



# WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

## School Improvement Plan – 2017-2021

Lawrence W. Pingree

### DISTRICT VISION

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

### 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 across all schools, better personalize instruction and supports for students; and produce students that meet high standards and are prepared to succeed in college and career.

### DISTRICT STRATEGIC LEVERS

<p><b>PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:</b></p> <p>Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.</p>	<p><b>EFFECTIVE USE OF DATA:</b></p> <p>Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.</p>	<p><b>PARENT AND COMMUNITY ENGAGEMENT:</b></p> <p>Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.</p>
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*The Weymouth Public Schools create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.*

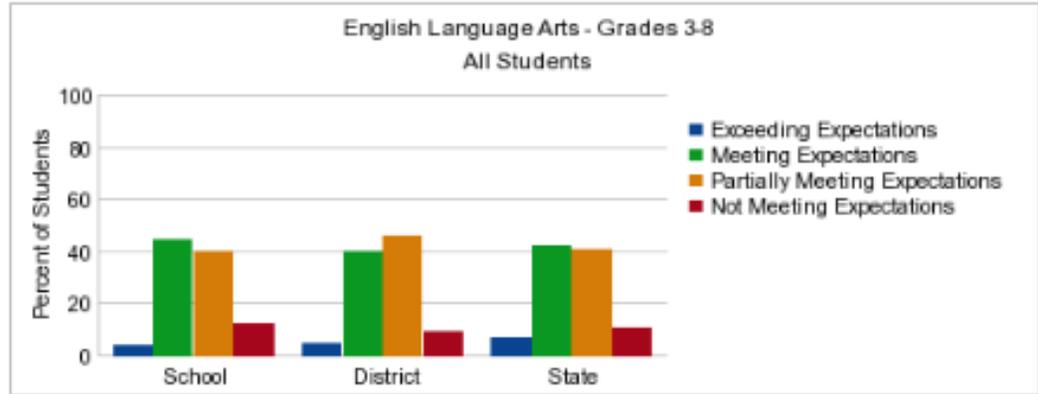


# School Improvement Plan – Lawrence W. Pingree



## MCAS ELA Comparative Achievement Level Data Grades 3 & 4

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	3	4	5	7
Meeting Expectations	33	44	40	42
Partially Meeting Expectations	30	40	48	41
Not Meeting Expectations	9	12	9	10
<b>Total Included</b>	<b>75</b>			



The 2017 spring **ELA** MCAS data indicates that the **Pingree School** had 48% “Meeting Expectations” or “Exceeding Expectations” (all students) compared with 49% of the state. Similarly, data indicates 52% of our students “Partially Meeting Expectations” and “Not Meeting Expectations” to the state’s 51%. We continue to adjust and adapt our MTSS model to better meet individual student needs while increasing support through Title 1 funds. We are also working with our special education department, Title 1 MTSS Support Provider, and Literacy Coach to improve performance with our special education and high needs students.

Pingree’s goal for the 2017-2018 school year is to raise our combined percentage of students “Exceeding Expectations” and “Meeting Expectations” to 60%. Additionally, we aim to reduce our combined percentage of students “Not Meeting Expectations” and “Partially Meeting Expectations” to 40%.

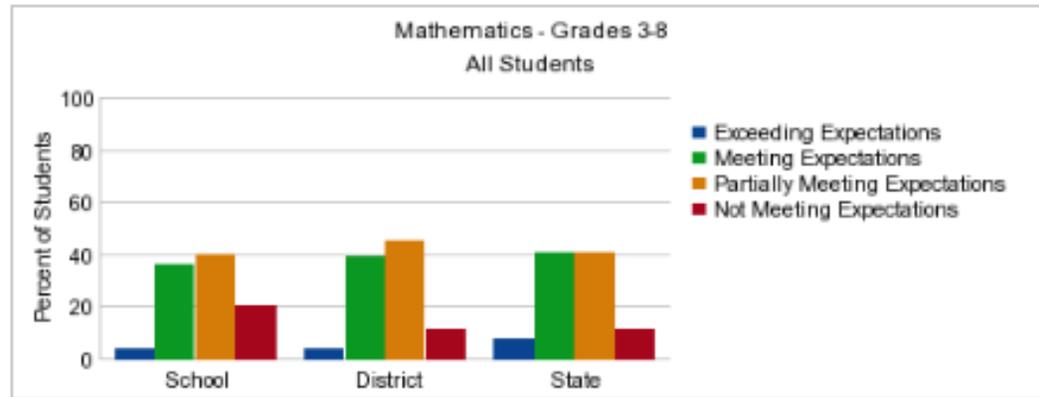


# School Improvement Plan – Lawrence W. Pingree



## MCAS Math Comparative Achievement Level Data Grades 3 & 4

Mathematics	N Included	% School	% District	% State
Exceeding Expectations	3	4	4	8
Meeting Expectations	27	36	39	40
Partially Meeting Expectations	30	40	45	41
Not Meeting Expectations	15	20	11	12
Total Included	75			



The 2017 spring **Math** MCAS data indicates that the **Pingree School** had 40% “Meeting Expectations” or “Exceeding Expectations” (all students) compared with 48% of the state. Our percentage of students “Partially Meeting Expectations” and “Not Meeting Expectations” was 60% compared to the state at 53%.

We continue to adjust and adapt our MTSS model to better meet individual student needs, broadening the math model into Grades K, 1, and 2 while intensifying support through Title 1 funds. We are also working with our special education department, Title 1 MTSS Support Provider, and Math Coaches to improve performance with our special education and high needs students.

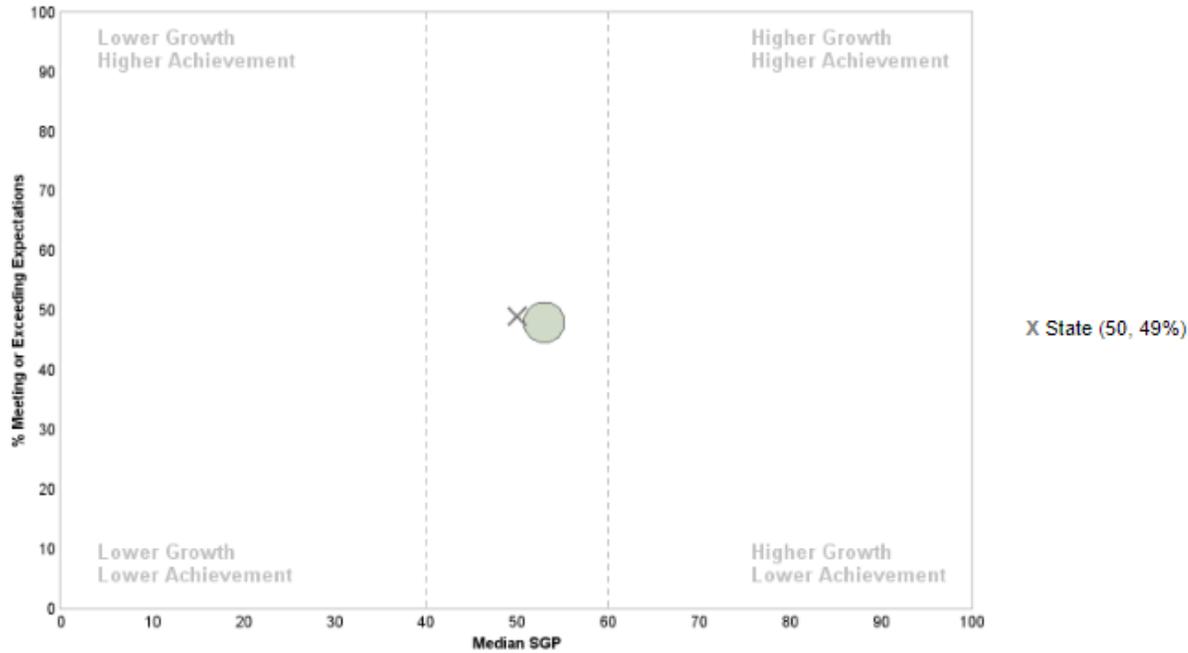
Pingree’s goal for the 2017-2018 school year is to raise our combined percentage of students “Exceeding Expectations” and “Meeting Expectations” to 60%. Additionally, we aim to reduce our combined percentage of students “Not Meeting Expectations” and “Partially Meeting Expectations” to 40%.



# School Improvement Plan – Lawrence W. Pingree



## MCAS ELA Achievement and Growth Grades 3 & 4



		Median SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
■	Grade 4	53	39	48	42
■	Grades 3-8	53	39	48	75

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Pingree’s median SGP (student growth percentile) for ELA was 53 in 2017. This represented 48 % Meeting or Exceeding Expectations. This rate of growth signifies we performed below our target.

We aim to increase our percentage of students “meeting or exceeding expectations” to 60% during the 2017-2018 school year.

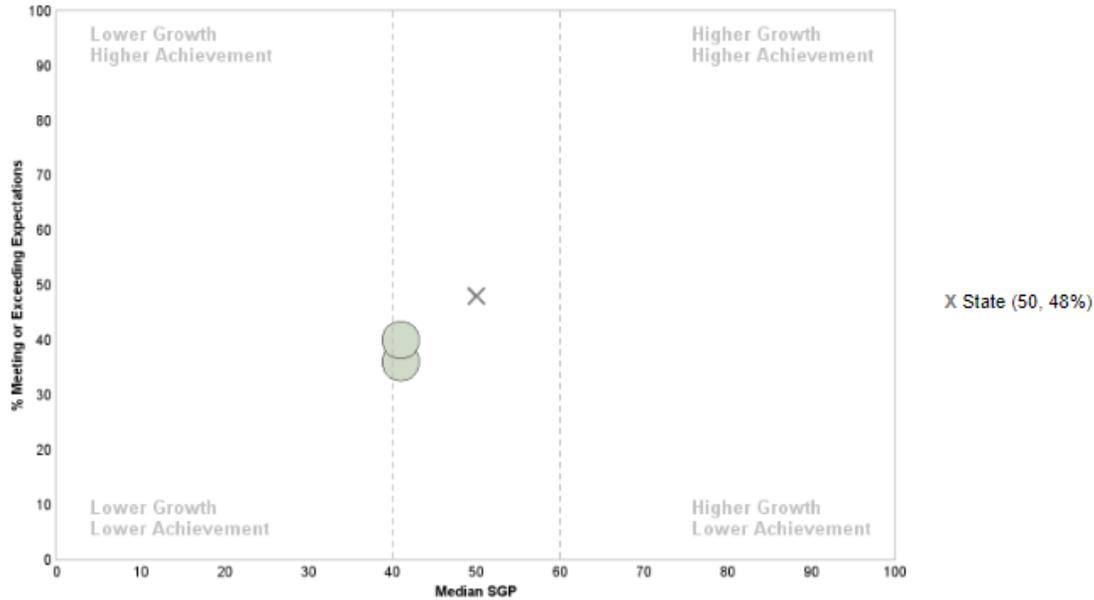
We will target student growth through careful examination of student performance data by domain and adapt instruction through our MTSS model in order to meet individual needs.



# School Improvement Plan – Lawrence W. Pingree



## MCAS Math Achievement and Growth Grades 3 & 4



	Median SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	41	39	36	42
Grades 3-8	41	39	40	75

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Pingree’s median SGP (student growth percentile) for Math was 41 in 2017. This represented 36 % Meeting or Exceeding Expectations. This rate of growth signifies we performed below our target.

We aim to increase our percentage of students “meeting or exceeding expectations” to 50% during the 2017-2018 school year.

We will target student growth through careful examination of student performance data by domain and adapt instruction through our MTSS model in order to meet individual needs.



## School Improvement Plan – Lawrence W. Pingree



### SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

The Lawrence W. Pingree's goal is to enhance technology skills and use for our staff, including aptitude with Google drive and chromebook devices in the classrooms.

All of our classrooms will incorporate opportunities for students to engage in Accountable Talk practices. During our school-based teacher rounds, we will utilize the District-wide problem of practice: "How are teachers providing students with opportunities to engage in higher level classroom talk resulting in students referencing content, information and standards? What instructional strategies are being utilized to provide rigorous learning opportunities in our classrooms? What strategies need to be introduced or enhanced to increase the amount of rigor as it relates to student learning?"

Our staff will practice data-driven instruction in literacy, SRSD, and math, addressing the literacy needs of our early readers through the use of Lexia Core 5, ECRI, and utilizing domain-specific math instruction, as needed.

We will expand our growth in social aptitude for our students through the adoption of PBIS. This process will be adopted over a four to five year span and will be led by a team of staff members.

PBIS  
Peacebuilders  
Accountable Talk  
UDL  
Growth Mindset  
SRSD  
Reading Street  
Envisions  
G Suite



# School Improvement Plan – Lawrence W. Pingree



## SCHOOL COUNCIL MEMBERSHIP

School Council Meetings: October 11, 2017  
January 10, 2018  
May 16, 2018

### NAME

Kathleen Guilfooy

Robin Duff

M. Donehey

Jill Mullin

Kristen Woodbury

Elaine Lane

Frances Beth Malvesti

Noreen Coughlan

### POSITION

Principal *Kathleen Guilfooy*

Teacher *Robin Duff*

Teacher *Michelle Donehey*

Teacher *Jill Mullin*

Parent *Kristen Woodbury*

Community Representative *Elaine Lane*

Community Representative *Frances (Beth) Malvesti*

Community Representative *Noreen Coughlan*

## SCHOOL VISION NARRATIVE

Pingree School Council met to develop our school vision. We used the Back to the Future Protocol and envisioned our school five years from now. Members envisioned improved and increased access and use of technology in the K-4 classrooms for teachers and for individual students. The group has seen an increase in parent attendance and community involvement with school wide events and would see increased involvement with Parent Council and volunteerism. Communication between home and school would continue to include teacher and parent conferences, as well as ways to maintain communication utilizing our student data system and other technology. Council members also discussed that their vision would include increased technology and opportunities for students to engage in enrichment opportunities in all core subjects during the school day as well as academic supports being in place to meet the needs of our struggling students in academic areas.

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# School Improvement Plan – Lawrence W. Pingree



## PERFORMANCE CHALLENGE

1. The improvement of Literacy Performance for all students through a deeper understanding of the MA Frameworks, more effective data analysis and increased collaborative practice amongst teachers as it relates to teaching and learning.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
<p>DIBELS I-Ready Lexia Core 5 MCAS Curriculum Based Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2017 Massachusetts Curriculum Frameworks for Students with Disabilities</p>	<p>As a result of the 5 WHYs process, the root cause determined for this priority was the continued analysis of data, based on common assessment to improve classroom instruction and individual student performance</p>	<p>Do the students at Lawrence W. Pingree have the opportunity to engage in Tiered reading instruction? Is the staff working collaboratively at grade levels to incorporate data when making literacy instruction decisions?</p>

## THEORY OF ACTION

If teachers have a common understanding of student data as well as time for collaboration then students’ instructional needs will be better met through more meaningful conversations among teachers.

**OBJECTIVE / GOAL:** To develop and maintain student-centered literacy instruction by:

- Providing support and professional development for educators regarding effective practices and data use
- Working to fortify educator understanding of individual student learning needs
- Improving individual student performance in literacy as measured by DIBELS, i-Ready, Lexia Core 5, standardized tests, curriculum based measures, progress reports and report cards.



## School Improvement Plan – Lawrence W. Pingree



District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status P: Work in progress C: Completed
1	Teachers will continue to participate in weekly grade level PLC meetings with focus on standards, student work, interventions, and <i>best practice</i> instructional strategies.	Teachers will intensely analyze data and student work.	PLC meeting agendas, meeting minutes and action plans	Principal, Teachers, Literacy Leader, MTSS, Data Coach, Math Coach	9/2017	P
1	Students in grades K-4 will participate in a “walk to read” and “move to math” model utilizing block scheduling.	Students will be grouped according to assessments for targeted instruction at their instructional level.	Assessment results and progress monitoring	Principal, Teachers, Data Coach, Literacy Leader, Math Coach, MTSS	10/2017	P
1	Teachers will expand training to improve writing instruction.	Teachers will expand the Writing Instruction & Intervention <i>Self-Regulatory Strategy</i> Development for Teaching CCSS	Attendance records, implementation meeting agendas, pre and post writing scores using common rubrics	Principal, Teachers, Literacy Leader	10/2017	P
1,2	Teachers will collaboratively assess student written language work to calibrate for rigor.	Teachers will work in teams using common rubrics to assess student written language work.	Monthly writing prompts, common rubrics for specific forms of writing, student, pre and post writing scores	Principal, Teachers, Literacy Leader	10/2017	P
1,2, 3	Provide professional development opportunities to	Staff, students, and parents will have access	Usage data Parent/Staff/Student	Principal, Teachers, Tech	9/2017	P

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## School Improvement Plan – Lawrence W. Pingree



	implement google docs for staff communication and collaboration; also, google classroom in order to ensure access for students and parents.	to google docs to support literacy instruction.	feedback	Assistant		
<b>1,2</b>	A minimum of 25% of PLC time will be dedicated to literacy and SRSD data inquiry, practices, standards, and student work.	Teachers will work collaboratively with colleagues on mathematical data, practices, standards, and student work.	PLC meeting agendas, meeting minutes and action plans	Literacy Leader/ Data Coach/Principal/ Teachers	10/2017	<b>P</b>
<b>1,2</b>	Teachers will expand training to improve differentiation and promote inclusion.	Teachers will work collaboratively with colleagues to identify differentiated means and methods and inclusive practices in the classroom.	Staff Feedback/ Classroom Observations	Data Coach, Literacy Leader, Math Coach, Teachers	10/2017	<b>P</b>
<b>1,2</b>	Provide professional development and collaboration opportunities to consistently increase and embed Accountable Talk across all curricula.	Reflections, Action Plans, Strategies	Rubric, Classroom Observations	Literacy Leader, Math Coach	9/2017	<b>P</b>
<b>3</b>	Teachers will provide parents and students access to the on-line Reading Street Support and Lexia Core 5	Teachers will send home student log-in information for the Pearson website.	Usage data Parent/Staff/Student Feedback	Teachers	9/2017	<b>P</b>



# School Improvement Plan – Lawrence W. Pingree



## 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.**

<b>SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED</b> (include multiple sources when available)	<b>ROOT CAUSES</b> The 5 WHYs	<b>PROBLEM OF PRACTICE</b>
<p>I-Ready MCAS EnVisonMATH Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2017 Massachusetts Curriculum Frameworks for Students with Disabilities</p>	<p>As a result of the 5 WHYs process, the root cause determined for this priority was the need for further development and better utilization of the Massachusetts Curriculum Frameworks and Mathematical Standards for Practice. In addition, there is a need to better analyze data from common assessments to improve classroom instruction, ultimately enhancing individual and school wide student performance.</p>	<p>How can we create a culture that regularly uses a variety of data points to inform instruction through careful analysis of student feedback on performance tasks? What supports and common meeting time are we using to allow for an effective, collaborative approach to this important work including the development of Massachusetts Frameworks expertise?</p>

## THEORY OF ACTION

If the Pingree school provides support for educators on how to effectively use data, the standards for mathematical practice, and appropriate use of the core program and supplemental materials to create a student centered learning environment, collaboratively build educator understanding of individual student learning needs, and awareness of grade level and building level performance trends, then we will see improved individual student performance in mathematics.



## School Improvement Plan – Lawrence W. Pingree



**OBJECTIVE / GOAL:** To develop highly productive, student-centered instruction in mathematics through use of:

- Data driven learning environment where instruction is targeted based on carefully analyzed student data
- Curriculum developed on the sole basis of the Massachusetts Curriculum Framework for Mathematics *and* The Massachusetts Curriculum Frameworks for Students with Disabilities
- Pedagogy that demonstrates student centered learning with consistent use of the standards for mathematical practice in collaboration with developed accountable talk practices

District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status P: Work in progress C: Completed
1	District wide PD on developing teacher ownership of the Standards for Mathematical Practice, which should be transferred to students for their own use and understanding	Teachers will work collaboratively with colleagues to improve standards for mathematical practice	Agendas, staff surveys, academic growth	Math Coach/Principal/Teachers	9/2017	P
1	Develop classroom student friendly “math boards” and/or “word walls with math practices and other pertinent math information	Teachers will work collaboratively with colleagues to develop applicable “math boards” and/or word walls.	Principal observations, products	Math Coach/Teachers	9/2017	P
1	Teacher in district-wide grade level teams conduct analysis of programs and materials to enhance curriculum and pedagogy	Teachers will work collaboratively with colleagues to enhance mathematical curriculum and pedagogy.	Agendas, material list, and action plans	Math Coach/Principal/Teachers	9/2017	P
1,2	A minimum of 25% of PLC time will be dedicated to mathematics data inquiry, practices, standards, and student work.	Teachers will work collaboratively with colleagues on mathematical data,	PLC meeting agendas, meeting minutes and action plans	Math Coach/ Data Coach/Principal/Teachers/MTSS	9/2017	P

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## School Improvement Plan – Lawrence W. Pingree



		practices, standards, and student work.				
<b>2</b>	Use benchmark, diagnostic and progress monitoring assessments to provide informative data in grades K-4	Provide individualized, group, grade level and building wide instructional focus	Ensure all scheduled benchmark assessments are completed and progress monitoring is used to determine student intervention need and progress	Teachers/ Specialists, Data Coaches/Principal/ MTSS	10/2017	<b>P</b>
<b>1,2</b>	Improve content vocabulary through explicit instruction to support enhanced math instruction	Use of a three tier model to enhance understanding of low frequency words, ultimately improving vocabulary	Evidence of regular lessons that involve the three tier approach and explicit math vocabulary instruction	Teachers/Principal/ MTSS	10/2017	<b>P</b>
<b>1</b>	Analyze standardized assessment data to determine areas of weak math performance and the root cause for these weaknesses.	The instructional approach to which these standards are addressed through root cause collaboration	Formative assessments on those particular areas, evidence of changed instruction through planning and future data	Grade level teachers/Principal/Data Coach/MTSS	9/2017	<b>P</b>
<b>1,2</b>	Utilize Data Coaches to focus the data analysis of Mathematics	Increased understanding of how to effectively and efficiently use data to improve student learning	Identify data coaches, provide training and set goals for generating useful reports	Principal, Team/Data-Assessment Coordinator	9/2017	<b>P</b>
<b>1</b>	Continue to organize students across the grade level (flexible grouping) based on strength and weaknesses within a particular unit	Allow for easier opportunities to differentiate instruction providing	Check overall grade level and individual trends in achievement	Teachers/MTSS	9/2017	<b>P</b>



## School Improvement Plan – Lawrence W. Pingree



		deeper problem solving and appropriate rigor for students at their individual learning level	compared to previous years as well as current assessments			
1,2	Refine and review EnVisonMATH developing a scope and sequence to better utilize the program to match our curriculum and instructional approach	Refine instructional math practices as they relate to the use of the core program supporting our standards based curriculum	Check sequence development and scope planning determining appropriate pacing and recording of notes to further refine the use of the program and its ancillary resources	Grade Level Teachers/Principal/ Math VAT/ Math Coach/MTSS	9/2017	<b>P</b>
1,2	Ensure a schedule that allows for teachers to have a common mathematics block	Block scheduling for MTRSS/Tiered instruction	Evidence of Schedule and appropriate classroom implementation	Principal	8/2017	<b>P</b>
3	Teachers will provide parents and students access to the on-line Envision Support	Teachers will send home student log-in information for the Envision website.	Usage data Parent/Staff/Student Feedback	Teachers	9/2017	<b>P</b>



# School Improvement Plan – Lawrence W. Pingree



## PERFORMANCE CHALLENGE

3. To improve and sustain communication and engagement between the Pingree School, staff, families, and community.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
<p>Student/Family Attendance Frequency / history of:</p> <ul style="list-style-type: none"> <li>▪ Virtual Backpack Enrollment Data</li> <li>▪ School Messenger Data Report</li> <li>▪ Parent Council Data and Attendance</li> <li>▪ School/Family Events</li> <li>▪ Charitable endeavors</li> <li>▪ Volunteer outreach</li> </ul> <p>Enrichment opportunities</p>	<p>As a result of the 5 WHYs process, the root cause determined for this challenge was the development of scheduled outreach to families, community members and organizations to improve the “wrap around” (home/school) educational experience for students.</p>	<p>Does the Pingree School provide opportunities for family and community engagement with an academic focus? Do the students and staff have opportunities to make connections with the community?</p>

### THEORY OF ACTION

If we enhance communication between Pingree staff and the community, then we will strengthen school/home relationships and increase student attendance, college & career readiness and participation in enrichment opportunities.

**OBJECTIVE /GOAL:** To enhance and sustain communication between Pingree School staff and the community in order to strengthen school/home relationships, increase student attendance, academic excellence, and participation in enrichment opportunities.



## School Improvement Plan – Lawrence W. Pingree



District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Begin	Status P: Work in progress C: Completed
1,2	Families will be informed of important school events and news	School Messenger/Electronic communication will be regularly posted to the web site	Timely additions	Webmaster/Principal/Administrative Assistant	8/2017	<b>P</b>
3	Access and incorporate volunteer opportunities- RSVP, WHS students, Therapy handlers	Utilize volunteers to allow targeted students oral reading practice and meet social emotional needs	Scheduled meetings	Grade level teachers/Principal/Volunteer co-coordinator	8/2017	<b>P</b>
2,3	Conduct a review of attendance data and use that data to engage at-risk families	Assess family needs, address chronic student attendance issues, suggest additional services, as needed	Attendance data trends	Teachers/Principal	9/2017	<b>P</b>
2,3	Our school community will participate in charitable endeavors	i.e. G.I. Ginger Betty Foundation, Pennies, for Patients, Adopt a Family, Pay it Forward, Donation to Weymouth Food Pantry, Little Free	Targeted recipients, scheduled “events”	All staff	9/2017	<b>P</b>

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		Library, Carepacks				
<b>1,3</b>	Collaborative Primary School parent evenings (district-wide)	Create offerings (i.e Parent University, FACE, Career Night)	Participation in events	All staff	9/2017	<b>P</b>
<b>1,3</b>	Provide enrichment opportunities, including Science programs, career-related (volunteer) speakers and community partners	Provide multiple enrichment opportunities, after school clubs, Science for Scientists, Career Day, Swim with a Special Child, and South Shore Savings Bank	Aim to incorporate additional community partners	All staff	10/2017	<b>P</b>
<b>1,3</b>	We will host extra-curricular events designed to involve / engage student families	Host a variety of events, including: Summer Social, Barnes & Noble, ELA Event, Science event, International Night, Art show, Enrichment clubs, Boks	Continue exploring new ways to engage families, including improved versions of previous events.	All Staff	8/2017	<b>P</b>
<b>1,3</b>	Create opportunities for families to engage in academic work with students	Provide families with passwords/access to Pearson and Lexia Core 5. Also provide parent training in various ways for families to work with students on academic tasks at home.	Provide access to Pearson and Lexia Core 5. Scheduling parent informational sessions.	All staff	9/2017	<b>P</b>



# School Improvement Plan – Lawrence W. Pingree



## PERFORMANCE CHALLENGE

**4. Increase awareness, response and resources for social, emotional and behavioral needs, as well as create a positive, safe and healthy environment for all Pingree School Students.**

<b>SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED</b>	<b>ROOT CAUSES The 5 WHYs</b>	<b>PROBLEM OF PRACTICE</b>
<p>PBIS Data-Tier I, II, and III            SWIS/X2 Data/SAS/TFI Data            Professional Development            Student Intervention Team Data            Social Emotional Rounds Data            Action Plan Analysis</p>	<p>As a result of the five WHY’s process, the root cause determined for this goal was based on the continuously increasing awareness and need to provide whole school sensitivity to students’ social, emotional, and physical needs, which directly impact students’ overall success in school.</p>	<p>Do the students at Pingree have the opportunities and school-wide supports and programs to feel safe, supported and connected to the school?            Does the school foster programs that promote school-wide interventions that improve the school climate?            Are schools addressing students’ well-being (emotional, social, and physical needs) as well as their academic needs?            Does the staff have the tools, training, and programs needed to create warm and sensitive environments that impact a child’s potential to learn?</p>

## THEORY OF ACTION

If schools provide environments that are warm, welcoming, and sensitive to students’ social/emotional/physical needs, ALL students will have the necessary supports to grow and to thrive academically as well as developmentally.



# School Improvement Plan – Lawrence W. Pingree



**OBJECTIVE /GOAL:** To better meet the emotional and behavioral needs of our students to enable them to achieve at their highest levels by providing supportive programs and practices that focus on building positive school culture and providing support to educators in understanding the impact of trauma on students’ learning.

District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Begin	Status P:Work in progress C: Completed
1	School Leadership Team will participate in training and implementation of PBIS (Positive Behavioral Interventions and Supports) through MTSS and DESE.	Rules, routines and school-wide expectations will result in positive school climate and decrease in negative school behavioral issues.	Student Behavior Data from X2/SWIS, Survey of Staff	Principal, PBIS Leadership Team	8/2017	P
1,2, 3	Community and parent representative will join the PBIS Leadership Team. They will assist in developing PBIS Action Plan for implementation and continuation.	Shared PBIS vision for school and increased understanding of PBIS for all stakeholders.	Action Plan items timeline completion	Principal, PBIS Leadership Team	10/2017	P
2,3	Will continue to engage students in Second Step, Zones of Regulation, and Peacebuilders’ curriculum to foster a safe, non-violent learning environment.	Build positive learning environment in classroom and school-wide	Completion of monthly themes, fewer office referrals	Principal, Teachers	9/2017	P
2,3	Will continue to engage students in ROAR assemblies and activities that promote kindness to others.	Build positive learning environment in classroom and school-wide.	Completion of monthly themes	Principal, Teachers	9/2017	P
1	Staff will participate in professional development to better	Staff will become more aware and	Attendance Agenda	Principal	1/2018	P

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## School Improvement Plan – Lawrence W. Pingree



	understand the effects of trauma on students' learning.	sensitive to meeting the emotional needs of students.				
<b>2</b>	Will continue to provide a process to identify and provide appropriate supports for students with social/emotional needs through social/emotional action teams.	Teams meet and debrief regularly to look at procedures, attendance, behavioral issues, and interventions as they relate to individual students progress and school culture.	Team Notes	Social/Emotional Teams/Nurse/Principal/Adjustment Counselor/School Psychologist	9/2017	<b>P</b>
<b>1, 3</b>	Create student council to promote peer modeling	Council meets monthly with PBIS Leadership Team	Team Notes	Student Council Members/ PBIS Leadership Team	11/2017	<b>P</b>
<b>1,2</b>	Provide social skills groups to students who need assistance in understanding social cues and developing social skills and strategies in school settings using programs such as Zones of Regulation.	Students will understand and utilize the strategies needed in interpreting social cues and respond appropriately. Student success will be increased.	Student performance and observations of teacher and adjustment counselors, Student Survey	Adjustment Counselors/Teachers	9/2017	<b>P</b>



## School Improvement Plan – Lawrence W. Pingree



3	Provide biweekly Parent coffee hours to discuss parental needs and concerns	Provide parental support and needed strategies to implement	Attendance/Agenda	Adjustment Counselor/Principal/Support Staff	1/2018	<b>P</b>
3	Will collaborate with (Parent Council/Parent Volunteers) to provide the Build Our Kids Success (BOKS) program to all students.	Students will actively participate in the BOKS program to increase their activity level to optimize their learning.	Metrics Group Rosters	Staff Parent Volunteers BOKS Trainers	11/2017	<b>P</b>
3	Partnership with Ahold USA to implement Pay It Forward Program	Assess family need, create a food pantry	Targeted recipients	Ahold director/Principal/Teachers	9/2017	<b>P</b>
3	Will collaborate with Chartwell to provide BIC (Breakfast in the Classroom).	Students will actively participate in the BIC to increase academic success with a nutritious breakfast to optimize their learning.	Student participation, performance, academic growth, fewer visits to the school nurse, improved school attendance, less anxiety, depression, and hyperactivity.	Staff/Chartwell Cafeteria staff/Principal	8/2017	<b>P</b>

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<b>1, 3</b>	Identify and form partnerships with registered therapy animal handlers to provide mental wellness.	Improve student confident, self-esteem, relieve anxiety, improve social skills, and improve academic growth.	Participation in small group and whole school therapy sessions	Handlers/ Principal/ Staff	8/2017	<b>P</b>
<b>1, 3</b>	Form partnerships with Bayview Mental Health to provide on-site counseling for mental wellness.	Improve student confident, self-esteem, relieve anxiety, improve social skills, and improve academic growth.	Parent Participation	Bayview/ Principal/ Staff	8/2017	<b>P</b>



# School Improvement Plan – Lawrence W. Pingree



## PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021

Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
Teachers will expand training to improve writing instruction.	Attendance records, implementation meeting agendas, pre and post writing scores using common rubrics	Principal/ Teachers/ Literacy Leader./SRSD Coaches/Teachers	Ongoing, 2017-2021
Teachers will expand training to improve differentiation and promote inclusion.	Staff Feedback/ Classroom Observations	Data Coach/Literacy Leader/ Teachers/MTSS Support Staff	Ongoing 2017-2021
Teachers in district-wide grade level teams conduct analysis of programs and materials to enhance Math curriculum and pedagogy.	PLC meeting agendas, meeting minutes and action plans	Principal/ Math Coaches/Teachers/MTSS Support Staff	Ongoing 2017-2021
PBIS Action Plan for implementation and continuation.	Action Plan items timeline completion	Principal, PBIS Leadership Team	Daily, Ongoing, 2017-2021



## School Improvement Plan – Lawrence W. Pingree



Teachers will expand training in G suite.	Scheduled PD, PLCs, and Staff Meetings	Principal/Teachers/Tech Department	Daily, Ongoing, 2017-2021
Teachers will analyze standardized assessment data to determine areas of weak math performance and the root cause for these weaknesses.	PLC meeting agendas, meeting minutes and action plans	Principal/ Math Coaches/Teachers/MTSS Support Staff	Monthly, 2017-2021
Teachers will analyze standardized assessment data to determine areas of weak ELA performance and the root cause for these weaknesses.	PLC meeting agendas, meeting minutes and action plans	Principal/ Literacy Coaches/Teachers/MTSS Support Staff	Monthly, 2017-2021
Teachers will expand rigorous instructional practices through shared building based rounds, classroom observations, and collaboration.	Shared building based rounds, shared building based PD, Feedback data, classroom observations	Principals/Teachers	Ongoing, 2017-2021
Staff will expand their understanding of the effects of trauma on students' learning.	PLCs, Building Based PD, Staff Meetings	Principal/Adjustment Counselor/Teachers	Ongoing 2017-2021

*Respectfully Submitted on: Kathleen Guilfooy, Principal  
November 15, 2017*