

Plainville Public Schools
2023-2024
Strategy for Success

Mission

The mission of the Plainville Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

Vision

The Plainville Schools strive to provide high quality instruction in an environment where all students feel a sense of belonging. Plainville envisions a learning environment for all students where they are inspired to think critically, to solve problems thoughtfully, to accept themselves and others, and to grow into responsible community members.

Core Values

Plainville has **HEART:**

High expectations

Empathy

Acceptance

Responsibility

Teamwork

Theory of Action

Over the course of the 2023-2024 school year, if we strengthen and improve students' academic achievement through high quality reading and math instruction (with coaching and curriculum review work) and improve student well-being through equitable and inclusive practices, then all students, in a climate and culture of belongingness, will demonstrate growth in literacy and numeracy while learning in safe and supportive schools.

Strategic Objectives		
Literacy	Mathematics	Well-Being
To strengthen and improve reading achievement by implementing high quality literacy instruction.	Implement a year long coaching cycle with Teaching Lab to deepen understanding of mathematical practices districtwide.	Improve student wellbeing and belonging through equitable, inclusive practices.
Strategic Initiatives		
Provide professional development for teachers in Wit and Wisdom, Science of Reading, and use of progress monitoring data	Use site-based growth and proficiency data to provide responsive instructional support and feedback to teachers to inform and strengthen their practice.	Complete Comprehensive School Mental Health System Quality Assessment (tie to MTSS) and Trauma Responsiveness Schools Implementation Assessment to identify areas of strength and areas for improvement.
Promote consistent implementation of and pacing for Wit and Wisdom program across all grade levels	Create a year-long professional learning calendar with specific dates blocked off for math professional development (PD), including Illustrative Math (IM), ST Math (an online mathematical instructional program), STAR Math and coaching for grades K-5.	Identify and clarify role definitions of School Psychologist and Adjustment Counselors
Create a year-long learning walk process and observable criteria for ELA curriculum and instruction	Create a year-long learning walk process and observable criteria for math curriculum and instruction to establish consistency with research-based practices in all math classes.	Evaluate the effectiveness of programs available to students such as Second Step and Community Building Circles through, staff feedback and review of DESSA data
Determine and align district performance bands for Wit and Wisdom writing rubrics	Effectively communicate growth throughout the year (progress monitoring) among and to school leaders and teachers.	Identify, disseminate and support additional means to facilitate family access to outside supports.
Collect and analyze progress monitoring data to support all students	Use Illustrative Math assessments and student work products to measure students' response to instruction	Determine professional development opportunities and/or resources needed to promote inclusion and a sense

		of belonging among all students.
Leverage PLC meeting agendas for discussing implementation process and student progress at mid and end of modules	Implement ST Math in all classrooms for 20 minutes a day/90 minutes a week.	Monitor impact of school site-based counseling program and partnerships with outside providers
Use research based assessments such as STAR Reading/Early Literacy, EarlyBird and DIBELS to monitor student achievement and progress three times yearly	Administer STAR assessment and analyze data in grades K-6 at least three times throughout the year.	Incorporate expectations for SEL/Well Being data and outcomes into the BEST process
Revise BEST process including use of ELA data and commitment to the use of evidence based strategies/interventions	Revise BEST process including use of math data and commitment to the use of evidence based strategies/interventions	Address attendance data to identify discrepancies and identify strategies for addressing chronic absenteeism
		Review DESE's revised HE/PE standards and develop a plan to revise curriculum accordingly
Use a consultation model to review TLC programs and make recommendations for the 23-24 year		
Outcomes		
Literacy		
By June 30, 2024, teachers will be given district support to acquire the skills necessary to create an equitable literacy learning environment with specific assessment tools that consistently monitor all student achievement		
Math		
By June 30, 2024 streamlined mathematical practices are evident in all classrooms as well as improved student growth on the STAR assessment.		
Well Being		
By June 30, 2024, the district's student data related to well-being will show improvement using DESSA, risk assessment/threat assessment data, and attendance and discipline data.		

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