Ralph Talbot Elementary School
School Improvement Plan 2023 - 2026

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Improvement Area #1 - Student Belonging

Throughout the 2023-2026 school years, Ralph Talbot 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.

Panorama Data

Topic	Percent Favorable	Topic	Percent Favorable
Supportive Relationships	87%	Positive Feelings	73%
Self-Management	69%	Challenging Feelings	51%
Social Awareness	69%	Emotion Regulation	47%

Ralph Talbot Elementary School
School Improvement Plan 2023 - 2026

Historical Data: Selected Populations & Enrollment by Race/Ethnicity

Selected Population 2003-2023 Ralph Talbot Elementary School			
	2022-2023	2012-2013	2002-2003
First Language not English	15.4%	16.7%	4.1%
English Language Learner	10.8%	12.9%	2.8%
Low-income	39.0%	28.6%	1.7%
Students With Disabilities	17.4%	14.6%	0.0%
High Needs	50.2%	46.6%	-

Enrollment by Race/Ethnicity 2003-2023 Ralph Talbot Elementary School			
	2022-2023	2012-2013	2002-2003
African American	10.8%	7.1%	3.4%
Asian	7.7%	4.8%	2.4%
Hispanic	12.4%	11.2%	4.5%
Native American	0.0%	0.3%	-
White	62.5%	73.1%	89.0%
Multi-Race, Non-Hispanic	6.6%	3.1%	-

Talbot Historical Data: SY2022-2023

Attendance Data SY 2022-2023

Overall Attendance Rate	94%
Average Number of Absences	10.5%
Absent 10 or More Days	43.8%
Chronically Absent (18+ days)	15.7%
Chronically Absent (36+ days)	2.2%
Unexcused days > 9 days	32.2%

Ralph Talbot Elementary School

School Improvement Plan 2023 - 2026

Student Belonging

Success Measure	Action Steps	Leader-Team	Timeline
Panorama Student increase satisfaction by 10% per year.	- Implement Morning Meetings/Restorative Practice CIrcles - Survey students in grades 3-5 in November and May to determine their level of belonging/use data to guide community circle conversations - Survey teachers to determine their perceptions of their students connectedness in the school and classroom - Increase Participation in Panorama Data by communicating with students and families the vision and importance of collecting this data	*Kathleen Connelly-Day, Principal* *Heidi Reinhart, Assistant Principal* *Melissa Boyle, SAC* *Classroom teachers*	June 2023-June 2026
Decrease Behavioral Referrals by 10%	- Monthly PBIS assemblies and themed celebrations around being kind and accepting - Weekly SEL lessons to include Second Step - Morning Meetings/Restorative Practices - Behavioral Google Form/Spreadsheet	Kathleen Connelly-Day, *Principal* Heidi Reinhart, *Assistant Principal* *Melissa Boyle/SAC* *Classroom Teachers* *PBIS Team*	September 2023-June 2026
Decrease number of Chronically absent students by 20% per year	- Bi-Weekly review of attendance - Communicate with students and families who are chronically tardy or absence - Develop a protocol and procedures for tracking and communicating missed time on learning	Kathleen Connelly-Day, *Principal* Heidi Reinhart, *Assistant Principal* Melissa Boyle, SAC Meghan Rowley School Nurse Claudia DiMare, Office ESP	September 2023-June 2026

Ralph Talbot Elementary School
School Improvement Plan 2023 - 2026

Improvement Area #2 - Student Achievement

Throughout the 2023-2026 school years, Talbot Elementary School will collaborate to develop purposeful, well-structured lessons using high quality resources. Analysis of formative and summative data will inform instructional practices that meet the diverse needs of our students.

Talbot Historical Data: SY 2022-2023

	EOY Dibels	EOY iReady ELA	EOY iReady Math	MCAS ELA	MCAS Math
Kindergarten	80%, 5%, 15%				
Grade 1	77%, 7%, 17%		71%, 27%, 2%		
Grade 2	71%, 10%, 19%	67%, 29%, 5%	53%, 40%, 7%		
Grade 3	73%, 20%, 7%	79%, 14%, 7%	56%, 40%, 5%	46%, 32%, 23%	41%, 48%, 9%
Grade 4	93%, 4%, 2%	65%, 27%, 8%	76%, 24%, 0%	51%, 31%, 18%	58%, 40%, 2%
Grade 5	82%, 11%, 8%	57%, 21%, 23%	61%, 21%, 5%	34%, 46%, 20%	34%, 49%, 17%
Overall	79%, 10%, 11%	66%, 22%, 11%	62%, 31%, 6%	44%, 35%, 20%	46%, 45%, 9%

Ralph Talbot Elementary School
School Improvement Plan 2023 - 2026

Historical Data:

Percentage of All Students On or Above Grade Level Based off Spring i-Ready Diagnostics 2019-2023
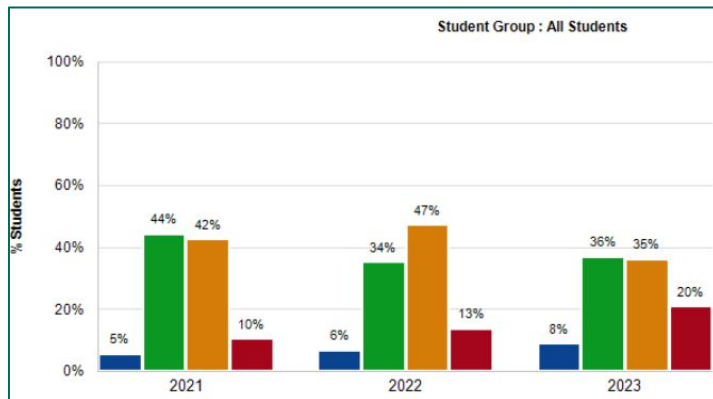
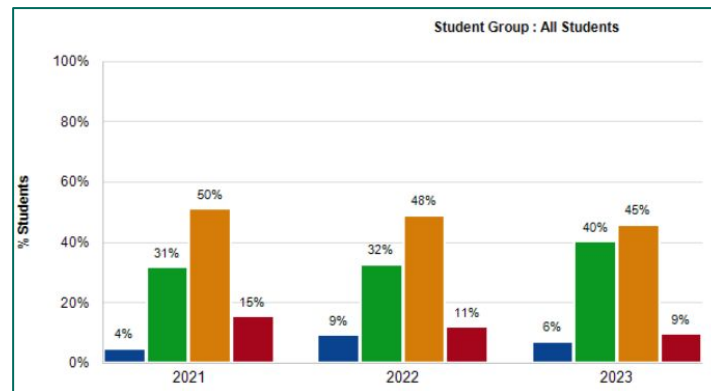|	**2022-2023**	**2021-2022**	**2020-2021**	**2019-2020**
Reading Grades 2-5	66%	62%	57%	59%
Math Grades 1-5	63%	58%	50%	51%

Ralph Talbot Elementary School

Percentage of All Grade 3-5 Students Meeting or Exceeding MCAS Expectations in 2023, 2022, and 2021 PE305 Reports

Reading

Math

	Spring 2021	Spring 2022	Spring 2023
Reading	49%	40%	44%
Math	35%	41%	46%

Improvement Area #2 - Student Achievement

Expected Outcome	Action Steps	Leader-Team	Timeline
Students will engage in purposeful, well-structured lessons.	- Communicate a building-wide shared expectations for classroom structure. - Co-planning with Literacy and Math coaches will be offered to all teachers - Administration will provide regular feedback to teachers both informally and formally as part of the evaluation process	- Kathleen Connelly-Day, *Principal* - Heidi Reinhart, *Assistant Principal* - Emily Winrow, *Literacy Coach* - Liz Caldwell, *Math Coach*	September 2023-June 2026
Staff will regularly analyze various data to inform instructional decisions.	- Professional Development will focus on data collection and analyzing student work - Data Meetings will be held in the Fall, Winter, and Spring - Data will drive both the MTSS schedule and the SIT process	- Kathleen Connelly-Day, *Principal* - Heidi Reinhart, *Assistant Principal* - Emily Winrow, *Literacy Coach* - Liz Caldwell, *Math Coach*	September 2023-June 2026
Educators will systematize data collection to inform focus of teacher-table lessons, small group instruction and whole group instruction for all student	- PLCs will focus on the creation of a system for collecting formative data - Fall/Winter/Spring Data Meetings - PLCs problems of practice will be based on data and student work	- Kathleen Connelly-Day, *Principal* - Heidi Reinhart, *Assistant Principal* - Emily Winrow, *Literacy Coach* - Liz Caldwell, *Math Coach*	January 2024 2023-June 2026

Ralph Talbot Elementary School
School Improvement Plan 2023 - 2026

Improvement Area #3 - Family & Community Partnerships

Throughout the 2023-2026 school years, Ralph Talbot 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.
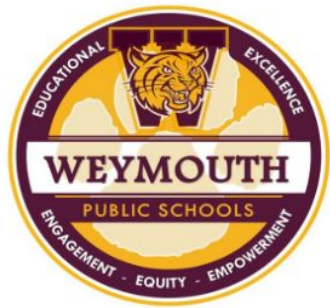
Ralph Talbot Elementary School
School Improvement Plan 2023 - 2026

Historical Data:

- Parent/Teacher Conferences
- Monthly Parent Council Meetings
- Sunday Message Views
- Teacher Monthly Newsletter
- Backpack Program
- Parent Council Activities

Improvement Area #3 - Family and Community Partnerships

Expected Outcome	Action Steps	Leader-Team	Timeline
Increase in family involvement in school events.	• Weekly newsletters informing families of events • Gather input from families on the types of events they would like to attend • Increase use of Talking Points to keep families informed	• Kathleen Connelly-Day, *Principal* • Heidi Reinhart, *Assistant Principal* • *Lisa Doherty, Administrative Assistant*	September 2023-June 2026
Families will articulate positive relationships between school and family	• Survey parents to determine how we can improve our communication • Greet families out in the parking lot daily • Make positive phone calls home/Send home positive news postcards	• Kathleen Connelly-Day, *Principal* • Heidi Reinhart, *Assistant Principal* • *Melissa Boyle, SAC*	September 2023-January 2026

Ralph Talbot Elementary School
School Improvement Plan 2023 - 2026

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Emily Winrow
Instructional Coach

_____
Claudia McKeon
Teacher

_____
Alicia Kemp
Parent

_____
Barbara Jacobs
Community Liaison

_____
Heidi Reinhart
Assistant Principal

_____
Kathleen Connelly-Day
Principal