

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Patrick Fraine
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Manomet Elementary School
(As it should appear in the official records)

School Mailing Address 70 Manomet Point Road
(If address is P.O. Box, also include street address.)

City Plymouth State MA Zip Code+4 (9 digits total) 02360-1126

County Plymouth County

Telephone (508) 830-4380 Fax (508) 830-4387

Web site/URL https://www.plymouth.k12.ma.us/o/mes E-mail pfraine@plymouth.k12.ma.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Christopher Campbell E-mail ccampbell@plymouth.k12.ma.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plymouth Public Schools Tel. (508) 830-4300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Michelle Badger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
2 Middle/Junior high schools
2 High schools
0 K-12 schools
- 12 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	39
1	40
2	35
3	51
4	44
5	40
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	249

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1.2 % Asian
 - 0.8 % Black or African American
 - 4.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86.8 % White
 - 6.8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2021	249
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Brazilian-Portuguese, Arabic, Tagalog, Urdu

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 89

8. Students receiving special education services with an IEP: 18 %
Total number of students served 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>8</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 5 %
Total number of students served: 13

10. Number of years the principal has been in the position at this school: 20

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	97%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Manomet Elementary School is committed to assisting each child to reach their personal best in the areas of academic achievement and interpersonal relations. We seek to develop solid future citizens of the world who respect its people and surroundings, who strive toward excellence in all endeavors, who can solve problems critically and creatively, and who value life-long learning.

17. Provide a URL link to the school's nondiscrimination policy.

https://plymouthpublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//Nondiscrimination%20Policy%20-%20Revised%2002252022.pdf

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Located in “America’s Hometown” of Plymouth, Massachusetts, Manomet Elementary is a K-5 school situated on 10 acres of land less than a quarter of a mile from the ocean. Affectionately referred to within the community as “our little school on the hill,” there is a tremendous amount of pride in our school for providing a nurturing, joyful, and educationally rich environment for our students each day.

The families of the Manomet Elementary School (MES) community deeply value its range of rich and lasting traditions, many of which span decades. It is not uncommon to see second or third generation students join our school community with family members sharing special stories and memories about specific events in which they participated, and now look forward to experiencing once again as parents. Continuity has been present within the MES staff as well. Currently 22 of the 24 certificated staff members who work full time at MES have at least seven years of experience. Over the past 96 years, there have been just five building principals.

The MES community is one in which generosity and outreach are very much a part of who we are. Staff coordinates monthly collections of funding and items in support of a variety of local causes. Through our Annual Turkey Trot, students donate food items each November to stock our local food pantry. Staff members and families demonstrate an overwhelming level of generosity each December as we ensure that our families with greatest needs have presents to enjoy. During “Sock-tober,” we work to bolster the supply of socks within local homeless shelters. One of our greatest sources of pride is when students who have moved on to secondary school come back to lead charitable giving drives for our students. We recently completed a clothing drive under the guidance of a middle school student who came to speak with our entire student body in order to share his cause. This April, a former MES student who is now in tenth grade is leading a drive among our students to ensure hospitalized children have engaging materials to keep themselves occupied as they pass the time. Through our Annual Faculty Feast event, families come to our school and enjoy a spaghetti and meatball supper served to them by our staff. This event raises funds for scholarships in memory of two MES staff members to benefit graduating high school seniors who previously attended our school.

Our students regularly take advantage of the many opportunities at MES to demonstrate their passion and talent within the Performing Arts. For the past 15 years, we have sought out community partnerships to help fund annual after-school theater workshop programs. Over 50 of our fourth and fifth grade students participate in an intensive theater experience that culminates with live performances of a selected musical after eight weeks of rehearsals. We have expanded this work to include another theater workshop offered to over 35 of our third grade students annually. During the school day each week, students have the opportunity to participate in chorus, as well as either band or orchestra instrumental lessons. These musical talents are on display beyond the walls of our school when students travel to perform for infirmed patients at several local nursing homes, as well as to sing the National Anthem prior to professional sporting events. In less structured ways, students display their talents on-stage at our Annual Talent Show, as well as during our longest standing event of over 50 years, the Annual Sing-Along.

The Manomet Elementary School community has a reputation for its passion and pursuit of outstanding achievement within the areas of science, technology, and engineering. While far surpassing the performance of state averages on an annual basis for two decades, MES students have regularly performed within the top 2%-15% in Massachusetts on state assessments for Science and Technology/Engineering. These outcomes are the result of an experiential approach to teaching and learning in science that permeates our work throughout the school building and beyond. Students excel at solving challenges associated with their Robotics Club. An inquiry-based approach to teaching science is an increasing area of emphasis. Our students have opportunities to benefit from local surroundings with walking field trips to explore the Manomet Center for Conservation Sciences and White Horse Beach.

Another constant at MES over the years has been the unwavering support from the Manomet Home and School Association (MHSA) for our students. This organization of parent volunteers enriches our school in many different ways. We count on their funding support to fill in any gaps during difficult budgetary times.

They also work to provide enrichment experiences for our students. Schoolwide assemblies are enhanced by many of the workshops and presenters they fund to share diverse skills and perspectives with our students. Their ability to lead fundraising for major enhancements is also very much appreciated. Projects such as our stage curtains and lighting, as well as our new school playground were funded by the MHSA at a total cost of over \$100,000. Even more beneficial than funds raised by the MHSA, the sense of community and spirit they build through their many events deeply enhances the school environment for our students. Students form fond, lasting memories of events such as Playful Engineers, Ice Cream Social, Spring Dance Party, Escape Room Event, Annual Book Fair, and Grade 5 vs. Staff Basketball Game.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Manomet Elementary School (MES) follows the standards and expectations outlined in the MA ELA Frameworks and MA Literacy Guidelines. The MES comprehensive literacy program uses the workshop model to teach reading, writing, phonics, vocabulary, and grammar utilizing the latest curricular resources designed by Teachers College at Columbia University, supplemented with Words Their Way and Patterns of Power. Teachers follow a workshop model that allows them to maximize instructional time through a focused minilesson, guided practice, and independent practice, with teachers providing scaffolded small group support and individual conferences. Our curricular materials are culturally responsive, providing students with texts that are “windows and mirrors,” and lessons that build upon the experiences of our students. Daily literacy blocks range from 90-120 minutes.

K-2 students are taught phonological and phonemic awareness through routines that emphasize rhyming, syllabication, segmenting, and blending. Phonics skills are systematically taught in an engaging and joyful way, with class mascots, fun storylines, and daily opportunities for students to apply their knowledge. K-2 students read decodable texts to practice their phonics skills in context and leveled texts to learn language patterns and focus on meaning. Students in grades 3-5 read novels, short stories, and poetry, studying character traits, plot, theme, text structure, and author’s craft. They read curated informational text sets to consider text features, conduct research, and build knowledge on a particular topic. Students write personal stories, opinion pieces, poems, literary essays, creative narrative stories, research-based reports, and argumentative pieces, focusing on audience and purpose. Students often celebrate the end of units by inviting their families, classmates, and/or community members to authors’ parties or other creative events to showcase their work.

At all grades, teachers read aloud to students to model fluency, expose them to rich language and advanced vocabulary, and build knowledge. Students select independent reading books from large classroom libraries that are organized in ways that invite students to find books, authors, and topics that excite them and help them advance through levels of complexity. Teachers conference with students while giving them time to build up their reading volume and stamina, and students recommend books to one another and share their favorite authors and series.

Oral language is an important component of the ELA block, and specific lessons are modeled with time given for authentic and accountable talk throughout the day. Students engage in book club discussions and debates, with students taking the lead and supporting their opinions with textual evidence. To build presentation skills, students learn about and practice their PVLEGS, an acronym standing for Poise, Voice, Life, Eye Contact, Gestures, and Speed (pvlegs.com).

K-5 students are assessed using a variety of measures to provide both formative and summative data that informs teaching. Star Renaissance Assessments (Early Literacy, Reading, and Curriculum-Based-Measures) are used to screen students for reading difficulties, and teachers follow up by listening to each student read and discuss the text, giving them greater insight into each student’s unique reading profile. Phonics Decoding Assessments, Words Their Way Spelling Inventories, and Reading Response Notebooks are used to assess and monitor students’ decoding, encoding, and comprehension skills and adjust teaching accordingly. Teachers work collaboratively to look at student writing, using Writing Progressions to determine where students are with regard to topic development, organization, writer’s craft, and conventions.

The ELA model is supported by a district literacy coach and MES’s consulting teacher of literacy, who provide teachers with ongoing embedded professional development, using coaching cycles and child-centered consultation to build capacity and encourage teachers to reflect deeply on their practice.

1b. Mathematics curriculum content, instruction, and assessment:

Mathematics instruction at MES is implemented within the context of a rigorous, standards-based curriculum that follows the 2017 Massachusetts Mathematics Curriculum Framework, and incorporates the Standards for Mathematical Practice. Our foundational curriculum is Everyday Mathematics in all grade levels. Approximately 60-75 minutes is allocated on a daily basis for math instruction.

The mathematics curriculum is taught through a math workshop model. The workshop model extends beyond the traditional elementary centers model, providing multiple opportunities for students to see themselves as mathematicians at the center of their learning. The workshop model follows three major teaching schedules that include number sense routines, whole group focus lessons, small group center work, and rich task problem solving. Students are encouraged to engage with mathematics in a high-floor, low-ceiling model, using teacher and student talk moves that lead to a rich, collaborative learning environment.

The math workshop model would not be successful without our in-district coaching model. Teachers in grades 1-5 have completed at least one year of professional development on teaching math in the workshop model provided by our two elementary mathematics coaches. Kindergarten will soon be trained as well. Aside from training in the three models mentioned above, teachers take a very close look at the first 20 days of math workshop, which include age-appropriate mini-lessons teachers can implement with their students to establish a positive mathematical learning community in their classrooms. This work on community is essential to a successful math workshop model and can be seen and heard while observing any mathematics classroom at our school.

Mathematics is formally assessed three times annually in grades K-5 and twice annually in kindergarten. Students are graded on approximately eight to ten standards using the measurements “progressing towards standards, meeting standards, and exceeding standards.” Teachers are provided with a guiding list of benchmarks that can be found within each set of grade level standards. These benchmarks provide teachers with appropriate timeline expectations for students to reach mastery within each standard and marking period. In addition, our teachers are asked to mark each student on two targeted Mathematical Practices: “Makes sense of problems and perseveres in solving them” and “Models with mathematics.”

Students at Manomet Elementary School are also assessed three times per year using the Renaissance Star Math diagnostic tool. The Star Math assessment is administered during three specifically scheduled, districtwide testing windows. Star Math is adaptive, and tests students starting at their current grade level, adjusting appropriately based upon responses to previous items. The Star assessments are in addition to the MCAS tests administered to all students in grades 3-5. Teachers also assess students using assessments provided in the Everyday Mathematics curriculum, which support the aforementioned benchmarks and standards on our district wide elementary report card.

1c. Science curriculum content, instruction, and assessment:

The performance expectations outlined in the state framework dictate the content taught at each grade level. Daily science instruction ranges from 30-45 minutes. Our integrated model exposes students to each of the four strands (life science, physical science, earth and space science, and technology/engineering) on an annual basis. Each strand depends upon the spiraling of content areas from year to year. We utilize Mystery Science as the primary source of curriculum materials, but supplement with Formative Assessment Science Probes included in the Uncovering Student Ideas in Science series and Next Generation Science Storylines (e.g., Why Do Dead Things Disappear Over Time?).

In recent years, we have worked to implement instructional practices that are reflective of practices we want students to implement throughout their academic careers and adult lives. Specifically, we have focused on the use of claims, evidence, reasoning, science notebooks, and science discourse. To support these initiatives, staff professional learning has been grade-level based, and as a result, a continuum of expectations was developed (e.g., kindergarten - asking questions; grade 1 - writing predictions; grade 2 - identifying evidence; grade 3 - developing fair tests; grade 4 - using tables and graphs; grade 5 - developing models). This continuum is reflected in assessment, which is ultimately reported out as part of our

standards-based report card. Assessments are pulled from our curriculum materials and are also teacher-designed. Additionally, staff have participated in the state's Innovative Science Assessment initiative and incorporate related tasks and simulations with their students.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Following the Massachusetts History and Social Science Framework, social studies at each grade level in kindergarten through grade five is fully aligned to rigorous content standards. Time is designated at each grade level for social studies learning as a distinct subject matter for 30-45 minutes daily.

The district provides teachers with curriculum maps that are aligned with the Framework and leverage the History and Social Science Practice Standards to engage students in historical inquiry. In this model, lessons are framed by compelling questions that are authentic and intellectually rigorous. Students examine and evaluate disciplinary sources - both primary and secondary - to learn the content of the subject and gain the content knowledge necessary to develop an evidence-based argument or explanation in service to the compelling question. This model is constructivist and places students at the center of the learning.

Students are assessed on their learning in a variety of ways. In addition to formative checks for understanding regarding content knowledge, students apply their learning through various performance tasks. For example, students in kindergarten use their learning from an inquiry module to design a guide for fellow students about ways they can make school a great place for everyone. Grade five students are asked to engage in a socratic seminar about who was or was not included in the Constitution during the founding era.

Lastly, the social studies curriculum at Manomet Elementary is culturally responsive. Students learn about topics and engage in sources that not only affirm their identities, but also help them understand other ways of life. Students are also encouraged to examine and challenge the status quo through the curriculum. Recent efforts to create a culturally responsive social studies experience include our school wide efforts to center Black joy and agency across all grade levels to further goals put forth within the MES School Improvement Plan.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Manomet Elementary School (MES) Visual and Performing Arts classes include all grades, and each meet weekly for 60 minutes. Students in fourth and fifth grade may also elect to take instrumental music lessons during the school day. In addition to their small group lesson, this work also includes one hour of ensemble per week. The classes provide a rich opportunity for students to develop artistic literacy, while working to acquire essential skills and knowledge aligned with the Massachusetts Curriculum Framework for Arts. Students are exposed to a variety of methods during their creation process (i.e. various instruments or art materials). In both art and music classrooms, educators thoughtfully create an environment that supports social and emotional learning. Through encouragement from the educator and student peers, students are encouraged to take risks while learning and growing in a safe environment. Working with students on these skills at the elementary level provides an opportunity for the uninhibited creative exploration vital for future growth as an artist.

Our students share their visual and performing arts gifts with the world outside our school in a range of enriching ways. Some examples this year pertaining to visual arts include Youth Arts Month celebrations, the Bi-Annual Central Office Art Exhibit, Annual School Art Show, and International Banner Project in coordination with Plymouth, England. Opportunities for students to display their gifts with performing arts include three live performances of 101 Dalmatians The Musical, winter and spring concerts, Music Immersion programming in conjunction with the Plymouth Philharmonic, singing the National Anthem for the Providence Bruins, and the spring Third Grade Musical Revue. Through all of these experiences, students work to create connections through their own use of critical thinking to fuel a high-quality arts education. We believe deeply that the arts play an important role in fostering a passion for lifelong learning.

2b. Physical education/health/nutrition

Manomet Elementary physical education classes are 60 minutes, and support students in grades K-5 on a weekly basis. The foundation of a successful physical education class provides instruction and practice of the essential skills needed by all students in the areas of physical, social, and mental health. Students are introduced to a variety of skills, such as communication, teamwork, problem solving, sportsmanship, self-control, and leadership. The goal is for students to understand that physical fitness is an essential part of keeping our mind and body healthy throughout our lifetime.

Manomet Elementary health education classes support students in grades K-5 in developing healthy behaviors by practicing and applying social-emotional and practical life skills to their real lives. The National Health Education Standards and CASEL (Collaborative for Academic, Social, and Emotional Learning) Proficiencies serve as the backbone to our skills-based health curriculum. Elementary health instruction provides the opportunity for students to analyze influences, access valid and trusted resources, practice interpersonal communication skills, acquire decision making skills, set goals, and advocate for personal, family and community health. These skills are interwoven with health topics, which are scaffolded by developmental readiness. Topics include: mindfulness/self-regulation, nutrition, physical health, child protection studies, substance awareness, social awareness, bullying prevention, personal safety, hygiene, human growth and development, and environmental health.

Health classes are a safe, challenging, respectful, and fun environment where everyone has equal opportunities to share, interact, grow, and learn. Health class is a place where all students are expected and encouraged to achieve success by persisting through challenges, embracing the processes, overcoming obstacles, and celebrating small victories for oneself and others. Health students are “practitioners” of these healthy habits throughout their school year, which extends to healthy practices throughout their lives.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Manomet Elementary library and technology integration classes include grades K-5 and meet weekly for one hour. This provides the opportunity for students to acquire essential skills that transfer over into their work in all content areas. This is done in alignment with the American Association of School Librarian (AASL) Standards and the Massachusetts Technology Standards. According to the AASL Standards, students develop information literacy skills, which include identifying information needs, evaluating information sources, and using information ethically. This work aligns with the Massachusetts Technology Standards to emphasize the importance of technology literacy, digital citizenship, and the use of technology for communication, collaboration, and problem solving.

The library and technology integration classes support students' acquisition of these essential skills by providing instruction on information literacy, digital citizenship, and technology literacy. Students learn how to find and evaluate sources of information, how to use technology to communicate and collaborate with others, and how to use technology for problem solving. Additionally, students learn how to use technology responsibly and ethically, including issues related to privacy, security, and copyright.

Library and technology integration classes are an essential component of a well-rounded education that prepares students for success in the 21st century. By focusing on the acquisition of essential skills and knowledge aligned with the AASL Standards and the Massachusetts Technology Standards, students can develop the competencies they need to thrive in a rapidly changing world.

2e. Any other interesting or innovative curriculum programs you would like to share

Husky TV is the elementary video production program at Manomet Elementary School, and is a tremendous source of pride for our entire community. Through this program, students explore advanced elements of television news broadcasting. Husky TV reporters learn the mechanics of video production including scriptwriting, reporting, camera techniques, and digital video editing. Students help us chronicle and celebrate all that goes on at the school as they videotape events such as school plays, MES PRIDE assemblies to reinforce our core values (Positivity-Respect-Integrity-Determination-Excellence), and less formal events throughout the year. Students learn techniques in audio and video recording, and become proficient in video editing using the most current and advanced editing software. Students in this class assist with pre-production, taping, and post-production of several stories about their school, while working to create a full television newscast for Manomet Elementary called Husky TV. Students obtain authentic experience on camera and behind the scenes for Husky TV as it is broadcast to the school community and the entire town of Plymouth. All of this work culminates with an annual “red carpet” celebration and viewing for the community.

3. Academic Supports

3a. Students performing below grade level:

Our staff believes deeply in the need to bring instruction to the individual student level. Teachers with concerns for how best to meet needs of a particular student working below grade level may choose to schedule a Child Study meeting to discuss challenges and brainstorm specific action steps. These are collaborative, data-driven meetings during which needs associated with academics, social-emotional learning, and a range of other concerns are addressed. Another step taken to address the specific needs of students working below grade level is to offer free, before-school tutoring with members of our teaching staff.

Our core instructional ELA model provides teacher-delivered differentiated instruction daily through small-group instruction, individual conferences, and targeted intervention. We triangulate a variety of literacy assessments in order to determine which students would benefit most from additional literacy support and select/design interventions to best match the level of need in the areas of phonics, comprehension, fluency, spelling, writing, and vocabulary. In addition, all students are provided with adaptive practice at their targeted skill level through Lalilo (K-2), Freckle ELA (3-5), and MyON.

In first grade, eight to ten students per year are selected to participate in Reading Recovery; a one-to-one literacy intervention aimed to accelerate the progress of our lowest-performing readers through daily, individualized lessons that include reading, writing and word work. In addition to the small-group instruction students receive from their classroom teacher, some students may also receive a double-dose of reading instruction, using teacher-designed lessons or LLI (Leveled Literacy Intervention) to target decoding and comprehension skills to support growth across levels of text. Students who demonstrate a need for specialized explicit, multisensory, systematic phonics instruction may receive Wilson Reading or additional research-based lessons to address the specific area of need.

Bridges Intervention is our specific program to support students performing below grade level in math. This includes targeted, age-appropriate interventions that our paraprofessionals and moderate special needs teachers are trained to administer and assess. Some classroom teachers have received this training as well.

Math menus are utilized to present students with choice activities that bring them joy and confidence, and provide teachers with more time for meaningful small group instruction and conferences. Also within the

math workshop model, number sense routines provide students with low-floor/high-ceiling work that engage and motivate all learners to be successful mathematicians. Freckle Math provides students with differentiated activities for students working above and below grade level. We utilize formative assessment of classroom work and technology (Star Math, Freckle Math, Edulastic) to ensure our student groups are fluid, and that we are consistently challenging every student to work to their potential.

We believe that the supports and structures described above have helped our high-needs population make substantial gains in their learning. While we do have a 10 percent gap for this subgroup, our students outperform their peers throughout the state, as evidenced by their achievement of the 92nd percentile within the Massachusetts Accountability Report. We remain committed to evaluating our model to ensure continued progress for all learners in our school.

3b. Students performing above grade level:

At MES, we feel that one of the major benefits of incorporating a workshop model within the areas of ELA and mathematics is the degree to which it facilitates differentiated instruction. This benefits not only students facing significant learning challenges, but also those performing above grade level standards.

There is a range of ways in which students working above grade level are challenged within the context of daily literacy instruction. Whole-class mini lessons provide focused, explicit instruction that address grade-level skills, using texts that provide opportunities for students to engage in complex literacy work if they are ready to do so. Students spend the majority of their independent reading and writing time engaging with texts that are at their instructional level, providing appropriate complexity for those students working above grade level.

Within both math and ELA, teachers provide responsive, small-group instruction to all levels of students, and utilize learning progressions to move students toward their next steps as learners. Students performing above grade-level expectations are provided with daily opportunities to engage in challenging work with peers who are both diverse and similar in academic ability.

The implementation of a differentiated math menu for students performing above grade level is of tremendous benefit to them. Students are challenged with purposefully planned tasks based upon their own achievement levels. Freckle Math is also adaptive for higher achieving students. Throughout math workshop, teachers have opportunities to pull groups based upon specific needs.

Manomet Elementary School has placed significant emphasis on the increased use of an inquiry-based approach within both science and social studies. We believe that this not only allows for more authentic learning experiences for our students, but also lends itself to complex, open-ended thinking that extends the richness of learning for our students working above grade level.

3c. Students with disabilities:

When examining the MES data for this subgroup in comparison to the aggregate school population, there is a gap greater than 10% on statewide assessments within each of the three areas assessed. However, the “Students with Disabilities” subgroup at our school far outperforms this same subgroup at the state level (MES ELA=34% vs. State ELA=12% ; MES Math=43% vs. State Math=12% ; MES Science=66% vs. State Science=14%). Below are many of the specific ways in which we are working to further elevate the performance of our students with disabilities.

We have worked purposefully to maximize the use of inclusion supports for our students in an effort to truly work within the spirit of our least restrictive environment mandate for all students. A hallmark of this has been the coordination and collaboration of staff to make this work. While common planning blocks are in place during which classroom teachers and special education teachers co-plan instruction, these teachers go far beyond that to make the time necessary, regardless of whether or not it is during the regularly scheduled school day. This coordination has also involved the continual capacity building of special education aides, so that they can function within the inclusion teaching spaces in a manner that closely resembles that of a

certificated teacher.

An overarching social emotional theme deeply promoted by our special education team members is that of growth mindset. Our special education teachers specifically focus on growth mindset values in their daily work for students with disabilities. We believe this will guide children to persevere, despite what challenges may come their way with learning in school, as well as any other aspects of their lives.

Wilson Reading is the primary reading intervention tool utilized within our special education reading work. This encoding and decoding program teaches students explicit, systematic phonics instruction which students are able to apply to their everyday reading and writing skills throughout the general education curriculum. The program allows the educator to tailor each lesson on specific student needs and allows for spiraling of concepts. In addition, teachers are able to frequently assess student progress with decoding and encoding.

Bridges Math Intervention, which is an evidence and research-based program, is utilized for targeted, small group instruction, and allows for pre-assessment and post-assessment that drive instruction to help students reach mastery skill level within number sense, and problem solving.

3d. English Language Learners:

In Plymouth, the English Language Education (ELE) Program is hosted at five of our eight elementary schools. Families are given the option for the student to enroll in their home-district school without formal English as a Second Language (ESL) services. Although MES does not formally have an ELE program, there are two students whose families have elected to enroll them here as their home school. For those students, the workshop model of instruction provides natural places to differentiate learning, and students are able to participate in grade-level instruction, with supports provided by the reading specialist and other general-education specialists as needed. In addition, classroom teachers have engaged in ongoing professional development with district staff on ways to support English language learners (ELLs) including the use of visuals, vocabulary strategies, and reciprocal teaching.

The Plymouth Public School District is enriched by its population of ELLs from many different countries, speaking a range of languages. Students are provided with specialized instruction by licensed ESL teachers implementing Sheltered English Instruction (SEI) in their general education classes as well as by classroom teachers who are SEI endorsed. The program is focused on students' English language acquisition, literacy development, and academic achievement. In addition to academic language, students are constantly exposed to social language in all school contexts.

Our district offers a Sheltered English Immersion (SEI) model for (ELLs). This means that ELLs participate in general education classrooms with modified instructional strategies, assessment, and materials to help them access the curriculum. In addition, ELLs attend ESL classes where they receive direct English language instruction tailored to their specific proficiency level. Using research-based practices, experienced ESL teachers work with these students to develop the four skill areas of language learning: listening, speaking, reading, and writing. Students participate in ESL classes to strengthen academic vocabulary across the content areas, access or build background knowledge, read for comprehension, and write for different purposes. This "language-in-content" approach is essential to the academic program of each student, regardless of his/her English proficiency level or amount of time in the United States.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

One of the things most noticeable upon walking through Manomet Elementary is the level of genuine enthusiasm not only on the part of the students, but also throughout the staff. Staff members plan from the perspective of a ‘backwards-design’ model, while doing so in a strategic manner to engage students as active learners.

Manomet Elementary works at a schoolwide level to promote the values associated with our Manomet PRIDE acronym (Positivity...Respect...Integrity...Determination ...Excellence). During two-month intervals, the five core values are highlighted and recognized through schoolwide assemblies themed around each one. All staff then nominate students for “Round-of-A-Paws” certificates to recognize specific examples of these values on display in an effort to reinforce and promote these behaviors.

Several mechanisms are in place to meet the social-emotional needs of our students. Our speech and language pathologist provides explicit social skill lessons on a weekly basis. Topics include learning and practicing skills related to conversation, problem solving, nonverbal communication, and perspective-taking. Through “lunch bunches” with the school psychologist, smaller groups working on similar social skills have opportunities to apply them within the context of a less structured setting. Morning Meeting with classroom teachers also provides the context for reinforcement of prosocial behaviors.

Our staff is responsive in implementing best practices associated with establishing and maintaining a “brain-friendly” learning environment for students. Regular cognitive shifts are built into all learning blocks in a manner that chunks instruction. Direct instruction is provided within the context of minilessons in an effort to ensure the focus of student attention on key teaching points. Staff plan intentionally with the many learning modalities of students in mind. By embedding opportunities for tactile, kinesthetic, auditory, visual, and auditory learners to all work toward their strengths during the course of each day, a greater level of equity is present for our students than might otherwise be the case.

We seek to provide an environment that places students at the center of all we do. By doing so, our hope is for them to develop a sense of ownership. At the start of each day, a small group of students raises our flag. They also carefully take the time to lower and properly fold it. Morning announcements are conducted by our students, with the highlight being our “joke of the day.” Older students learn the value of leadership by serving as helpers and readers within our younger classrooms. Student voice is critical to what makes MES a special place to learn and grow.

At Manomet Elementary, we pride ourselves on the extensive efforts put forth on a daily basis to bring instruction to the individual student level. Through a workshop model that permeates all content areas, significant focus is placed on being efficient with whole group instruction, so that additional time is available for teaching staff to meet with small groups and individual students to tailor specific teaching points.

2. Engaging Families and Community:

Manomet Elementary thrives at meeting the diverse range of needs often arising within the families of our students. There are scheduled, monthly efforts by staff to conduct outreach to the local community. Womenade and the South Shore Community Action Council are two examples of local non-profit organizations that are committed partners to our school for when larger needs arise for emergency family needs associated with funding. We are also grateful for several other community groups that have supported our families repeatedly over the years when there are needs about which we make them aware. At times these help meet some basic needs, while on other occasions they provide enrichment. Through an ongoing partnership with the Old Colony YMCA, we are able to offer free childcare to families wishing to attend our Manomet Home and School Association meetings.

We value strong communication in partnership with the families of our students. We take an "all-of-the-above" approach toward connecting with family members as we work to best support our students. Regardless of the communication mode through which family members are most comfortable, we make the necessary adjustments to connect with them and ensure students' needs are met.

One of the most exciting data points for our school in recent years has been the degree to which we have been able to decrease the number of students who are classified as "chronically absent." The Massachusetts Department of Elementary and Secondary Education (DESE) defines chronic absence as a total amount of 10% of school days missed. Prior to the Pandemic, we had worked to steadily reduce the percentage of students in this category to just 2.7%. We are pleased to once again see our percentage moving closer down toward this figure as we reach the other side of the Pandemic. These low rates have been the result of systematic work led by the school nurse, school psychologist, and building principal. We have worked together to target supports to the individual student and family level as we make contact from a problem-solving stance.

Manomet Elementary has been fortunate to have so many local community and business partnerships to enhance the educational experiences of our students during the school day and beyond. Entergy Corporation is one such business partner that has provided grant funding over the course of 15 years to fund an After-School Theater Workshop program for over 50 of our students annually. During our Annual Wellness Fair, approximately two dozen members of the community volunteer to coordinate sessions for students on best practices in maintaining good health. During events such as the Community Helper Fair, parents and friends from throughout the community speak with kindergarten students about different occupations. Each spring, students walk down the street to the Manomet Center for Conservation Science to learn about the impact of environment on living things, and how we all have a role in protecting them. Members of the Plymouth Garden Club conduct presentations to our third grade students each year to increase awareness of the importance of plant life within our environment. Financial donations from the Plymouth Kiwanis, Plymouth Lions, and Rose and Vicki's Restaurant have also made significant enhancements to how we are able to support our students and their families.

3. Creating Professional Culture:

Schools and districts demonstrate what they prioritize most by where they allocate two of their most precious assets: time and money. Within each of these areas, our school and district have shown a firm commitment toward building the capacity of staff.

Manomet Elementary School (MES) has implemented a rich approach toward embedded professional development that honors the need for teachers to have designated time allocated to work with colleagues and coaches during the course of the school day in a manner that is as minimally disruptive as possible. This is done in addition to regularly designated common planning. At times, this entails meeting for sessions outside of their classrooms with coaches for math and ELA, while at other points this professional development occurs within the context of the classroom while working with students. There are also specific "New Teacher Academies" that bring our cohort of new staff together in an effort to best position them for success with their students.

In addition to this work with in-district coaches, we have been fortunate to contract with external professional development practitioners to regularly lead lab sites for mathematics, reading, and writing. By having teachers see this work conducted within their own classrooms, it reinforces the idea that new pedagogy introduced and established is not only valuable, but also practical for them.

We believe that one of the most critical elements to success as a teacher is the ability to reflect upon recent instruction in order to refine practices for future work. We find that a powerful way to grow this type of reflection is through working with a consistent presence of student teachers. Our teachers find it valuable to contemplate every element of their craft as they work to share the nuances of it with aspiring educators. Over the past decade, MES has hosted over 50 student teachers. This collaboration reached its pinnacle during the 2020-2021 school year as we returned after shutdowns caused by the Pandemic. During that year, there were a total of 16 student teachers who were hosted in partnership with seven different colleges and

universities.

Our staff has been generous in sharing many of their best practices with other school districts as well. In recent years, there have been five towns that have contacted our school in order to send both teachers and administrators for observations to see many strategies in practice. In addition to having these guests come into their classrooms, teachers have been open to meeting with them to discuss the context of what was observed, answer questions and offer suggestions. Once again, this reflection on pedagogy by our staff benefits them as well. By explaining the "why" for all they do, they grow as educators.

4. School Leadership:

At Manomet Elementary School (MES), the building principal is the only administrator regularly on-site. However, MES is part of a large school district in which there are many administrators in place dedicated to full-time areas of specialty. There is a deep roster of talented administrators within the Plymouth Public Schools who have strong depth of knowledge within their designated content areas. At the heart of school leadership at MES is the idea that the degree to which we experience success will be closely linked to how well we are able to maximize the manner in which we utilize the talent these administrators bring with them to enhance and drive the teaching and learning at our school.

Although not an expert within any particular content area, the building principal plays an important role in coordinating and ensuring the fidelity of implementation of established approaches. The Plymouth Public Schools has invested a tremendous amount of time and money to ensure that all physical resources, staff, and professional development are in place to promote strong student outcomes. The building principal is then critical in ensuring that all staff are implementing all elements of programs as they are intended. At times, this entails working through logistical challenges and obstacles that might otherwise get in the way.

In order to accomplish this, all parties have been called upon to make effective use of our most precious resource in working with students, which is time. We demonstrate the premium placed upon refinement of practice through the model to which we have committed. Embedded professional development has been a hallmark of work within our school, and all of this has been done through a strong partnership between our teaching staff and content area coordinators. There has been a strong emphasis on feedback provided to staff within the context of their current classroom practices.

Manomet Elementary has also been part of work through the Teaching and Learning Alliance to deepen the degree and quality of feedback and reflection through the use a Learning Walk Model. Within the first two years of implementation, this has entailed structured observation visits by groups of administrators to identify and reflect upon trends present within our learning environment. As we move into the upcoming school year, our teaching staff will be an integral part of these observer groups as well. All of this is being done with the hopes of fostering a shared leadership culture of ongoing refinement of instructional practice.

5. Culturally Responsive Teaching and Learning:

Manomet Elementary prides itself on having done significant work in recent years to increase the degree to which culturally responsive teaching and learning is embedded within daily work with students. We have worked closely with our district curriculum coordinators to ensure that units, materials, and teaching methodologies are aligned with our diversity, equity, and inclusion goals and that all students' experiences are acknowledged and valued.

On a weekly basis, classroom teachers engage their students with structured, explicit social-emotional lessons that deepen students' understanding of the diversity of perspectives and experiences around them.

Within our history and social science curriculum, kindergarten students have structured lessons during which they learn about diverse family structures, traditions, and cultures. In grade three, students focus closely on the experiences of local Indigenous Peoples of both past and present. Fifth grade students study the critical contributions of women and BIPOC (Black, Indigenous, and people of color). Fifth graders also study the fight for civil rights throughout the 20th century on the basis of race, gender, LGBTQ, and

disability. This work intersects with a literacy unit in which students read a variety of texts on various civil rights movements to build knowledge and then synthesize their findings by writing research reports and focused informational books. Students engage in other project-based units that build their knowledge and encourage them to take an active role in solving problems, such as “Changing the World: Persuasive Speeches, Petitions, and Editorials” in third grade and “Argument and Advocacy” in fifth grade.

Our school has also invested heavily in the expansion of literature that allows students to have ‘windows and mirrors’ to both see themselves and learn about the cultures and perspectives of others. For example, our core literacy program includes many diverse mentor texts that are used by teachers for modeling during whole-group instruction. There has also been intentionality in providing teachers with selected titles for their classroom libraries that represent diverse cultures and themes.

At the district level, the Plymouth Public Schools has added a full-time administrator to lead efforts within the areas of diversity, equity, and inclusion (DEI). Our DEI coordinator has begun to establish designated staff members in each building to lead extracurricular efforts to promote such themes through CARE (Cultural Awareness and Racial Equity) Clubs with students. Evidence of deepening of this work was present within the recent Black History Month celebrations at Manomet Elementary. Through careful alignment with already existing curriculum standards, this work flowed well within existing content areas as students learned about many underrepresented figures throughout history.

PART VI - STRATEGY FOR EXCELLENCE

Just over a decade ago, student achievement in the areas of English/Language Arts (ELA) and mathematics at Manomet Elementary School drastically jumped forward from where it had previously been (40th – 60th percentile in the state) to where it has consistently ranged since that time (75th-90th percentile in the state). We are confident that this was not at all coincidental, and instead due to a paradigm shift with regard to how teaching and learning are approached at our school.

In 2008, our elementary schools shifted to an embedded professional development model. The district committed to this with funding, and the central component was the establishment of a Coaching Model. This initially began with work in the area of literacy. With early feedback about the success of this work in ELA, the district approved funding to expand the model into mathematics, and once again ensured that coaches specific to that content area were in place.

The impact of this shift was profound for MES. Previously, our professional development model was solely characterized by after-school in-service presentations that, although of good quality, were sometimes lacking immediate relevancy to teacher practice. This shift to a coaching model meant that the professional development teachers now received was embedded within the rich context of the learning environment within their own classrooms. One of the most impressive, observable outcomes of this work is evident in the strong vertical alignment of teaching and learning throughout all grade levels.

The logistics of this model contain a range of elements. At times, substitute coverage is provided for grade-level teams to work with a coach to learn or refine new approaches to working with students. It is also common to see these sessions call for the coach to lead a whole group or small group lesson while teaching staff observes, and then shift into a debriefing session with the coach to reflect and share. Other sessions are represented by teacher and coach working alone together to look at student work to drive the ‘next steps’ with individual learners.

Particularly powerful has been the transfer of this targeted, responsive approach toward meeting individual student needs across all four of the core curricular areas (ELA, math, science, social studies). A hallmark of this work can be captured in two words: feedback and reflection. Staff members are better able than ever before to receive individual feedback, and then reflect upon it to refine their practice. Just as we seek to differentiate and tailor support to our students, so too must we do this for our teaching staff. This mindset continues to have a powerful impact on student outcomes at Manomet Elementary.

Even with all of the planning and funding put forth at the district level for the implementation of this coaching model, the dramatic shift in student achievement levels at MES would not have been possible without the commitment and drive of our teachers to move this work forward to core instructional practices.