



CHATHAM ELEMENTARY SCHOOL

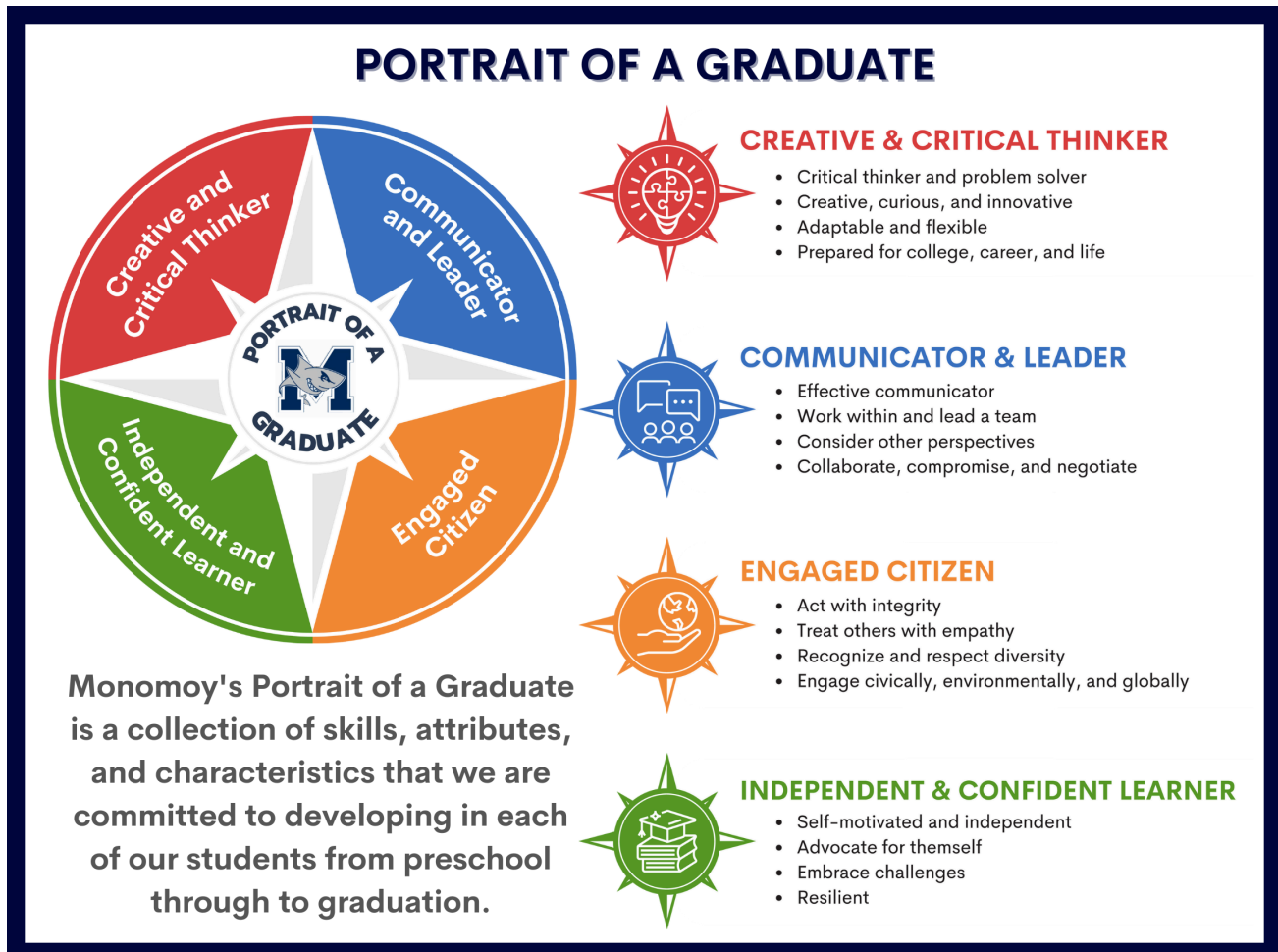
School Improvement Plan 2024-2027

Chatham Elementary School is dedicated to providing each child the support and materials required to be academically and socially successful members of our community. The CES School Improvement Plan aligns with the Monomoy Regional School District's (MRSD) Strategic Plan in its three main focus areas: Portrait of a Graduate Implementation, Learning and Academics, and Being and Wellness.

Portrait of a Graduate Implementation

Developed in 2023, the Monomoy Portrait of a Graduate is a collection of skills, attributes, and characteristics the district is committed to developing in each student from preschool through graduation. Over the next three years, Chatham Elementary School will work with students, staff, parents, and the community at large to develop a common understanding of each POG standard.

The *Portrait of a Graduate Implementation* goal at CES is to align our SHARK expectations (safety, honesty, acceptance, respect, kindness, success) with the POG indicators, develop curricular connections to each attribute at every grade level, and infuse POG into CES culture.



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Learning and Academics

Chatham Elementary School plans to continue our work in the development of each student’s foundational academic skills and provide the support required for every student to meet their academic potential.

Recognizing that reading, writing, and arithmetic are the cornerstones of learning, our school plan is to address specific needs in each area of study.

Reading Instruction

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. Through implementation and consistent professional development, student scores rose dramatically in year one and have continued to grow in a positive direction each subsequent year. At the end of 2024, 78.5% of students were reading at a proficient or above level.

Reading Scores IRLA	BOY September 2021	EOY 2022	EOY 2023	EOY 2024
Proficient or Above	33%	68.5%	72.4%	78.5%
At Risk	28%	16.4%	13.8%	11.1%
Emergency	40%	13.7%	13.1%	10.4%

Despite the incredible gains in reading across K-4 grade levels through the ARC Reading Program, students in Grades 3 & 4 continue to hover in the 40th to 60th percentile in reading 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.

Please note that the Class of 2032 was severely impacted by the COVID-19 pandemic and missed significant amounts of early literacy instruction. Scores for the Class of 2032 are marked with an asterisk.

MCAS ELA vs. IRLA	2021	2022	2023	2024
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*	52% Proficient or Above 4% Partially or Not Meeting Expectations
Grade 3 NWEA Map		72% Proficient or	43% Proficient or	57% Proficient or

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		Above 28% Partially or Not Meeting Expectations	Above* 57% Partially or Not Meeting Expectations*	Above 43% 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	71.4% Proficient or Above 28.6% 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	37% Proficient or Above* 63% 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	45% Proficient or Above* 55% 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	81.1% Proficient or Above* 18.9% At-Risk or Emergency*

Throughout the implementation and ongoing professional development with ARC reading, concerns around phonics instruction rose. ARC’s approach to phonics instruction is through embedding phonics, in small doses, over several areas of instruction, whereas other reading programs lean towards more explicit instruction. ARC has made adjustments to their program over the three years based on the feedback from Monomoy and other school districts, however, not to the degree our staff desired. In the spring of 2024, a decision was made to supplement the ARC reading program with an explicit phonics program. The district chose to incorporate a program from the University of Florida Literacy Institute known as UFLI. **The *Reading Learning and Instruction* goal for Chatham Elementary School centers on the implementation of UFLI, integrating the program with ARC reading, and reducing the number of students in Grades 3 & 4 who require reading intervention in the areas of phonics and reading.**

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Writing Instruction

Writing is another area of concern for Grade 3 & 4 students. Unfortunately, the only standardized writing assessment available to students are the essay questions on the MCAS ELA test. Essays on the MCAS are scored from 0-7, based on a standardized rubric. Writing scores are historically low across the entire state over time, CES average essay scores rank below the 50th percentile over time.

	Grade 3 Average MCAS Essay Score out of 7 Possible Points	Grade 4 Average MCAS Essay Score out of 7 Possible Points
Spring 2024	2.4	0.53
Spring 2023	3	2.4
Spring 2022	2.4	3.5
Spring 2021	2.4	3.5

The *Writing Learning and Instruction* goal for Chatham Elementary School is to increase the average student essay writing scores on standardized assessments for 3rd and 4th-grade students.

Mathematics Instruction

In response to low levels of student achievement on standardized mathematics assessments, MRSD elementary schools began work analyzing teaching practices and resources used for math instruction in 2023-2024. In the District's partnership with Dr. Alison Mello, major gaps between the curricular program "Math in Focus" and the Massachusetts State Frameworks were identified. Instructional practices were also found to be outdated. The District made the commitment to changing their teaching practices to that of Guided Math Workshop. The Guided Math Workshop model allows teachers to differentiate instruction, use manipulatives, and engage students at unprecedented levels.

The following chart details Grade 3 and Grade 4 performance on two major indicators of mathematics achievement: MCAS and NWEA Map. Please note the jump in math scores from 2023 to 2024 after the first year of Guided Math implementation for the Class of 2032. At the end of their 3rd-grade year, only 22% of 3rd-grade students scored in the proficient/exceeds range on MCAS and only 34% scored in the proficient/exceeds range on the end-of-year MAP test. At the end of 2024, 49% of those same students scored in the proficient/exceeds range on MCAS and 63% of students were proficient/exceeds on the end-of-year MAP test.

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Grade 3 & 4 Mathematics Achievement	2021	2022	2023	2024
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	62% Proficient or Above 38% 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	76% Proficient or Above 34% 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	49% Proficient or Above* 51% 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	63% Proficient or Above* 37% Partially or Not Meeting Expectations

In addition to improved scores on the 2024 EOY mathematics assessments, student feelings about mathematics changed drastically with the change in teaching practices. At the start of the year, students in Grades 1-4 were asked a series of questions on their feelings about math, their ability to solve math problems, and their ability to be successful. The beginning of year results were concerning, with close to half of all students viewing themselves as weak math students. By the middle of the year and with a change in mathematics instructional practices, those numbers were drastically reduced. The table below includes beginning and middle-of-the-year results on the student math surveys.

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Students with Low-Efficacy and Negative Feelings About Mathematics

2023-2024	BOY	MOY
Grade 1	46%	34%
Grade 2	39%	7%
Grade 3	45%	10%
Grade 4	51%	14%

The *Mathematics Learning and Instruction* goal for Chatham Elementary School is to increase the percentage of students scoring in the proficient and exceeds levels on standard assessments, reduce the number of students in intervention, and continue the development of instructional practices with high-quality instructional materials aligned to our State Frameworks.

Being and Wellness

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.

At CES, we recognize that students are most successful when all of their needs are being addressed. Developing the mental, emotional, and physical well-being of students and staff is equally important to academics. In fact, without a safe, inclusive, and supportive environment that promotes total well-being, academic success is jeopardized.

The *Being and Wellness* goals for Chatham Elementary School are to offer a wide range of opportunities for the expansion and celebration of community interests; and to decrease office referrals and absences, while increasing the mental, emotional, and physical well-being of students through consistent language, protocols, and data analysis.

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FOCUS AREA: Portrait of a Graduate

The *Portrait of a Graduate Implementation* goal at CES is to align our SHARK expectations (safety, honesty, acceptance, respect, kindness, success) with the POG indicators, develop curricular connections to each attribute at every grade level, and infuse POG into CES culture.

2024 - 2025

- Integrate Portrait of Graduate indicators into CES culture
 - Newsletter articles - school-wide and classroom-level
 - SHARK Assemblies
 - Align SHARK expectations with POG indicators
 - Staff communications
 - Staff Meeting focus throughout the year

2025-2026

- Identify curriculum areas to integrate POG indicators
- Design activities/lessons/units with alignment to POG indicators
 - Grade Level
 - Unified Arts

2026-2027

- Implement lessons/units/activities
- Assess progress
- Revise as needed

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FOCUS AREA: Learning and Academics

The *Reading Learning and Instruction* goal for Chatham Elementary School centers on the implementation of UFLI, integrating the program with ARC reading, and reducing the number of students in Grades 3 & 4 who require reading intervention in the areas of phonics and reading.

2024-2025

- Provide ongoing professional development to staff on the implementation of the UFLI program.
- Collaborate with Hill for Literacy for coaching and implementation of UFLI.
- Encourage all staff to take the Science of Reading course.
- Incorporate UFLI into Language Arts instruction.
 - Keep note of challenges and success

2025-2026

- Assess Year 1 implementation results
 - Make necessary adjustments
- Dig into results by sub-group (i.e. low income, English Learners, special education, etc.)
 - Make necessary adjustments

2026-2027

- Increase the number of students scoring in Proficient/Exceeds levels on ELA assessments K-4
- Decrease the number of students receiving reading intervention in Grades 3 & 4

The *Writing Learning and Instruction* goal for Chatham Elementary School is to increase the average student essay writing scores on standardized assessments for 3rd and 4th-grade students.

2024-2025

- Analyze student writing K-4 scores (ARC, MCAS)
- Begin calibrating scoring and expectations for writing at each grade level
- Participate in MRSD Writing Task Force
- Develop or select grade-level writing assessments
 - Create common scoring rubrics

2025-2026

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- Administer chosen or created writing assessments for Grades 1-4
 - Utilize scoring rubric
 - Work on calibration of rubrics with staff
- Participate in writing professional development and work from the Writing Task Force
- Use data from grade-level assessments to determine the next steps

2026-2027

- Continue administering assessments
- Data analysis to guide instruction and PD
 - Analyze and address sub-groups (low-income, English Learners, special education, etc.)
- Continue work with the MRSD Writing Task Force

The *Mathematics Learning and Instruction* goal for Chatham Elementary School is to increase the percentage of students scoring in the proficient and exceeds levels on standard assessments, reduce the number of students in intervention, and continue the development of instructional practices with high-quality instructional materials aligned to our State Frameworks.

2024-2025

- Continue professional development work on implementing Guided Workshop with Alison Mello
- Continue implementation of Guided Math Workshop practices in grades K-4
- Begin work with Lisa Westman on teacher clarity and formative assessments in mathematics
- Participate in HQIM pilot of materials
 - October - Reveal Unit 3
 - January - TBD
- Implement Math Fact Lab for math fact fluency practice
- Continue surveying students and tracking self-efficacy

2025-2026

- Implementation of new curriculum program
- Analyze program using additional assessments (MCAS, MAP, formative assessments)

2026-2027

- Increase the percentage of students in the proficient/exceeds range on standardized assessments
- Continue PD in the curricular program
 - Review and analyze data by unit, grade level, and sub-group

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FOCUS AREA: Being and Wellness

Goal 1: Chatham Elementary School is to offer a wide range of opportunities for the expansion and celebration of community interests.

2024-2025

- Expand SHARK Tank (community resources) at Curriculum Night
- Provide more translation options for families
 - Conferences
 - Curriculum Night
 - Performances
 - Meetings
- Research cultural presentations and groups for performances
- Expand club offerings
- Continue outreach
- Begin planning for cultural night/day
- Increase the number of performances and events for the community
- Reach out to community organizations for partnerships in presentations, clubs, and activities
- Foster relationship with Chatham VFW for Veterans Day Assembly

2025-2026

- Hold cultural night/day
- Survey families for feelings of belonging

2026-2027

- 90% + of students participating in club or music
- 90%+ families attending school activities
- 100% of students, staff, and families proud to be a CES SHARK

Goal 2: Chatham Elementary School will decrease office referrals and absences while increasing the mental, emotional, and physical well-being of students through consistent language, protocols, and data analysis.

2024-2025

- Implement the Second Step program with fidelity across all grade levels

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Reinforce common language for social-emotional content

Reintroduce Botvin Curriculum to Grade 4

Structure group assemblies on social-emotional curriculum

Expand use of Zones of Regulation

2025-2026

Review challenges and successes of Year 1

Align PD and staff meetings to support areas of need

Survey students, staff, families on initiatives

2026-2027

Reduced number of office referrals

Decrease number of chronically absent students

Increased level of belonging for all stakeholders