Spring Street School
2023-2024



School Improvement Plan

WEST BRIDGEWATER PUBLIC SCHOOLS
District Plan for Success 2023-2027

MISSION

The mission of West Bridgewater Public Schools is to work together with home and community to provide our students a safe environment in which to acquire the knowledge, skills, and values needed for success in a diverse and global society of the 21st Century.

VISION

The vision of West Bridgewater Public Schools is to meet or exceed all of our students' academic, social, and emotional needs, inclusive of all abilities, by creating a sense of belonging and providing academic pathways to success.

CORE VALUES



THEORY OF ACTION

If the West Bridgewater Public Schools provide students with an array of opportunities to ensure all students achieve the Vision of the Graduate that is diverse, equitable, and inclusive; establish and implement a cohesive, rigorous equitable PreK -12 curricula; promote the implementation of curricular materials with consistency to ensure student success academically and social and emotionally; ensure appropriate staffing and support to address the growing academic and social-emotional needs of students and staff; and ensure that the facilities and resources provide effective learning environments to meet the educational and social-emotional needs of all students and staff, then the vision of West Bridgewater Public Schools is to meet or exceed all of our students' academic, social, and emotional needs, inclusive of all abilities, by creating a sense of belonging and providing academic pathways to success.

STRATEGIC OBJECTIVES

Student Success	Curriculum	Staff Development	Facilities Resources

1. Provide students with an array of opportunities to ensure all students achieve the Vision of the Graduate that is diverse, equitable and inclusive.	2. Establish and implement a cohesive, rigorous equitable PreK -12 curricula.	3. Promote the implementation of curricular materials with consistency to ensure student success academically and social and emotionally.	4. Ensure appropriate staffing and support to address the growing academic and social-emotional needs of students and staff.	5. Ensure that the facilities and resources provide effective learning environments to meet the educational and social-emotional needs of all students and staff.
STRATEGIC INITIATIVES				
1.1 Provide quality and differentiated professional development for all staff with the intention of strengthening content and SEL pedagogy, focusing on the whole student.	**2.1 Create PreK-12 teams to lead and support the development of a curriculum plan.**	3.1 Allocate funding for professional development for new and existing curricula.	**4.1. Create a competitive hiring process to entice highly qualified diverse candidates.**	**5.1 Work with MSBA to address facility needs within the district.**
1.2 Utilize the tiered supports available within each building to meet the needs of all learners.	2.2 Organize a professional development committee to facilitate staff buy-in, understanding, and effective training, according to DESE guidelines as applicable.	**3.2 Continue the implementation of the elementary literacy program.**	4.2 Ensure the support of highly qualified staff by providing appropriate, meaningful, and timely professional development opportunities.	**5.2 Develop & implement a classroom technology plan to replace outdated equipment in the district.**
1.3. Implement instructional strategies that promote student engagement resulting in students reaching their individual potential.	2.3 Establish common vocabulary and pedagogical approaches.	**3.3 Continue the implementation of the MSHS math curriculum.**	**4.3 Create programs to support our higher needs students with qualified and appropriate staffing.**	**5.3. Create and implement a safety and security plan in collaboration with the School Resource Officer.**
1.4. Develop and implement pathways to provide students with authentic learning opportunities.	2.4. Offer curriculum development opportunities using a common template.	3.4 Allocate funding for elementary social studies, science, and math curricula.	4.4 Collect data consistently on student and staffing needs to provide a supportive culture.	5.4 Regularly review and update network infrastructure to meet district needs.
1.5 Organize and implement a Diversity, Equity, and Inclusion Committee to foster and monitor equitable access for all students	**2.5 Revise existing professional development plan.**	3.5 Explore the opportunity of adding elementary world language.	4.5 Develop a DEI (Diversity, Equity, and Inclusion) Committee to ensure all students and staff are represented.	5.5 Develop yearly budget priorities that identify needs for facilities and resources.

through curriculum and staff development.				
			4.6 Foster and maintain relationships with town officials to provide a deep and clear understanding of the district's needs.	5.6 Continue to implement a long-term 5 year capital improvement plan that focuses on facilities and technology.
			4.7 Collect ongoing data on staffing deficits to provide information to stakeholders, including School Committee and town officials.	

Goal 1

Goal	**Increase student achievement as measured by district assessments**
Strategic Objective	**Student Success**
Data Source	**District, school assessments**
Strategic Initiative	**Implement instructional strategies that promote student engagement resulting in students reaching their individual potential**
Outcome	**80% of our students will be meeting or exceeding in district/school assessments (DIBELS)**

Action Steps	Resources	Measure(s) of Implementation	Persons Responsible	Timeline for completion
What steps must be taken to implement the strategy	What specific supports are needed to implement this action step?	How will readers know the action step is realized? What will change? For whom? By how much?	Who is responsible or accountable for this step?	By when will the step be complete?
Continued work with DESE literacy consultant to support SOR best	***literacy curricula, decodable readers***	***Meeting time Walkthroughs Peer observations***	***Principal, Grant members***	***End of year***

practices and implementation.				
Progress monitoring data cycle every 2-4 weeks (for strategic or moderate intervention, respectively) to track student progress and plan effective instruction.	***DIBELS, PAST, ENVISIONS***	***DIBELS, PAST***	***Teachers, Reading Specialist, Principal, Title 1***	***End of Year***
Teachers will use a structured literacy routine lesson plan to plan small group lessons to include foundational skills, and to apply the practice to decodable readers	***Assessment data, Walkthroughs rubric, curriculum implementation with Decoding Duos***	***DIBELS assessments***	***DESE Consultant, Teachers, Reading Specialist, Principal***	***End of year***

Goal 2

Goal	**By the end of the 23-24 School year, teachers will strengthen their knowledge and implementation of our new literacy programs to make effective decisions that support student growth and development.**
Strategic Objective	**Promote the implementation of curricular materials with consistency to ensure student success academically and social and emotionally.**
Data Source	**District, school, and assessments, surveys**
Strategic Initiative	**Continue the implementation of the elementary literacy programs**
Outcome	**Teachers will be more comfortable in implementation of new programs**

Action Steps	Resources	Measure(s) of Implementation	Persons Responsible	Timeline for completion
What steps must be taken to implement the strategy	What specific supports are needed to implement this action step?	How will readers know the action step is realized? What will change? For whom? By how much?	Who is responsible or accountable for this step?	By when will the step be complete?
Engage in culturally responsive teaching practices.	***½ Day PD***	***Surveys Walkthroughs***	***Teachers, Principal***	***End of Year***
Create Wit and Wisdom pacing guides that incorporate Fundations/Heggerty	***sample maps, coaching***	***Completed pacing guides***	***Teachers, Principal Curriculum Director***	***End of year***
Classroom teachers use the PAST, Fundations end-of-unit tests, Heggerty assessments, trick word assessments, and daily observational notes to analyze student performance and determine next steps in instruction.	***assessments, observation,check list, and template***	***Progress monitoring benchmark assessments walkthrough feedback***	***Teachers, Principal, Reading Specialist, Tutors, DESE Consultant***	***End of Year***

Goal 3

Goal	**Increased collaboration between related service providers, and teachers to strengthen professional capacity to support all students**
Strategic Objective	**Ensure appropriate staffing and support to address the growing academic and social-emotional needs of students and staff.**
Data Source	**Student Wellness/Safety Survey, Faculty/Staff Survey, self assessment on curricular needs**
Strategic Initiative	**Ensure the support of highly qualified staff by providing appropriate, meaningful, and timely professional development opportunities.**
Outcome	**Decrease of RTI/behavioral referrals**

Action Steps	Resources	Measure(s) of Implementation	Persons Responsible	Timeline for completion
What steps must be taken to implement the strategy	What specific supports are needed to implement this action step?	How will readers know the action step is realized? What will change? For whom? By how much?	Who is responsible or accountable for this step?	By when will the step be complete?
rejuvenate SEL committee that has representation for pre k, K, and special education	***planning time***	***attendance in meeting implementation follow through***	***Health and Wellness teacher, District BCBA, Principal, committee members***	***ongoing***
Develop a consistent approach to embed social emotional learning expectations and supports into the general curriculum	***SEL resources***	***walkthroughs***	***Health and Wellness teacher, District BCBA, Principal, teachers***	***ongoing***
Investigate our current preK model to ensure it can support the growing needs of our student population	***visit surrounding town programs***	***development of PreK program for 24-25 SY***	***Student Service Director, Principal District BCBA PreK team leader***	***ongoing***
