



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2015-2017 Lawrence W. Pingree

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

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



PERFORMANCE NARROWING GAP GOALS

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	91	91	100	Yes	91	91	100	Yes	-	-	-	-	
High needs	45	45	100	Yes	45	45	100	Yes	-	-	-	-	
Econ. Disadvantaged	29	29	100	Yes	29	29	100	Yes	-	-	-	-	
ELL and Former ELL	1	-	-	-	1	-	-	-	-	-	-	-	
Students w/disabilities	26	26	100	Yes	26	26	100	Yes	-	-	-	-	
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	-	-	-	-	
Asian	4	-	-	-	4	-	-	-	-	-	-	-	
Afr. Amer./Black	7	-	-	-	7	-	-	-	-	-	-	-	
Hispanic/Latino	2	-	-	-	2	-	-	-	-	-	-	-	
Multi-race, Non-Hisp./Lat.	1	-	-	-	1	-	-	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	76	76	100	Yes	76	76	100	Yes	-	-	-	-	

2016 English Language Arts 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											85.6	81.8	81.4	-0.4	91.6	92.8	31	90	25
High needs											79.8	75.0	67.6	-7.4	88.2	89.9	17	44	0	Declined
Econ. Disadvantaged											78.6	78.6	79.5	0.9	80.4	89.3	63	28	75	On Target
ELL and Former ELL											-	-	-	-	-	-	-	1	-	-
Students w/disabilities											62.5	-	-	-	-	81.3	-	25	-	-
Amer. Ind. or Alaska Nat.											-	-	-	-	-	-	-	1	-	-
Asian											-	-	-	-	-	-	-	4	-	-
Afr. Amer./Black											-	-	-	-	-	-	-	7	-	-
Hispanic/Latino											-	-	-	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.											-	-	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.											-	-	-	-	-	-	-	-	-	-
White											86.1	81.4	82.2	0.8	91.9	93.1	20	76	50	Improved Below Target

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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		85.9	82.9	85.3	2.4	91.8	93.0	49	90	50	Improved Below Target
High needs		74.0	75.0	72.7	-2.3	84.8	87.0	35	44	25	No Change
Econ. Disadvantaged		81.3	81.3	84.8	3.5	82.9	90.7	84	28	100	Above Target
ELL and Former ELL		-	-	-	-	-	-	-	1	-	-
Students w/disabilities		56.8	-	-	-	-	78.4	-	25	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	1	-	-
Asian		-	-	-	-	-	-	-	4	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	7	-	-
Hispanic/Latino		-	-	-	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		87.0	83.8	85.2	1.4	92.4	93.5	34	76	50	Improved Below Target

GROWTH TARGET GOALS



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2016 English Language Arts 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		47.0	57.5	10.5	51.0	No	44	75	On Target
High needs		-	-	-	51.0	-	20	-	-
Econ. Disadvantaged		-	-	-	51.0	-	15	-	-
ELL and Former ELL		-	-	-	51.0	-	-	-	-
Students w/disabilities		-	-	-	51.0	-	10	-	-
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	1	-	-
Asian		-	-	-	51.0	-	1	-	-
Afr. Amer./Black		-	-	-	51.0	-	2	-	-
Hispanic/Latino		-	-	-	51.0	-	1	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	-	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-
White		41.5	58.0	14.5	51.0	Yes	39	100	Above Target



School Improvement Plan Final Update – Lawrence W. Pingree



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		52.0	61.5	9.5	51.0	Yes	44	100	Above Target	
High needs		-	-	-	51.0	-	20	-	-	
Econ. Disadvantaged		-	-	-	51.0	-	15	-	-	
ELL and Former ELL		-	-	-	51.0	-	-	-	-	
Students w/disabilities		-	-	-	51.0	-	10	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	1	-	-	
Asian		-	-	-	51.0	-	1	-	-	
Afr. Amer./Black		-	-	-	51.0	-	2	-	-	
Hispanic/Latino		-	-	-	51.0	-	1	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	-	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		50.5	61.0	10.5	51.0	Yes	39	100	Above Target	

SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

- PBIS
- Accountable Talk
- SRSD
- Reading Street
- Envisions
- Google Docs

SCHOOL COUNCIL MEMBERSHIP

— School Council Meetings: October 12, 2016
 January 11, 2017



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NAME

Kathleen Guilfooy _____

Robin Duff _____

M. Donehey _____

Jill Mullin _____

Sue Faiella _____

Diedre Aieta _____

Kristen Woodbury _____

Elaine Lane _____

Frances Beth Malvesti _____

Noreen Coughlan _____

POSTION

Principal Paul Swift

Teacher Robin Duff

Teacher Michele Donehey

Teacher Jill Mullin

Parent Sue Faiella

Parent Diedre Aieta

Parent Kristen Woodbury

Community Representative Elaine Lane

Community Representative Frances 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

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School Improvement Plan Final Update – Lawrence W. Pingree



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.

PERFORMANCE CHALLENGE

1. The improvement of Literacy Performance for all students through a deeper understanding of the analysis of data as well as the collaboration amongst teachers as it relates to teaching and learning.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
DIBELS I-Ready Lexia Successmaker PARCC/MCAS Curriculum Based Assessments District Determined Measures	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	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?

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 provide support for educators on how to effectively use data and build educator understanding of individual student learning needs in order to improve individual student performance in literacy as measured by DIBELS, i-Ready, DDMs, Lexia, Successmaker standardized tests, curriculum based measures, progress reports and report cards.



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District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1	Teachers will participate in weekly grade level PLC with focus on student work and <i>best practice</i> instructional strategies.	Teachers will analyze student work.	PLC meeting agendas, meeting minutes and action plans	Principal, Teachers	2015-2017
1	Students in grades 1-4 will participate in a “walk to read” model utilizing block scheduling.	Students will be grouped according to assessments for targeted instruction at their instructional level	Assessment results and progress monitoring	Teachers	2015-2017
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	2015-2017
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	2015-2017
1,2, 3	Provide professional development opportunities to implement google docs for staff communication and collaboration;	Staff, students, and parents will have access to google docs	Usage data Parent/Staff/Student feedback	Principal, Teachers, Tech Assistant	2015-2017

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School Improvement Plan Final Update – Lawrence W. Pingree



	also, google classroom in order to ensure access for students and parents.	to support literacy instruction.			
1, 2	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, Teachers	2015-2017
1,2	Provide professional development and collaboration opportunities to increase Accountable Talk.	Reflections, Action Plans, Strategies	Rubric, Classroom Observations	Literacy Leader	2015-2017
3	Teachers will provide parents and students access to the on-line Reading Street Support	Teachers will send home student log-in information for the Pearson website.	Usage data Parent/Staff/Student Feedback	Teachers	2015-2017

PERFORMANCE CHALLENGE



School Improvement Plan Final Update – Lawrence W. Pingree



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.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
i-Ready MCAS/PARCC Successmaker EnVisonMATH Assessments NCTM membership materials Massachusetts Curriculum Frameworks Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities	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.	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?

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.



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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	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
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	2015-2017
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	Teachers	2015-2017
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	2015-2017
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	PLC meeting agendas, meeting	Principal/Teachers	2015-2017



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		mathematical data, practices, standards, and student work.	minutes and action plans		
2	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	2015-2017
1,2	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	2015-2017
1	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	2015-2017
1,2	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	2015-2017
1,2	Develop a district Google Docs to allow us to have a secure shared access point for teachers to communicate as we work	Provide reflective documentation of focus areas and how	Regular monitoring and feedback of appropriate	Principal	2015-2017



School Improvement Plan Final Update – Lawrence W. Pingree



	towards vertically aligning our curriculum and curriculum resources	time was utilized through common planning	professional learning discussions and thorough use of the Google Docs		
1	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 deeper problem solving and appropriate rigor for students at their individual learning level	Check overall grade level and individual trends in achievement compared to previous years as well as current assessments	Teachers	2015-2017
1	Improve student math fact using pedagogically appropriate methods for math fluency through use of Xtramath/Successmaker/Reflex/Fast Math and class/grade level incentives	Provide opportunities for students to master facts at home and in school	Periodic assessments checking for automaticity or fluency	Teachers/Principal	2015-2017
1	Provide a membership to NCTM for a teacher at each grade to lead their grade levels with some the newest research and practices in mathematics	Using strategies acquired from the latest research in mathematics as supported by NCTM	Look for evidence of adjusted instruction from research discussion in common meeting times and through classroom	Teachers/Principal	2015-2017
1,2	Join ASCD to utilize resources and stay up to date on the latest research in education	Using strategies acquired from the latest research in mathematics and instructional pedagogy as supported by ASCD	Look for evidence of adjusted instruction from research discussion in common meeting times and through classroom observation	Teachers/Principal	2015-2017



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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	2015-2017
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	2015-2017
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	2015-2017



School Improvement Plan Final Update – Lawrence W. Pingree



PERFORMANCE CHALLENGE

3. To improve and sustain communication and engagement between the Pingree school and families/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"> ▪ Virtual Backpack Enrollment Data ▪ School Messenger Data Report ▪ Parent Council Data and Attendance ▪ School/Family Events ▪ Charitable endeavors ▪ Volunteer outreach <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 communication between Pingree staff and the community in order to strengthen school/home relationships and increase student attendance, college & career readiness, and participation in enrichment opportunities.



School Improvement Plan Final Update – Lawrence W. Pingree



District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2	Families will be informed of important school events and news	Electronic communication will be regularly posted to the web site	Timely additions of the newsletter	Webmaster/Principal	2015-2017
3	Access and incorporate volunteer opportunities- RSVP, WHS students, Therapy handlers	Utilize volunteers to allow targeted students oral reading practice	Scheduled meetings	Grade level teachers/Principal/Volunteer co-coordinator	2015-2017
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	2015-2017
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 Library	Targeted recipients, scheduled “events”	All staff	2015-2017



School Improvement Plan Final Update – Lawrence W. Pingree



1,3	Collaborative Primary School parent evenings (district-wide)	Create offerings (i.e Parent University, FACE, Career Night)	Participation in events	All staff	2015-2017
1,3	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	2015-2017
1,3	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, Movie Night, Art show, enrichment clubs, Boks	Continue exploring new ways to engage families, including improved versions of previous events.	All Staff	2015-2017
1,3	Create opportunities for families to engage in academic work with students	Provide families with passwords/access to Pearson Successnet , Xtra Math, Successmaker, Lexia Also provide parent training in various ways for families to work with students on academic tasks at home.	Provide access to Successnet , Successmaker, Xtra Math, and Lexia. Scheduling parent informational sessions. Additionally, host a PARCC informational session for parents.	All staff	2015-2017



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PERFORMANCE CHALLENGE

- 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.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
PBIS Data-Tier I, II, and III SWIS/X2 Data/SAS/TFI Data Professional Development Student Intervention Team Data Health and Wellness Team Data Action Plan Analysis	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.	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?

THEORY OF ACTION

If schools provide environments that a 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 Final Update – Lawrence W. Pingree



OBJECTIVE /GOAL:

To better meet the emotional and behavioral needs of our students to enable them to be 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	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
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	2015-2017
1,2	School Leadership Team will develop 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	2015-2017
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	2015-2017
2,3	Will continue to engage students in Bucket Filling weekly assemblies and activities that promote kindness to others.	Build positive learning environment in classroom and school-wide.	Completion of monthly themes	Principal, Teachers	2015-2017

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School Improvement Plan Final Update – Lawrence W. Pingree



1	Staff will participate in professional development to better understand the effects of trauma on students’ learning.	Staff will become more aware and sensitive to meeting the emotional needs of students.	Attendance Agenda	Principal	2015-2017
2	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/BCBA/ABA/School Psychologist	2015-2017
1,2	Adjustment Counselor/School Psychologist will 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/School Psychologist	2015-2017
2,3	Will promote a safe and healthy school environment by supporting wellness, good nutrition, and regular physical activities as part of the school environment.	Staff will regularly attend wellness meetings to increase their knowledge and foster activities that promote healthy living habits.	Agendas Action Plans	Health and Wellness Committee Students and their Families.	2015-2017



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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	2015-2017
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	2015-2017
1, 3	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	2015-2017
1, 3	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	2015-2017



School Improvement Plan Final Update – Lawrence W. Pingree



IMPROVEMENT PLAN QUARTERLY UPDATE

OBJECTIVE / GOAL: : To provide support for educators on how to effectively use data and build educator understanding of individual student learning needs in order to improve individual student performance in literacy as measured by DIBELS, i-Ready, DDMs, Lexia, Successmaker standardized tests, curriculum based measures, progress reports and report cards.

- | |
|--|
| 1. Teachers will participate in weekly grade level PLC with focus on student work and <i>best practice</i> instructional strategies. |
| 2. Students in grades 1-4 will participate in a “walk to read” model utilizing block scheduling. |
| 3. Teachers will expand training to improve writing instruction. |
| 4. Provide professional development opportunities to implement google docs for staff communication and collaboration; also, google classroom in order to ensure access for students and parents. |
| 5. Collaboration opportunities to increase Accountable Talk. |

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

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| 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 |
| 2. Develop classroom student friendly “math boards” and/or “word walls with math practices and other pertinent math information |
| 3. A minimum of 25% of PLC time will be dedicated to mathematics data inquiry, practices, standards, and student work. |
| 4. Use benchmark, diagnostic and progress monitoring assessments to provide informative data in grades K-4 |
| 5. Ensure a schedule that allows for teachers to have a common mathematics block |



School Improvement Plan Final Update – Lawrence W. Pingree



OBJECTIVE /GOAL: To enhance communication between Pingree staff and the community in order to strengthen school/home relationships and increase student attendance, college & career readiness, and participation in enrichment opportunities.

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| 1. Families will be informed of important school events and news |
| 2. Access and incorporate volunteer opportunities- RSVP, WHS students, Therapy handlers |
| 3. Our school community will participate in charitable endeavors |
| 4. Provide enrichment opportunities, including Science programs, career-related (volunteer) speakers and community partners |
| 5. We will host extra-curricular events designed to involve / engage student families |

OBJECTIVE / GOAL: To better meet the emotional and behavioral needs of our students to enable them to be 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.

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| 1. School Leadership Team will participate in training and implementation of PBIS (Positive Behavioral Interventions and Supports) through MTSS and DESE. |
| 2. School Leadership Team will develop PBIS Action Plan for implementation and continuation. |
| 3. Will continue to engage students in Second Step, Zones of Regulation, and Peacebuilders’ curriculum to foster a safe, non-violent learning environment. |
| 4. Will continue to provide a process to identify and provide appropriate supports for students with social/emotional needs through social/emotional action teams. |
| 5. Will collaborate with (Parent Council/Parent Volunteers) to provide the Build Our Kids Success (BOKS) program to all students. |
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What additions or changes does your school community plan to incorporate into the 2017-2021 School Improvement Plan?

- **Expand SRSD in grades 1-4 and continue training in kindergarten**
- **Enhance PBIS training and implementation additionally welcoming a parent and community representative**
- **Increase grade level planning to further develop Literacy Improvement, SRSD, Student Discourse, Math Talk, STEM, and Enrichment opportunities**
- **Further social-emotional and trauma sensitive training for student support**
- **Expand effective use of data to improve differentiation and inclusion**
- **Advocate further opportunities to promote parent & community engagement**



School Improvement Plan Final Update – 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	2017-2021
Teachers will expand training to improve differentiation and promote inclusion.	Staff Feedback/ Classroom Observations	Data Coach/Literacy Leader/ Teachers	2017-2021
Teacher 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	2017-2021
PBIS Action Plan for implementation and continuation.	Action Plan items timeline completion	Principal, PBIS Leadership Team	2017-2021

Respectfully Submitted on: Kathleen Guilfooy, Principal

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