



**Plymouth Public Schools**  
**Plymouth Center School Annual Report - 2019-2020**  
**Mrs. Sherri Turner, Principal**  
**Executive Summary**

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

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.

During the **2018-2019** school year, Plymouth Center School was named a Category 2 school on the Connecticut State Department of Education Accountability Report for 2017-2018 school performance based on High Growth (High Needs Students) in math.

The preschool team continues to prepare for its NAEYC accreditation submission with certification expected at the end of the 2019-2020 school year. The Smart Start preschool program continues to thrive, as do the Board of Education preschool programs which include 3 half day programs. All programs continue to be in high demand, and there are waiting lists for each program.

**Summarize the major foci for 2019-2020 that will lead to improved student outcomes**

During the 2019-2020 school year, Plymouth Center School will develop and implement structures that impact teaching and learning. A district team is reviewing and revising the district SRBI plan, and PCS staff will be implementing the plan with fidelity throughout the year. The Instructional Framework will also be an area of focus. The District Data Team will review observational data based on a rubric designed to gather data on the areas of Learning Environment, Activate, and Present. Professional learning will also be designed and implemented to support the development of learning targets and criteria for success.

The preschool team continues to prepare for NAEYC accreditation submission with the goal of earning this certificate by the end of the 2019-2020 school year.

The staff will continue their learning related to the Yale Center for Emotional Intelligence RULER Approach. This year, teachers will implement two of the RULER Anchor Tools, “Charter” and “Mood Meter” in their classrooms and throughout the school. Teachers will learn about “Meta-Moment” and Blue Print” during the 2019-2020 school year through building and district professional development.

K-5 Student Enrollment October 1, 2019:  
(PK-5)

	October 1, 2017		October 1, 2018		October 1, 2019	
<b>Race/Ethnicity</b>	Number	Percent	Number	Percent	Number	Percent
Native American	1	< 1%	0	0%	0	0%
Asian	0	< 1%	1	< 1%	1	<1%
African American	3	1% (<1%)	3	1% (<1%)	1 (2)	<1% (<1%)
Hispanic	23 (33)	9% (10%)	24 (33)	9% (10%)	28 (34)	11.7% (11.1%)
White	215 (275)	86% (85%)	211 (269)	86% (85%)	204 (255)	85% (83.3%)
Multi-Racial	8 (9)	3% (2%)	4 (7)	3% (2%)	5 (13)	2% (4%)
<b>Total</b>	<b>250 (321)</b>	<b>100%</b>	<b>243 (313)</b>	<b>100%</b>	<b>239 (306)</b>	<b>100%</b>

	Oct 1, 2017	Oct 1, 2018	Oct 1, 2019
% of Students Eligible for Free/Reduced Price Meals	30.3	40.7	42.5
% of K-5 Students with Disabilities Requiring Special Services	17..6	17.8	18.8%

% of Kindergarten students who attended Preschool	75	95	92
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### Action Steps

#### **District Primary Goals:**

##### *Safety:*

The School Safety Committee will review current safety plans and identify areas in need of improvement by October 15. This committee will meet bi-monthly in order to effectively and consistently review safety plans in a timely manner. A focus at Plymouth Center School this year will be to investigate alternative locations for parent pick up at dismissal in order to ensure the safety and security of all students and staff. We will also begin to implement unannounced drills throughout the school year, and seek guidance from the Fire MARshall regarding the safety of the preschool and grade 5 evacuation locations.

##### *Social Emotional Learning:*

“Charter” and “Mood Meter” will be the focus of SEL Professional Development in August 2019, and plans will be developed to guide the implementation of these two RULER Anchor Tools in the classrooms. Professional development for teachers throughout the year will focus on the RULER Anchor Tools of “Meta-Moment” and “Blue Print”. The goal of this work in the classrooms is to decrease the number of students in need of Tier 2 and Tier 3 behavior interventions. As part of the work on a district-wide SRBI plan, referrals will be made for those students in need of behavioral interventions.

##### *Developing Instructional Expertise:*

Ensure that the School Data Team and **teachers** have the training necessary to embed EduClimber software into grade level and school level data teams. Teachers will use the EduClimber platform when analyzing data and the principal and coaches will identify potential additional training needs for teachers.

Professional development based on the Instructional Framework will focus on *Learning Environment*, *Activate*, and the *Present* components of the framework. Instructional Rounds and principal observations will be utilized to observe and identify strengths and areas of need.

*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: 70% <b>(50th %ile)</b>	K-5 Teachers/J. Rossi	Three times a year
A	Utilizing classroom reading graph goals to measure individual growth in STAR	100% of grade 3-5 classes will utilize reading graph goals	3-5 staff, literacy coach, principal	October 2019-June 2020
I	Utilize TC Test Prep Units of Study	100% of grade 3-5 classes will utilize Test Prep Units	3-5 staff, Literacy coach, principal	February/March 2020

I	Utilize IAB and AVA resources to promote technology and reading proficiency & digital library resources	Increased student performance on tasks	3-5 staff, special education staff, Literacy coach	January 2020-April 2020
PD	Reviewing strategies to support the implementation of the Instructional Framework (Activate/Learning Targets/Present)	Visible during walkthroughs, observations, Instructional Rounds, and coaching sessions 95% of staff will be competent with IF strategies	PK-5 staff, special education staff, coaches	October 2019-June 2020 Survey: August 2019/January 2020/June 2020
WRITING				
I	Utilize IAB and AVA resources to promote technology and writing proficiency & digital library resources	Increased student performance on tasks	3-5 staff, special education staff, Literacy coach	January 2020-April 2020
PD	Reviewing strategies to support the implementation of the Instructional Framework (Activate/Learning Targets/Present)	Visible during walkthroughs, observations, Instructional Rounds, and coaching sessions 95% of staff will be competent with IF strategies	PK-5 staff, special education staff, coaches	October 2019-June 2020 Survey: August
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 - <b>85% (50th %ile)</b>	K-5 Teachers/R. Holleran	Three times a year
PD	Reviewing strategies to support the implementation of the Instructional Framework (Activate/Learning Targets/Present)	Visible during walkthroughs, observations, Instructional Rounds, and coaching sessions 95% of staff will be competent with IF strategies	PK-5 staff, special education staff, coaches	October 2019-June 2020
I	Utilize Think Central to monitor progress and provide individual instruction	100% of grade 2-5 classes will utilize Think Central and small group in grade 1	1-5 staff, math coach, principal	February/ March 2020
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 2020-April 2020
A/I	Utilizing classroom math graph goals to measure individual growth in STAR	100% of grade 3-5 classes will utilize reading math goals	3-5 Teachers/Holleran	2019-2020 school year

## Science

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
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PD	Participate in state offered science trainings	Completed participation and shared learning	Grosos	2019-2020 school year
PD	Reviewing strategies to support the implementation of the Instructional Framework (Activate/Learning Targets/Present)	Visible during walkthroughs, observations, Instructional Rounds, and coaching sessions 95% of staff will be competent with IF strategies	K-5 staff, special education staff, coaches	October 2019-June 2020 Survey: August

## 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	2019-2020 school year



## 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/A	Implement Second Step Social Curriculum, PK-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/As needed

## Self-Regulation Skills

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Implement "Charter" and "Mood Meter" Anchor Tools of RULER	Visible in classrooms; decrease in office referrals	PK-5 Staff, principal	2019-2020 school year
PD	Brainstorm School-wide Activities & Techniques related to district SEL Goals	Information shared and implemented among staff	PK-5 Staff, principal	Monthly Staff Meetings/ School Data

				Team Meetings
PD	Receive PD on “Meta Moment” and Blueprint” Anchor Tools of Ruler	Increase knowledge/competence survey	Building and District Administration	PD Days 2019-2020

### **Big Hairy Audacious School-Wide Instructional Goal**

**Analysis of Practice:**

SRBI interventions at PCS have been successful over the past few years. Many students make significant progress in both ELA and math. Despite these successes, some students continue to be referred for Tier 2 and Tier 3 interventions year after year, with minimal growth in achievement. It is our belief that the implementation of a more structured and transparent process, aligned with the district SRBI Plan, will support the progress of all students in Tier 2 and Tier 3. Additionally, the introduction of a referral process and documented Tier 2 and Tier 3 interventions for students with behavioral needs will be implemented.

**Practice Goal:**

During the 2019-2020 school year, the PCS staff will learn about and implement a consistent SRBI process for academics and behavior. Classroom teachers and coaches will learn to draft SMART goals and design targeted interventions for students in the classroom and in Tier 2 and Tier 3. As a result, the number of students identified for Tier 2 and Tier 3 interventions will successfully dismiss by June 2020. Students will no longer remain in the SRBI process for longer than one school year without consideration for referral to special education.

**Interim Data Collection on Practice Goal:**

After 10 week cycles, data will be gathered and analyzed to determine the effectiveness of interventions.

**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 accountability tool)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
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PD	Staff will review the district SRBI Plan including referral forms, planning documents, and parent notification protocols.	Completion of referral forms, SMART goals	Principal/Coaches School Psych/SW	September 2019
PD	Grade level teams meet with principal and coaches to review STAR data and assessment data	SRBI referrals	K-5 teachers Principal, coaches, SW, School Psych	September 2019
	SRBI Meetings- Initial referral meetings and follow up meetings	SMART goals, progress monitoring	K-5 teachers Principal, coaches, SW, School Psych Special Education Staff	October 2019- June 2020

PD	Progress monitoring of all students	Assessment data SRBI student data	Grade Level Data Teams	December 2019-May 2020
PD	Determine effectiveness of interventions	Schoolwide number of students dismissed	School Data Team	May-June 2020
A	Administer Survey to determine level of understanding of SRBI process; identify needs for 2020-2021	Completed Surveys	All staff	June 2020