



Plymouth Public Schools
Plymouth Center School Annual Report - 2018-2019
Mrs. Chrystal Collins, Principal
Executive Summary

Summarize what you have been working on over the past 2-3 years

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".

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

The Plymouth Public School District was awarded the Smart Start Grant during the 2016-2017 school year, and the Smart Start full day pre-k program was added in the 2017-2018 school year.

A focus on Social Emotional Learning as defined through the *CASEL framework* was introduced as an area of growth and learning for PCS staff and students. The school emphasized 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 were 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 was “Every Child, Every Day.” Plymouth Center School was named a Category 1 school on the Connecticut State Department of Education Accountability Report for 2016-2017 school performance.

Summarize the major foci for 2018-2019 that will lead to improved student outcomes

During the 2018-2019 school year, Plymouth Center School will look to continue to capitalize on its previous successes in student growth, performance, and achievement. The school will be visited by NAEP, who will conduct national assessments on randomly selected fourth grade students in February. The preschool team will be preparing for NAEYC accreditation submission, which will occur in 2019. To help the staff continue its efforts toward improved student outcomes, we will be exploring strategies related to perseverance and stamina, technology resources, and self-assessment tools.

The staff will undertake new learning related to the Yale Center for Emotional Intelligence RULER Approach. Over the course of the school year, staff will learn the four Anchor Tools of RULER, in preparation for implementation at the classroom level.

K-5 Student Enrollment October 1, 2018:
(PK-5)

Race/Ethnicity	October 1, 2016		October 1, 2017		October 1, 2018	
	Number	Percent	Number	Percent		
Native American	1	< 1%	1	< 1%	0	0%
Asian	1	< 1%	0	< 1%	1	<1%
African American	2	< 1%	3	1% (<1%)	3	1% (<1%)
Hispanic	22	8.6%	23 (33)	9% (10%)	24 (33)	9% (10%)
White	229	89.8%	215 (275)	86% (85%)	211 (269)	86% (85%)
Multi-Racial			8 (9)	3% (2%)	4 (7)	1% (2%)
Total	255	100%	250 (321)	100%	243 (313)	

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	26.2	30.3	40.7
% of K-5 Students with Disabilities Requiring Special Services	16.6	17.6	17.8
% of Kindergarten students who attended Preschool	92	75	91

Action Steps

District Primary Goals:

Safety:

The principal will meet with the School's Security Team and identify possible opportunities for school security improvements by October 15. The team has been developed and consists of a strong cross-representation of staff and community members. The team meets bi-monthly on the first Wednesday beginning in October. Findings from the meeting will be shared with the THS assistant principal and SRO prior to their visit. Debrief after the visit and identify priority and secondary security items by November 15.

Social Emotional Learning:

A draft of a staff Emotional Intelligence Charter was created during August Professional Development, facilitated by building leadership. Charter will be finalized and shared by October 15th.

Developing Instructional Expertise:

Ensure that the School Data Team has the training necessary to embed EduClimber software into grade level and school level data teams. Use the EduClimber platform when analyzing data and identify potential additional training needs for my team.

Updating and Enhancing Curriculum:

Introduce the use of the Atlas Portal for curriculum, instruction, and assessment resources. This portal will be used in data teams and during building-based professional development, as appropriate, throughout the school year.

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/I	Utilize STAR assessment as benchmark assessment tool for Tier I, II, and III identification and instructional need purposes	STAR Whole School Proficiency Achievement, 1-5: 73%	K-5 Teachers/J. Rossi	Three times a year
A	Explore the use of classroom reading graph goals for independent reading workshop time	100% of grade 3-5 classes will utilize reading graph goals	K-5 staff, literacy coach, principal	October 2018-December 2018
I	Utilize IAB and AVA resources to promote technology and reading proficiency & digital library resources	Student Performance on tasks	3-5 staff, special education staff, Rossi	January 2019-April 2019
PD	Explore strategies related to Productive Struggle in reading	Visible during walkthroughs, observations Instructional Rounds, and coaching sessions,	K-5 staff, special education staff, coaches	October-December 2018
WRITING				
I	Utilize IAB and AVA resources to promote technology and writing proficiency & digital library resources	Student Performance on tasks	3-5 staff, special education staff, Rossi	January 2019-April 2019

PD	Explore strategies related to Productive Struggle in writing	New Strategies; classroom implementation	K-5 staff, special education staff, coaches	October-December 2018
MATH				
A/I	Utilize STAR assessment as benchmark assessment tool for Tier I, II, and III identification and instructional need purposes	STAR Math Whole School Proficiency Achievement, 1-5 - 90% (50th %ile)	K-5 Teachers/R. Holleran	Three times a year
PD	Explore strategies related to Productive Struggle in mathematics	Visible during walkthroughs, observations Instructional Rounds, and coaching sessions,	K-5 staff, special education staff, coaches	October-December 2018
I	Utilize IAB and AVA resources to promote technology and math proficiency & digital library resources	Practice, Feedback, improved Student Performance on tasks	3-5 staff, special education staff, Holleran	January 2019-April 2019
A/I	Continue recognition program for Direction Detectives	Students recognized at Assemblies	K-5 Teachers/Holleran	2018-2019 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	2018-2019 school year
I	Continue grade level problem solving lessons, grades 3- 5	Demonstrated student success within lesson	Holleran/grade 3-5 teachers	September-April 2019

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 science trainings	Completed participation and shared learning	Grosos	2018-2019 school year
PD	Explore strategies related to Productive Struggle in science	Visible during walkthroughs, observations Instructional Rounds, and coaching sessions,	K-5 staff, special education staff, coaches	October-December 2018
A/I	Pilot NGSS Science Curriculum Units K-5	Implementation of piloted units	K-5 Teachers	2018-2019 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
I	Refine Instruction to increase student performance Related to Four Components of State Fitness Test, grades 3-5	Increased student performance on Grade Four State Fitness Test	Chateauf	2018-2019 school year
I	Implement newly developed health curriculum unit lessons	Designed Lessons	Chateauf	monthly

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	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/A	Implement Second Step Social Curriculum, K-5	End of Year Assessment Performance to be monitored over time by DDT	Classroom Teachers	Weekly
I/A	Implement Mental Health Related Units of Second Step (ex. Bullying)	End of Year Assessment Performance to be monitored over time by DDT	SW/Psych.	Monthly

Self-Regulation Skills

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
PD	Learn the four Anchor Tools of RULER	Implementation (Practice) during PD	Building & District Administration	PD Days 18-19
PD	Brainstorm School-wide Activities & Techniques related to district SEL	Information shared and implemented among staff	School SEL Committee	Monthly

	Goals			
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 2018-May 2019
PD	View SEL online during Professional Videos Committee (ex. <i>Paper Tigers; Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>)	Informal Shared Learning on SEL	Professional Videos Committee	October 2018-May 2019

Big Hairy Audacious School-Wide Instructional Goal

Analysis of Practice:

Despite good success on internal and external assessment measures during the 2017-2018 school year, PCS staff continues to seek ways to inspire all students to be active participants throughout their instructional day and to build their capacity as learners. In the interest of ensuring optimal access to learning, increasing differentiation opportunities, and supporting students' technology skill development, the staff will gain new technology instruction and assessment strategies to implement.

Practice Goal:

During the 2018-2019 school year, the PCS staff will learn about and implement strategies to increase student skill development in relation to technology based tools and applications.

Interim Data Collection on Practice Goal:

A survey will be administered to monitor staff knowledge of available technology tools and applications in the fall and spring.

Action Plan to Achieve Practice Goal:

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

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
PD	SDT brainstorms student technology tools and applications for survey design	Tools and Applications	School Data Team	October 2018
A	Staff survey administered regarding specific tools and applications	Completed Surveys	School Data Team	November 2018
PD	Staff meeting brainstorm session on tools and applications	List of Tools and Applications	All Staff	December 2018

PD	Explore technology implementation at the elementary level in Teachers as Readers	List of Tools and Applications	Teachers as Readers Committee	September-January 2019
PD	Explore technology implementation at the elementary level in Professional Videos Committee	List of Tools and Applications	Professional Videos Committee	September-November 2016
PD	Share technology implementation strategies during Data Team meetings	Narrowed List of Tools and Applications to be tried in classrooms	Grade Level Data Teams	September-November 2018
PD	Brainstorm technology implementation strategies at staff meeting, Data Team meetings	List of Techniques	Teaching Staff	March - April 2019
A	Administer Post Survey	Completed Surveys	All Staff	May 2019