WEYMOUTH PUBLIC SCHOOLS

Strong Schools 🐾 **Strong Community**

School Improvement Plan – 2015-2017

Weymouth Middle School – Adams Campus

DISTRICT VISION

Educational excellence for every Weymouth Student: Students graduate from Weymouth Public Schools with the academic skills, knowledge and mindsets necessary to succeed in college and career and are prepared to tackle and solve the most important problems in our local and global communities.

DISTRICT THEORY OF ACTION

IF we increase collaborative problem solving among all educators, use data as part of an aligned system of curriculum, accountability and inquiry, and engage parents and community members as partners,

THEN we will elevate instructional practices, better personalize instruction, increase support to students, and produce learners who meet high standards and are prepared to succeed in college and career.

DISTRICT STRATEGIC LEVERS

PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:	EFFECTIVE USE OF DATA:	PARENT AND COMMUNITY ENGAGEMENT:
Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.	Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.	Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.

The Weymouth Public Schools create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.

School Improvement Plan Final Update – Abigail Adams Middle School

PERFORMANCE NARROWING GAP GOALS

Accountability and Assistance Level	
Level 2	**Not meeting gap narrowing goals**

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students: 25

Lowest performing

Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		43	Did Not Meet Target
High needs		50	Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL		39	Did Not Meet Target
Students w/disabilities		31	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian		89	Met Target
Afr. Amer./Black		55	Did Not Meet Target
Hispanic/Latino		55	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		41	Did Not Meet Target

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2016 English Language Arts Proficiency Gap Narrowing		Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
	0 10 20 30 40 50 60 70 80 90 100										
All students		87.8	89.3	82.7	-6.6	92.9	93.9	36	947	0	Declined
High needs		78.4	77.6	67.8	-9.8	87.4	89.2	18	366	0	Declined
Econ. Disadvantaged		81.4	81.4	73.6	-7.8	83.0	90.7	34	275	0	Declined
ELL and Former ELL		67.7	66.9	61.6	-5.3	81.2	83.9	21	41	0	Declined
Students w/disabilities		65.8	63.1	41.4	-21.7	80.1	82.9	4	134	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	2	-	-
Asian		91.0	97.1	91.2	-5.9	94.8	95.5	40	37	0	Declined
Afr. Amer./Black		72.3	78.5	73.0	-5.5	83.8	86.2	44	50	0	Declined
Hispanic/Latino		79.5	87.7	78.4	-9.3	88.0	89.8	75	66	0	Declined
Multi-race, Non-Hisp./Lat.		89.6	87.5	70.8	-16.7	93.9	94.8	23	36	0	Declined
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	2	-	-
White		88.7	89.9	83.9	-6.0	93.4	94.4	27	754	0	Declined

School Improvement Plan Final Update – Abigail Adams Middle School

2016 Mathematics Proficiency Gap Narrowing

	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		78.6	79.6	78.4	-1.2	87.5	89.3	22	944	25	No Change
High needs		63.9	63.4	62.1	-1.3	78.9	82.0	7	366	25	No Change
Econ. Disadvantaged		68.0	68.0	68.5	0.5	70.7	84.0	21	275	50	Improved Below Target
ELL and Former ELL		54.0	60.3	58.3	-2.0	73.2	77.0	10	42	25	No Change
Students w/disabilities		45.8	46.0	37.9	-8.1	68.4	72.9	3	134	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	2	-	-
Asian		78.5	94.3	93.2	-1.1	87.5	89.3	35	37	100	Above Target
Afr. Amer./Black		57.4	62.7	67.5	4.8	75.2	78.7	30	50	50	Improved Below Target
Hispanic/Latino		69.6	74.1	68.2	-5.9	82.3	84.8	33	66	0	Declined
Multi-race, Non-Hisp./Lat.		79.2	74.3	68.1	-6.2	87.9	89.6	19	36	0	Declined
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	2	-	-
White		79.8	80.9	79.7	-1.2	88.2	89.9	15	751	25	No Change

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2016 Science Proficiency Gap Narrowing		Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
	0 10 20 30 40 50 60 70 80 90 100										
All students		81.3	77.5	75.2	-2.3	89.1	90.7	34	457	25	No Change
High needs		69.9	64.3	63.2	-1.1	82.4	85.0	36	184	25	No Change
Econ. Disadvantaged		69.8	69.8	66.6	-3.2	72.3	84.9	53	137	0	Declined
ELL and Former ELL		63.8	-	-	-	-	81.9	-	27	-	-
Students w/disabilities		61.2	48.6	47.7	-0.9	77.4	80.6	14	66	25	No Change
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	2	-	-
Asian		-	-	-	-	-	-	-	15	-	-
Afr. Amer./Black		67.9	62.9	65.5	2.6	81.3	84.0	75	21	50	Improved Below Target
Hispanic/Latino		66.3	63.8	65.4	1.6	80.3	83.2	62	34	50	Improved Below Target
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	14	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	1	-	-
White		83.1	79.2	76.6	-2.6	90.1	91.6	19	370	0	Declined

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GROWTH TARGET GOALS

2016 English Language Arts Growth		2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating
	0 10 20 30 40 50 60 70 80 90 100								
All students		53.0	25.0	-28.0	51.0	No	921	0	Below Target
High needs		47.0	22.0	-25.0	51.0	No	347	0	Below Target
Econ. Disadvantaged		46.0	24.0	-22.0	51.0	No	261	0	Below Target
ELL and Former ELL		48.0	28.5	-19.5	51.0	No	36	0	Below Target
Students w/disabilities		42.0	16.0	-26.0	51.0	No	127	0	Below Target
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	2	-	-
Asian		64.0	33.0	-31.0	51.0	No	35	25	Below Target
Afr. Amer./Black		57.0	27.5	-29.5	51.0	No	46	0	Below Target
Hispanic/Latino		52.0	31.0	-21.0	51.0	No	61	25	Below Target
Multi-race, Non-Hisp./Lat.		46.0	19.5	-26.5	51.0	No	36	0	Below Target
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	2	-	-
White		53.0	25.0	-28.0	51.0	No	739	0	Below Target

2016 Mathematics Growth	0 10 20 30 40 50 60 70 80 90 100	2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating
All students		45.0	36.0	-9.0	51.0	No	918	25	Below Target
High needs		41.0	33.0	-8.0	51.0	No	347	25	Below Target
Econ. Disadvantaged		41.5	35.0	-6.5	51.0	No	261	25	Below Target
ELL and Former ELL		56.0	29.0	-27.0	51.0	No	37	0	Below Target
Students w/disabilities		35.0	25.0	-10.0	51.0	No	127	0	Below Target
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	2	-	-
Asian		69.0	43.0	-26.0	51.0	No	35	50	Below Target
Afr. Amer./Black		39.0	44.0	5.0	51.0	Yes	47	75	On Target
Hispanic/Latino		51.0	34.5	-16.5	51.0	No	62	25	Below Target
Multi-race, Non-Hisp./Lat.		40.5	38.0	-2.5	51.0	No	36	25	Below Target
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	2	-	-
White		44.5	35.0	-9.5	51.0	No	734	25	Below Target

Participation

2016 Assessment Participation

	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	974	968	99	Yes	975	967	99	Yes	472	470	100	Yes
High needs	382	378	99	Yes	382	379	99	Yes	193	191	99	Yes
Econ. Disadvantaged	289	286	99	Yes	288	286	99	Yes	145	143	99	Yes
ELL and Former ELL	48	47	98	Yes	49	49	100	Yes	30	30	100	Yes
Students w/disabilities	139	137	99	Yes	139	137	99	Yes	70	69	99	Yes
Amer. Ind. or Alaska Nat.	2	-	-	-	2	-	-	-	2	-	-	-
Asian	42	42	100	Yes	42	42	100	Yes	18	-	-	-
Afr. Amer./Black	55	55	100	Yes	55	55	100	Yes	24	24	100	Yes
Hispanic/Latino	69	69	100	Yes	70	70	100	Yes	36	36	100	Yes
Multi-race, Non-Hisp./Lat.	37	37	100	Yes	37	37	100	Yes	15	-	-	-
Nat. Haw. or Pacif. Isl.	2	-	-	-	2	-	-	-	1	-	-	-
White	766	760	99	Yes	766	758	99	Yes	376	374	99	Yes

SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

Abigail Adams staff will return learning to the center of planning and assessing by focusing on three essential themes;
- What is it you want the student to learn?
- What will they *do or perform* in order to learn it? and
- How will you (and the student) know they learned it?

Educators will continue to develop, expand the curricula and instructional practices. Teachers will also adapt and expand the initiatives already in place such as Envision Math, Reading Street and utilize Accountable Talk and SRSD to build the skills necessary to meet 21st century demands. This return to learning will emphasize creativity, collaboration, critical thinking and communication in all content areas. To that end, professional development will be focused on the content area teams and project based learning. Abigail Adams will continue to improve teacher to student relationships by overhauling PBIS, improving efforts to apply the essential components of Peacebuilders and developing new models to communicate and support family engagement in the schools.

SCHOOL COUNCIL MEMBERSHIP

Matthew Meehan – Facilitator

Travis Linares-Hengen – Chair

Patricia Chandler – Chair

Amanda Burke - Teacher

Charlene Carlson – Community at Large

Selena Chen - Teacher

Jim Melody - Parent

Kathleen Mahoney – Counselor

Neil Christopher - Parent

Patricia A Arcand - Parent

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The Abigail Adams School Council is committed to strengthening the partnership between students, teachers, parents and community stakeholders in order to continue the improvement to our school. School council quickly identified areas for continued improvement:

- Increase ELA and Math literacy and skills among all of our students but especially students with special needs.
- Improve the collaboration, creativity, critical thinking and technological skills among students and teachers
- Change and expand specials to include the fine and performing arts and computer sciences.
- Increase FACE via technology and/or school based events.

Many of the school council members voiced concern over the amount of standardized testing and assessment their children are engaged in. The school council is dedicated to improving education at Abigail Adams as a whole child approach including expanding course offerings, increasing extra-curricular classes especially in the fine and performing arts, and maintaining a positive academic and school environment conducive to learning and preparing their children for the 21st century.

Adams Vision 2021 Statement:

At Abigail Adams, our vision is to foster a positive, respectful, and healthy learning community for our diverse student body. Our students develop meaningful relationships and engage in valuable learning experiences through innovative approaches that promote creativity, critical thinking, confidence, and collaboration. As a result, Adams students become real-world problem solvers, active citizens, and lifelong learners.

Our Approach:

- Engage students in core academics through relevant, project-based learning experiences.
- Educate the whole child with emphasis on the importance of social, emotional, and physical well-being.
- Promote creativity and confidence through Fine and Performing Arts as an integral part of our school culture.
- Connect students to their peers, school, and community using an inclusive model in academic and extracurricular programs.

School Improvement Plan Final Update – Abigail Adams Middle School

PERFORMANCE CHALLENGE

1. Improvement of English Language Arts writing and reading comprehension and develop and improve critical thinking, creativity, collaboration and communication skills performance for all students in all content areas.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Dibels I-Ready MCAS PARCC Common Assessments (when available) DDM Curriculum Based Assessments (Reading Street)	Development of common SRSD in depth connected writing assessments and analysis of common assessment from all students to improve instructional practices and inform curriculum development.	How do we increase collaborative time to develop curriculum, analyze data and create meaningful connected lessons?

THEORY OF ACTION

IF we increase collaborative time teachers have to look at common data pools (Reading Street Assessments, I-Ready, PARCC) and provide them with analysis tools, teachers will create meaningful interventions and differentiation.

In addition, IF we increase collaborative time teachers have to develop in-depth, connected and common learning experiences which focus on reading and SRSD writing...

THEN we will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed in reading, writing and comprehension.

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School Improvement Plan Final Update – Abigail Adams Middle School

OBJECTIVE / GOAL: Expand teacher collaboration in content areas to enhance common assessment data analysis, curriculum development and develop connected in-depth reading and writing units. As a result of this creative work, teachers will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2	Utilize PLC time to develop and analyze common writing assessments	Develop common writing assignments	Data analysis work	Teams, content teams, specials	2015-2017
1,3	Create in-depth, community connected reading SRSD writing assignment/project, 1 per year.	Develop a 1 common PBL per year.	Product of unit	Team, Principal	2015-2017
1,2	Provide teachers with Data protocol analysis training in the beginning of school year.	Train teachers in analysis before they look at data.	Data analysis products/flow chart	Data coaches	September 2016
2	Provide dedicated content area PD time so teachers can analyze student work and assessment data	Content area team dedicated time to analyze data 3 times a year.	Differentiation and gap analysis actions	Data coaches, Principal teachers	2015-2017
2	Utilize UDL curriculum design concepts to adapt and expand current curriculum	Redevelop and expand core curriculum	Data analysis products	Teachers, Principal	2015-2017
1,2,3	Provide expanded tier 2 interventions earlier in the school year	Earlier intervention for identified students.	Progress monitoring	Technology Integration specialist, data coaches	October 2016-17
1,2	Increase the use of Accountable talk in the classroom	Increases the 4 C's	Increased discourse	Principal, teachers	2015-2017
PERFORMANCE CHALLENGE					

2. Improvement of Mathematics Literacy and improve critical thinking, creativity, collaboration and communication skills performance for all students.

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SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
I-Ready MCAS PARCC Common Assessments (when available) DDM Envision Math's common assessments	Development of common school based math benchmarks and analysis of common assessments from all students to improve instructional practices and inform curriculum development.	How do we increase collaborative time to develop curriculum, analyze data and create meaningful connected lessons?

THEORY OF ACTION

IF we increase collaborative time teachers have to look at common data pools, i.e., Envision Math Assessments, I-Ready, PARCC and provide them with an analysis tools, teachers will create meaningful interventions and differentiation.

In addition, IF we increase collaborative time teachers have to develop in-depth, connected and common learning experiences which focus on basic math literacies, critical thinking, collaboration and problem solving skills…

THEN we will elevate instructional practices, better personalize instruction and supports for students; and produce students that meet high standards and are prepared to succeed in mathematics and problem solving.

OBJECTIVE / GOAL: Expand teacher collaboration in content areas to enhance common assessment data analysis, curriculum development and develop connected in-depth critical thinking, problem solving and collaborative units that expand and amend the current Envision Math curriculum. As a result of this creative work, teachers will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2	Utilize PLC time to develop and analyze common math lessons and benchmarks.	Develop common math lessons.	Data analysis work	Teams, content teams	2015-2017
1,3	Create in-depth, community connected math STEM unit/project, 1 per year.	Develop a common PBL unit per year.	Product of unit	Team, Principal	2015-2017
1,2	Provide teachers with Data protocol analysis training in the beginning of school year.	Train teachers in analysis before they look at data.	Data analysis products/flow chart	Data coaches	September 2016
2	Provide dedicated content area PD time so teachers can analyze student work and assessment data.	Content area team dedicated time to analyze data 3 times a year.	Differentiation and gap analysis actions	Data coaches, Principal teachers	2015-2017
1,3	Acquire technology and provide continuous PD on 2.0 tools for teachers, students and parents.	Increased 2.0 use in classroom and at home	Student improvement, log in data	Technology Integration specialist	2016
1,2,3	Provide expanded tier 2 interventions earlier in the school year	Earlier intervention for identified students.	Progress monitoring	Technology Integration specialist, data coaches	October 2016-17
1,2	Increase the use of Accountable Talk in the classroom	Increases the 4 C's	Increased discourse	Principal, teachers	2015-2017

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PERFORMANCE CHALLENGE

3. Enhance and promote the positive school culture for parents/guardians, students and the community. To develop and promote a school culture where all Abigail Adams community members feel they can contribute to the community.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
ASPEN log in data Web Page traffic Review of Events Review of FACE events for community members. How teams communicate with parents. Traditional vs. 2.0 – information push	Communication needs to be multimodal – pushing out to students, parents and community members at large in all types of media.	How do we increase effective communication and improve parent involvement and engagement? How do we establish meaningful, sustainable relationship with community members and partners who ultimately will become invested in our school?

THEORY OF ACTION

IF we help students, families and the greater community connect to each other and Abigail Adams Middle School,

THEN we will foster a positive, respectful, and healthy learning community for our diverse student body and our students develop meaningful relationships and engage in valuable learning experiences. As a result, Adams students become real-world problem solvers, active citizens, and lifelong learners.

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School Improvement Plan Final Update – Abigail Adams Middle School

OBJECTIVE /GOAL: Enhance communication and collaboration between the Weymouth Middle School, Chapman Campus and the home and community; to create a student and parent culture of support and collaboration to increase student social emotional development and academic performance.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2,3	Increase transition activities between Adams and the eight elementary schools. • Administrative team to visit each primary school's fourth grade team to gather data and discuss programming in place at Adams. • Adams administration to visit schools with teams of graduated elementary alumni to be student ambassadors for transitioning fourth graders. • Fourth grade students will visit Adams in May/June to meet their prospective upperclassmen, be assigned a mentor and meet their future homeroom teachers. • Transitioning fourth grade students will come to a team building orientation in the summer. • Transitioning fourth grade students will be assigned a team of upperclassmen mentors who can help during the first few days of school.	Transitioning students will help parents understand more about Adams.	Increased achievement, decreased discipline, Feedback from students and parents.	Principal, Housemasters, Sped Chair	January 2015 September 2016
2,3	Initiate communication 2.0: Create a wide variety of electronic communication – social media, www site, txt etc.	Daily messages sent via para staff.	How many connections to the 2.0 there are, decrease amount of phone calls.	Administration Secretary Tech Specialist	January 2016 to January 2017
2,3	Continue to engage and encourage Parent Council and School Council participation.	Reach out to parent on a regular basis to become more involved. encourage participation.	Increased participation	Principal – Co chairs.	January 2015 September 2016
2,3	Increase school and community events	Encourage staff to design and develop engaging FACE events regularly.	Increased activities	Staff Administration	January 2016 to January 2017

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School Improvement Plan Final Update – Abigail Adams Middle School

PERFORMANCE CHALLENGE

4. Create a safe and positive learning environment for all students which focuses on the Social/Emotional/Behavioral Development of our students.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Mindfulness practices Growth Mindset Trauma sensitive focus with students EWIS Data Disciplinary Data Attendance Data CPT Guidance Data	Abigail Adams will engage learners in social, emotional and behavioral learning strategies which promote skills development and emotional maturity.	How do we inform and help students understand the developmentally appropriate skills to navigate social, emotional and behavioral adversity they may face?

THEORY OF ACTION

IF we help students understand their social, emotional and behavioral development,

THEN we will provide students with the tools necessary to maneuver adolescence and prepare them to overcome adversity with perseverance and effective effort.

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School Improvement Plan Final Update – Abigail Adams Middle School

OBJECTIVE /GOAL: To provide supports for students and staff to build a culture of tolerance and understanding at Abigail Adams through social-emotional development of our students and professional development of staff.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2	Provide the guidance staff with time to develop and implement programs that support students growth and development	Department/Team Time Guidance will implement such programs in the classroom in conjunction with the teaching staff	Observations Department Time Time with Guidance and Staff	Administration Guidance	January 2016 to January 2017
1,2	Provide opportunity for teachers and guidance staff to work closely with one another on work around students growth and development.	Guidance CPT and data tracking	Guidance CPT and data tracking	Guidance, Housemasters	January 2016 to January 2017
1,2	Professional development for teachers and staff regarding trauma sensitivity, growth mindset and mindfulness techniques and strategies.	Yearlong commitment to PD initiatives	Observation, reduced discipline OR's	Administration	January 2016 to January 2017
1 ,3	Regular communication of mindfulness techniques, growth mindset and family development information to community.	Informing all parents of the best parenting practices to assist the community	Guidance CPT and data tracking	Guidance, Housemasters	January 2016 to January 2017

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OBJECTIVE / GOAL: ELA

Expand teacher collaboration in content areas to enhance common assessment data analysis, curriculum development and develop connected in-depth reading and writing units. As a result of this creative work, teachers will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed.

1. Teachers' PLCs are dedicated to content teams where they are analyzing common assessments and assignments – Part of our SRSD rejuvenation is evident, teachers are tracking student performance and collaborating with each other to help inform their instruction.
2. Provided teachers with several different Data protocol analysis trainings: Data protocol and inquiry, Logic modeling, 'I notice, I wonder' and zones of influence.
3. Provided expanded tier 2 MTSS interventionist earlier in the school year (October) and utilize a variety of service delivery methods.
4. Increase the use of Accountable talk and relevant project based learning.
5. Provided Project Based Learning professional development.
6. Provided SRSD professional development

OBJECTIVE / GOAL: Math - Expand teacher collaboration in content areas to enhance common assessment data analysis, curriculum development and develop connected in-depth critical thinking, problem solving and collaborative units that expand and amend the current Envision Math curriculum. As a result of this creative work, teachers will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed

1. Math Coaches are working closely with classroom teachers to look at student data and model classroom strategies to provide teachers with new instructional tools to improve achievement.
2. Teachers' PLCs are dedicated to content teams where they are analyzing common assessments and assignments – Part of our SRSD rejuvenation is evident, teachers are tracking student performance and collaborating with each other to help inform their instruction.
3. Acquired 300 new chromebooks for the grade 5 classrooms through a state reimbursement Digital Partnership grant moving our technology ratio from 1:30 to nearly 1:2
4. Provided expanded Tier 2 MTSS interventionist earlier in the school year (October) and utilize a variety of service delivery methods.

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OBJECTIVE /GOAL: Communication, Connections

Enhance communication and collaboration between the Weymouth Middle School, Chapman Campus and the home and community; to create a student and parent culture of support and collaboration to increase student social-emotional development and academic performance.

1. Increase transition activities between Adams and the eight elementary schools.
   - Administrative team to visit each primary school's fourth grade team to gather data and discuss programming in place at Adams.
   - Adams administration to visit schools with teams of graduated elementary alumni to be student ambassadors for transitioning fourth graders.
   - Fourth grade students will visit Adams in May/June to meet their prospective upperclassmen, be assigned a mentor and meet their future homeroom teachers.
   - Transitioning fourth grade students will come to a team building orientation in the summer.
   - Transitioning fourth grade students will be assigned a team of upperclassmen mentors who can help during the first few days of school.

2. Initiate communication 2.0: Create a wide variety of electronic communication – social media, www site, txt etc.
3. Continue to engage and encourage Parent Council and School Council participation.
4. Adams has greatly expanded school and community events such as a family movie nights, lip synching and dance competition, double the theater productions and new engaging team building field trips.

OBJECTIVE / GOAL: Social-Emotional

To provide supports for students and staff to build a culture of tolerance and understanding at Abigail Adams through social-emotional development of our students and professional development of staff.

1. Adams provides opportunity for teachers and guidance staff to work closely with one another on work around student's growth and development.
2. Adams provided professional development for teachers and staff regarding trauma sensitivity, growth mindset and mindfulness techniques and strategies.
3. Adams regularly communicates mindfulness techniques, growth mindset and family development information to the community.
4. SRSD – Self talk components of writing program

What additions or changes does your school community plan to incorporate into the 2017-2021 School Improvement Plan?

Implementing Vision 2021 – The visioning and school improvement team is beginning the implementation phase of our Vision 2021.

Adams Vision 2021 Statement:
At Abigail Adams, our vision is to foster a positive, respectful, and healthy learning community for our diverse student body. Our students develop meaningful relationships and engage in valuable learning experiences through innovative approaches that promote creativity, critical thinking, confidence, and collaboration. As a result, Adams students become real-world problem solvers, active citizens, and lifelong learners.

Expand our approach and begin to solidify our approach:
- o Engage students in core academics through relevant, project-based learning experiences.
- o Educate the whole child with emphasis on the importance of social, emotional, and physical well-being.
- o Promote creativity and confidence through Fine and Performing Arts as an integral part of our school culture.
- o Connect students to their peers, school, and community using an inclusive model in academic and extracurricular programs.

Continue to develop a school wide MTSS intervention plan.

Continue to redevelop our current PBIS system and have full implementation by September 2017.

Continue with data analysis, intervention strategies and mechanisms while developing effective tier 1 academic core instruction.

Work closely with the Elementary and HS to vertically articulate and support overall Weymouth Vision.

PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021

Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
Massachusetts Tiered System of Support MTSS	Standardized testing I ready School based Assessment	MTSS team Principal Literacy Coach	In year 1 of 3 2019 Fully implemented
Positive Behavior Intervention System PBIS	Aspen Data Analysis	PBIS team Principal	In year 1 of 3 2019 Fully implemented
Student Discourse - Creativity, Collaboration, Critical thinking and communication - Accountable Talk - Project Based Learning	Artifacts Observation Student Achievement Score	Principal Assistant Superintendent	In year 2 of 2 100% staff is trained in discourse 25% PBL Seek ongoing PD opportunities
Social Emotional Learning - Whole Child approach – Mindfulness and physical well-being - Growth Mindset Practices - Trauma Sensitive Practices - SRSD	Aspen and Snap data Student surveys	Principal Adjustment Counselors Assistant Superintendent	Develop in 2018-2019 Full implementation in 2019
Data and Curriculum - Focus on Content Area Horizontally and Vertically – Data and intervention - Continue with SRSD initiative - Implement Walk to Compute intervention - Data meetings and Data publishing	Math Coach SRSD coach Literacy Coach Principal	Math Coach SRSD coach Literacy Coach Principal Assistant Superintendent Data Manager	Initiated 2017 Through 2021

The Weymouth Public Schools create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.