WEYMOUTH PUBLIC SCHOOLS
2 YEAR SCHOOL IMPROVEMENT PLAN
2011-2012 and 2012-2013
WORKSHEETS #1-5: GOALS AND BENCHMARK OBJECTIVES

School: William Seach Primary School Number of Students: 388

Address: 770 Middle Street

School Phone: 781-335-7589 School Fax: 781-335-3098

School Website: www.weymouth.ma.us/schools/seach

Principal: Deborah St. Ives

School Council Members:

Name	Signature
Jeremy Burm (Alternate)	
Amy Carroll (Alternate)	
Ann Freda	
Julie Gomez	
Hillary Harbour (Alternate)	
Kathleen Paolillo	
Carol Stearns	
Deborah St. Ives	

Plan presented to the whole school faculty on: February 8, 2011

Plan sent to the Superintendent on: February 9, 2011

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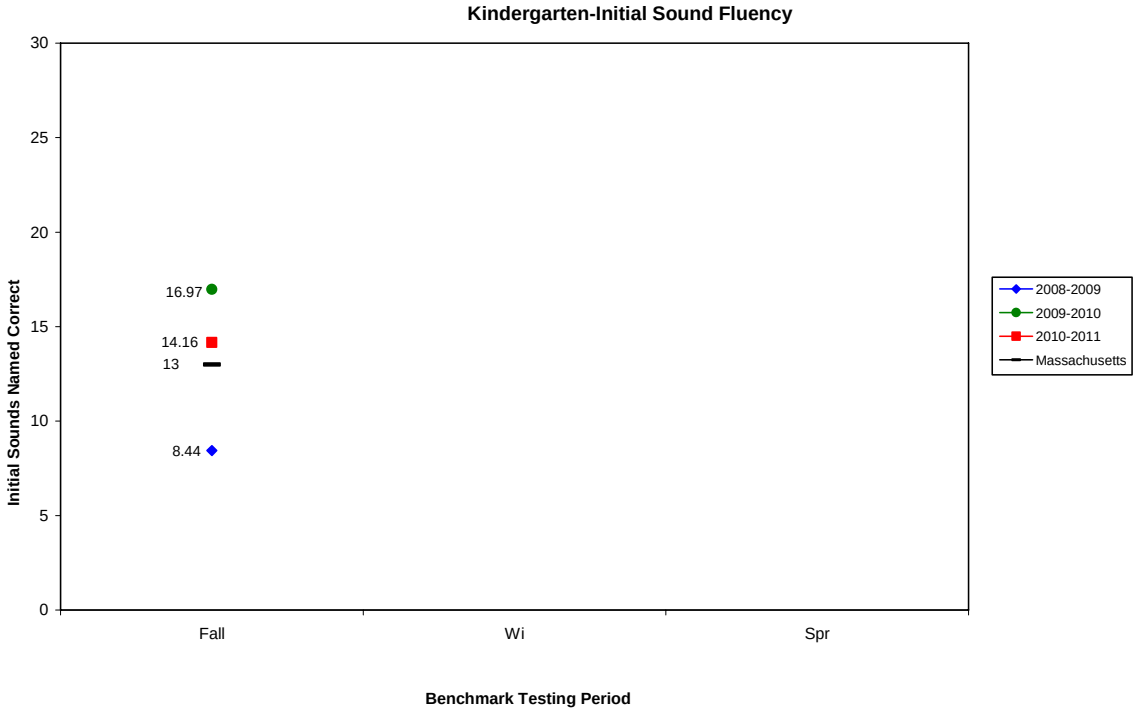
Worksheet # 1

1. Based on the current English Language Arts assessment data:

DIBELS Initial Benchmark Data Kindergarten (% of students in each Performance Category)

Current Aggregated Data:

DIBELS Measure	Low Risk	Some Risk	At Risk
Initial Sound Fluency	72%	18%	10%
Letter Naming Fluency	65%	19%	16%
Phoneme Segmentation Fluency	N/A	N/A	N/A



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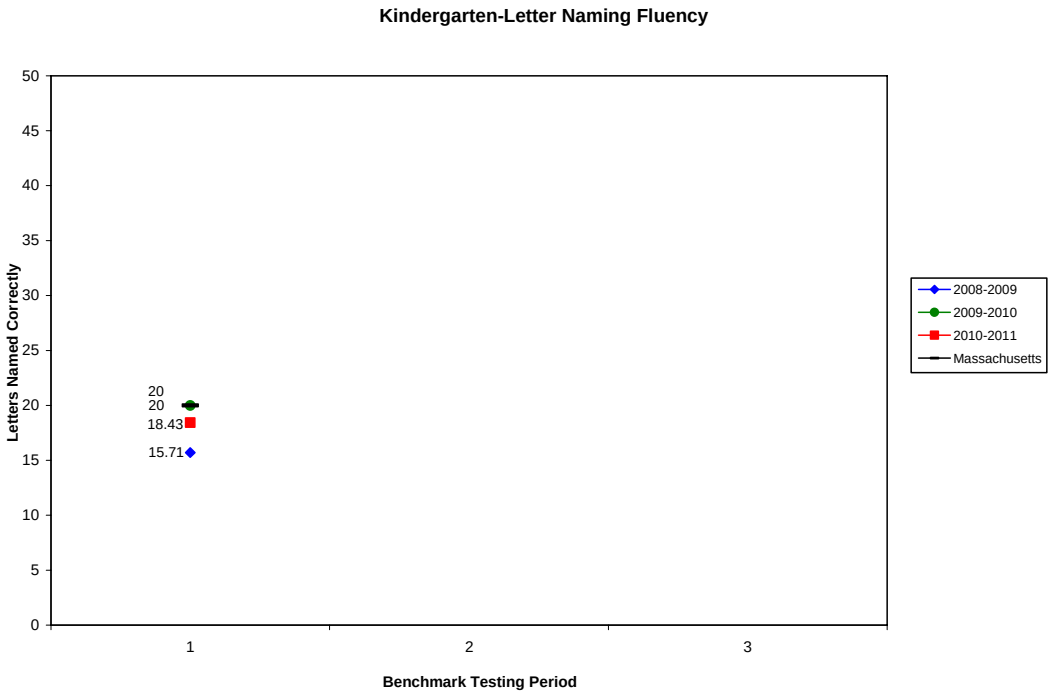

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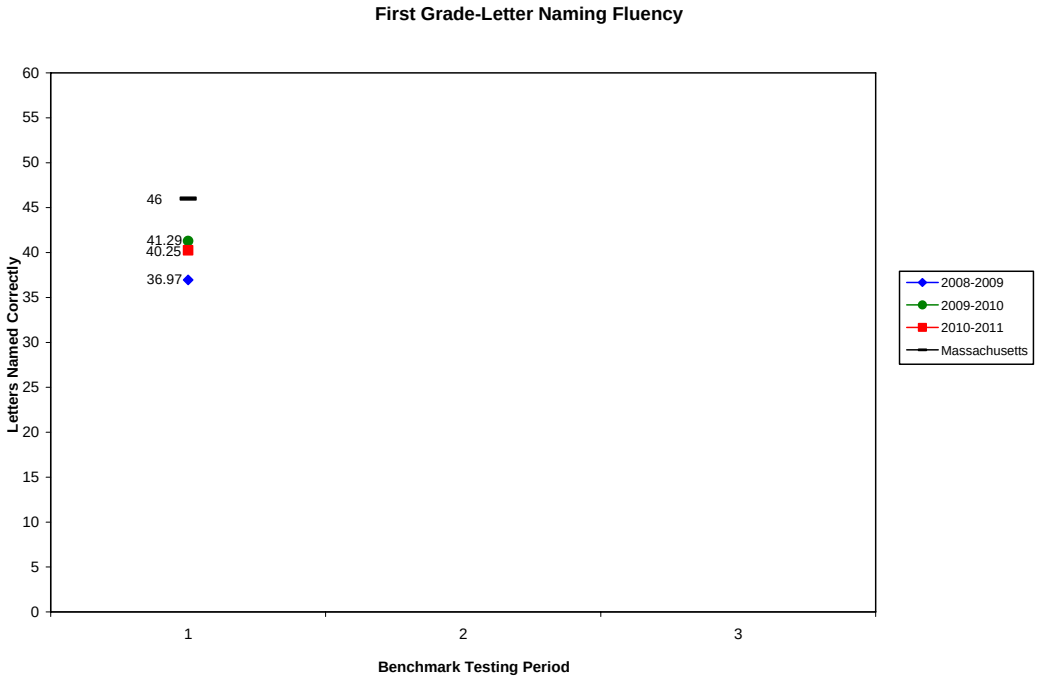
DIBELS Initial Benchmark Data Grade 1 (% of students in each Performance Category)

Current Aggregated Data:

DIBELS Measure	Low Risk	Some Risk	At Risk
Letter Naming Fluency	54%	30%	16%
Phoneme Segmentation Fluency	54%	33%	13%
Nonsense Word Fluency	54%	22%	24%
Oral Reading Fluency	N/A	N/A	N/A



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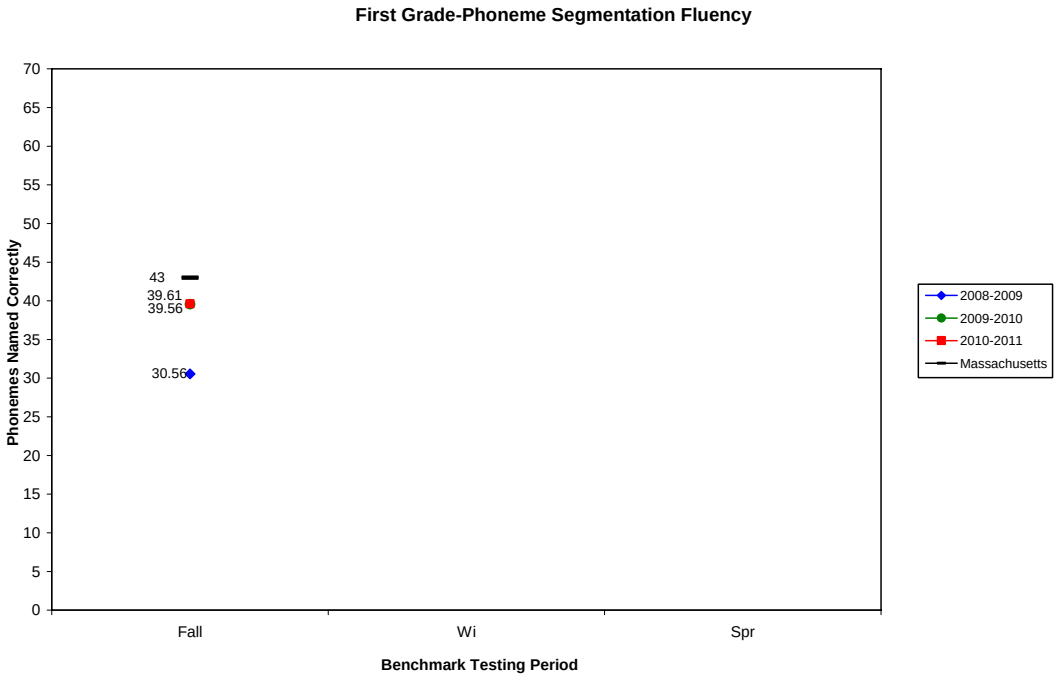

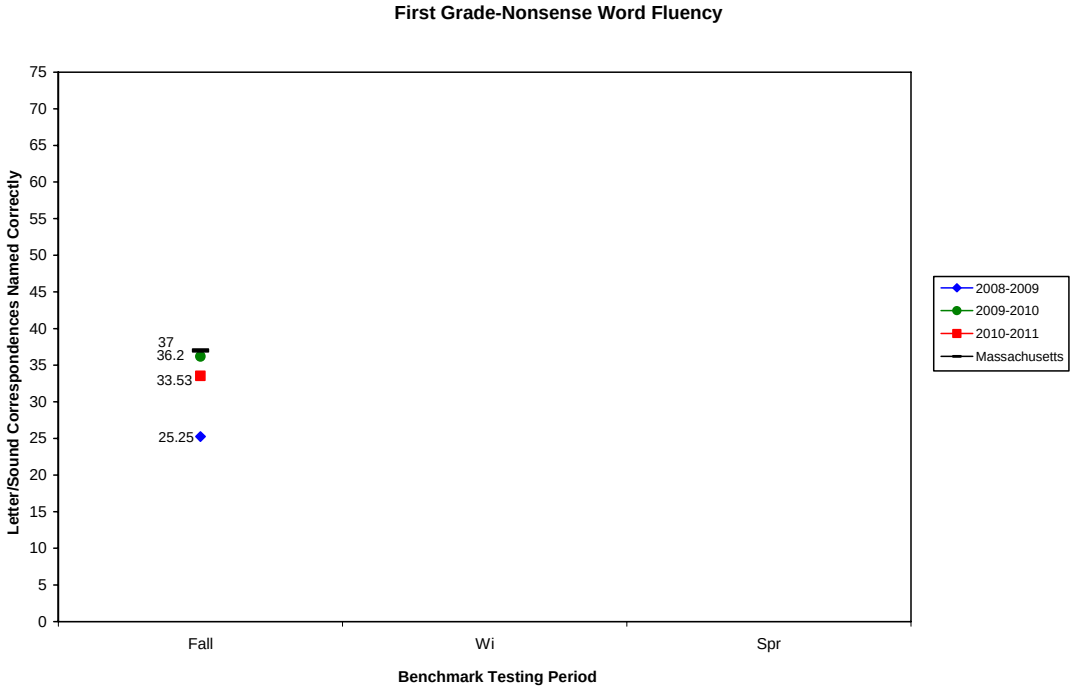

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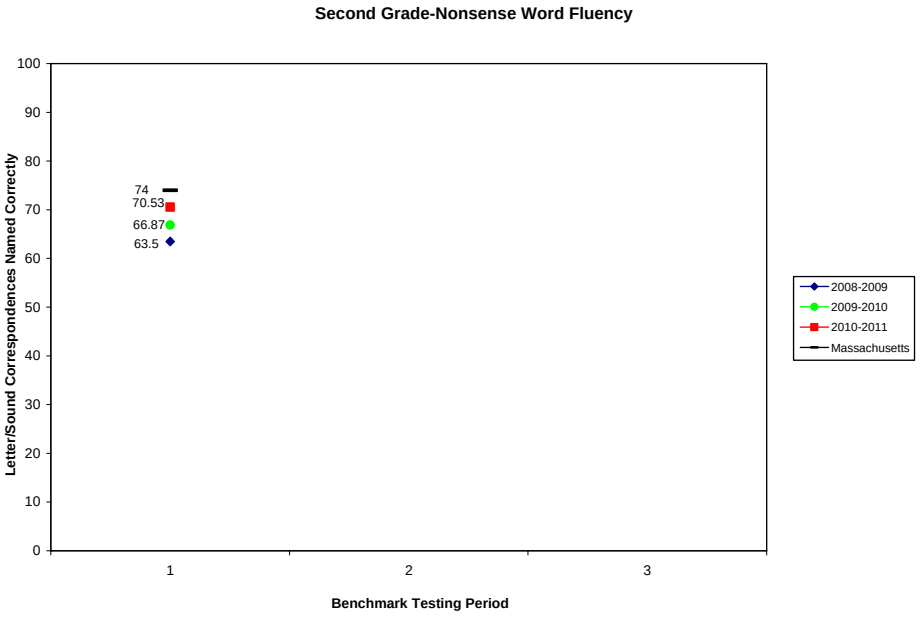
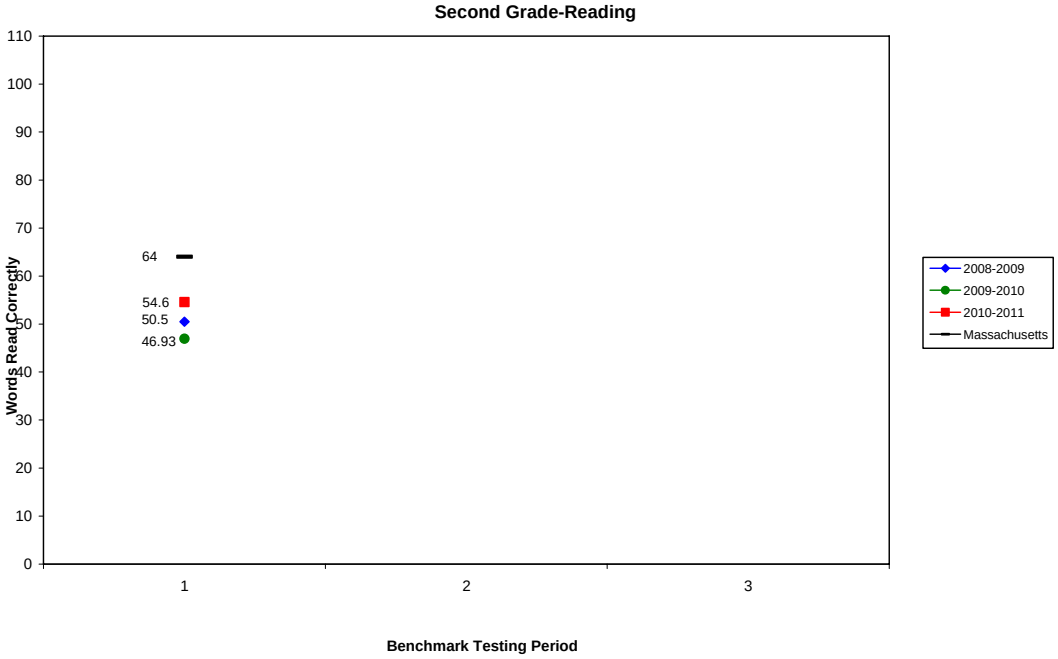
DIBELS Initial Benchmark Data Grade 2 (% of students in each Performance Category)

Current Aggregated Data:

DIBEL Measure	Low Risk	Some Risk	At Risk
Nonsense Word Fluency	64%	10%	26%
Oral Reading Fluency	61%	22%	17%





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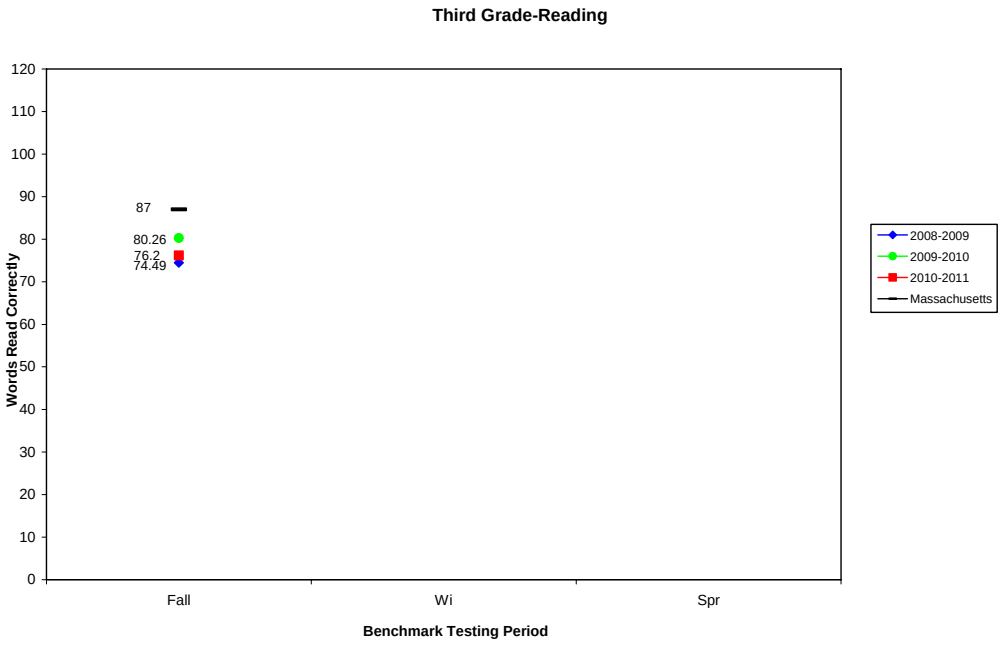
DIBELS Initial Benchmark Data Grade 3 (% of students in each Performance Category)

Current Aggregated Data:

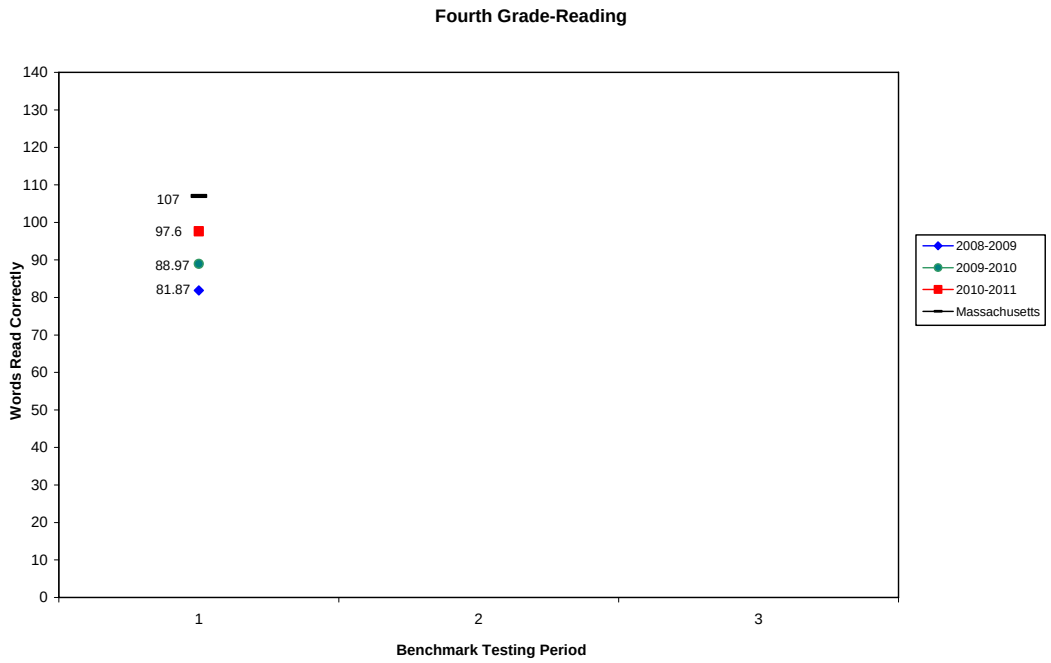
DIBELS Measure	Low Risk	Some Risk	At Risk
Oral Reading Fluency	48%	32%	20%



DIBELS Initial Benchmark Data Grade 4 (% of students in each Performance Category)

Current Aggregated Data:

DIBELS Measure	Low Risk	Some Risk	At Risk
Oral Reading Fluency	56%	25%	19%



51% of Grade 4 students have been here since kindergarten. 48% moved in after the kindergarten year.

The following is the breakdown for each of these groups respectively:

Current disaggregated Data: Students here since kindergarten (46 children)

DIBELS Measure	Low Risk	Some Risk	At Risk
Oral Reading Fluency	61%	17%	22%

Current disaggregated Data: Move in (44 children)

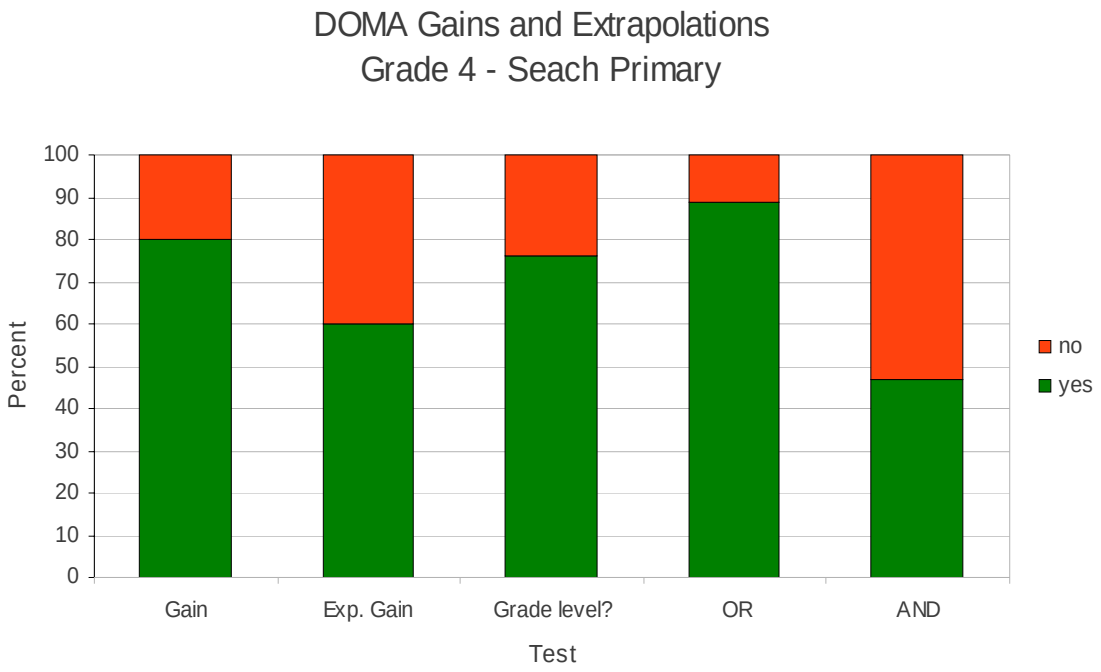
DIBELS Measure	Low Risk	Some Risk	At Risk
Oral Reading Fluency	50%	32%	18%

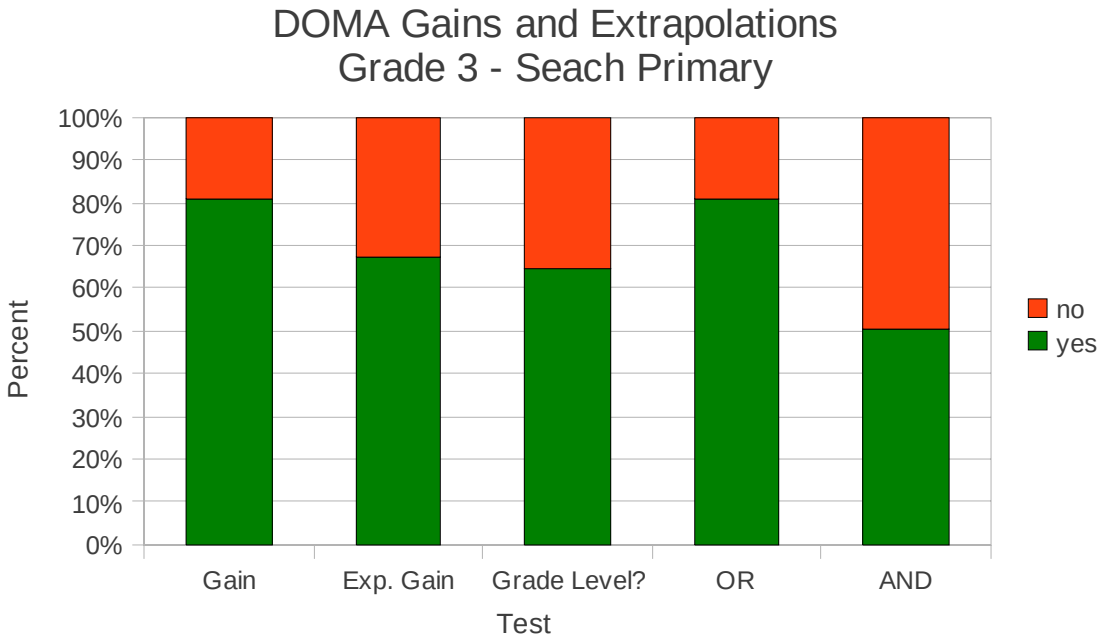
*This data includes all students enrolled at Seach during Fall benchmark (this number will be different than MCAS enrollment numbers)

2. Based on the current Mathematics assessment data:

Definitions for horizontal (X) axis of graphs below:

Gain – Student has shown gain between the fall and winter assessment
Exp. Gain – Student has shown gain based on what is expected for the amount of time which has passed in the school year
Grade level? – Student has tested at or above grade level for the winter assessment
OR – Student is either at or above grade level OR has shown expected gain
AND – Student is at or above grade level AND is still showing expected gain





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Definitions for horizontal (X) axis of graphs below:

Gain – Student has shown gain between the fall and winter assessment
Exp. Gain – Student has shown gain based on what is expected for the amount of time which has passed in the school year
Grade level? – Student has tested at or above grade level for the winter assessment
OR – Student is either at or above grade level OR has shown expected gain
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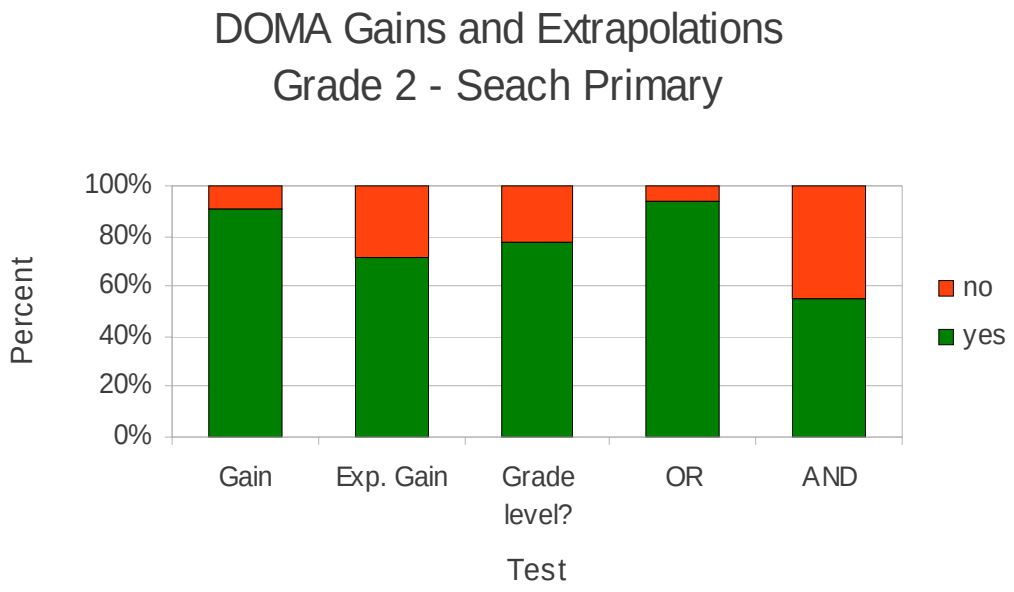

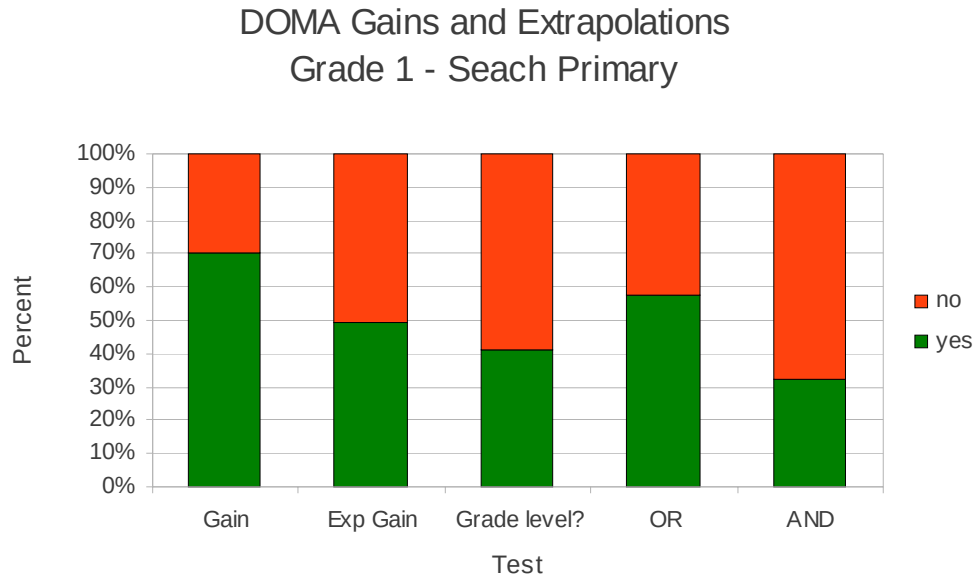

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ENGLISH LANGUAGE ARTS: MCAS Spring 2010 (% of students in each Performance Category)

Current Aggregated Data: ELA MCAS Spring

	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 3	13%	52%	31%	5%
Grade 4	11%	24%	46%	19%

Current Disaggregated Data: ELA MCAS Spring

	Sub-Group	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 3	Low Income	13%	50%	29%	8%
Grade 4	Low Income	7%	23%	51%	19%
Grade 3	SPED	0%	33%	40%	27%
Grade 4	SPED	0%	12%	38%	50%
Grade 3 (2 Students)	LEP/FLEP	0%	0%	50%	50%
Grade 4 (7 Students)	LEP/FLEP	0%	0%	43%	57%
Grade 3 (2 Students)	Asian	0%	50%	50%	0%
Grade 3 (6 Students)	Black	50%	17%	33%	0%
Grade 3 (10 Students)	Hispanic	0%	20%	60%	20%
Grade 4 (3 Students)	Asian	0%	33%	33%	33%
Grade 4 (5 Students)	Black	40%	0%	60%	0%
Grade 4 (15 Students)	Hispanic	0%	13%	53%	33%
Grade 3	White	11%	62%	25%	2%
Grade 4	White	14%	26%	43%	17%

William Seach - 2010 Adequate Yearly Progress (AYP) Data

English Language Arts													
	(A) Participation				(B) Performance			(C) Improvement					
Student Group	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (85.4%)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	**AYP REPORT**	**TARGET FOR 2011**
Aggregate	156	156	100	Yes	144	79.5	No	76.3	4.7	78.5-83.5	Yes	5.1	84.6
Lim. English Prof.	16	16	-	-	12	-	-	-	-	-	-		
Special Education	31	31	-	-	29	59.5	-	-	-	-	-	10.1	69.6
Low Income	81	81	100	Yes	75	75.7	No	71.5	5.7	72.7-81.7	Yes	6.1	81.8
Afr. Amer./Black	11	-	-	-	-	-	-	-	-	-	-		
Asian or Pacif.Isl.	6	-	-	-	-	-	-	-	-	-	-		
Hispanic	25	25	-	-	24	56.3	-	-	-	-	-	10.9	67.2
Native American	-	-	-	-	-	-	-	-	-	-	-		
White	105	105	100	Yes	99	85.1	No	78.0	4.4	78.0-86.9	Yes	3.7	88.8

Based on the current Math assessment data:

MATHEMATICS: MCAS Spring 2010 (% of students in each Performance Category)

Current Aggregated Data: Math MCAS Spring

	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 3	36%	37%	23%	4%
Grade 4	11%	29%	50%	11%

Current Disaggregated Data: Math MCAS Spring

	Sub-Group	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 3	Low Income	41%	32%	21%	6%
Grade 4	Low Income	5%	29%	56%	10%
Grade 3	SPED	14%	29%	50%	7%
Grade 4	SPED	0%	13%	60%	27%
Grade 3 (2 Students)	Asian	100%	0%	0%	0%
Grade 3 (4 Students)	Black	50%	25%	25%	0%
Grade 3 (10 Students)	Hispanic	20%	10%	50%	20%
Grade 4 (3 Students)	Asian	66%	0%	34%	0%
Grade 4 (4 Students)	Black	25%	0%	75%	0%
Grade 4 (14 Students)	Hispanic	7%	29%	43%	21%
Grade 3	ELL	0%	0%	50%	50%
Grade 4	ELL	0%	29%	57%	14%
Grade 3	White	36%	46%	17%	2%
Grade 4	White	13%	28%	50%	10%

William Seach - 2010 Adequate Yearly Progress (AYP) Data

MATHEMATICS													
	(A) Participation				(B) Performance			(C) Improvement					
Student Group	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (85.4%)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	**AYP REPORT**	**TARGET FOR 2011**
Aggregate	156	156	100	Yes	144	82.6	No	72.5	5.5	75.5-80.5	Yes	4.4	87.0
Lim. English Prof.	16	16	-	-	12	-	-	-	-	-	-		
Special Education	31	31	-	-	29	67.2	-	-	-	-	-	8.2	75.4
Low Income	81	81	100	Yes	75	79.7	No	68.6	6.3	70.4-79.4	Yes	5.1	84.8
Afr. Amer./Black	11	-	-	-	-	-	-	-	-	-	-		
Asian or Pacif.Isl.	6	-	-	-	-	-	-	-	-	-	-		
Hispanic	25	25	-	-	24	65.6	-	-	-	-	-	8.6	74.2
Native American	-	-	-	-	-	-	-	-	-	-	-		
White	105	105	100	Yes	99	86.9	Yes	74.5	5.1	75.5-83.7	Yes	3.3	90.2

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Worksheet #2:

INDICATOR	SUPPORTING DATA	DATA INDICATES AREA OF CONCERN	POSSIBLE SOLUTIONS
Rate of student attendance	84% Average Daily Attendance	No	Teachers and administrators keep up to date information, send letters and meet with any student exceeding appropriate percentages.
Drop-out rate (Grades 6-12 only)	N/A	N/A	N/A
Number of incidents involving disruptive behavior	3	No	X
Rate of staff turnover	12 Total 3 Retirement 3 Budget 4 New Positions Outside District 2 New Positions Inside District	No	X
Percentage of staff who are "highly qualified"	100%	No	X
Rate of staff attendance	96.66% Unit A 97.93% Unit D	No	X
Other: Please Specify **Low Income:** ELA/Math Grade 3 Grade 4 **Special Needs:** ELA/Math Grade 3 Grade 4 **White:** ELA/Math Grade 3 Grade 4	(NI & W together) 35% / 27% 65% / 66% 67% / 57% 88% / 87% 27% / 19% 60% / 60%	Yes Yes Yes Yes Yes Yes	RTI Reading & Math Title I Literacy Specialists/Coaches Extended Day Program SES Tutoring Program Home Support Peer/Community Tutoring Professional Development

Worksheet # 3

1. Based on the current English Language Arts assessment data:

Identify specific areas of concern:
In addition to the standards listed below the following trends were noted.

Based on the 2010 grade 3 MCAS scores, our current grade 4 students, findings showed that of our highest scoring students two standards were clearly not mastered (44 students scored Proficient, and 11 students scored Proficient Plus). Standard 8 Understanding Text and Standard 13 Nonfiction were extremely challenging for this cohort. Out of 6 questions pertaining to S13 (Nonfiction) 8% of the questions were answered incorrectly. Out of 3 questions pertaining to S8 (Understanding Text) 16% of the questions were answered wrong. For example, in four other standards addressed on the MCAS this entire cohort scored only 37 questions incorrectly whereas on these **two** standards alone 55 questions were answered wrong. Our thinking behind the analysis of this data was that if our strongest students were struggling with specific concepts overall we would see this challenge across the grade level.

Taking a more in-depth look at these highlighted standards we found:
In the Needs Improvement and Warning categories (30 Students) out of 6 questions pertaining to S13 (Nonfiction) 1 out of every 3 (31%) questions were answered incorrectly and out of the 3 questions pertaining to S8 (Understanding Text) more than 2 out of 3 questions (71%) were answered wrong in this standard. Total # of 87 students (2 LEP)

An overarching focus developed through the use of this data will be to group students with similar challenges into skill groups. Our intent would be to present material through the use of research based curriculum and lessen these defined gaps.

One tool added to focus on fluency, vocabulary and comprehension is the *Read Naturally* program. This curriculum will aide with daily intervention with a focus on Nonfiction. To address Strand 8 we've fully trained interventionists in the *Soar to Success* program which focuses on story elements.

A second overarching focus area will be on Open Response questions. We are pleased to report we have made some progress with the Open Response type questions but understand that additional professional development is imperative to our continual progress. For the Open Response type questions a trend was noted that as the test progressed more students not only scored lower but completely left questions blank. For example, in question number 40, 12 students left it blank, 35 students scored a 1, and 35 scored 2 points.(4 point score is perfect).

All of these challenges and programs will continue to be addressed during PLC meetings which are conducted on a weekly basis.

The following are focus areas determined by MCAS results.

Grade 3 Focus Areas:

GENERAL STANDARD 8: Understanding a Text (4% below State)
Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

GENERAL STANDARD 12: Fiction (2% below state)
Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

GENERAL STANDARD 13: Nonfiction (3% below state) *Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support* their understanding.

Grade 4 Focus Areas:

GENERAL STANDARD 11: Theme (4% below State)
Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (See also Standard 14.)

GENERAL STANDARD 4S4: Vocabulary and Concept Development (6% below State)
Students will understand and acquire new vocabulary and use it correctly in reading and writing.

GENERAL STANDARD 4S12: Fiction (3% below State)
Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Determine appropriate targets in the Advanced and Proficient categories on the next MCAS administration that would indicate movement toward the requirement for proficiency.

ELA

	Advanced	**Proficient**
Grade 3	25%	60%
Grade 4	22%	63%

*84.6 for AYP

2. Based on the current Mathematics assessment data:

Identify specific areas of concern:
One overarching focus area will be using differentiated instruction, using data to drive instruction, and practice answering Open Response questions. However, we have shown improvement in Grade 3 in the area of Open Response exceeding the district and state in 3 out of 4 questions.

The following are additional areas determined by MCAS results.

Grade 3 Focus Areas include:

GENERAL STANDARD 3D3: Data Analysis, Statistics, and Probability (even with state)
Construct and draw conclusions from representations of data sets in the forms of tables, line plots, pictographs, tallies, and bar graphs. Time/Measurement

GENERAL STANDARD 3N5: Number Sense (-4% below the state)
Recognize classes to which a number may belong (odd numbers, even numbers, and multiples of numbers through 10). Identify the numbers in those classes, e.g., the class of multiples of 7 between 1 and 29 consists of 7, 14, 21, and 28.

GENERAL STANDARD 3G7, 3G4: Geometry (-7% below the state)
Predict and explain the results of taking apart and combining two-dimensional shapes.
Identify and draw parallel lines, perpendicular lines, and other intersecting lines.

Grade 4 Focus Areas include:

GENERAL STANDARD 4D3: Data analysis (-6% below the state)
Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

GENERAL STANDARD 4D4: Data analysis (-6% below the state)
Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.

GENERAL STANDARD 4D5: Data analysis (-6% below the state)
List and count the number of possible combinations of objects from three sets, e.g., how many different outfits can one make from a set of three shirts, a set of two skirts, and a set of two hats?

GENERAL STANDARD 4D6: Data analysis (-6% below the state)
Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.

Determine appropriate targets in the Advanced and Proficient categories on the next MCAS administration that would indicate movement toward the requirement for proficiency.

MATH

	Advanced	**Proficient**
Grade 3	37%	50%
Grade 4	30%	57%

*87.0% for AYP

3. Based on the data collected on Worksheet #2:

Identify specific areas of concern:
Two areas of concern include ELA and Math academic progress.

Worksheet #4

School Improvement Goal #1:

Students will be proficient readers.

What are the measurable benchmark objectives that will indicate movement toward the goal?

- Based on our improvement target, 84.6% of grade 3 and 4 students will reach proficient or advanced on the next administration of the MCAS.
- The gap between Massachusetts state Dibels benchmarks and the Seach DIBEL benchmarks will lessen.

What will our work on this goal look like? What strategies will be implemented?
Goal:
To provide direct systematic instruction in a small group setting based on an individual student's needs through the use of scientifically-based practices.

Instruction will continue to be delivered through the Response to Intervention model. This model has been incorporated into the IDEA 2004 as well as recommended by the Massachusetts Elementary and Secondary Education Department. The principles of RTI are to intervene early while the problem is easier to remediate, use a multi tier model of service delivery, monitor student progress, and use data to make decisions.

Within the model, all students are assessed using time efficient nationally normed tests, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to identify students who have not mastered necessary skills to be proficient readers. Benchmarking will be completed using the DORA diagnostic online reading assessment tool. We also will use the CBM Maze, Quick Phonics Screener, as well as multiple informal assessment tools to benchmark and progress monitor students. Instruction is provided to all students based on this data. If a student meets the benchmark standard established by University of Oregon, they would be considered part of Tier I. These students receive their reading instruction through the Open Court Program in a variety of methods including but not limited to presentation to the whole class, teacher initiated independent activities such as computer enrichment, and leveled Guided Reading groups led by a teacher. Students who were found to have some risk of not reaching grade level normed benchmarks are considered to be in Tier II. These students receive instruction within the first Tier I as well as an additional dose of skill instruction daily. Students displaying "At Risk" scores will be categorized as Tier III. As a result they will be included in the Tier I Open Court, the Tier II additional skills instruction as well as an additional skills lesson each day. Title I Tutors, ELL teacher, Special Education Teacher and general paraprofessionals were assigned to classrooms to provide each of the groups the appropriate doses of instruction each day.

Progress Monitoring is conducted regularly to ensure that interventions being delivered to struggling students are effective. A student considered to be Tier II is progress monitored using the DIBELS materials bi-weekly. Tier III students will be progress monitored weekly. Tier I students will be assessed three times a year. Data collected will be imported into a data base so scores may be analyzed to identify trends. In addition to DIBELS assessment, we will utilize DRA results, QPS, running records, and comprehension measures to drive instruction.

Staff development is a vital component to the success of this program. All staff meetings will be dedicated to professional development. These topics will include assessment, data driven curriculum, vocabulary instruction, oral reading, think alouds, and worthwhile independent activities. In addition, the Title I Literacy Teacher will work closely with staff to model lessons, aid in planning and provide feedback. In order to improve the quality of differentiated lessons, staff members will continue to other classrooms in house, as well as visit surrounding districts already successfully using examples of best practices. In order for RTI to have a successful, positive impact on the educational experiences of the Seach School community, continual embedded professional development will be extremely important.

We continue to provide programs to educate parents on this delivery of instruction. We plan to conduct new student orientation, Principal's coffee hours, and monthly parent workshops and trainings. Each training is facilitated to educate parents on strategies, standards and expectations.

Additional measures to help students become proficient readers:

- Each student will be sent home with a leveled book every evening.
- An Adult Literacy program will be provided so parents will be better able to help their child with reading at home.
- Parent information sessions will be presented in a variety of areas (report cards, MCAS, curriculum).
- One teacher will be trained in the Orton Gillingham Program to provide small and whole group classroom instruction containing lessons and best practices from this program.
- A trained staff member will coordinate our mobile library during summer months.
- Regular communication informing parents of the needs of their child and activities that could be completed at home.
- Students attending Wey Care will be given additional support through academic games and homework assistance.
- Extended Day programs will be administered small group focusing on individual student need.

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?
Several indicators will be utilized to assess if adequate progress is being made towards the goal. First, DIBELS/DORA and the CBM Maze will be conducted routinely. These results will be compared with nationally normed benchmarks to ensure proper progress. Also, Development Reading Assessments will be performed to monitor student's acquisition of reading skills. In addition, benchmark comprehension tests and mock MCAS exams will be implemented and analyzed. Continued use of informal assessment such as the Quick Phonic Screener, High Frequency Words and running records will be administered regularly in order to montior progress closely.

Who will be responsible for the implementation of the recommended strategies?
The recommended strategies will be the responsibility of each and every member of the Seach School.

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?

The Principal, Assistant Principal, Literacy Teacher, School Council as well as grade level teams will document and review the effectiveness of the strategies.

School Improvement Goal # 2:

Students will achieve proficiency in mathematics.

Measurable benchmark objectives that will indicate movement toward the goal:

Based on our improvement target, 87.0% of grade 3 and 4 students will reach proficient or advanced on the next administration of the MCAS.

What will our work on this goal look like? What strategies will be implemented?

Students participate in uniform math instruction that is research-based.

Math instruction will also be delivered through the RTI model. Schedules will be created to deliver three days of Foundation skills, one Walk to compute day and one Core Extensions Day. Each student will be presented with grade level standards through the use of the ***Everyday Mathematics*** program designed by the University of Chicago. The program aids students in mastering skills through the use of multiple exposures to a topic based in a real world context. The decision to adopt this program was a district level determination.

Very similar to our Reading Block, students that are struggling to acquire math skills will be provided with additional small group instruction aimed at closing learning gaps. To accomplish this, Title I Mathematics Interventionists are scheduled to work with these students in response to data collected through assessments built into the program. All student benchmarking will be conducted through ***DOMA*** (Diagnostic Online Math Assessment). Students are tiered based on foundation skills and progress monitored using EDM, Early Numeracy, and DIBELS Next assessments. Teacher observation will also play a role in determining focus skills.

As a result of recent MCAS scores, we will be focusing on enriching students' vocabulary and their ability to read the questions displayed on a math test. Many students perform computation tasks asked of them but are unsuccessful when that same computation is embedded in a problem containing a lot of reading. Students will be given ample opportunities to decipher lengthy word problems similar to those included in the MCAS. Furthermore, these struggling readers will be presented with direct systematic reading instruction in a small group setting, so their ability to successfully demonstrate mastered math skills is not compromised by poor reading strategies.

The School has also adopted the Semple Math, Do the Math, and Number Worlds programs to be utilized with our Special Education and tier II and III students. ***Semple Math*** is a complete, basic skill, mathematics program based entirely on learning by association and employing fact and process mnemonics. ***Do the Math*** is designed around eight research-based instructional practices for struggling students: Scaffold Content, Explicit Instruction, Multiple Strategies, Gradual Release routines, Student Interaction, Meaningful Practice, Assessment & Differentiation, and Vocabulary & Language to help differentiate and meet the needs of every student. ***Number Worlds*** is an intensive intervention program that focuses on students who are one or more grade levels behind in elementary mathematics. It provides all the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun. ***FASTT MATH*** is being used daily by students in grades two

through four and in the first grade by students who demonstrate that they are ready to practice fact fluency**.** The *FASTT Math* intervention program uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help all students develop fluency with basic math facts. *FASTT Math* assesses all students to uncover fluency gaps and to establish a baseline of fluency for each student. Then, *FASTT Math* automatically differentiates instruction in customized, 10-minute daily sessions. *FASTT Math* ensures that all students, regardless of their fluency level, build the long-lasting fluency they will need to be successful with higher-order math.

Additional measures to help students become proficient in math:

- Parent information sessions will be presented focusing on EDM curriculum and algorithms.
- Information will be sent home to parents outlining the areas their student will be working on within the classroom.
- Students excelling at math will be given extension activities including but not limited to exemplars, Hands on Algebra, and interactive computer lessons.
- Continued professional development will be offered to teachers.
- Extended Day programs will be administered to small groups focusing on individual student need.

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?

DOMA and MCAS data will be utilized when determining the needs of individual students. DOMA provides an individual math profile generated for each student enabling teachers to clearly identify specific math concepts in need of targeted instruction.

These reports may be used to:

- Guide classroom instruction via small groups
- Easily share students' math profiles with parents and prescribe activities for home instruction
- Deliver accurate measures of student progress and standards achievement to administrators

Continued progress monitoring utilizing FASTT MATH, EDM chapter tests and quizzes, EDM eSuite data along with in-depth data analysis using the DOMA benchmarking tool will be used to drive instruction.

Who will be responsible for the implementation of the recommended strategies?
These recommended strategies will be the responsibility of each and every member of the Seach School.

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?
The Principal, Assistant Principal, School Council as well as grade level teams will document and review the effectiveness of the strategies.

School Improvement Goal #3:

Students will be educated in environments that are safe, healthy, and conducive to learning. A strong sense of community will be fostered throughout the building.

What are the measurable benchmark objectives that will indicate movement toward the goal?
The number of incidents involving violence or disruptive behavior will be reduced by 10%.

What will our work on this goal look like? What strategies will be implemented?

- Students will be presented with *Second Step* strategies.
- Behavior expectations will be consistent throughout the entire school.
- Bully prevention, lessons and training for all staff, students, and parents will be conducted while utilizing Weymouth School District's protocol.
- ItI (Integrated Thematic Instruction) initiatives proven to cultivate community in Blue Ribbon schools will be initiated (Daily message, attendance celebrations, school wide theme of respect and kindness, staff events).
- Staff will all participate in weekly PLC meetings and various study groups to support and learn from one another.
- Staff will continue to practice, revise, and update our Crisis Plan.
- Safety programs will be offered by Officer Barry, etc.
- School counselors will offer programs and guidance to parents to support, model, and teach the parents positive behavior management and choices.
- When appropriate students will participate in social skill groups.
- Staff and administrators will communicate behavior incidents to parents in a timely manner.
- Mentoring program will be established with the Community Service Learning Class at WHS.
- Positive behavior will be encouraged through the use of positive reinforcement and rewards (Awards are given to any child demonstrating extraordinary acts of kindness.).
- Positive school climate will be fostered for all community members (Staff activities, students activities parent/guardian activities both socially and academically).

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?

- The School Crisis Plan will be implemented and reflected upon regularly for improvements.
- Informal assessments will be conducted during Second Step lessons and classroom discussions.
- Outside support (administrators, counselors, etc.) will have to be called upon with less frequency for behavior.
- Voluntary attendance at Study Groups, Book Clubs etc. will increase by 10%.
- Overall attendance by all members will increase for all activities organized by 10%.

Who will be responsible for the implementation of the recommended strategies?
Classroom teachers
Title I staff
SPED staff
Administrators
Paraprofessionals

Secretaries

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?

Administrators
Crisis Team
School Council

School Improvement Goal #4:

21st Century skills will be embedded in all core subjects.

What are the measurable benchmark objectives that will indicate movement toward the goal?
60% of each student's school day will be spent involved in activities to strengthen 21st Century skills.

What will our work on this goal look like? What strategies will be implemented?

- Teachers will be supported through professional development focused on knowledge, personal attitudes and philosophies as they develop curriculum and learning environments incorporating 21st century skills.
- Interdisciplinary themed lessons connecting language and literacy skills that improve student achievement will be created.
- Hands on lessons teaching students to pose and answer questions through internet research, collaborative group work and strengthening critical thinking and problem solving skills will be implemented at all grade levels.
- Technology use will be embedded in high quality lesson plans across disciplines.
- Lessons and projects requiring student initiative and entrepreneurialism will be a regular part of student learning as they are challenged and motivate to expand on their curiosity and imagination.
- Learning will require students to be adaptable in their approach as they access and analyze information.
- Students will be taught to use effective oral and written communication.

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?
Progress will be monitored through the review of teacher plan books, schedules, discussions at PLC meetings, and both formal and informal observations along with analyzing student work and performance.

Who will be responsible for the implementation of the recommended strategies?
Classroom teachers
Title I staff
SPED staff
Administrators
Paraprofessionals
Secretaries
School Council

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?
Administrators

Worksheet #5

1. Budgetary Resources Needed for Improvement

Describe the funding needed to support the activities related to the school improvement strategies.

Budget Priority Request	Estimated Cost Year 1 & 2	Rationale
Classroom Teacher	$45,000	Additional teacher to keep grade 2, 3 and 4 class size down. Current grade 2 and 3 classroom sizes are large and we would like to reduce them, while maintaining current levels in all other grades.
ELL Teacher	$45,000	Need for an expert in language instruction/intervention. With the current number of ELL students (56) a second teacher is required to provide small group instruction. The current group size is too large to properly differentiate the groups. The functions will include assessment and remediation of students requiring intervention. Teaching will be both inclusion and pull out as deemed necessary for individual students. Also, the teacher will provide ongoing professional development and support for the staff. This request supports School Improvement Plan goals 1 and 2.
Special Education Paraprofessional	$11.78 per hour	With the number of students on Individual Education Plans it is necessary for additional staff to provide intervention services. Our goal of tiered instruction will be supported by this request. This request supports School Improvement Plan goals 1 and 2.
Replacement Cycle: Furniture	$7,500	Student furniture is fifty years old. The desks are not adjustable and at this age cannot be adequately cleaned. This request supports School Improvement Plan goals 1 and 2.

Describe how the current budget and other available funds (grants, revolving accounts, etc.) may be re-allocated to support the school improvement goals.

- Write grants to support requests
- Examine Title I staffing/scheduling
- Parent Volunteers (RTI groups, Library, etc.)
- Internships

2. Professional Development Needed for Improvement

Describe the professional development activities that will be provided to all school staff that are directly related to the school improvement goals.

Professional Development Activity	No. of Hours	When	Audience	Goal #
Everyday Mathematics, Number Worlds, Do the Math (Exemplars/Open Response)	18	Spring	K-4	2
PD to support interventions/initiatives: For example: open response, long composition, comprehension strategies, decoding, inferential questioning, phonemic awareness, vocabulary, technology etc.	24	Fall Spring	K-4	1
Project Read/Orton Gillingham (Individual training)	48	Fall	SPED/K-4	1
Trauma Sensitive Schools/Behavioral Strategies ItI	24	Fall Winter Spring	K-4	1,2
Specialized Training for Teacher's Supporting Individual Student Needs	30 (5x6hrs.)	Fall Spring	K -4	1,2