



Wessagusset Elementary School

School Improvement Plan 2023 - 2026





Wessagusset Elementary School

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Wessagusset School Mission Statement

Wessagusset Elementary School is a fully inclusive, child-centered learning environment. We set high expectations for ourselves and our students, and believe all students can be successful, regardless of the challenges they face. We are reflective and share a common goal of providing high-quality, differentiated instruction. At Wessagusset we view diversity as a strength and value collaboration, communication, and connection. We strive to educate the whole child, and are committed to supporting our students' academic progress and social-emotional development.





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Improvement Area #1 - Student Belonging

Throughout the 2023-2026 school years, Wessagusset Elementary School staff 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.



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Selected Populations 2013-2023

| Selected Populations | 22-23 % of District | | 22-23 % of School | 21-22 % of School | 20-21 % of School | 19-20 % of School | 18-19 % of School | 17-18 % of School | 16-17 % of School | 15-16 % of School | 14-15 % of School | 13-14 % of School | | Change from 13-14 to 22-23 |
|----------------------------|------------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--|----------------------------------|
| First Language not English | 25.0 | | 15.0 | 10.1 | 5.3 | 5.9 | 6.2 | 6.8 | 5.4 | 3.6 | 3.7 | 3.1 | | 11.9 |
| English Language Learner | 12.1 | | 8.5 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.3 | 0.8 | | 7.7 |
| Low-income | 42.3 | | 39.0 | 40.2 | | | | | | | | 24.1 | | 14.9 |
| Students With Disabilities | 23.0 | | 25.8 | 21.1 | 25.2 | 20.9 | 17.5 | 12.5 | 17.3 | 15.5 | 11.8 | 13.0 | | 12.9 |
| High Needs | 55.1 | | 57.5 | 53.6 | 45.8 | 40.3 | 40.4 | 31.5 | 34.7 | 31.8 | 31.9 | 33.1 | | 24.4 |
| Economically Disadvantaged | | | | | 31.9 | 27.7 | 27.3 | 22.6 | 22.4 | 21.8 | 22.4 | | | 9.5 |



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2022-2023 Panorama Survey

Student Social-Emotional Competency and Well-Being Measures:

54 Grade 5 students surveyed

| Topic | % Favorable | Topic | % Favorable |
|--------------------------|-------------|----------------------|-------------|
| Supportive Relationships | 90 | Positive Feelings | 78 |
| Self-Management | 81 | Challenging Feelings | 58 |
| Social Awareness | 80 | Emotional Regulation | 53 |



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Number of Behavior Referrals by Month

2022-2023

2023-2024

| Month | # of Referrals | Month | # of Referrals |
|-----------|----------------|-----------|----------------|
| September | 32 | September | 17 |
| October | 43 | October | 10 |
| November | 30 | November | |



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Attendance Data

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|-----------------------|-------|-------|-------|-------|-------|
| Attendance Rate | 95.2 | 95.1 | 95.4 | 93 | 94.2 |
| Average # of Absences | 8.5 | 5.2 | 7.6 | 12.1 | 10.3 |
| Chronic Absenteeism* | 9.6 | 8.2 | 12.5 | 22.1 | 14.8 |

**Defined as missing 10% or more of days enrolled*



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Improvement Area 1 - Student Belonging

| Success Measure | Action Steps | Leader-Team | Timeline |
|--|---|--|---|
| <i>Increase favorable responses on Panorama survey by 10% per year</i> | <ul style="list-style-type: none">• Implement Class Meetings and Community Circles• Survey students in grades 3-5 in Fall and Spring• Use survey data to guide Community Circle conversations and create Lunch Bunches to increase students' feelings of belonging and connectedness• Increase participation in Panorama survey by communicating its purpose/importance of collecting data to families• Utilize Gr. 5 students as peer role models for younger students | <ul style="list-style-type: none">• <i>Lindsey Fratelillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>Sarah Machado, School Adjustment Counselor</i>• <i>All staff</i> | June 23- June 26 Monthly meetings to monitor implementation of Meetings, Circles, and Lunch Bunches |
| <i>Decrease behavioral referrals by 10% per year</i> | <ul style="list-style-type: none">• Introduce school and classroom expectations in September - review and reinforce consistently throughout the school year• Teachers and students will complete a 'Think Sheet' with each behavioral referral to build students' ability to reflect on their behavior and choices• Student Support Team (SST) members will review behavioral referral data to look for patterns and identify students who need more targeted support | <ul style="list-style-type: none">• <i>Lindsey Fratelillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>Sarah Machado, School Adjustment Counselor</i>• <i>Kathy Knoll, School Nurse</i>• <i>All staff</i> | Sept 23-June 26 Bi-weekly SST meetings to review referral data and create support plans for individual students |



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Improvement Area 1 - Student Belonging

| Success Measure | Action Steps | Leader-Team | Timeline |
|---|--|---|---|
| Decrease number of Chronically absent students by 20% per year | <ul style="list-style-type: none">Weekly review of attendanceCommunicate with students and families who are chronically tardy or absence by phone call, email, letter, and personal check-inDevelop protocols and procedures for tracking and communicating missed time on learning | <ul style="list-style-type: none">Lindsey Fratelillo, PrincipalTenille Brennan, Assistant PrincipalSarah Machado, School Adjustment CounselorKathy Knoll, School Nurse | Sept 23-June 26 Weekly attendance data review Bi-weekly SST meetings |
| Consistent, school-wide PBIS Implementation | <ul style="list-style-type: none">Monthly SEL and Peacebuilders themes introduced at monthly PBIS assembliesWeekly Peacebuilders, Second Step, and Circle Forward lessons to teach/reinforce school-wide expectationsPaws and Golden Tickets for students demonstrating school expectationsDaily/monthly student and staff recognition for creating and contributing to positive school culture | <ul style="list-style-type: none">Lindsey Fratelillo, PrincipalTenille Brennan, Assistant PrincipalPBIS TeamAll staff | Sept 23 -June 26 Monthly PBIS assembly Monthly PBIS Team meeting |



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Improvement Area 1 - Student Belonging

| Success Measure | Action Steps | Leader-Team | Timeline |
|---|---|---|---|
| Professional Development on Engaging All Students completed by 100% of staff members | <ul style="list-style-type: none">Monthly PD focused on Jensen's <u>Engaging Students</u> books (2 chapters per month)Monthly review of engagement and relationship building strategies at staff meetingsRestorative Practices and Community Circles PD | <ul style="list-style-type: none"><i>Lindsey Fratelillo, Principal</i><i>Tenille Brennan, Assistant Principal</i><i>All staff</i> | Sept 23-June 26 Monthly PD on half-days Monthly Staff Meetings |
| Second Step Implementation and Community Circles implemented in 100% of classrooms | <ul style="list-style-type: none">Weekly SEL lessons using Second Step curriculumCommunity Circles implemented at a minimum of 1 x per week using Circle Forward curriculumSchool Adjustment Counselor and Asst. Principal will join individual classes for Second Step lessons and implement Community Circles when needed | <ul style="list-style-type: none"><i>Classroom teachers</i><i>Sarah Machado, Adjustment Counselor</i> | Sept 23-June 26 Quarterly check-ins to monitor progress and results |



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Improvement Area #2 - Student Achievement

Throughout the 2023-2026 school years, Wessagusset Elementary School staff 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.



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DIBELS Reading Assessment - End of Year Data

| Year | Students scoring within the Intensive Support Range | Students scoring within the Strategic Support Range | Students scoring within the Core/Core Support Range |
|-----------|---|---|---|
| 2020-2021 | 16% | 13% | 71% |
| 2021-2022 | 15% | 13% | 72% |
| 2022-2023 | 12% | 12% | 76% |



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i Ready ELA End of Year Data

| Year | Students Placing 1 or More Grades Below | Students Placing 1 Grade Below | Students Placing On or Above Grade Level | Progress to Annual Typical Growth |
|-------|--|--------------------------------------|---|---|
| 20-21 | 9% | 22% | 69% | 82% |
| 21-22 | 8% | 22% | 69% | 173% |
| 22-23 | 12% | 21% | 67% | 164% |



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i Ready Math End of Year Data

| Year | Students Placing 1 or More Grades Below | Students Placing 1 Grade Below | Students Placing On or Above Grade Level | Progress to Annual Typical Growth |
|-------|--|--------------------------------------|---|---|
| 20-21 | 11% | 36% | 53% | 61% |
| 21-22 | 4% | 29% | 67% | 126% |
| 22-23 | 6% | 24% | 69% | 148% |



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MCAS ELA Grade 3 Assessment Data - **School**/State

| Year | % of Students <u>Not Meeting</u> Expectations | % of Students <u>Partially Meeting</u> Expectations | % of Students <u>Meeting of Exceeding</u> Expectations |
|------|---|---|--|
| 2021 | 6% (10%) | 43% (39%) | 52% (51%) |
| 2022 | 15% (15%) | 37% (41%) | 48% (44%) |
| 2023 | 12% (16%) | 37% (40%) | 51% (44%) |



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MCAS Math Grade 3 Assessment Data - **School**/State

| Year | % of Students <u>Not Meeting</u> Expectations | % of Students <u>Partially Meeting</u> Expectations | % of Students <u>Meeting or Exceeding</u> Expectations |
|------|---|---|--|
| 2021 | 20% (26%) | 43% (39%) | 28% (33%) |
| 2022 | 21% (20%) | 37% (39%) | 42% (21%) |
| 2023 | 21% (20%) | 28% (39%) | 51% (41%) |



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MCAS ELA Grade 4 Assessment Data - **School**/State

| Year | % of Students <u>Not Meeting</u> Expectations | % of Students <u>Partially Meeting</u> Expectations | % of Students <u>Meeting or Exceeding</u> Expectations |
|------|---|---|--|
| 2021 | 15% (13%) | 42% (38%) | 44% (49%) |
| 2022 | 26% (38%) | 62% (46%) | 26% (38%) |
| 2023 | 24% (17%) | 46% (43%) | 30% (40%) |



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MCAS Math Grade 4 Assessment Data - **School**/State

| Year | % of Students <u>Not Meeting</u> Expectations | % of Students <u>Partially Meeting</u> Expectations | % of Students <u>Meeting or Exceeding</u> Expectations |
|------|---|---|--|
| 2021 | 17% (24%) | 63% (43%) | 21% (33%) |
| 2022 | 12% (17%) | 46% (40%) | 42% (42%) |
| 2023 | 19% (18%) | 27% (37%) | 54% (45%) |



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MCAS ELA Grade 5 Assessment Data - **School**/State

| Year | % of Students <u>Not Meeting</u> Expectations | % of Students <u>Partially Meeting</u> Expectations | % of Students <u>Meeting or Exceeding</u> Expectations |
|------|---|---|--|
| 2021 | 13% (12%) | 56% (41%) | 31% (47%) |
| 2022 | 10% (13%) | 65% (46%) | 24% (41%) |
| 2023 | 5% (16%) | 51% (40%) | 44% (44%) |



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MCAS Math Grade 5 Assessment Data - **School**/State

| Year | % of Students <u>Not Meeting</u> Expectations | % of Students <u>Partially Meeting</u> Expectations | % of Students <u>Meeting or Exceeding</u> Expectations |
|------|---|---|--|
| 2021 | 12% (29%) | 67% (47%) | 21% (33%) |
| 2022 | 10% (16%) | 57% (48%) | 33% (36%) |
| 2023 | 7% (13%) | 47% (46%) | 46% (41%) |



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MCAS Student Growth Percentiles: Grades 4 and 5- **School**/District

| Year | ELA | Math |
|------|------------------|------------------|
| 2021 | 28% (31%) | 26% (29%) |
| 2022 | 45% (45%) | 54% (45%) |
| 2023 | 45% (49%) | 56% (45%) |



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MCAS Alt ELA Data - Students in Grades 3-5

| Year | Achievement Level: Awareness | Achievement Level: Emerging | Achievement Level: Progressing |
|------|---------------------------------|--------------------------------|-----------------------------------|
| 2023 | 0% (0/8) | 75% (6/8) | 25% (2/8) |



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Improvement Area 2 - Student Achievement

| Success Measures | Action Steps | Leader-Team | Timeline |
|--|--|---|-----------------------------------|
| <p><i>Academic growth for all students, as measured by: MCAS</i> <i>Growth percentages for all students will increase by 10% per year</i></p> <p><i>Percentage of students scoring in the "Meeting/Exceeding expectations category will increase by 15% in both ELA and Math</i></p> <p>DIBELS <i>Percentage of students (Gr. 1-5) scoring in the Core/Core+ range for Oral Reading Fluency will increase by 5% per year</i></p> <p>i-Ready <i>Students placing "On/Above Grade Level "will increase by 10% per year</i></p> <p>MCAS Alt <i>Percentage of students scoring in the "Progressing" category will increase by 5% per year</i></p> | <ul style="list-style-type: none"> Foster a school-wide climate of high expectations for all students and staff members and the belief that all students can be successful Create a culture of feedback and reflection where all staff members are aware of how they connect to the school's mission Reinforce a school-wide commitment to high-quality, differentiated instruction | <ul style="list-style-type: none"> Lindsey Fratolillo, Principal Tenille Brennan, Asst Principal Joan Fitzpatrick, ELA Coach Kevin Pritchard, Math Coach All staff | <p>Sept 2023-June 2026</p> |



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Improvement Area 2 - Student Achievement

| Success Measures | Action Steps | Leader-Team | Timeline |
|---|--|--|--|
| <i>Students will engage in purposeful, well-structured lessons focused on grade-level content in 100% of classrooms</i> | <ul style="list-style-type: none">• Expose students to consistent standards-based grade-level content focused on high-access, high-thinking tasks• Establish school-wide shared expectations for classroom structure• Teachers will participate in peer observations across grade-levels to observe their colleagues' practices and calibrate instruction and learning• PLCs and PD will focus on effective lesson planning, UDL, learning standards, and strategies to maximize time on learning• Co-planning with ELA and Math coaches will be offered to all teachers. Instructional coaches will provide resources, feedback and coaching cycles• Administrators will provide regular feedback to teachers both informally and formally as part of evaluation process | <ul style="list-style-type: none">• Lindsey Fratalillo, Principal• Tenille Brennan, Asst Principal• Joan Fitzpatrick, ELA Coach• Kevin Pritchard, Math Coach• All teachers | <p>Sept 23-June 26</p> <p>Monthly PLCs</p> <p>Monthly PD</p> <p>Monthly staff meeting check-ins to monitor progress</p> |



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Improvement Area 2 - Student Achievement

| Success Measures, | Action Steps | Leader-Team | Timeline |
|--|---|---|--|
| Effective, engaging instructional practices that empower students, increase ownership of learning, and develop advanced thinking skills will be implemented in 100% of classrooms | <ul style="list-style-type: none">Teachers will incorporate multiple opportunities for student discourse throughout all lessons/activities, such as 'turn and talks', 'think, pair, share's, number talks, and other practices requiring students to explain their thinking and demonstrate their learningInclude academic language into lesson objectives and "I can" statements to clearly and purposefully communicate goals to studentsRecognize, celebrate, and reinforce student progress through verbal/written feedback, visual displays, and recognition during assembliesConference with students at least 3 times per year to increase their awareness of their own progress, strengths, and areas of growth and help them set goals for learning | <ul style="list-style-type: none"><i>Lindsey Fratalillo, Principal</i><i>Tenille Brennan, Assistant Principal</i><i>Joan Fitzpatrick, Literacy Coach</i><i>Kevin Pritchard, Math Coach</i><i>All teachers and service providers</i> | Sept 23-June 26 Weekly classroom walkthroughs and observations Monthly recognition at assemblies Student conferences 3x per year |



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Improvement Area 2 - Student Achievement

| Success Measures, | Action Steps | Leader-Team | Timeline |
|---|--|---|--|
| <i>Educators will utilize formal and informal assessment data to drive instruction, guide planning, and determine pacing at least 1 x per month, in addition to ELA and Math data meetings 1 x per term</i> | <ul style="list-style-type: none">• Hold data meetings with teachers and instructional coaches following fall, winter, and spring benchmarks to analyze data and determine goals/action steps for instruction• Utilize data to create flexible, fluid student groupings and plan small group rotations (teacher-led, student-led, independent) as part of daily instruction• Teachers will use PLCs and PD sessions to analyze data, discuss problems of practice, examine student work, and plan Tier 1 instruction | <ul style="list-style-type: none">• <i>Lindsey Fratolillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>Joan Fitzpatrick, Literacy Coach</i>• <i>Kevin Pritchard, Math Coach</i>• <i>All teachers</i> | <p>Sept 23-June 26</p> <p>Monthly PLCs</p> <p>Data meetings 1x per term</p> |



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Improvement Area 2 - Student Achievement

| Success Measure | Action Steps | Leader-Team | Timeline |
|---|---|---|--|
| <i>Teachers, instructional coaches, and special education teachers will use informal and formal assessments to design Tier 2 & 3 interventions that target students' specific needs at least 1x per month</i> | <ul style="list-style-type: none">• Staff will identify and address students needs through the MTSS process• Bi-weekly meetings between instructional coaches and MTSS interventionists focused on instructional content and practice, in addition to progress monitoring• This collaboration and sharing of data will drive the Student Intervention Team process and allow teachers and service providers to plan effective RTI practices | <ul style="list-style-type: none">• <i>Lindsey Fratolillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>Joan Fitzpatrick, Literacy Coach</i>• <i>Kevin Pritchard, Math Coach</i>• <i>All teachers and special education teachers</i>• <i>MTSS Interventionists</i> | Sept 23-June 26 Monthly PLCs Monthly PD |



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Improvement Area 2 - Student Achievement

| Success Measure | Action Steps | Leader-Team | Timeline |
|---|---|---|--|
| Increase writing proficiency across all content areas as measured by individual writing portfolios and teacher/peer feedback | <ul style="list-style-type: none">• Daily writing opportunities across various genres• Build individual writing portfolios to monitor student work, assess progress, and provide students with opportunities to reflect on their growth as writers• Administrators and Instructional Coaches will review student writing samples once per term to assess student progress and align writing instruction among and across grade levels• Professional Development focused on Wit and Wisdom ELA Curriculum and MCAS writing sample analysis• Provide students with a balance of high and low tech writing methods | <ul style="list-style-type: none">• <i>Lindsey Fratolillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>Joan Fitzpatrick, Literacy Coach</i>• <i>Kevin Pritchard, Math Coach</i>• <i>All teachers</i> | Sept 23-June 26 Yearly writing portfolios Writing sample review 1x per term Writing instruction PD 3x per year |



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Improvement Area #3 - Family and Community Partnerships

Throughout the 2023-2026 school years, Wessagusset 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 2013-2023

| Race | 22-23 % of District | | 22-23 % of School | 21-22 % of School | 20-21 % of School | 19-20 % of School | 18-19 % of School | 17-18 % of School | 16-17 % of School | 15-16 % of School | 14-15 % of School | 13-14 % of School | | Change from 13-14 to 22-23 | Race |
|--------------------------------------|---------------------------|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|----------------------------------|--------------------------------------|
| African American | 9.4 | | 7.3 | 4.8 | 3.7 | 2.8 | 3.3 | 1.8 | 1.7 | 2.1 | 2.3 | 2.8 | | 4.5 | African American |
| Asian | 7.3 | | 9.4 | 7.1 | 4.3 | 4.7 | 4.7 | 5.7 | 4.4 | 4.8 | 4.0 | 4.8 | | 4.6 | Asian |
| Hispanic | 24.2 | | 7.3 | 7.4 | 6.6 | 7.1 | 6.5 | 7.2 | 6.1 | 4.2 | 4.0 | 4.8 | | 2.5 | Hispanic |
| Native American | 0.2 | | 0.0 | 0.6 | 0.7 | 0.0 | 0.0 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | | - | Native American |
| White | 54.4 | | 69.2 | 73.8 | 80.4 | 81.0 | 80.0 | 80.3 | 83.3 | 85.2 | 86.5 | 85.3 | | -16.1 | White |
| Native Hawaiian, Pacific Islander | 0.1 | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | - | Native Hawaiian, Pacific Islander |
| Multi-Race, Non-Hispanic | 4.4 | | 6.7 | 6.3 | 4.3 | 4.3 | 5.5 | 4.7 | 4.4 | 3.6 | 3.2 | 2.3 | | 4.4 | Multi-Race, Non-Hispanic |



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SMORE Newsletter Views

| Year | Average Weekly Views |
|-----------|----------------------|
| 2021-2022 | 369 |
| 2022-2023 | 445 |
| 2023-2024 | 484 |



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2022-2023 Family and Community Partnership Opportunities

| Month | Event | Month | Event |
|------------------|--|----------|---|
| August/September | Back to School Social Open House | February | |
| October | Fun Run | March | Hobby and Talent Showcase Irish Stepdancers |
| November | Family Bingo Night Veterans Day Assembly | April | Partnered with 3A Gear to create Wessagusset hats with school motto |
| December | Cookies and Canvases Winter Concert Holiday Shop | May | Spring Concert Memorial Day Ceremony Grandparents |
| January | | June | Community Service Projects Senior PenPal Social 5K/N. Weymouth Day |



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Current Methods of Communication with Families

Individual and Group Updates

| |
|----------------|
| Class Dojo |
| Remind |
| Talking Points |
| WPS Email |
| Aspen |
| Smore |



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Improvement Area 3 - Family and Community Partnerships

| Success Measure | Action Steps | Leader-Team | Timeline |
|--|--|---|--|
| <i>Create an inclusive school community where differences are celebrated, diversity is valued, and all families feel welcome</i> | <ul style="list-style-type: none">• 100% inclusive school events and activities• Invite families to participate in school activities such as guest reading, chaperoning, volunteering in classrooms, and teaching enrichment classes• Include information about a diverse array of holidays and celebrations in weekly Smore newsletter, bulletin boards, displays• Invite students/families to share traditions and customs that are meaningful to their culture• Provide inclusion opportunities for students across grade levels with district-wide program | <ul style="list-style-type: none">• <i>Lindsey Fratolillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>All staff</i> | Sept 23-June 26 Check-in to assess progress at monthly staff meeting |



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Improvement Area 3 - Family and Community Partnerships

| Success Measure | Action Steps | Leader-Team | Timeline |
|--|--|---|--|
| <i>Utilize varied methods of two-way communication to inform families about their child's education experience and involve them in the school community at least 1x per week</i> | <ul style="list-style-type: none">• Provide multiple opportunities for families to engage in two-way communication using a variety of methods that include translations to preferred language• Share community resources that reflect the diverse needs of families• Weekly social media posts with photos and descriptions of school activities• Weekly Smore newsletter with updates, pertinent information, resources, and photos• Survey families 1x per year for feedback regarding preferred communication methods and helpful content | <ul style="list-style-type: none">• <i>Lindsey Fratolillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>All teachers</i>• <i>Service providers</i> | Sept 23-June 26 Weekly Smore newsletter Weekly social media post Yearly survey |



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Improvement Area 3 - Family and Community Partnerships

| Success Measure | Action Steps | Leader-Team | Timeline |
|---|---|--|---|
| <i>Partner with the Parent Council to offer 10 or more relationship-building activities for students and families per school year</i> | <ul style="list-style-type: none">• Create a survey in collaboration with Parent Council to gather information from families about the types of events/activities that they would find enjoyable and meaningful, as well as identifying barriers that may prevent them from participating• Collaborate with Parent Council to plan and host events that welcome and engage all families• Track monthly Parent Council attendance and brainstorm ways to increase attendance | <ul style="list-style-type: none">• <i>Lindsey Fratolillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>Wessagusset Parent Council</i> | Sept 23-June 26 Monthly Parent Council meetings |



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Improvement Area 3 - Family and Community Partnerships

| Success Measure | Action Steps | Leader-Team | Timeline |
|---|---|--|--|
| <i>Increase and diversify attendance at school-sponsored events including Open House, Parent Conferences, curriculum nights, and performances by 10% per year</i> | <ul style="list-style-type: none">• Track attendance at events using QR codes• Analyze demographics of participants and identify families who may need additional information or supports in order to attend• Identify and remove obstacles preventing families from attending these events | <ul style="list-style-type: none">• <i>Lindsey Fratolillo, Principal</i>• <i>Tenille Brennan, Assistant Principal</i>• <i>Sarah Machado, Adjustment Counselor</i>• <i>All teachers</i>• <i>Service providers</i> | Sept 23-June 26 Attendance tracking at events during each term |



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