

Plymouth Public Schools 2024-2025 District Improvement Plan

Introduction:

This plan has been developed to create coherence throughout the Plymouth Public School District. Additionally, it grounds the work of the Plymouth Board of Education, administration, teachers, and non-certified professionals. With a focus on four goals containing action steps and measurable outcomes, there is a clear plan for improvement which can be understood and adhered to by all stakeholders. The work within this plan aligns with our mission statement, vision, and theories of action and creates a learning community where the academic experience, student engagement, and well-being develop the foundation for learning.

Mission Statement:

The mission of the Plymouth Public Schools is to Challenge, Inspire, and Prepare all students for success in an ever-changing and complex world.

Vision:

The vision of the Plymouth Public Schools is to create a learning community where the academic experience, student engagement, and well-being develop a foundation for learning.

Theories Of Action:

- **IF** the Plymouth Public Schools align academic programs and learning experiences from pre-kindergarten through grade 12 **THEN** learning gaps will be reduced and student learning outcomes will improve.
- **IF** the Plymouth Public Schools align academic assistance programs from pre-kindergarten through grade 12 **THEN** a consistent structure of academic support will be provided and student learning outcomes will improve.
- **IF** the Plymouth Public Schools commit to providing all students with authentic and relevant learning opportunities **THEN** the student learning experience will become more engaging and student outcomes will improve.
- **IF** the Plymouth Public Schools support the well-being for all students **THEN** a safe learning environment will be created for learning and student outcomes will improve.

DISTRICT GOALS

Student Achievement Goal

Support all students in achieving their best possible learning outcomes.

Strategies:

- Expand the instructional capacity of certified and non-certified staff.
- Update and enrich the Pre-K through Grade 12 curriculum and common assessments.
- Enhance special education programs and student supports.
- Utilize the aligned MTSS (Multi-Tiered System of Supports) process Pre-K through Grade 12.

Engagement Goal

Engage students in the learning process by providing authentic learning experiences.

Strategies:

- Establish learning opportunities for students to grow and explore academically, both in and out of school.
- Develop performance based learning opportunities Pre-K through Grade 12.
- Create authentic and relevant learning opportunities for students in Pre-K through Grade 12.

Well-Being Goal

Create an environment and opportunities that support well-being for all students.

Strategies:

- Enhance wellness supports and services Pre-K through Grade 12.
- Expand safety measures at each building.
- Increase extracurricular offerings to foster student engagement in the school community.

Fiscal Oversight

Align budgetary spending with district goals and strategies.

Strategies:

- Evaluate and revise the capital improvement plan to address the district's infrastructure needs.
- Analyze, assess, and implement various strategies to use budget funding more efficiently and effectively.

Student Achievement Goal - Support all students in achieving their best possible learning outcomes.

Strategies	Monitoring Progress	Responsible Individuals
<p>Expand the instructional capacity of certified and non-certified staff.</p> <ul style="list-style-type: none"> ● Provide relevant professional development aligned to our district goals and the Portrait of the Graduate for paraprofessionals, teachers and administration ● Utilize instructional coaches to provide ongoing professional development and support ● Set Professional Development and Evaluation Committee meetings four times a year to gather input and plan professional development ● Complete peer observations and administrative walkthroughs 	<ul style="list-style-type: none"> ● Professional development schedules and agendas ● Professional development evaluations ● Staff meeting agendas and minutes ● Increased percentage of students scoring in the level 3 and 4 band on the SBAC ● Increased overall average SAT scores and percentage of students meeting benchmark ● Increased overall average PSAT scores and percentage of students meeting benchmark ● Increased district wide assessment scores and percentage of students meeting benchmark ● Common formative and summative assessment and benchmark data 	<ul style="list-style-type: none"> ● Superintendent ● Director of Curriculum and Instruction ● Director of Pupil Personnel and Special Education ● Director of Technology ● Building Administration ● Members of the Professional Development and Evaluation Committee ● Instructional Coaches
<p>Update and enrich the Pre-K through Grade 12 curriculum and common assessments.</p> <ul style="list-style-type: none"> ● Provide training in the development of curriculum incorporating the Portrait of the Graduate 	<ul style="list-style-type: none"> ● Curriculum writing schedule ● Professional development schedules and agendas ● Completed curriculum and with Portrait of the Graduate revisions ● Common formative and summative assessment and benchmark data 	<ul style="list-style-type: none"> ● Director of Curriculum and Instruction ● Members of the Professional Development and Evaluation Committee ● Instructional Coaches

<ul style="list-style-type: none"> ● Provide a common time for curriculum creation and revision for grade level and department teams ● Analyze common formative and summative assessments reliability to predict success on standardized assessments ● Vertically align curriculum and assessments 		
<p>Enhance special education programs and student supports.</p> <ul style="list-style-type: none"> ● Analyze the current special education programs in place (STAR, APPLE, Transition) and incorporate meaningful experiences with non-disabled peers ● Provide BCBA consultation and recommendations for students in specialized programs ● Enhance the Unified Sport programs and/or experiences in our secondary schools ● Increase transition opportunities and placements ● Provide counseling services to meet student's individual needs 	<ul style="list-style-type: none"> ● Increased time with non-disabled peers ● BCBA data on students ● Student participation in Unified Sport programs ● Increased transition experiences for students ● Log of student participation in counseling services 	<ul style="list-style-type: none"> ● Director of Pupil Personnel and Special Education ● Building Administration ● Special Education Teachers ● BCBA ● School Counseling Department
<p>Revise and align the MTSS process Pre-K through Grade 12.</p>	<ul style="list-style-type: none"> ● Utilization of aligned MTSS forms, format and process ● MTSS progress monitoring data 	<ul style="list-style-type: none"> ● Director of Curriculum and Instruction ● Director of Pupil Personnel and Special Education

<ul style="list-style-type: none">● Utilize an aligned format and process of providing tiered intervention at each school● Utilize the aligned paperwork for the MTSS process● Develop, align, and implement ongoing progress monitoring		<ul style="list-style-type: none">● Building Administration● Instructional Coaches● Certified and Non-Certified Interventionist
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Engagement Goal - Engage students in the learning process by providing authentic learning experiences.

Strategies	Monitoring Progress	Responsible Individuals
<p>Establish learning opportunities for students to grow and explore academically, both in and out of school.</p> <ul style="list-style-type: none"> ● Partnerships with post-secondary institutions, local businesses, and community organizations ● Create community volunteer projects across all schools ● Enhance the career center at the high school to incorporate relevant job shadowing opportunities for seniors ● Introduce students to various organizations which provide opportunities to support the community (Rotary Club, Lion’s Club, Junior Fire Explorers, Park and Recreation, Public Library) 	<ul style="list-style-type: none"> ● Increased community involvement and experiences for students ● Increased student involvement in post-secondary education ● Documented partnerships with local businesses and community organizations ● Student job shadow opportunities and experiences with local businesses and community organizations ● Student community volunteer projects ● Schedule of school visits by community organizations 	<ul style="list-style-type: none"> ● Superintendent ● Director of Curriculum and Instruction ● Director of Pupil Personnel and Special Education ● Building Administration ● District Career Counselor ● School Counseling Department
<p>Develop performance based learning opportunities Pre-K through Grade 12.</p> <ul style="list-style-type: none"> ● Provide ongoing professional development in differentiation, questioning and discussion techniques, student centered task design, and performance based assessments 	<ul style="list-style-type: none"> ● Teacher lesson plans ● Performance based assessment results 	<ul style="list-style-type: none"> ● Director of Curriculum and Instruction ● Building Administration ● Members of the Professional Development and Evaluation Committee ● Instructional Coaches

<ul style="list-style-type: none"> ● Provide authentic learning experiences within the curriculum 		
<p>Create authentic and relevant learning opportunities for students in Pre-K through Grade 12.</p> <ul style="list-style-type: none"> ● Create relevant learning experiences, through collaboration between administration and faculty, by rethinking and redesigning lesson plans ● Provide new and additional authentic learning opportunities which align to real world skills and experiences 	<ul style="list-style-type: none"> ● Redesigned lesson plans and activities ● New authentic learning opportunities which align to real world skills 	<ul style="list-style-type: none"> ● Superintendent ● Director of Curriculum and Instruction ● Building Administration ● Instructional Coaches ● Content Certified Teachers

Well-Being Goal - Create an environment and opportunities that support well-being for all students.

Strategies	Monitoring Progress	Responsible Individuals
<p>Enhance wellness supports and services Pre-K through Grade 12.</p> <ul style="list-style-type: none"> ● Implement and monitor positive behavioral supports at all schools ● Provide professional development and implement restorative practices and trauma responsive teaching ● Form counseling groups and supports for students at all grade levels ● Create a Pre-K through Grade 12 social emotional curriculum 	<ul style="list-style-type: none"> ● Student, parent, and staff survey data ● Professional development on restorative practices and trauma responsive teaching ● List of specific counseling groups and supports in each school ● Log of student participation in counseling services ● Well-being support curriculum ● Decrease in suspensions 	<ul style="list-style-type: none"> ● Superintendent ● Director of Curriculum and Instruction ● Director of Pupil Personnel and Special Education ● Building Administration ● Members of the Professional Development and Evaluation Committee ● School Counseling Department
<p>Expand safety measures and establish security drill schedules at each building.</p> <ul style="list-style-type: none"> ● Host a roundtable safety drill with emergency services ● Create a consistent security drill schedule for all schools ● Practice a variety of safety drills throughout the school year ● Evaluate building needs and budget for additional safety items needed 	<ul style="list-style-type: none"> ● Scheduled roundtable drill ● Security drill schedules ● Yearly log of various safety drills ● Safety and security items listed in the budget and capital improvement plan 	<ul style="list-style-type: none"> ● Superintendent ● Building Administration ● Business Manager
<p>Increase extracurricular offerings to foster student engagement in the school community.</p>	<ul style="list-style-type: none"> ● Budget ● Increase in the percentage of students participating in extracurricular offerings 	<ul style="list-style-type: none"> ● Superintendent ● Building Administration ● Business Manager

<ul style="list-style-type: none">● Evaluate student participation in the current after school clubs and activities offered in each school● Evaluate unused club and activity stipends● Budget for additional extracurricular offerings in each school	<ul style="list-style-type: none">● Increased extracurricular offerings	
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Fiscal Oversight Goal - Align budgetary spending with district goals and objectives.

Strategies	Monitoring Progress	Responsible Individuals
<p>Evaluate and revise the capital improvement plan to address the district's infrastructure needs.</p> <ul style="list-style-type: none"> ● Evaluate individual school infrastructure needs ● Prioritize infrastructure needs ● Ongoing revision of the detailed plan for replacement/repair/purchase of infrastructure needs ● The Board of Education creates a plan with the Town of Plymouth on how to address the capital improvement needs of the school district 	<ul style="list-style-type: none"> ● Detailed capital improvement plan for replacement/repair/purchase of infrastructure needs ● Plan with the Town of Plymouth on how to address the capital improvement needs 	<ul style="list-style-type: none"> ● Superintendent ● Building Administration ● Business Manager ● Technology Director ● Facilities Director
<p>Analyze, assess, and implement various strategies to use budget funding more efficiently and effectively.</p> <ul style="list-style-type: none"> ● Analyze ways, through collaboration between administration and the Board, to use budget funding more efficiently and effectively ● Reassess the needs within the district to redistribute the appropriate funds to support new initiatives 	<ul style="list-style-type: none"> ● Executive session budgetary discussion and strategy sessions ● Redistribution of budgetary funds to support new initiatives 	<ul style="list-style-type: none"> ● Superintendent ● Building Administration ● Business Manager ● Board of Education