

Thomas Prince School Improvement Plan 2024-2027



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<https://thomasprince.wrsd.net/home>

School:	Thomas Prince School	Plan Duration (Years):	2024-2027
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Goal Description			
Goal Number:	1	Goal Title:	Deeper Learning - Ensure students are provided with aligned instructional practices and curricula that are standards-based and promote higher-order thinking skills and rich learning experiences.
S.M.A.R.T. Goal	By June 2027, observation will show students accessing higher-order thinking skills with increased frequency based on observation feedback.		

Goal Details and Performance Indicators	
Rationale for Goal:	Preparing students for an ever-evolving world where thinking deeply, metacognition, and critical thinking are important for success.
Strategic Plan Alignment [Domain, Strategic Objective]	Objective I I-C: Expand student access to relevant, authentic, real-world learning opportunities.
Anticipated Outcomes	Outcomes: <ul style="list-style-type: none"> • Students will consistently demonstrate “design process thinking” as outlined in PLTW and will use a more sophisticated process as they progress through the grade levels at TPS. • TPS students will be prepared to enter STEAM-related classes

	<p>when they enter high school.</p> <ul style="list-style-type: none"> • Students will connect their learning in class to real-life outcomes/careers.
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Implementation Benchmarks		
Action	Supports/Resources	Timeline/Frequency
PLTW leaders or teacher mentors will train and support new elementary school teachers in the implementation of PLTW.	Grant funds PLTW WPI	ongoing
Every grade K-5 will implement atleast one PLTW module incorporating the design process. Time will be set aside to promote vertical alignment and vocabulary development throughout the elementary school.	Grant funds PLTW WPI	ongoing
Instructional walk-throughs will be implemented in grades K-8 with a focus on noting and celebrating higher-order thinking and deeper learning.	Faculty and grade level meetings	ongoing
Continue partnerships such as Junior trail guides and outdoor space committees to align student learning with outdoor science and nature careers.	Faculty Audubon Schedule/Outdoor Spaces Committee	ongoing
Explore supports for the STEAM lab and its use/maintenance.	Faculty Council	ongoing
Build additional opportunities for STEAM	Faculty and grade	ongoing

activities into Middle School students' days (Advisory, Warrior workshop, special events).	level meetings	
Build upon district-provided curriculum tools to tie activities into real-world situations.	Faculty and grade level meetings	ongoing
Develop opportunities for Middle School to incorporate the work of the MyCap committee into their day.	Faculty and grade level meetings	ongoing

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Goal Description			
Goal Number:	2	Goal Title:	Culture, Belonging, and Wellness: Develop and sustain a focus on social and emotional learning skills and inclusivity so that every student feels safe, welcome, heard, and supported.
S.M.A.R.T. Goal	By 2027, 95% of Thomas Prince students in grades 3-8 who participate in the Panorama survey will report many or all strengths. Current baseline 86%.		

Goal Details and Performance Indicators	
Rationale for Goal:	Research demonstrates that a positive school culture, where students feel valued and supported to take risks, collaborate, and appreciate results in higher student achievement.

Strategic Plan Alignment [Domain & Strategic Objective]	Objective IV: IV-A: Establish a climate that prioritizes social-emotional learning as a shared responsibility where each stakeholder supports and cultivates the development of these skills in students. IV-B: Utilize school climate data and elevate student voice to improve the student experience and ensure that all students feel safe, welcome, and supported. IV-D: Develop and implement district-wide health and wellness frameworks.
Anticipated Outcomes (Interim and Final)	Outcomes: <ul style="list-style-type: none"> • Students will consistently demonstrate the ability to problem solve and cooperate with others • Students will learn to carry over newly developed social/emotional skills to school areas of bus, playground, cafeteria, and other areas of the school community • Students will learn to carry over newly developed social/emotional skills into life outside school • Middle School students will understand basic health curriculum.

Implementation Benchmarks		
Action	Supports/Resources	Timeline/Frequency
Teachers in grades 6-8 will facilitate advisory groups regularly throughout the week in which social-emotional learning is modeled and practiced with authentic social and academic activities	Planning time Model curriculum Schedule	weekly

Teachers in grades K-5 will facilitate morning/afternoon meetings regularly throughout the week in which social emotional learning is explicitly taught, modeled, and practiced with authentic social and academic activities	Planning time Model curriculum Schedule	weekly
Teachers in grades K-8 will integrate opportunities for social-emotional learning throughout academic blocks	Planning time Model curriculum Schedule	daily
Surveys, teacher observations, and discipline data will be reviewed regularly to identify areas for growth	Panorama survey PBIS data	bi-monthly
Student Support Team will meet every Thursday to identify individualized Multitiered Systems of Support	Schedule	weekly
The Adjustment Counselor will regularly visit classrooms to observe, make recommendations to teachers regarding Social Emotional Learning integration, and teach lessons as needed to model for teachers	Schedule	monthly
Middle School students will have access to Health Education (once monthly) in the specials schedule.	PE Teacher/Schedule	monthly

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Goal Description			
Goal Number:	3	Goal Title:	Multi-Tiered Systems of Support: Ensure that students are provided with the evidence-based interventions needed to promote academic success and develop social and emotional competencies.
S.M.A.R.T. Goal	By the 2026-2027 school year, all the structures and training required to support MTSS implementation at TPS will be in place.		

Goal Details and Performance Indicators	
Rationale for Goal:	Student support must occur in a structured way that is data-driven and supported by schedule, resources, and other supports.
Strategic Plan Alignment [Domain & Strategic Objective]	II-B: Develop data infrastructure and training for professionals to better identify student needs to inform instruction and interventions. II-C: Adjust school schedules to accommodate teacher preparation periods, common planning time, and resources for tiered systems of support.
Anticipated Outcomes (Interim and Final)	Outcomes: Students will have daily access to MTSS time.

	<p>Struggling students will show growth on district assessment measures in targeted areas.</p> <p>Middle School students will have the opportunity to be heterogeniously grouped throughout their days.</p>
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Implementation Benchmarks		
Action	Supports/Resources	Timeline/Frequency
Identify students struggling academically through STAR, curriculum-based measures, and formative assessments.	Teachers Curriculum Assessments STAR Assessment	ongoing
Create MTSS groups based on data in weekly common planning periods	Teachers / CPT paraprofessionals	ongoing
Elementary and Middle school teachers will be provided one 30-minute common planning time weekly, outside their daily 45-minute prep for the purpose of MTSS planning.	Teachers CPT	weekly
Address the implementation of Compacted math to allow for increased access through vertical alignment of standards.	MS Math Teachers	ongoing
Create smaller class sizes in 8th grade for further support in Algebra and smaller group intervention in all core content areas.	Administration PowerScheidler	ongoing
Add time to MS core content classes to allow MTSS to be built into their planning.	Adminsitration	ongoing

Train staff in the use of Panorama as a method of documenting interventions and tracking progress.	Faculty and grade level meetings SST	
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