



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021 Wessagusset School

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; used 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 that meet high standards and are prepared to succeed in college and career.

District Strategic Levers:

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



Performance Challenge:

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	Root Causes The 5 WHYS	Problem of Practice
DIBELS i-Ready MCAS Lexia 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 assessments to improve classroom instruction and individual student performance with a focus in the area of written expression.	Do students at the Wessagusset School have the opportunity to engage Tiered Reading and Writing instruction? Is the staff working collaboratively at grade levels and across grade levels to incorporate appropriate data when making literacy instruction decisions? How do we increase collaborative time to develop curriculum, analyze data and create meaningful connected lessons across disciplines?

Theory of Action:

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

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

THEN we will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to be successful in literacy tasks.

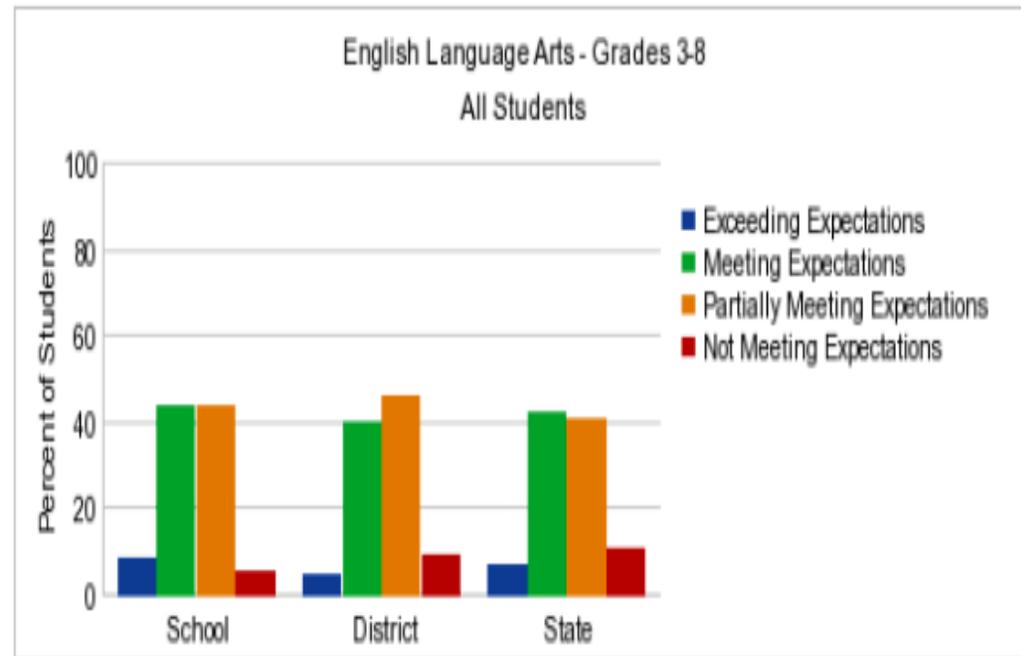


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All Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	9	8	5	7
Meeting Expectations	49	43	40	42
Partially Meeting Expectations	49	43	46	41
Not Meeting Expectations	6	5	9	10
Total Included	113			

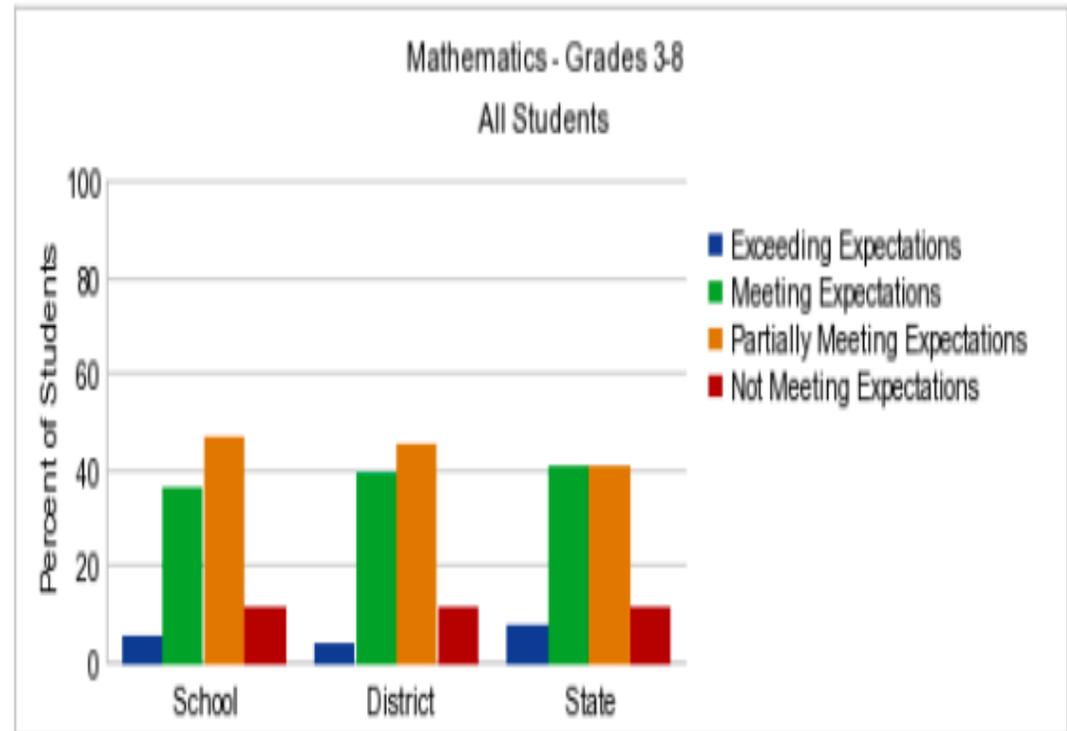




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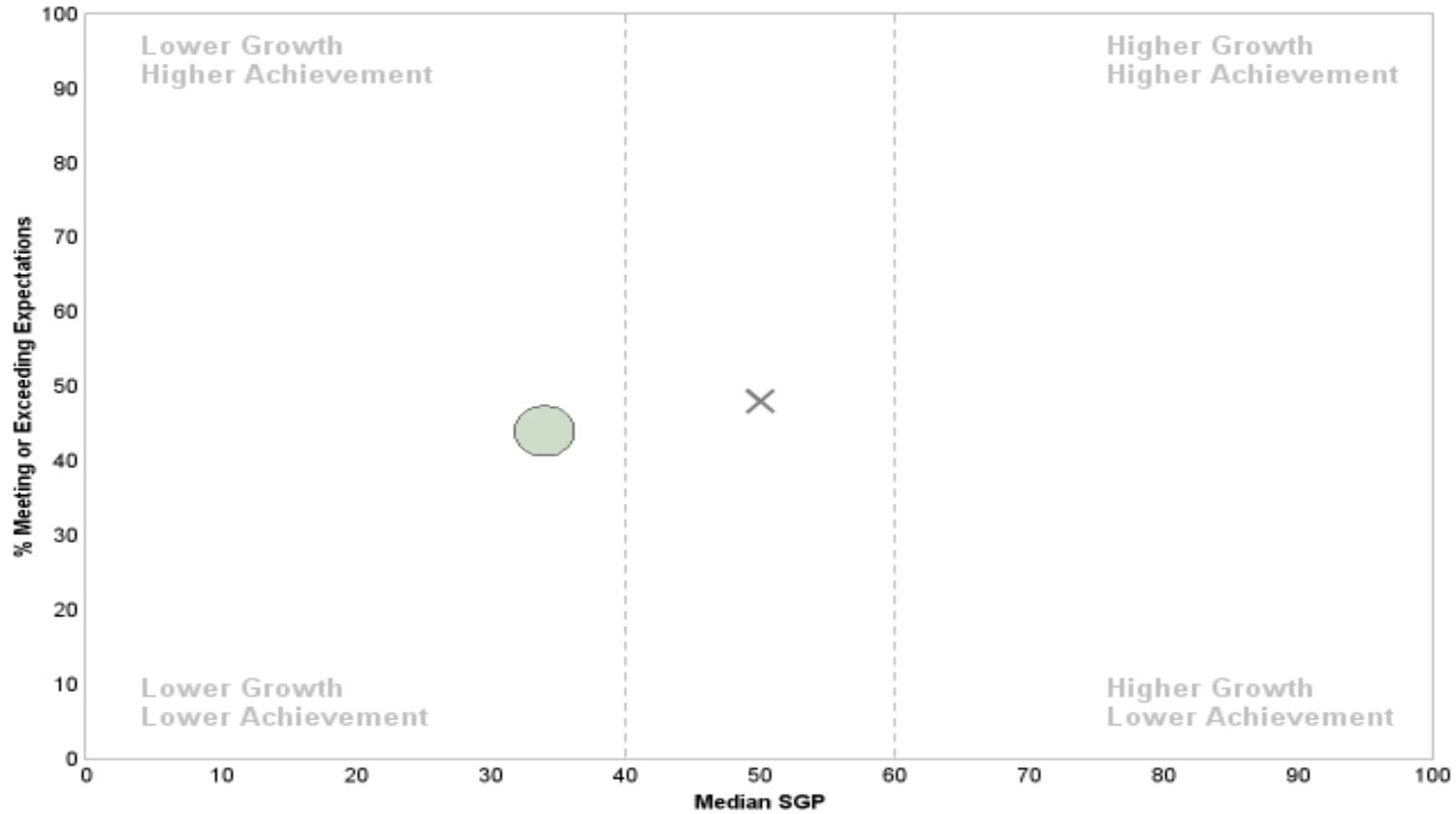


Mathematics	N Included	% School	% District	% State
Exceeding Expectations	6	5	4	8
Meeting Expectations	41	36	39	40
Partially Meeting Expectations	53	47	45	41
Not Meeting Expectations	13	12	11	12
Total Included	113			





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X State (50, 48%)

	Median SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	34	54	44	57

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



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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.

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Complete
1,2	Collaboratively assess and analyze student written language work including MCAS and other district-wide common assessments.	Teachers will review student work collaboratively and calibrate their scoring using a common rubric.	Monthly writing prompts and teacher led meetings with a focus on calibration and rigor of written language goals and outcomes.	Teachers, Literacy Coach, Principal	August 2017	June 2021
1,2	Expand the master schedule allowing grade levels K, 1, 2 and grade-levels 3 and 4 to have a common one hour literacy block for the “Walk to Read” model.	Students will have expanded time in appropriately matched Tiered Support.	Assessments scheduled throughout the school year which include: benchmark, diagnostic, and progress monitoring.	Principal	August 2017	August 2017



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1,2	Expand the master schedule to include a weekly grade-level meeting as well as a cross-grade level meeting. The vertical meetings will allow K, 1, and 2 teachers and grades 3 and 4 teachers to work collaboratively for an hour each week.	Teachers will have the opportunity to focus on student work as well as the analysis of student data as it relates to instruction. Teachers will have the opportunity to engage in rounds based on a Problem of Practice. This will also allow staff to group students and personalize instruction for “Walk to Read”.	Formalized master schedule, meeting notes and agenda, student groupings.	Principal	July 2017	August 2017
1,2	Create and restructure a master schedule for teachers to have common literacy and humanities blocks.	Block scheduling for MTRSS/Tiered instruction.	Evidence of schedule.	Principal	July 2017	August 2017
1,2	Educational leaders to include both administrators and teachers; engage in practices of an effective, classroom-	Participate in district-wide observations based on problems of practice at various	Documentation of meetings, reports, and feedback as a result of the Instructional Rounds.	Directors of Curriculum, Principal, Teachers	August 2017	June 2021



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	oriented approach to observing, analyzing and improving teaching and learning.	schools.	Feedback delivered to staff in a meeting to debrief on the findings as a result of rounds.			
3	Communicate to our Wessagusset community and families curriculum and instructional strategies utilized with in the classroom.	Promote use of online tools to engage students in daily lessons, reviews, and enrichment opportunities.	Survey parents, feedback from teacher/parent communication.	Teachers, Principal	August 2017	June 2021

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School Improvement Plan-Wessagusset



Performance Challenge:

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	Root Causes The 5 WHYs	Problem of Practice
i-Ready MCAS enVisonMATH Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities District Determined Measures	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 Standards for Mathematical Practice. In addition, there is a need to better analyze data from common assessments to improve classroom instructional, ultimately enhancing individual and school wide student performance through high-quality instructional practices.	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? How are we using data points to enhance math instruction?

Theory of Action:

IF teachers have a common understanding of how to effectively use student data, and Wessagusset provides the support to do so, teacher will engage in collaborative discussion about instructional improvement and practices and create meaningful interventions and differentiation,

In addition, *IF* we increase collaborative time teachers will develop in-depth, connected and common learning experiences which focus on the Standards for Mathematical Practices,

THEN students' instructional needs will be met and their academic performance will improve, and they will have a stronger understanding of the processes and proficiencies of longstanding importance in mathematics education including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition.

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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District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Complete
1,2	Develop classroom student friendly “math walls” with math practices and other pertinent math information.	An area to emphasize important mathematical concepts and vocabulary for student and teacher reference.	Classroom observations.	Teachers	August 2017	June 2019
1,2	Teachers in district-wide grade level teams conduct analysis of programs and materials from standards to enhance curriculum and pedagogy.	Use of instructional support materials directly guided through MA Frameworks.	Lesson plans that identify standards and learning targets.	Teachers, Math Coach, Principal, Director of Humanities	August 2017	June 2021
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, Literacy Coach	August 2017	June 2021



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1,2	Expand the master schedule allowing grade levels (1-4) to have a common 45 minute literacy block for the “Walk to Compute” model.	Teachers will have the opportunity to focus on student work as well as the analysis of student data as it relates to instruction. Teachers will have the opportunity to engage in rounds based on a Problem of Practice. This will also allow staff to group students and personalize instruction for “Walk to Compute”.	Formalized master schedule, meeting notes and agenda, student groupings.	Principal	August 2017	August 2017
1,2	Utilize grade-level and cross-grade-level PLC’s to analyze student data, plan instruction, and identify key mathematical practices for lessons and units.	Refine math instruction as it relate to the use of the core program and Standards of Mathematical Practice.	Classroom observations, meeting agendas and notes.	Teachers, Math Coach, Director of STEM	July 2017	June 2021
3	Share out data with parents / guardians to remain transparent	Share reports with parents; enhance understanding of	Parent / teacher discussion around growth of	Principal Teachers	July 2017	June 2021



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	with growth of students.	scores with students to ensure ownership of their learning.	students through various ways of communication.			
1,2	Expand the master schedule allowing grade levels K, 1, 2 and grade-levels 3 and 4 to have a common one hour math block for the “Walk to Compute” model.	Students will have expanded time in appropriately matched Tiered Support.	Assessments scheduled throughout the school year which include: benchmark, diagnostic, and progress monitoring.	Principal	July 2017	August 2017
1,2	Expand the master schedule to include a weekly grade-level meeting as well as a cross-grade level meeting. The vertical meetings will allow K, 1, and 2 teachers and grades 3 and 4 teachers to work collaboratively for an hour each week analyzing student data and planning instruction.	Teachers will have the opportunity to focus on student work as well as the analysis of student data as it relates to instruction. Teachers will have the opportunity to engage in rounds based on a Problem of Practice. This will also allow staff to group students and personalize instruction for	Formalized master schedule, meeting notes and agenda, student groupings.	Principal	July 2017	August 2017



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		“Walk to Compute”.				
1,2	Create and restructure a master schedule for teachers to have common mathematics and STEM blocks.	Block scheduling for MTRSS/Tiered instruction.	Evidence of schedule.	Principal	July 2017	August 2017
1,2	Educational leaders to include both administrators and teachers; engage in practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning.	Participate in district-wide observations based on problems of practice at various schools.	Documentation of meetings, reports, and feedback as a result of the Instructional Rounds. Feedback delivered to staff in a meeting to debrief on the findings as a result of rounds.	Director of STEM, Principal, Math Coach, Teachers	July 2017	August 2017



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**Performance Challenge:**

To improve and sustain communication and engagement between the Wessagusset, staff, families, and community.

School and Classroom Sources of Data	Root Causes The 5 WHYs	Problem of Practice
Student Attendance Frequency / history of: <ul style="list-style-type: none"> • Virtual Backpack Enrollment Data • School Messenger Data Report • Parent Council Data and Attendance • Charitable endeavors • Volunteer outreach • Enrichment opportunities 	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. Communication needs to be multimodal- pushing out to students, parents and community members in various types of media.	Does the Wessagusset 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? How do we establish meaningful, sustainable relationship with community members and partners who ultimately will become invested in our school? How do we increase effective communication and ensure families and the community have various means of obtaining this communication.

Theory of Action:

IF we help students, families and the greater community connect to each other and Wessagusset,

THEN we will foster a positive, respectful, and healthy learning community for our diverse student body and support our students’ development of meaningful relationships and engage in valuable learning experiences. As a result, Wessagusset students become real-world problem solvers, active citizens, lifelong learners, and increase student attendance, academic readinesses and participation in enrichment opportunities.



School Improvement Plan-Wessagusset

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

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Due
3	Initiate and evolve communication 2.0.	Utilize social media including Twitter to update families on school happenings. Encourage staff to use electronic means of communication such as ClassDojo.	Survey of families, members apart of social media group.	Principal, Teachers	July 2017	June 2021
3	Inform families of school events and news.	Utilize school messenger, emails blasts, monthly Newsletters, and other forms of communication to provide multi-modalities for parents to be informed.	Survey of families, newsletters.	Principal	July 2017	June 2021
3	Form partnerships with Weymouth High School programs.	Utilizing high school students to enhance our school success and stand in as positive role models for our students.	Data identifying opportunities where WHS students participated as role models.	Principal	July 2017	June 2021



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3	Access and incorporate increased volunteer opportunities.	Utilize volunteers to facilitate groups that would otherwise run independently.	Data identifying individuals who volunteered for various activities and events including evening events, before and after-school events, as well as during the school day.	Principal, Teachers	July 2017	June 2021	
2,3	Conduct a review of attendance data and use that data to engage at-risk families.	Minimize student absences, tardies, and dismissals.	Student attendance data.	Student Support Team	July 2017	June 2021	
1,3	Provide enrichment opportunities, including STEM programs, career-related (volunteer) speakers and community partners.	Provide additional opportunities for students to prepare in college and career skill development, so they can be competitive in a global market.	Attendance at events/enrichment.	Parent Council, Principal	July 2017	June 2021	
2,3	Increase school and community events.	We will continue to host a variety of events and we will begin to incorporate new activities such including: A	Number of opportunities for families. Attendance at events/activities.	Parent Council, Principal	July 2017	June 2021	



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		Cultural Arts Night, Lip Sync, and Supporting Students at Home event.				
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School Improvement Plan-Wessagusset

**Performance Challenge:**

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

School and Classroom Sources of Data	Root Causes The 5 WHYS	Problem of Practice
<ul style="list-style-type: none"> ● Counseling referrals ● Rounds and Student Intervention Team Data ● X2 / SWIS (PBIS) data ● Individual student data for behavior plan Monitoring 	<p>As a result of the 5 WHYS process, the root cause determined for this priority was the need for further development of programs to address social, emotional & behavioral needs of our students. We need to engage in consistent practices, including the collection and analysis of data in order to optimize the safety of our school community. Wessagusset will engage learners in social, emotional and behavioral learning strategies which promote skills development and emotional readiness skills.</p>	<p>Does the Wessagusset School monitor social, emotional and behavioral needs and provide opportunities for family and community engagement with an academic focus? Do the students have opportunities to interact with adults in positive ways to reinforce their social/emotional and behavioral skills? How do we inform and help students understand the developmentally appropriate skills to navigate social, emotional and behavioral adversity they may face?</p>

Theory of Action:

IF we provide a healthy and strong school that promotes a sense of participation, safety, social emotional development, and security for all students,

THEN our students will be more self-aware, have stronger interpersonal skills, and be able to make responsible decisions.



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OBJECTIVE /GOAL: To better meet the social emotional and behavioral needs of our students to support their greatest learning potential. Our schools enable students 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 social emotional issues/trauma on students' learning.

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Due
2	Wessagusset School PBIS Leadership Team will participate in training and implementation of PBIS (Positive Behavioral Interventions and Supports) through MTSS and DESE. (Cohort Year Three).	Rules, routines and school-wide expectations will result in positive school climate and decrease in negative school behavioral issues. A system will be developed to support students at the Tier 2 level.	Student behavior data from X2/SWIS, survey of staff.	Administration, PBIS Leadership Team	July 2017	June 2020
2	Fully develop PBIS Action Plan and present to all staff for implementation.	PBIS rolled out throughout the building.	Action plan	PBIS Leadership Team	July 2017	June 2018
1,3	Collaborate with Parent Volunteers to provide the Build Our Kids Success (BOKS) program to all students	Students will have the opportunity to participate in Boks before the school day begins	Attendance and Survey results.	Principal Parent Volunteers BOKS Trainers	July 2017	June 2021

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	by providing Boks during the school day.	as well as during the day to increase their activity level to optimize their learning.				
1	Collaboratively develop a district/school-wide menu of research-based interventions to address academic and SEL needs.	Development of intervention menu.	Menu available for staff.	Principal, Student Support Team, Teachers	July 2017	June 2021
1	Provide staff models, resources, and examples of rigorous tiered SEL and academic instruction through shared resources, videos and/or peer observations.	SEL instructional practices implemented.	Resource guides, models, development agendas, classroom observations.	Principal, Student Support Team, Teachers	July 2017	June 2021
1,2	Analyze SEL data weekly to identify areas of concern and provide staff with	Student support team will meet weekly to analyze SEL data, identify	Referral to Behavioral Rounds.	Student Support Team	August 2017	June 2021



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	appropriate interventions.	areas of concern, provide support to teachers around implementing appropriate interventions, and methods for monitoring the intervention(s).				
1,3	Collaborate with families to share common language for a consistency between home and school around “expected” vs. “unexpected” behaviors.	Create and distribute literature to families around common language and how to implement various strategies and interventions at home. Hold an evening event outlining the above.	Resources available for families.	Adjustment Counselor, School Psychologist, Principal, Teachers	July 2017	June 2021
1,2	Provide professional development for teachers and staff regarding trauma sensitivity, growth mindset and mindfulness techniques and strategies.	Implementation of strategies to support students with trauma backgrounds as well as the teaching and learning of growth mindset and mindfulness techniques.	Classroom observations, meeting notes and agendas.	Principal, Adjustment Counselor, School Psychologist, Teachers	August 2017	June 2021



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2	School Adjustment Counselor will provide individual, small group and whole-class support to students in need of support in social skills, self-regulation, problem solving and emotional expression using programs such as Zones of Regulation, Listening Larry, and Social Thinking.	Students independently regulating social/emotional needs.	Student observation, adjustment counselor data collection.	Adjustment Counselor	August 2017	June 2021
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Name:

Position:

Elizabeth Drolet

Principal Elizabeth Drolet

Erin Keenan

Teacher Erin Keenan

Sharon Kelsch

Parent Sharon Kelsch

Kristin Travers

Parent Kristin Travers

Marcia Stoddard

Community Representative Marcia Stoddard

