William Seach Elementary School

School Improvement Plan 2023 - 2026

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School Improvement Plan 2023 - 2026

Improvement Area #1 - Student Belonging

Throughout the 2023-2026 school years, William Seach Elementary School will collaborate to develop a stronger sense of student belonging by creating a more inclusive school environment. We will meet the needs of our diverse student population by recognizing and embracing their differing life experiences.

As a result of cultivating positive relationships, our students will feel connected, supported, and heard.

William Seach Elementary School

Historical Data 2022-2023 SY

Spring 2023 Panorama Data: Grade 5 students

Topic	Percent Favorable	Topic	Percent Favorable
Supportive Relationships	88%	Positive Feelings	61%
Self-Management	69%	Challenging Feelings	45%
Social Awareness	66%	Emotional Regulation	41%

William Seach Elementary School
Historical Data 2022-2023 SY

Student Attendance (2022-23) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	91.2	14.9	61.6	35.5	8.1	56.9
Female	91.1	15.2	59.8	33.9	7.9	54.5
Male	91.3	14.6	63.4	37.1	8.2	59.3
Low Income	90.2	16.6	68.1	41.9	11.1	64.2
High Needs	90.5	16.1	65.8	40.4	10.1	61.9
LEP English language learner	90.7	14.3	59.5	36.7	12.7	55.7
Students with disabilities	88.9	19.8	78.9	49.3	12.7	74.6
African American/Black	92.3	12.7	49.3	30.4	5.8	44.9
American Indian or Alaskan Native						
Asian	94.5	8.7	34.5	20.7	0.0	31.0
Hispanic or Latino	89.5	17.7	70.5	40.0	14.7	64.2
Multi-race, non-Hispanic or Latino	90.2	17.5	64.3	39.3	14.3	64.3
White	91.4	14.9	65.6	36.9	5.6	60.6

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Historical Data 2022-2023 SY

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension
All Students	400	12	2.0	1.8
English Learner	71	0		
Low income	290	10	2.8	1.7
Students w/disabilities	68	6	7.4	4.4
High needs	322	11	2.5	1.9
Female	203	7	2.5	1.5
Male	197	5		
Amer. Ind. or Alaska Nat.	1			
Asian	38	0		
Afr. Amer./Black	76	4		
Hispanic/Latino	101	5		
Multi-race, Non-Hisp./Lat.	33	0		
Nat. Haw. or Pacif. Isl.	0			
White	151	3		

Improvement Area #1 - Student Belonging

Success Measure	Action Steps	Leader-Team	Timeline
Increase in student engagement with students demonstrating active engagement as measured by various student surveys.	- Panorama student survey in September and May regarding SEL needs and connectedness to staff and school. - Identify students who do not have a positive relationship with an adult at school and create an action plan to ensure all students feel a sense of belonging. - Teacher-created student survey measuring active engagement.	Adjustment counselors, classroom teachers, Jaclyn Neenan-Assistant Principal.	June 2023, October 2023-May 2024 check-in to monitor progress and success
Decrease the percentage of students who are subject to exclusionary discipline by 10%	- Daily Morning Meetings and SEL lessons including Second Step Curriculum. - Schoolwide PBIS framework established to improve social, emotional, behavioral, and academic outcomes for all students. - Establish a Rounds Team to collectively discuss students who are identified with high needs. behavioral concerns and ways to develop targeted interventions for students. - Professional Development focused on supporting staff with implementing strategies outlined to support student behavior.	Rounds Team consisting of administrators, adjustment counselors, school nurse, classroom teacher	September 2023-June 2024
Decrease number of absences by 10%	- Weekly review of student attendance. - Communication with students and families who are chronically tardy or absent. - Use tardy and absence data to identify at-risk students and create support plans.	Rounds Team consisting of administrators, adjustment counselors, school nurse	September 2023-June 2024

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Improvement Area #2 - Student Achievement

Throughout the 2023-2026 school years we will aim to increase student achievement in mathematics and literacy through collaboration amongst school staff as it relates to teaching and learning and deeper understanding of data analysis.

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Historical Data 2022-2023 SY

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included
	School	State	School	State	School	State	School	State	School	State	
GRADE 03 - ENGLISH LANGUAGE ARTS	43	44	5	7	38	37	45	40	12	16	58
GRADE 03 - MATHEMATICS	34	41	3	8	31	33	47	39	19	20	58
GRADE 04 - ENGLISH LANGUAGE ARTS	38	40	2	5	36	34	39	43	23	17	56
GRADE 04 - MATHEMATICS	45	45	7	8	38	37	43	37	13	18	56
GRADE 05 - ENGLISH LANGUAGE ARTS	25	44	0	5	25	39	56	40	19	16	52
GRADE 05 - MATHEMATICS	14	41	0	5	14	36	53	46	33	13	51
GRADE 05 - SCIENCE AND TECH/ENG	20	42	4	8	16	33	65	40	16	19	51

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Historical Data 2023-2024 SY

	EOY Dibels	EOY i-Ready Reading	EOY i-Ready Math	MCAS ELA	MCAS Math
Kindergarten	47%, 17%, 35%				
Grade 1	50%, 20%, 30%		67%, 33%		
Grade 2	56%, 7%, 37%	53%, 43%, 3%	38%, 53%, 8%		
Grade 3	64%, 21%, 15%	76%, 15%, 8%	58%, 39%, 3%	43%, 45%, 12%	34%, 47%, 19%
Grade 4	61%, 14%, 25%	42%, 40%, 18%	53%, 35%, 13%	38%, 39%, 23%	45%, 43%, 13%
Grade 5	51%, 8%, 42%	45%, 35%, 22%	36%, 37%, 27%	25%, 56%, 19%	14%, 53%, 33%
Overall	66%, 17%, 17%	55%, 32%, 14%	51%, 39%, 10%	35%, 46%, 18%	32%, 47%, 21%

Improvement Area #2 - Student Achievement

Success Measure	Action Steps	Leader-Team	Timeline
All students in grades 3-5 will demonstrate growth in the areas of math and reading as measured by the MCAS assessment.	• Administrators will engage in practices of consistent, effective classroom walkthroughs and observations to provide meaningful feedback that will improve teaching and learning. • Staff will participate in Professional Development to strengthen teachers' understanding of new district programs. • Identify priority standards for ELA and math at each grade level.	• Administrators, Literacy and Math coaches, grade-level teams	September 2023-June 2024 check-in to monitor progress and success
Staff will collaboratively assess and analyze student data on I-Ready diagnostic, DIBELS and MCAS assessments to adjust instructional practices and student learning goals.	• Utilize the SIT process to better target student need in order to provide appropriate academic and behavioral interventions. • All staff will be provided time to meet with academic coaches in order to plan lessons and collaborate on improving student learning and implementing district programs and pedagogy. • Use of MTSS interventionists during literacy and math block instructional times to meet individual student needs.	• Administrators, Literacy and Math coaches, grade-level teams, MTSS Interventionists	September 2023-June 2026
Teachers will provide consistent, small group instruction where lessons are diversified to meet the needs of each skill group and targeted learning of specific needed skills is provided.	• Monitor student success to provide frequent and individualized feedback to improve and target specific skills. • Meet with academic coaches to plan engaging and differentiated activities designed to reinforce skills based on student need. • Engage teachers in implementing best practices in literacy and math instruction through increased use of data-driven groupings and instruction.	• Administrators, Literacy and Math coaches, grade-level teams, MTSS interventionists	September 2023-June 2026

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Improvement Area #3 - Family & Community Partnerships

Throughout the 2023-2026 school years, William Seach Elementary School will increase and strengthen collaborative efforts between schools, families, and the broader community to support students' educational, emotional, and social development. Providing diverse methods of communication will allow families and community members to have direct, consistent interactions with the school staff, which will lead to positive outcomes for students.
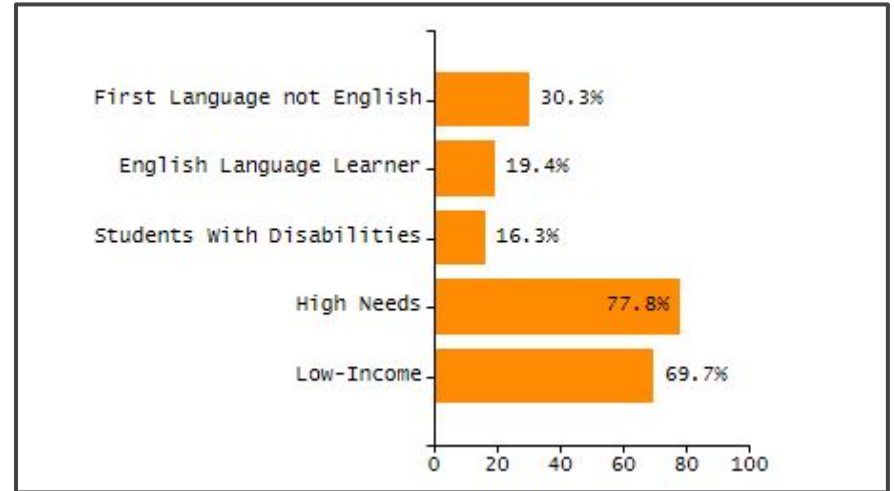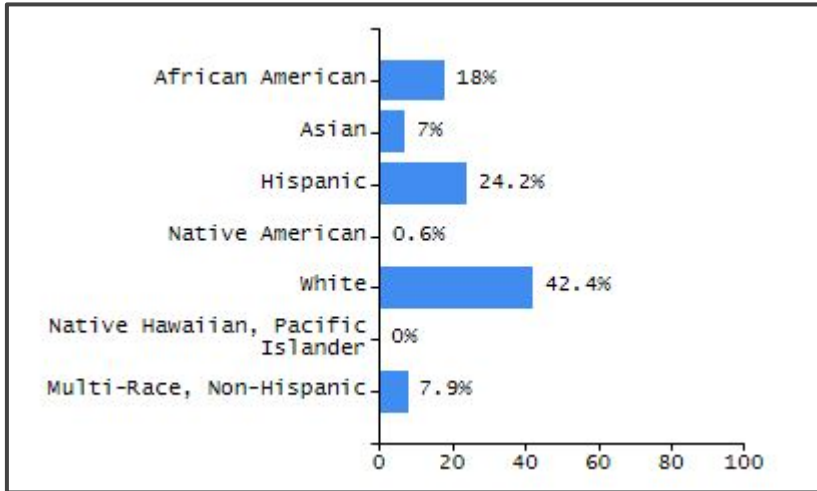
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Enrollment by Race/Ethnicity (2022-23)			
Race	% of School	% of District	% of State
African American	18.0	8.4	9.4
Asian	7.0	6.6	7.3
Hispanic	24.2	14.1	24.2
Native American	0.6	0.2	0.2
White	42.4	65.6	54.4
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	7.9	5.1	4.4

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Improvement Area #3 - Family & Community Partnerships

Success Measure	Action Steps	Leader-Team	Timeline
Partnership with district wraparound center to assist our high needs families with accessing services.	• Monthly meetings with Kelsie Bromberg to implement support for at-risk families. • Student backpack program utilized by over 90 families from our school community. • Weekly Rounds to identify families in need and develop a plan of support.	Administrators Adjustment counselors Kelsie Bromberg School Nurse	October 2023- June 2026
Providing multiple opportunities for families to participate in school-wide activities in order to improve parent-teacher, teacher-student relationships to foster a positive school culture.	• Back to School Open House with resources and information provided by SEPAC, Technology Department, Title I and Parent Council. (Approximately 115 families attended this event) • Parent Curriculum night to familiarize families with current curriculum, • Provide after school enrichment opportunities to assist students with developing their personal and interpersonal social skills, and promoting respect for cultural diversity.	Administrators Classroom Teachers Parent Council	September 2023-June 2026
Identify the effects of systemic inequities within our school community in order to break down barriers to resources and educational opportunities.	• Provide staff with resources and training to integrate culturally aware family engagement practices. • Participation from staff in weekly book club to understand perceptual differences and identify strategies to address the special needs of children who come from poverty. • Use of Parent Satisfaction Surveys to identify concerns, improve communication, monitor progress, and make more inclusive decisions that benefit students and their families.	Administrators Adjustment counselors School Nurse Classroom teachers and staff	September 2023-June 2026

William Seach Elementary School challenges and supports all students to become confident, curious, and courageous learners through high-quality instruction in a caring and inclusive environment. We believe that a diverse community is essential to academic success, social and emotional growth and the development of good character.

BETTER Together

To be an inclusive community of continuous learners in which all stakeholder voices are valued and diverse perspectives are encouraged.

William Seach Core Values

William Seach School actively cultivates an awareness and respect for diversity. We strive to create a positive, joyful and inclusive community by embracing the following values:

Respect: We encourage empathy through the strength of our differences, awareness of our global surroundings, and adherence to high standards of conduct.

Ownership: We build integrity and trust by understanding our choices and owning our actions.

Achievement: We commit to upholding high standards and expectations for everyone in our school community in order to ensure that all students can learn to their fullest potential.

Responsibility: We accept the responsibility to work hard and persevere in all that we do and to take responsibility for our actions.