



**WEYMOUTH PUBLIC SCHOOLS**

Strong Schools  Strong Community

# School Improvement Planning at Weymouth Middle School

January 19, 2017



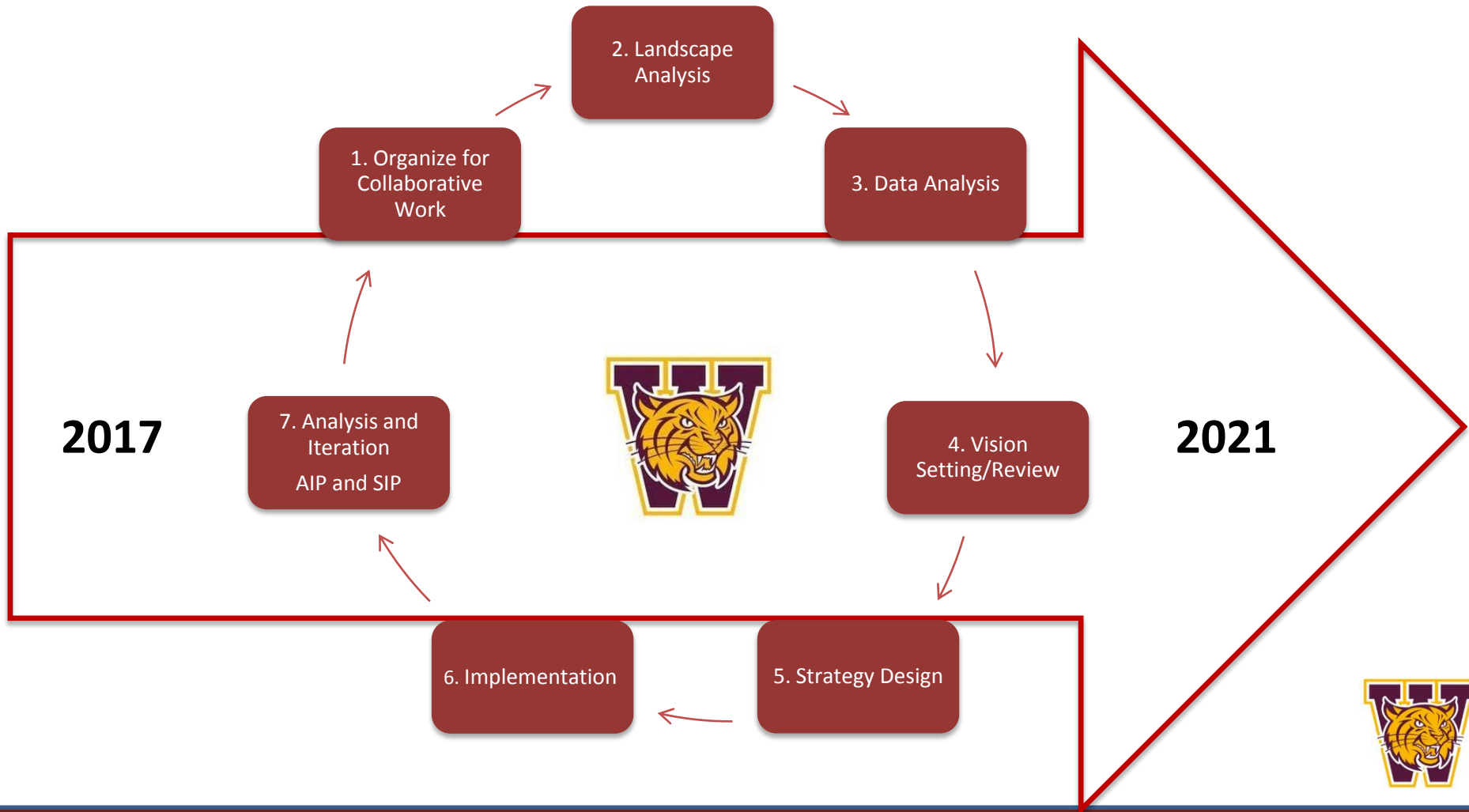
# Overview

- Summary of Student Performance Data
- Four Performance Challenges
  - 1) Literacy
  - 2) Mathematics
  - 3) Family Engagement
  - 4) Social, Emotional and Behavioral Development
- Accomplishments and Key Initiatives
- Resource Priorities



# Organizing for Improvement:

## Revised Process for 2017-2021



# Alignment with District Strategic Levers

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



# **Analysis of Student Data**

# Abigail Adams State Assessment Performance Information

	<b>Level 4/5 Proficient- Advanced</b>	<b>Level 3 Approaching</b>	<b>Level 2 Partially</b>	<b>Level 1 Did not Meet</b>	<b>Student Growth Percentile (SGP)</b>	<b>Composite Performance Index (CPI)</b>
Grade 5 ELA	53%	31%	12%	5%	30	84.2
Grade 5 Math	39%	31%	23%	7%	28	77.6
Grade 6 ELA	47%	32%	14%	7%	21	80.7
Grade 6 Math	50%	26%	17%	6%	47	78.7
Grade 5 STE	44%	NA	45%	11%	NA	75.2



# M. W. Chapman State Assessment Performance Information

	<b>Level 4/5 Proficient- Advanced</b>	<b>Level 3 Approaching</b>	<b>Level 2 Partially</b>	<b>Level 1 Did not Meet</b>	<b>Student Growth Percentile (SGP)</b>	<b>Composite Performance Index (CPI)</b>
Grade 7 ELA	59%	22%	12%	6%	31	87
Grade 7 Math	47%	33%	17%	4%	36	73.7
Grade 8 ELA	53%	28%	13%	6%	35	90
Grade 8 Math	46%	25%	13%	16%	38	74.5
Grade 8 STE	30%	NA	46%	24%	65.3	NA



# Areas of Continued Focus ELA

- SRSD Professional development and implementation
- Closing the gaps in subgroups, especially student with disabilities.
- Data analysis and intervention instructional practices are increasing.
- MTSS school wide Tier 1, 2 and 3 planning and implementation.
- Special Education inclusionary practices professional development.
- Student discourse professional development and instructional practices widely implemented in ELA classrooms.

\* At the state level, districts that participated in PARCC on average had declines in percent of students proficient/advanced. We now are shifting focus to the Next Generation MCAS. This will be a change from PARCC.





# Areas of Continued Focus Math

- Big Ideas Math (Chapman)
- Continuation of Lesley University Partnership
- enVision Math (Adams)
- Data meeting analysis and intervention instructional practices are increasing.
- MTSS school wide Tier 1, 2 and 3 planning and implementation.
- Special Education inclusionary practices professional development with DSAC support.
- Math Coaching implemented at Adams and Chapman
- Student discourse professional development and instructional practices widely implemented in Math classrooms.



# Areas of Continued Focus Science

- VAT team continues with developing NGSS scope and sequence and development of curriculum.
- STEM courses are aligned.
- Data meeting item analysis during PLC content meetings.
- SRSD professional development for all science teachers and implementation in Science classes.
- Student discourse professional development and instructional practices widely implemented in Science classrooms.



# **School Improvement Plan is Organized Around Four Performance Challenges**

## Performance Challenge 1:

*Increase Literacy Achievement for all students through teacher collaboration, data analysis and problem solving to meet student learning needs.*

### Adams:

- 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.
- Provided teachers with several different Data protocol analysis trainings: Data protocol and inquiry, Logic modeling, 'I notice, I wonder' and zones of influence.
- Provided expanded tier 2 MTSS interventionist earlier in the school year (October) and utilize a push and pull model.
- Increase the use of Accountable talk and relevant project based learning.
- Provided Project Based Learning and Student Discourse professional development.
- I-Ready Intervention and Progress monitoring.

### Chapman:

- Consist team based data meetings scheduled and utilized to review and discuss data
- Data driven changes: Literacy no longer viewed as the responsibility of the ELA teacher but throughout all content areas
- Department based review to support literacy across content areas....implementation of student discourse, close read and SRSD
- I-Ready Intervention and Progress monitoring.

# Performance Challenge 1: Literacy

## *Key Initiatives*

- Expansion of Self-Regulated Strategy Development (SRSD) Writing Strategies
  - Development and calibration of common writing assessments
- Accountable Talk strategies in Literacy
- Close Reading strategies
- Data analysis by content-based teams



## Performance Challenge 2:

*Increase Mathematics Achievement for all students through teacher collaboration, data analysis and problem solving to meet student learning needs.*

### Adams:

- 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.
- 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.
- 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
- Provided expanded Tier 2 MTSS interventionist earlier in the school year (October) and utilize a variety of service delivery methods.

### Chapman:

- Department driven data review in mathematics
- Professional Development (Lesley University) to support mathematical pedagogy in the classroom
- Increase discussion within the department of instructional changes based on student data
- Continued/maintained student growth in statewide assessment for mathematics
- "Math Talk" more evident in classrooms based on observation and discussion with staff.
- Provided expanded Tier 2 MTSS through focused intervention classrooms.

# Performance Challenge 2: Mathematics

## *Key Initiatives*

- Continued implementation of Big Ideas, Envision
- Content area focus in PLCs
- Data analysis and data coaches to support instructional change
  - iReady – teacher data analysis to identify student needs
  - iReady based interventions – MTSS focusing on students in need.
- Increase MTSS Tier 2 Interventions.



### Performance Challenge 3:

*Continue to improve communication between middle schools and families & community partners.*

#### Adams:

- Increase transition activities between Adams and the eight elementary schools.
- Initiate communication 2.0: Create a wide variety of electronic communication – social media, www site, txt etc.
- Continue to engage and encourage Parent Council and School Council participation.
- 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.

#### Chapman:

- Communication via School Messenger increased
- Communication via Media Club, School Newspaper and Multiple Student events
- Increase in community service: Breast Cancer Awareness, Turkey Baskets, Giving Tree, Project 351, Veteran's Focus, etc.
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# Performance Challenge 3:

## Family Engagement

### *Key Initiatives*

- Expanded Transition Initiatives
  - Primary to Adams
  - Adams to Chapman
  - Chapman to WHS
- School events for families
  - Family outreach
- Continued active Parent and School Councils



## Performance Challenge 4:

*To create a school climate and culture that supports the social emotional development of the middle school student.*

### Adams:

- Adams provides opportunity for teachers and guidance staff to work closely with one another on work around student's growth and development.
- Adams provided professional development for teachers and staff regarding trauma sensitivity, growth mindset and mindfulness techniques and strategies.
- Adams regularly communicates mindfulness techniques, growth mindset and family development information to the community.
- Adams provides opportunity for teachers and guidance staff to work closely with one another on work around student's growth and development.

### Chapman:

- Development of Student Council (90+ Students)
- Development and implementation of multiple school based events and celebrations i.e. Ice Bucket Challenge, Breast Cancer Awareness March, Turkey Basket Collection, Spirit Week, Essay Contests, School and Weymouth Pride, School Dances, and student voice.
- ADL Training and Professional Development
- Health and Wellness Focus in enrichment
- Continued development and implementation of Guidance Directed Student Seminars/Classes



# Performance Challenge 4:

## Social Emotional Behavioral Development

### *Key Initiatives*

- Student Voice and Leadership
  - Student Council – Committee Groups
  - School Based Activities
  - Community Service Focus
  - ADL Training of Student Leaders
- Professional Development Priorities
  - ADL Training
  - Mindfulness and Resiliency
- Counseling Support
  - CCR Planning
  - Continued Guidance Information Classes
  - Individual Learning Plans
  - Transition Review Survey
  - Social Media Etiquette



# **Resource Priorities**

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- Curriculum oversight and support
- Increased staffing to support Massachusetts Tiered System of Support (MTSS) Framework
- Increased exploratory staffing to provide expanding learning opportunities
- Increased Special Education Staff to meet Intensive Resource Center needs



# Questions and Discussion