

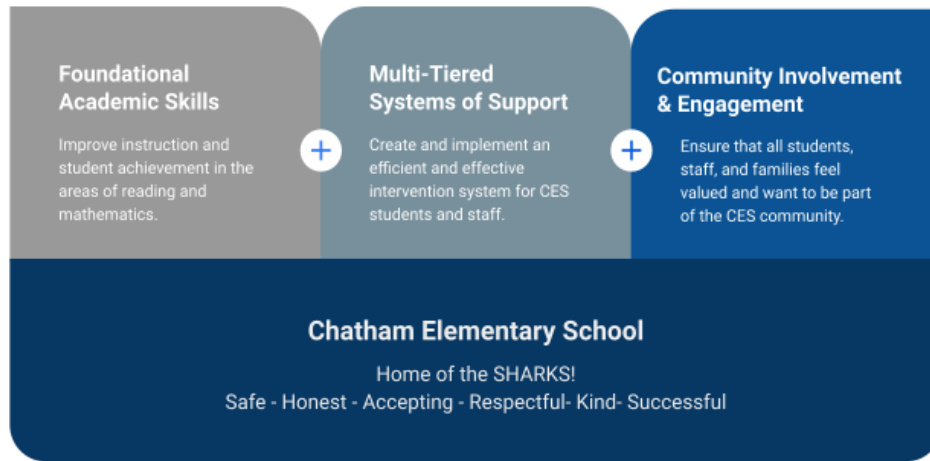


CHATHAM ELEMENTARY SCHOOL

School Improvement Plan 2021-2024

Chatham Elementary School serves students in Grades K through 4. While small in size, CES is big in heart! We believe that relationships are the foundation for learning and building community enhances learning for all.

At a Glance:



A Brief Overview:

In 2021, MRSD adopted the American Reading Company program for reading and writing instruction. At the start of the implementation, 68% of all CES students were below grade-level expectations for reading proficiency based on the IRLA assessment. As of February 2023, 67% of all students at CES were reading at proficient or above grade level. MCAS Math data shown below illustrates a concerning number of students performing below expectations on the Grade 3 & 4 MCAS math assessments. A concerted approach of research, practice, and implementation with professional development in best mathematical practices is needed to support the math program at CES and improve student achievement in mathematics.

Reading Scores IRLA	B.O.Y. 2021	B.O.Y. 2022	M.O.Y. 2023
Proficient or Above	33%	49%	67%
At Risk	28%	24%	18%
Emergency	40%	27%	14%

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MCAS Mathematics	2019	2021	2022
Grade 3	53% Partially or Not Meeting Expectations	47% Partially or Not Meeting Expectations	41% Partially or Not Meeting Expectations
Grade 4	59% Partially or Not Meeting Expectations	55% Partially or Not Meeting Expectations	55% Partially or Not Meeting Expectations

CES recognizes that all students do not learn in the same way and that intervention in the form of remediation and enrichment is needed for students for their academics, social, emotional, and behavioral needs. After several years of struggling with a cumbersome and ill-fitting RTi Model, the school has moved to research and adopt an Multi-Tiered Systems of Support Model that can incorporate the needs of all children at CES.

Chatham is a unique community. Surrounded by million dollar homes, a large percentage of families are economically disadvantaged. Our students represent a large number of different cultures and speak a number of different languages. The staff is committed to celebrating the diversity of our community and making CES a welcoming place for all to be. Whether it is through clubs or providing resources, we aim to bring our community together and celebrate all that makes us unique.

FOCUS AREA: Foundational Academic Skills

Goal: Support the development of strong academic habits and skills to ensure success in school and to support a love of learning beyond the classroom walls.

Outcome #1: Continue to increase the percentage of students reading at or above grade level and reduce the number of students at emergency and at-risk levels.

Actions:

- Implementation of American Reading Company programming K-4
 - Year 1 - Program Implementation
 - Year 2 - PD Small Groups
 - Writing (Grades 3 -4)
 - Phonic Instruction (Grades K-2)
 - Year 3
 - PD Focus TBD
 - Best intervention supports?
- Book Logs

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- Reading Challenges (Read Around the World, March Madness, Star Wars, Author Events)
- Media Center
 - Inventory and Purge
 - Diversity search
 - Order
 - Annual Order - Keeping inventory up-to-date

People:

- Classroom Teachers
- Instructional Leaders
- Special Educators
- Reading Interventionists
- Administrative Team (Marc Smith, Scott Carpenter, Jen Kelly, Christie Cutone, Allyson Joy)
- ARC Consultant (Ginnette Avides)
- Librarian
- Town Library - Children's Librarian

Evidence of Progress:

- Grades K-4 American Reading Company (ARC) IRLA Reading Level Data (continuous)
- Grades K-4 NWEA Map Data (BOY, MOY, EOY)
- Grades K-2 DIBELS Reading Inventory
- Grades 3-4 MCAS ELA Assessment

Outcome #2: Identify strengths and challenges of our current math programming and teaching practices. Move students from below grade-level expectations to at or above-grade level expectations.

Actions:

- Review of current practice(s)
 - Materials
 - Assessments
 - Methodologies
 - Best practices / research
- Review and improve our assessment systems
 - review/analyze current chapter/unit end tests
 - create/utilize checkpoint assessments
 - Initiate screeners (Forefront universal screener BOY, MOY, EOY) for number sense
 - Fluency 5 minute fact sheets BOY, MOY, EOY
 - Running records for fluency problems/concerns
 - MAP BOY, MOY, EOY

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- Professional Development on Guided Math/Centers-Based Math
 - October 2022 PD
 - September 2022 PD
 - Staff Meetings
 - Weekly Newsletter Updates
 - Book Club
- Professional Development Thinking Routines/Number Talks
 - Book Club
 - September 2022 PD
 - Weekly Newsletter Updates
 - Bookclub
- Fluency Work
 - Reflex Math Webinar
 - Fluency Challenges across the school (Pot o'Gold, High Fives, Star Wars)
 - Parent outreach
- Organized outside professional development in mathematics instructional practices 2023-24
 - Allison Mello Consultant
 - Guided Math / Math Workstations
- Collaborate with MRMS math teachers
 - What skills are most needed to be successful
 - What strengths do CES students bring
- Collaborate with HES teachers
 - Align teaching practices

People:

- Classroom Teachers
- Instructional Leaders
- Special Educators
- Math Interventionists
- Administrative Team (Marc Smith, Scott Carpenter, Jen Kelly, Christie Cutone, Allyson Joy)
- Technology/Science Teacher

Evidence of Progress:

- Completed materials/programming reviews
- Professional development
- NWEA Map (Grades K-4) and MCAS (Grades 3-4) scores

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- Reflex Data for students in Grades 1-4

FOCUS AREA: Multi-Tiered Systems of Support

Goal: To identify and minimize the social, emotional, and academic challenges of every CES student while maximizing their social, emotional, and academic strengths.

Outcome #1: Create and implement a Multi-Tiered Systems of Support System (MTSS) that is efficient and effective to replace the outdated and cumbersome RTi process at Chatham Elementary School.

Actions:

- RTi Team attend MTSS Conference Summer of 2022
- Summer 2022 draft model for new MTSS Model
- Roll out MTSS model September 2022
- Data Days
 - 3 Times Per Year
 - Full-Day
 - 90 minutes per grade level
 - Meet on every child to go over BOY, MOY, EOY data points (Map, DIBELS, Forefront, Fluency, MCAS, etc.)
 - Intervention makes initial list of students they will be servicing and goals
 - Watch lists
 - Calendar / rotation
- MTSS meetings every week with team
- Entering and exiting criteria for intervention
- Fine tune data collection for SPED evaluation
- Review/create/enforce Safety Plans & Behavior Plans
- Shared Google Spreadsheet with every class
 - All data points input into spreadsheet
 - Linked google drive for meeting notes
 - Access available to staff who work with student
- Build building schedule / classroom schedule with intervention, special education, and ELL input
- Use MTSS Team to identify community members in need of outreach and support
 - Monomoy Youth Services

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- Chatham Recreation Department
- CARE Solace

People:

- Special Education Teachers
- Interventionists
- Classroom Teachers
- Team Chair

Evidence of Progress:

- Creation of MTSS team, format, and meetings
- Meeting notes
- Survey of staff and team members
- Revisions to program as needed

FOCUS AREA: Community Involvement and Engagement

Goal: All students and families will feel like they belong and want to be a part of the CES community.

Outcome #1: All students will be involved in an extra-curricular activity.

Actions:

- Increase the number of offerings for after-school clubs.
 - Solicit more staff members
 - Encourage alternative dates and clubs
- Poll students for club interests - particularly underrepresented students
- Eliminate "first come, first serve" registration practices
- Solicit underrepresented families directly
 - Change/adjust registration procedures to assist underrepresented families
 - Arrange for transportation and/or after care options
- Solicit community members to run clubs
 - Partner with Atlantic White Shark Conservancy
 - Coast Guard
- Solicit donations of instruments for student music programs
- Provide more sessions (four sessions, eight weeks each)
- Continue to diversify offerings

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People:

- After-school Club Coordinator
- Principal
- Parents
- Teachers
- Transportation
- Monomoy Youth Services
- Chatham Parks and Recreation

Evidence of Progress:

Club rosters
Club Line Up

Outcome #2: Students and staff will know and exhibit SHARKS expectations of Safe, Honest, Accepting, Respectful, Kind, and Successful even when no one is looking.

Actions:

- Formation of PBIS Committee
- SHARK Assemblies
 - Ticket Winners - Pizza Party
 - Mystery Shark
 - Sea of Success - monthly nominations
 - Performances
- CES Cafetera Cabaret - music performances during lunch periods
- School-wide Challenges
- Ticket Challenge - Weekly Raffle Winners
- High Fives
- Concerts

People:

- All staff
- All students

Evidence of Progress:

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- Number of tickets collected each week
- Assembly participation
- Positive feedback
- Number of office referrals

Outcome #3: Get all CES families into the building and onto campus for school-wide events.

Actions:

- Schedule events for later in the afternoon/early evening or first thing in the morning to accommodate work schedules
- Communicate about events in multiple languages
- Provide childcare or allow for children to attend
- Shark Tank - Back to School Night
 - Community Resources - SNAP, Cape Cod Children's Place, Monomoy Youth Services, etc.
- Arts Festival
 - Combine music and art event
 - Provide plenty of notice to families
- Utilize YouTube Channel - record school events
- Raffles for attendance at events (principal for the day, backpack, coffee gift card)
- Direct invitations/phone calls/letters to underrepresented families

People:

- Principal
- Front Office
- All Staff

Evidence of Progress:

Surveys after community events
Attendance from events