

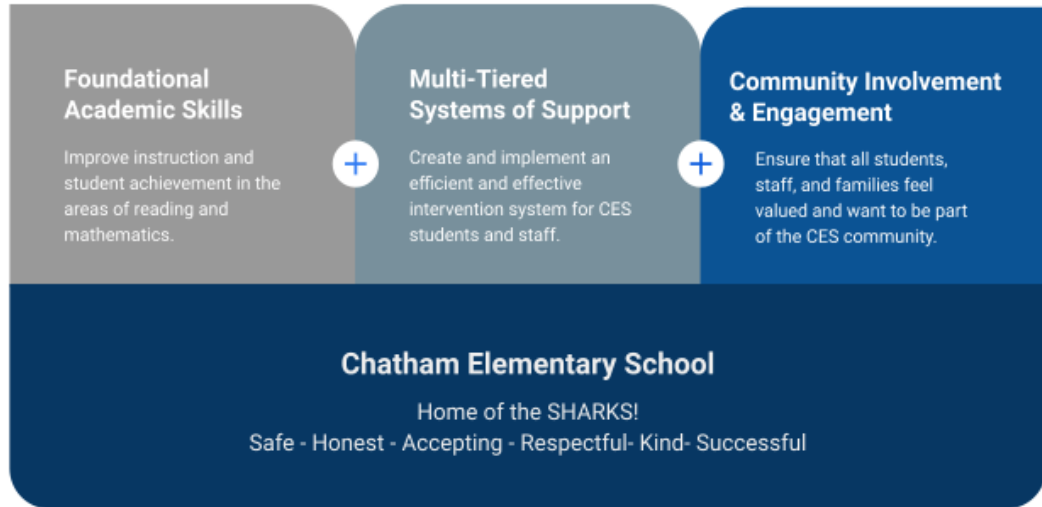


CHATHAM ELEMENTARY SCHOOL

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:

Chatham Elementary School is dedicated to providing each child the supports and materials required to be academically and socially successful members of our community. The CES School Improvement Plan is built on the three tenets of Foundational Academic Skills, Multi-Tiered Systems of Support, and Community Involvement & Engagement.

Foundational Academic Skills

In 2021, MRSD adopted the American Reading Company program for reading and writing instruction. At the start of the implementation, only 33% of all CES students were at or above grade-level expectations for reading proficiency based on the program’s IRLA assessment. At the conclusion of the 2022-2023 school year, CES students performing at the proficient or above level grew by 119% from the start of the implementation. In the spring of 2023, 72.4% of CES students in Grades K-4 were proficient or above on the IRLA assessment

Reading Scores IRLA	2021-2022	EOY 2023
Proficient or Above	33% to 68.5%	72.4%
At Risk	28% to 16.4%	13.8%
Emergency	40% to 13.7%	13.1%

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Despite the incredible gains in reading across all grade levels, students in Grades 3 & 4 continue to struggle in the areas of both reading and math when compared to national and state norms. The chart below illustrates Grade 3 and Grade 4 performance on three major indicators of reading achievement: MCAS, NWEA Map, and the IRLA assessment. Reading instruction was severely impacted by the COVID pandemic when these students were in early elementary grades and they missed significant amounts of early literacy instruction. As CES continues to utilize the ARC Reading program, students in Grades 3 & 4 will also be supplied additional intervention support in and out of the classroom to close the achievement gap.

MCAS ELA vs. IRLA	2021	2022	2023
Grade 3 MCAS	70% Proficient or Above 30% Partially or Not Meeting Expectations	72% Proficient or Above 28% Partially or Not Meeting Expectations	44% Proficient or Above 56% Partially or Not Meeting Expectations
Grade 3 NWEA Map		72% Proficient or Above 28% Partially or Not Meeting Expectations	43% Proficient or Above 57% Partially or Not Meeting Expectations
Grade 3 IRLA		75.9% Proficient or Above 24.1% At-Risk or Emergency	40.6% Proficient or Above 59.4% At-Risk or Emergency
Grade 4 MCAS	53% Proficient or Above 47% Partially or Not Meeting Expectations	62% Proficient or Above 38% Partially or Not Meeting Expectations	62% Proficient or Above 38% Partially or Not Meeting Expectations
Grade 4 NWEA Map		64% Proficient or Above 36% Partially or Not Meeting Expectations	84% Proficient or Above 16% Partially or Not Meeting Expectations
Grade 4 IRLA		86.2% Proficient or Above 13.8% At-Risk or Emergency	53.1% Proficient or Above 47.1% At-Risk or Emergency

Student achievement in the area of mathematics is of concern for the students at CES. Several years of data illustrated an unacceptable number of students performing below grade-level expectations. The staff of CES has worked diligently to identify areas for improvement and Math fact fluency was identified as one of the concern

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areas. In 2022-2023, CES teachers in Grades 1-4 committed to consistent use of the Reflex Math program to improve fluency in the areas of addition, subtraction, multiplication, and division. The chart below illustrates the improvement in student fluency from the start of the 2022 school year to its conclusion.

Grade	Skill	2022-2023 BOY Fluency	2022-2023 EOY Fluency
1st Grade	Addition & Subtraction (0-10)	(Began MOY) 7.1%	69.9%
2nd Grade	Addition & Subtraction (0-10)	9.1%	79.2%
	Multiplication & Division (0-10)	6.7%	69%
	Multiplication & Division (0-12)	12.8%	98.5%
3rd Grade	Addition & Subtraction (0-10)	54.1%	74.4%
	Multiplication & Division (0-10)	4.3%	74.7%
	Multiplication & Division (0-12)	9.5%	94.9%
4th Grade	Addition & Subtraction (0-10)	68.2%	83.6%
	Multiplication & Division (0-10)	11.3%	85.3%
	Multiplication & Division (0-12)	42.2%	86.6%

Math fact fluency is only one part of the school’s equation to reach higher achievement levels. Recognizing the power of the teaching practices utilized by the ARC Reading Program, CES is committed to developing math instruction through more focused differentiation. The school will be adapting the Guided Math model for math instruction and is partnering with Dr. Alison Mello for the 2023-2024 school year to overhaul mathematic teaching practices. The following chart details Grade 3 and Grade 4 performance on two major indicators of reading achievement: MCAS and NWEA Map.

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Grade 3 & 4 Mathematics Achievement	2021	2022	2023
Grade 3 MCAS	53% Proficient or Above 47% Partially or Not Meeting Expectations	59% Proficient or Above 41% Partially or Not Meeting Expectations	22% Proficient or Above 78% Partially or Not Meeting Expectations
Grade 3 NWEA Map		62% Proficient or Above 38% Partially or Not Meeting Expectations	34% Proficient or Above 66% Partially or Not Meeting Expectations
Grade 4 MCAS	45% Proficient or Above 55% Partially or Not Meeting Expectations	45% Proficient or Above 55% Partially or Not Meeting Expectations	56% Proficient or Above 44% Partially or Not Meeting Expectations
NWEA Map		61% Proficient or Above 39% Partially or Not Meeting Expectations	63% Proficient or Above 37% Partially or Not Meeting Expectations

Multi-Tiered Systems of Support

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 RTi Model, the school researched and adopted a Multi-Tiered Systems of Support Model that can incorporate the needs of all children at CES efficiently and effectively.

Community Involvement & Engagement

The students of CES 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.

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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 - consistency in leveling, phonics instruction K-2, moving students through Power Goals
 - IRLA updates for K-2 (new leveling, change in power word numbers)
- Book Logs
- 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 Aviles)
- 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)

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- 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
 - Utilize Reflex Math fluency records
 - Running records for fluency problems/concerns
 - MAP BOY, MOY, EOY
- Professional Development on Guided Math/Centers-Based Math
 - October 2022 PD
 - September 2022 PD
 - Staff Meetings
 - Weekly Newsletter Updates
 - Book Club
 - 2023 collaboration with Dr. Alison Mello
 - Math interventionists & teacher to summer 2023 Guided Math Course with Alison Mello
- Professional Development Thinking Routines/Number Talks
 - Book Club
 - September 2022 PD
 - October 2022 PD
 - Weekly Newsletter Updates
 - Bookclub
- Fluency Work
 - Reflex Math Webinar

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- 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 (Robin Millen, 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
- 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 cumbersome RTi process at Chatham Elementary School.

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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 an 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
 - Chatham Recreation Department
 - CARE Solace
- 2023-2024 Interventionists to attend all CLT meetings

People:

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

Evidence of Progress:

- Creation of MTSS team, format, and meetings

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- Meeting notes
- Survey of staff and team members
- Revisions to the 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 aftercare 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

People:

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

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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:

- Form/renew PBIS Committee
- SHARK Assemblies
 - Ticket Winners - Pizza Party
 - Mystery Shark
 - Sea of Success - monthly nominations
 - Performances
- CES Cafeteria 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:

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

Outcome #3:

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Attendance by all CES families 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 events
 - 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
- Institute a Cultural Night

People:

- Principal
- Front Office
- All Staff

Evidence of Progress:

Surveys after community events
Attendance from events