curriculum	Completed Training	K-3 Teachers/J. Rossi/Holleran	Fall 2017
A/I	Pilot NGSS Science Curriculum Units K-3	Implementation of piloted units	K-3 Teachers	2017-2018 school year

## Healthy Life Choices

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A	Develop & Implement Self-Assessment Tools Related to Four Components of State Fitness Test, grades 3-5	Self-Assessment Tools	Chateauneuf	2017-2018 school year
I	Design Instruction to increase student performance Related to Four Components of State Fitness Test, grades 3-5	Designed Lessons	Chateauneuf	2017-2018 school year
I	Develop & Share Parent Information	Shared Documents	Chateauneuf	2017-2018

	Related to Four Components of State Fitness Test, grades 3-5			school year
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## Big Hairy Audacious School-Wide Instructional Goal

### **Analysis of Practice:**

The Plymouth School District has identified Social Emotional learning as an important area of need and focus for the benefit of its staff and students. Plymouth Center School will look to support this initiative during the 2017-2018 school year and beyond. This year's efforts will be focused around these two **core beliefs**:

- SEL is foundational to learning
- We need to be intentional about our practices

### **Practice Goal:**

During the 2017-2018 school year, the PCS staff will emphasize these two key **practices**:

- Build a common understanding of the definition and components of SEL
- Focus on relationship building, community, and school connectedness

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

Informal reviews of staff understanding of the definition and components of SEL and informal data collection around SEL practices will occur on an ongoing basis during data team and staff meetings.

A district-wide survey will be administered to monitor staff knowledge of the components of SEL in the spring.

**Action Plan to Achieve Practice Goal:**

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A	Continue Bucket Fillers Program of Recognition for Specific Positive Behaviors	Certificates Completed as Assessed by Staff	All School Staff	Monthly
I	Utilize P.A.L. as Problem Solving Student Leadership Team	Notes from meetings	Principal	Monthly
I	Implement Buddy Benches for Playground Use	Positive Peer Interactions; reduction in recess conflicts	SEL Committee	2017-2018 School Year
I/A	Implement Second Step Social Curriculum, K-5	End of Year Assessment Performance to be monitored over time by DDT	School social worker, school psychologist w/classroom teacher present	2017-2018 School Year
PD/I	Explore daily practice prompts for Second Step curriculum	Implementation of Daily Practice	Classroom Teachers	December 2017-May 2018
PD	SDT brainstorms SEL techniques to share	List of Techniques	School Data Team	October 2017

	with staff			
PD	Staff meeting brainstorm session on SEL techniques	List of Techniques	All Staff	December 2017
PD	Share SEL strategies during Data Team meetings	Narrowed List of Techniques to be tried in classrooms	Grade Level Data Teams	October 2017-May 2018
PD	Review SEL in Teachers as Readers (ex. <i>The Boy Who Was Raised as a Dog</i> )	Informal Shared Learning on SEL	Teachers as Readers Committee	October 2017- May 2018
PD	View SEL online during Professional Videos Committee (ex. <i>Paper Tigers</i> )	Informal Shared Learning on SEL	Professional Videos Committee	October 2017- May 2018
A	Administer Staff Survey	Completed Surveys	All Staff	May 2018