



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

# School Improvement Planning at the Primary School Level

March 9, 2017



# Overview

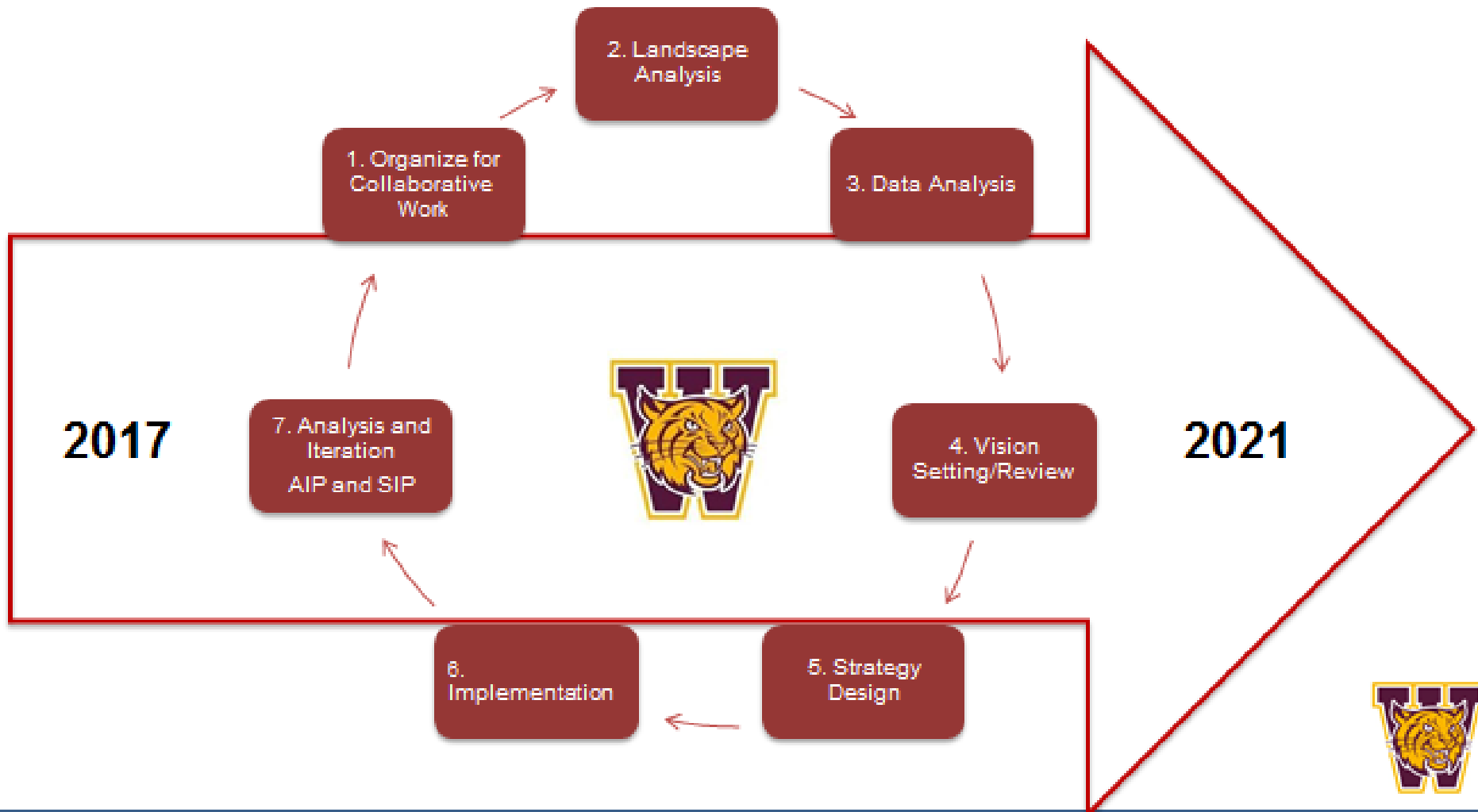
- Summary of Student Performance Data
- Four Performance Challenges
  - Literacy
  - Mathematics
  - Family Engagement and School Culture
  - Social, Emotional and Behavioral Development
- Accomplishments and Key Initiatives
- Resource Priorities



# **School Improvement Plan Process and Adjustments for 2015-17**

# Organizing for Improvement:

## Revised Process for 2017-2021

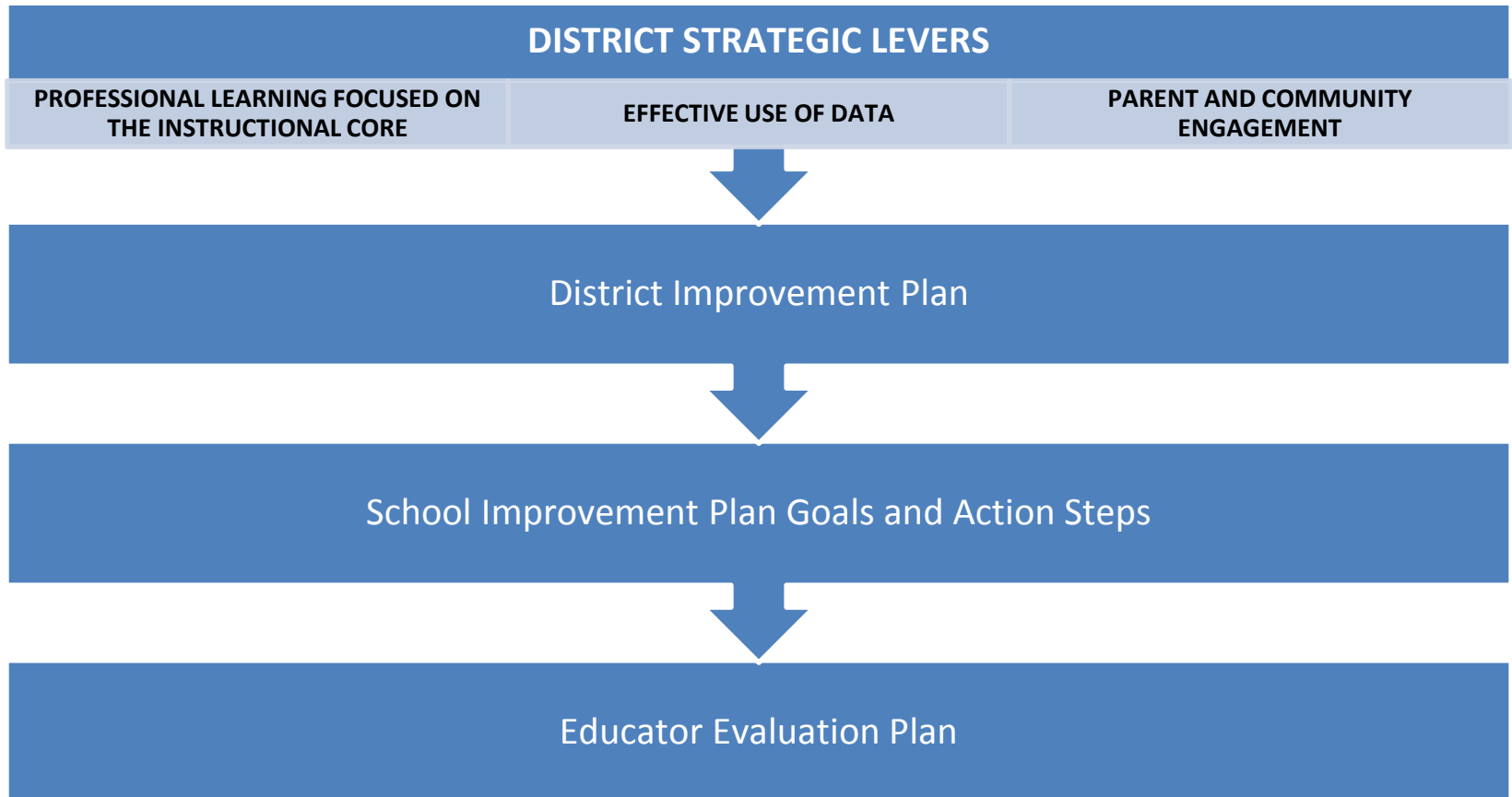


# Alignment with District Strategic Levers

- 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.



# Alignment to District Strategic Levers



# **Analysis of Student Data**

# How Does Data Inform Our SIP

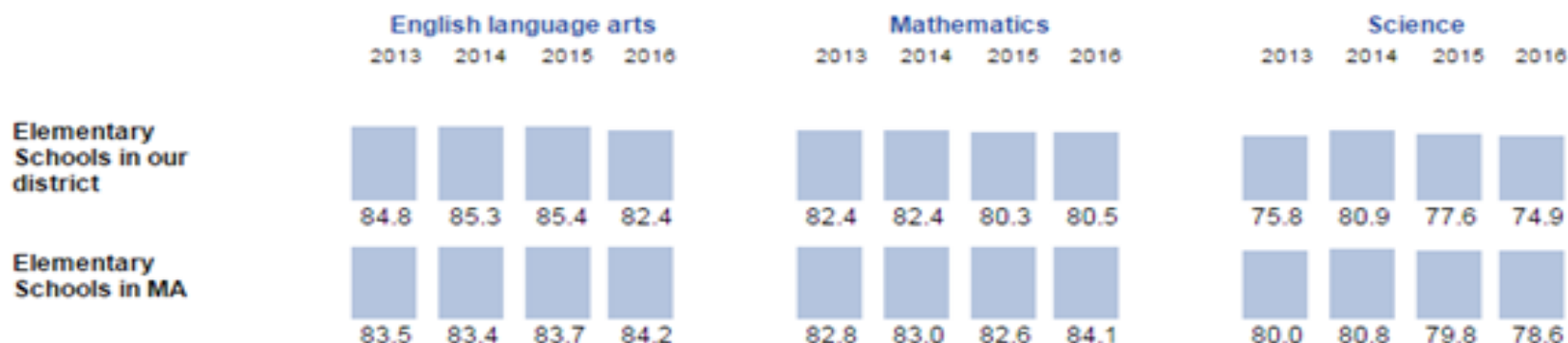
- Examination of PARCC Data  
Proficiency Gap Narrowing and Growth
- PBIS data
- Formative / Benchmark Assessments  
DIBELS, i-Ready, Curriculum-based Assessments (Reading Street and enVision)



# MCAS/PARCC Results – Weymouth Primary Schools

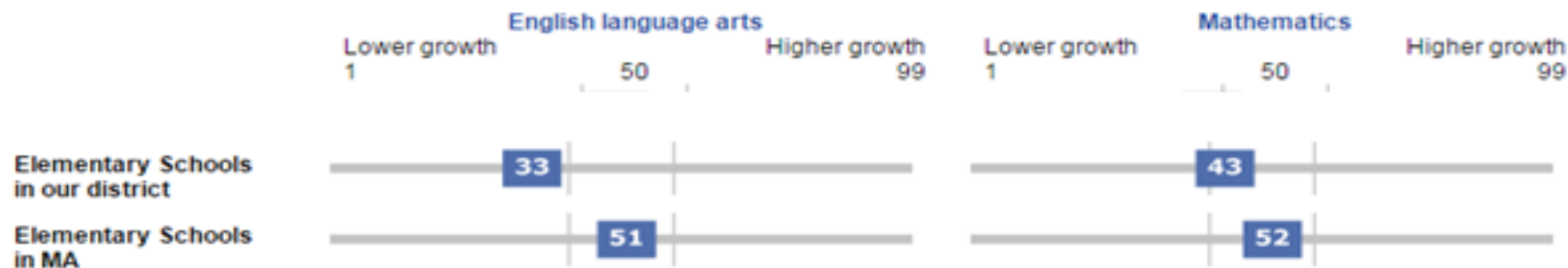
## How does our school's achievement over time compare to the district and the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's transitional CPIs for 2013-2016 are below.



## How does our school's growth compare to the district and the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)



# Johnson Early Childhood Center

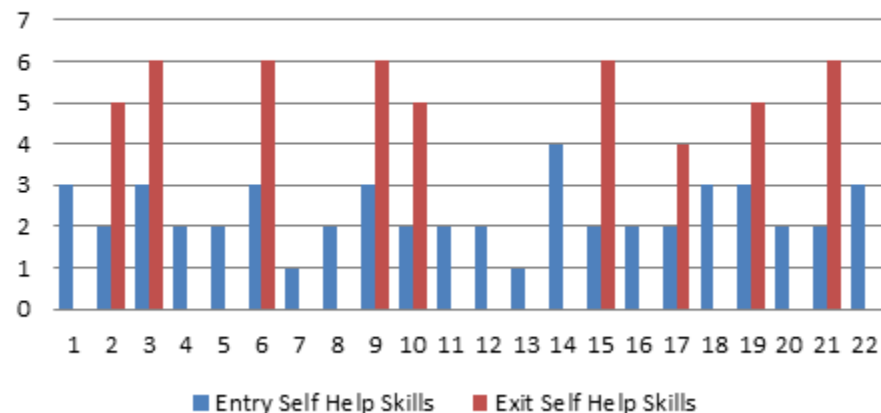
## Accountability

- OWL Curriculum Assessments
- DESE Indicator 7,8,12
- NAEYC
- EEC Quality Rating and Improvement System (QRIS)
- DESE/EEC Early Childhood Grant Reporting

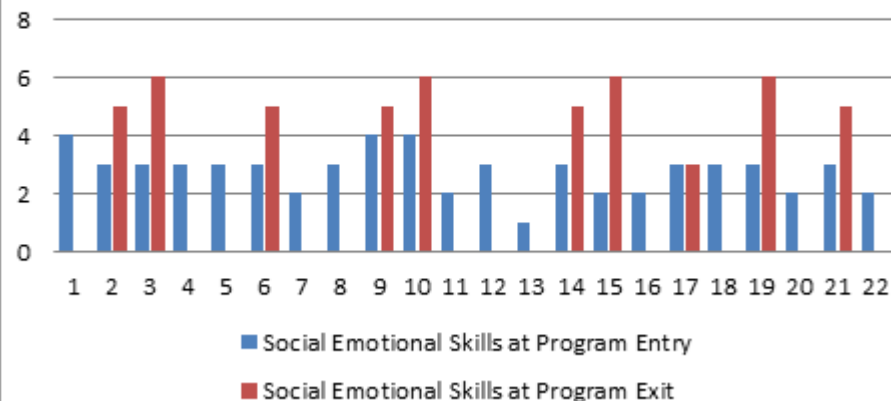


# Johnson Early Childhood Center Assessment Data Examples

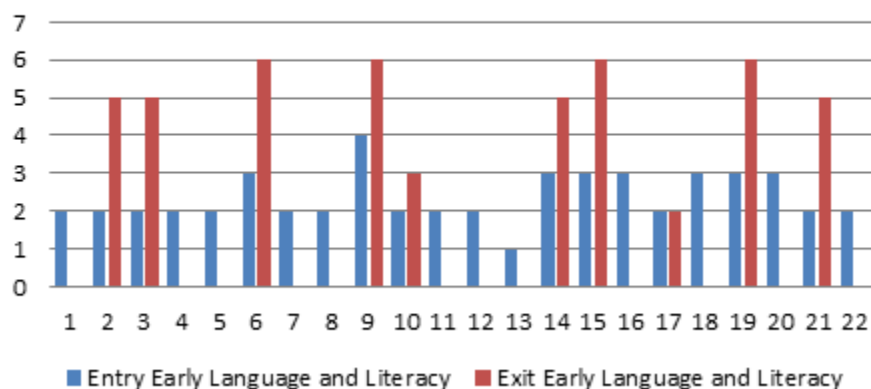
**Self Help Skills**  
**DESE Indicator 7 Cohort 2014-2017**



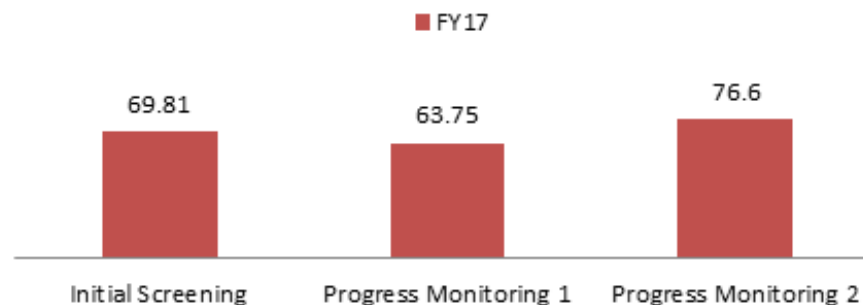
**Social and Emotional Skills**  
**DESE Indicator 7 Cohort 2014-2017**



**Early Language and Literacy Skills**  
**DESE Indicator 7 Cohort 2014-2017**



**OWL Combined Math and ELA**  
**Average Assessment Scores 3-5**  
**Year Olds**



# Areas of Strength

- Increased data coach capacity
- Walk-to-Read to include cross-over
- Flexible math groupings
- PBIS
- Lexia across all primary schools
- Consistent communication and collaboration around best instructional practices



# Areas of Continued Focus

- Expansion of iReady data to include K/1
- Self-Regulated Strategy Development (SRSD)
- Expansion of Accountable Talk across all content areas
- Social Emotional Learning (SEL): PBIS
- Inclusive practices
- Expansion/access to math coaches
- Expansion/access to literacy coaches
- Science integration



# What are we doing to improve our student performance and school experience?

- AIP, SIP-with clear goals and vision
- Quarterly meetings with data coaches
- Literacy Leadership meetings
- Professional development in inclusive practices
- Collaboration with math coaches
- Family engagement: math nights, Parent Cafe
- Data protocols and inquiry
- Instructional Rounds: district and school based



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

# **Performance Challenge 1:**

*Improvement of Literacy*

*Performance for all students through a deeper understanding of the analysis of data as well as the collaboration among teachers as it relates to teaching and learning.*

# Performance Challenge 1: Literacy

## *Key Initiatives*

- Accountable Talk
- Expansion of Self-Regulated Structured Development (SRSD) Writing Strategies/SRSD Coaches
- Crossover Walk-to-Read
- Collaboration of Data Coach and Literacy Leader
- Literacy Leadership Team
- Literacy Instructional Tool: Lexia Core5



# Performance Challenge 1: Literacy

## *Accomplishments*

- Reading Street and OWL Curriculum fully implemented
- Enhanced Core Reading and Instruction (ECRI) Routines fully implemented
- Instructional Rounds – increased building based opportunities
- Roll-out of SRSD
- Implementation of Lexia K-4



## **Performance Challenge 2:**

*Increase student achievement in mathematics through carefully planned data analysis, and collaborative efforts leading to enhanced instructional focus on the MA Curriculum Frameworks and pedagogy based on the Standards of Mathematical Practices (SMP).*

# Performance Challenge 2: Mathematics

## *Key Initiatives*

- Expansion of math block: Move to math flexible groupings
- Professional learning on Standards of Mathematical Practices
- Enhance data analysis practices
- Mathematics vocabulary development
- Accountable Talk segue into Mathematical Discourse
- Continue to review scope and sequence
- Utilize online resources to support student learning and parent involvement



# Performance Challenge 2: Mathematics

## *Accomplishments*

- enVision curriculum implementation
- Formative assessment using iReady tool
- Review of supplemental resources to support mathematics
- Common STEM lessons- Lego WeDo
- Establish math nights for the district
- Principals and math coaches analyzing data with teachers
- Monthly math newsletters from the math coaches



## **Performance Challenge 3:**

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

# **Performance Challenge 3:**

## **Family and Community Engagement**

### ***Key Initiatives***

- Community service learning projects
- Provide resources for families with more significant needs
- Expand enrichment opportunities
- Provide access to online curriculum resources
- Form partnership with Weymouth High School programs



# **Performance Challenge 3:**

## **Family and Community Engagement**

### ***Accomplishments***

F.A.C.E. Events

(Family and Community Engagement)

- Career Showcase
- STE(A)M Nights
- Mindful Parent Education
- Weycathalon
- Collaboration with local businesses



## **Performance Challenge 4:**

*To promote a positive and healthy climate where all students feel safe, welcomed and supported on a school-wide basis to enhance our educational mission.*

# Performance Challenge 4: SEB

## *Key Initiatives*

- Social/Emotional Curriculums
  - Peace Builders
  - Bucket Filling
- PBIS/PBS (Positive Behavior Intervention and Supports)
- Trauma-sensitive training
- Parent Education



# Performance Challenge 4: SEB

## *Accomplishments*

- PBIS /PBS- Roll out (Positive Behavior Intervention and Supports)
- Professional development (Understanding Behaviors, Mindfulness, Trauma)
- Adjustment Counselors in all primary schools (.5 minimum)
- BOKS



# Resource Priorities

# Resource Priorities: Primary Level

- **Literacy**
- **Mathematics**
- **Family Engagement**
- **Social Emotional Behavioral Support**



# **Resource Priorities: Primary Level (FY 2018)**

## **➤ Instructional Coaches – Math**

- Provide in-classroom support for teachers and enhance mathematics curriculum

## **➤ Instructional Leadership – Content Leadership**

- Provide district-wide coherence and accountability in content areas preK-12
- Curriculum support in Mathematics and Literacy as we continue to map out our curriculum to tighten alignment with MA Frameworks
- Oversee alignment of curriculum to MA Curriculum Frameworks



# Resource Priorities Continued (2018)

- **MTSS Support Staff for Interventions**
  - Support for leveled interventions
  - Support for enrichment
  
- **Counseling Support/ School Psychologist/ Team Chair**
  - Increased number of students who are in need of counseling support for social emotional and behavioral needs
  - Many primary schools share an adjustment counselor
  - School Psychologists are currently responsible for: psychological evaluations, IEP meetings, and IEP plans



# Questions and Discussion