

# WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

## School Improvement Plan – 2017-2021

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### Wessagusset School

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#### 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 families 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:

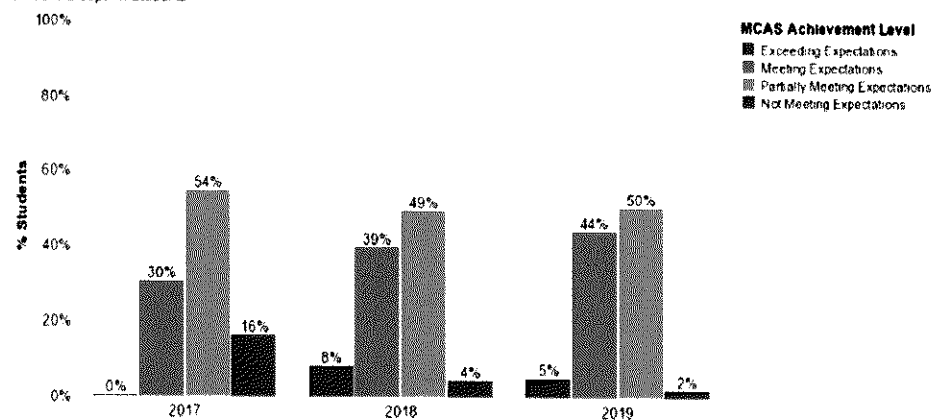
PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE: Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.	EFFECTIVE USE OF DATA: Implement aligned system of curriculum, accountability, and inquiry that uses multiple sources of data.	PARENT AND COMMUNITY ENGAGEMENT: Engage and partner with families 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.*

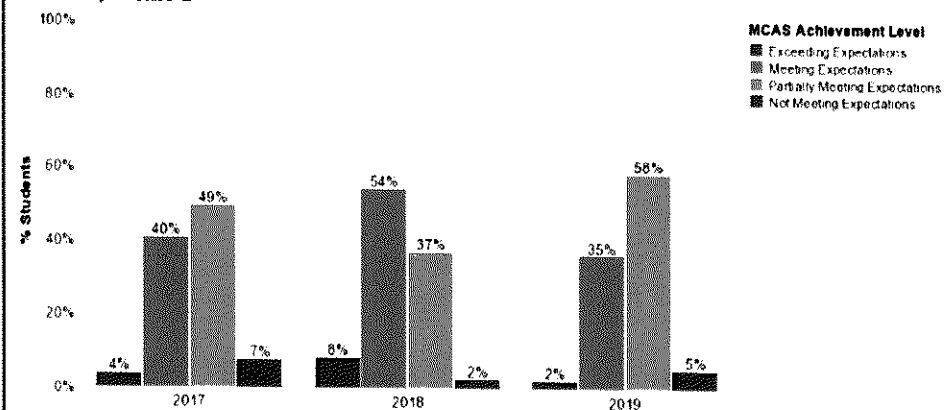
## Student Achievement Distribution Grade 4 Math:

Student Group: All Students



## Student Achievement Distribution Grade 4 ELA:

Student Group: All Students



	2016			2017			2018			2019		
	State	School	District	State	School	District	State	School	District	State	School	District
<b>CPI</b>												
Exceeding Expectations		0%	4%	6%	8%	8%	7%	5%	7%	8%		
Meeting Expectations		30%	40%	43%	39%	42%	41%	44%	40%	41%		
Partially Meeting Expectations		54%	43%	39%	49%	40%	39%	50%	45%	39%		
Not Meeting Expectations		16%	13%	13%	4%	10%	13%	2%	8%	12%		
Avg Scaled Score		490.3	496.0	496.0	500.8	499.9	497.9	501.0	499.4	499.2		
N Students		57	462	71,440	51	471	71,793	62	441	69,806		
Mean SGP					50.5	54.0	50.1	57.1	51.2	49.8		
Median SGP		30.0	45.0	50.0	51.0	55.0	50.0	63.5	52.0	50.0		

	2016			2017			2018			2019		
	State	School	District	State	School	District	State	School	District	State	School	District
<b>CPI</b>												
Exceeding Expectations		4%	6%	7%	8%	10%	10%	2%	9%	9%		
Meeting Expectations		40%	47%	41%	54%	52%	43%	35%	49%	43%		
Partially Meeting Expectations		49%	39%	42%	37%	34%	38%	58%	38%	39%		
Not Meeting Expectations		7%	8%	10%	2%	4%	9%	5%	4%	9%		
Avg Scaled Score		496.7	500.0	499.2	506.1	505.4	501.8	497.8	504.7	501.8		
N Students		57	464	71,419	52	470	71,759	62	442	69,814		
Mean SGP					45.9	49.3	50.0	42.2	50.9	49.7		
Median SGP		34.0	49.0	50.0	45.0	47.0	50.0	38.0	53.0	50.0		



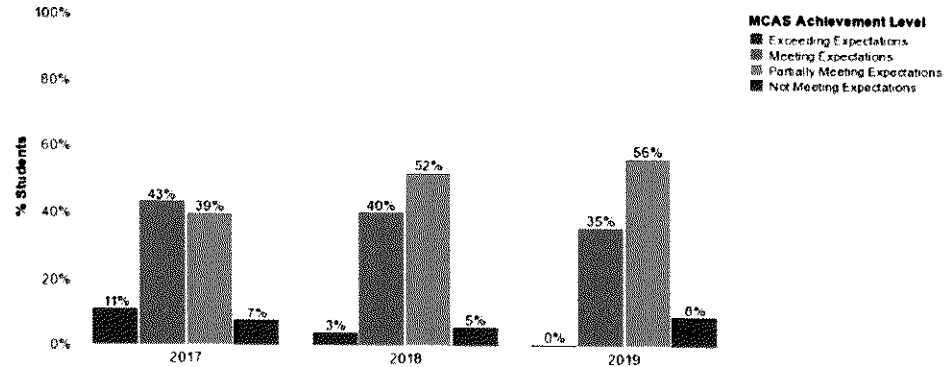
# School Improvement Plan-Wessagusset



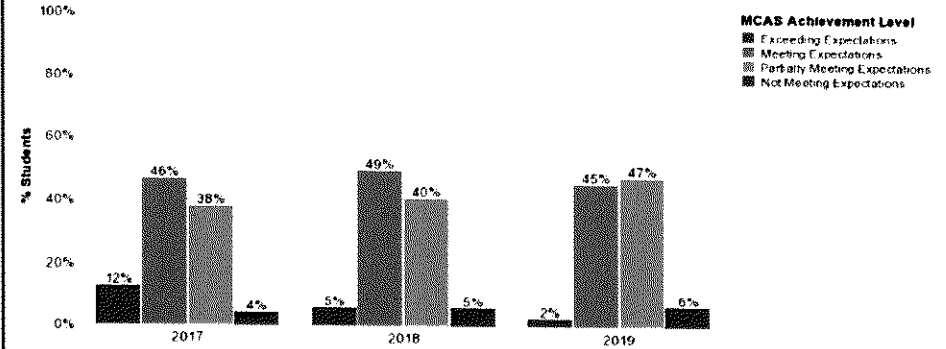
## Student Achievement Distribution Grade 3 Math:

## Student Achievement Distribution Grade 3 ELA:

Student Group: All Students



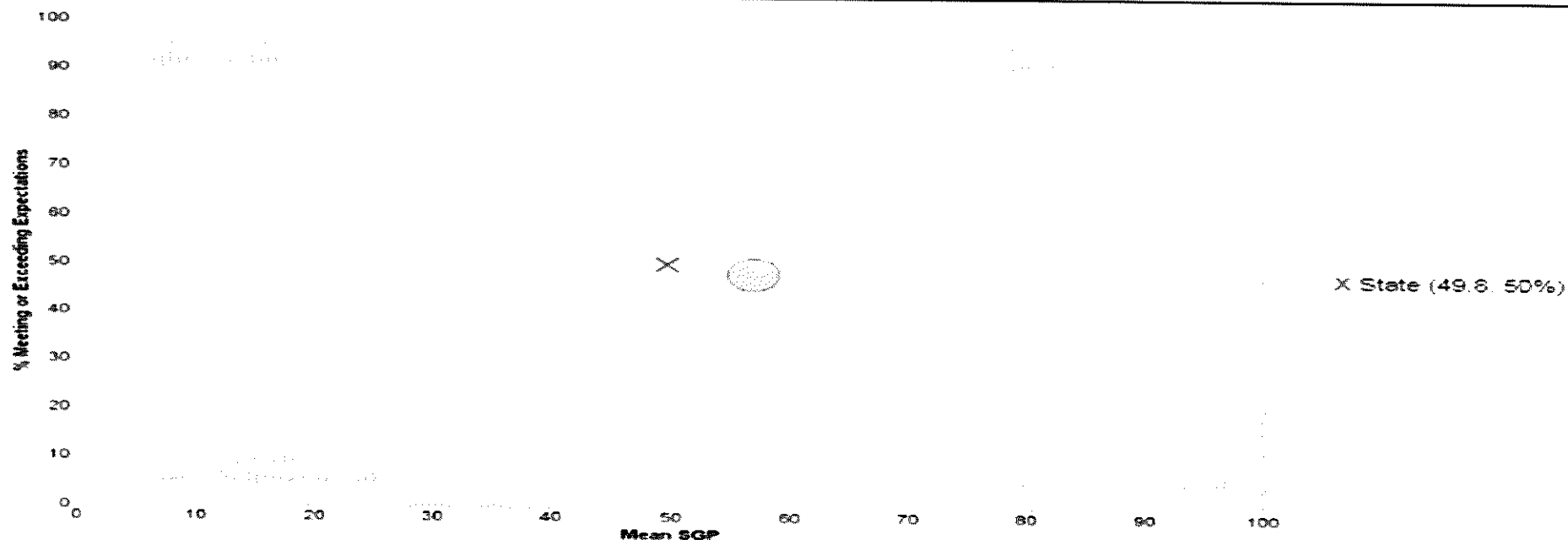
Student Group: All Students



	2016			2017			2018			2019		
	State	School	District	State	School	District	State	School	District	State	School	District
CPI												
Exceeding Expectations		11%	7%	7%	3%	9%	10%	0%	9%	9%		
Meeting Expectations		43%	44%	42%	40%	40%	40%	35%	40%	40%		
Partially Meeting Expectations		39%	39%	38%	52%	43%	38%	56%	41%	38%		
Not Meeting Expectations		7%	9%	13%	5%	8%	12%	8%	10%	13%		
Avg Scaled Score		503.1	499.9	498.8	499.3	500.2	500.0	494.2	499.4	499.4		
N Students		56	475	71,093	58	425	69,436	48	420	67,998		
Mean SGP												
Median SGP												

	2016			2017			2018			2019		
	State	School	District	State	School	District	State	School	District	State	School	District
CPI												
Exceeding Expectations		12%	13%	8%	5%	15%	9%	2%	10%	10%		
Meeting Expectations		46%	46%	39%	49%	45%	43%	45%	48%	46%		
Partially Meeting Expectations		38%	37%	42%	40%	37%	41%	47%	37%	36%		
Not Meeting Expectations		4%	4%	10%	5%	3%	7%	6%	6%	8%		
Avg Scaled Score		506.4	504.6	498.8	501.0	506.5	502.2	499.6	505.1	504.1		
N Students		56	476	71,012	57	425	69,329	49	421	67,900		
Mean SGP												
Median SGP												

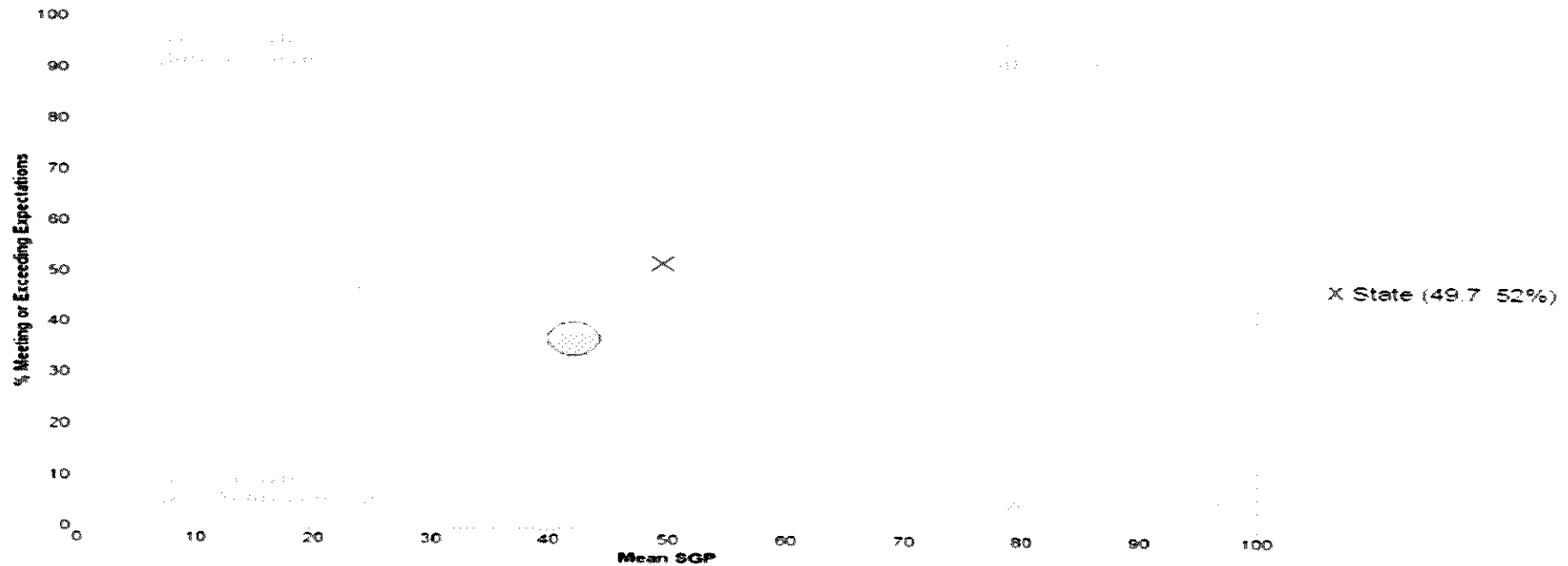
## Spring 2019 School Achievement and Growth Math Grade 4:



	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	57.1	60	46	62

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

## Spring 2019 School Achievement and Growth ELA Grade 4:



	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	42.2	59	37	62

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

**School-Wide Professional Practice Goal**

**Wessagusset Primary School will place particular emphasis on the following school-wide goals:**

PBIS (Positive Behavior Intervention Supports) will be used as a school-wide model for social/emotional development to enhance the overall well-being of our students, decrease negative behaviors, and allow for greater academic success as the foundation for learning continues to strengthen.

Data Inquiry will be a focus to inform instructional and PBIS practices to allow more timely and targeted interventions to meet specific student needs, both behaviorally and academically.

Student Discourse and voice in the classroom will be used as a deliberate instructional approach to establishing more rigorous learning, student engagement, and student ownership of learning.

School-wide inclusion-based model will be used for all students while developing strategies to more efficiently and effectively provide differentiation experiences.

SRSD (Self-Regulated Strategy Development) will provide a consistent model and set of tools for students to become stronger writers while taking ownership in the effectiveness and progress of their writing. This will allow for a more consistent approach for students and teachers through a vertically aligned model of writing. As indicated by the Spring 2019 MCAS results, this is an area of growth that we will enhance across all content areas. We will focus on rigorous practice and pedagogy that is content and practice driven and focus on all components of literacy skills.

Teacher ownership for the Standards of Mathematical Practice, PLC time, instructional rounds, and staff meetings were used this year to focus on cultivating and implementing best practices around the MA Frameworks for Mathematics. As indicated by the Spring 2018 results, our students in both grades made growth and we aim to extend that growth further.

STEAM Integration and enrichment will incorporate units of study that develop critical thinking skills through engineering, investigation, and student collaboration. We will continue to create similar opportunities across the curriculum.

Technology integration will be used to enhance student learning. Students will be the drivers of their learning and technology will be used as the accelerator with the use of Google Classroom, Google Suite, and other interactive tools.

Social emotional health and wellness are the critical components to academic achievement. We will continue to engage our students in Social Emotional Learning opportunities and increase the opportunities to do so through our BOKS programs before and after school. We will also increase these learning opportunities across all settings.

<b>School Vision Narrative</b>
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The Wessagusset Primary School embraces the belief that all students can learn, achieve, and be successful. The school is committed to providing a safe, supportive, and nurturing learning environment where children will be challenged to learn critical thinking skills, to become proficient with technology, and to respect themselves and others through social, emotional, and academic growth. Developing skills in these areas will enable students to become productive citizens. The mission will be accomplished through the combined efforts of a motivated student body, a knowledgeable dedicated staff, and engaged families and community.

<b>Performance Challenge 1-Literacy</b>
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**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 Resource Guide to the Curriculum Frameworks for Students with Disabilities	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 in 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 and student work samples, and provide them with analysis tools,

THEN we will elevate instructional practices, better differentiate instruction, and support students in meeting high standards and preparing them to be successful in literacy tasks.

**OBJECTIVE/GOAL:**

- Providing support and professional development for educators regarding effective inclusive literacy instructional practices and use of data
- Working to fortify educator understanding of individual student learning needs

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- 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	Expand the master schedule allowing grade levels K, 1, 2 and grade-levels 3 and 4 to have a common literacy block for the "Walk to Read" model.	Students will have expanded time in appropriately matched Tiered Support.	Assessments scheduled throughout the school year that include benchmark, diagnostic, and progress monitoring.	Principal	August 2017	September 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 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/learning walks 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	September 2017



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	Analyze writing instruction and create standards-based differentiated writing lessons in Tier 1 to increase performance in essay writing and in response to texts.	Students will engage daily in differentiated learning opportunities focused on standards-aligned writing activities across the curriculum.	Lesson plans/ observations/ MCAS Essay Scores/ i-Ready data over time/ PLC notes	Principal, Literacy Coach, Directors of Curriculum, Teachers	July 2018	On-going
1,2	Engage in practices of an effective, student-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.	Directors of Curriculum, Principal, Teachers	August 2017	June 2021
3	Increase use of technological tools and resources (in the area of literacy) during the school day as well as before/after schools.	Provide family/guardian training on Lexia and other online tools available for student use.	Increased use of resources as identified through online tracking tools.	Teachers, Principal	September 2017	June 2021

1,2	Increase opportunities for collaborative writing and literacy development across settings throughout the school day/week.	Use Google Classroom and Lexia during library and across settings.	Lexia Reports, Google Classroom design and implementation	Literacy Coach, Support Staff, Tech Liaison, Principal	September 2019	June 2021
1,2,3	Provide professional development opportunities to implement G Suite for staff communication and collaboration; also, Google classroom in order to ensure access for students and families.	Staff, students, and families will have access to G Suite to support literacy instruction.	Usage data Family/Staff/Student feedback	Principal, Teachers, Literacy Coach	September 2018	June 2021
1,2	Provide opportunities for teachers to enhance their understanding of learning in an inclusive school and effectively co-teaching.	Teachers will differentiate instruction to meet diverse learner needs and implement co-teaching strategies	Data, particularly for students with an IEP	Principal, Teachers, Literacy Coach	September 2019	June 2021
1,2	Make learning visible and transparent for students to help them to focus on intended outcomes and become more engaged in learning.	Post daily objectives in student friendly language for both content and language	Posted Objectives in Classrooms/Teacher Lesson Plans/PLC Agendas	Teachers/Coaches/Principal	September 2019	July 2021
1, 2	Enhance differentiated phonics instruction and increase	Enhance targeted phonics and phonemic awareness instruction in kindergarten	Lesson Plans/PLC Agendas/Tiered Groupings/Dibels Data	Teachers, Literacy Coach,	September 2019	July 2021

	phonemic awareness across grade levels with a focus in kindergarten on systematic instruction with increased complexity using Dibels data.	using systematic instruction that is differentiated.		Principal		
1,2	Increase differentiated rigorous literacy instructional practices.	Differentiate instruction with a targeted focus on students who are at or above-grade-level.	Lesson Plans/PLC Agendas/Learning Walks/Rounds Data Collection	Teachers, Literacy Coach, Director of Humanities Principal	September 2019	July 2021
1,2	Use a co-teaching model to differentiate instruction in Tier 1 to support individual learner profiles.	Develop and implement co-teaching strategies.	Co-Teaching/Inclusion Task-Force, Lesson Plans, Learning Walks/Rounds Data	Teachers, Literacy Coach, Director of Humanities, Director of SPED Principal	September 2019	July 2021
1,2	Increase inclusion opportunities for all students and maximize time in the general education setting.	Differentiate instruction, reflect and review learning experiences, and adapt to meet the needs of all learners.	Co-Teaching/Inclusion Task-Force, Lesson Plans, Learning Walks/Rounds Data, PLC Agenda	Teachers, Literacy Coach, Director of Humanities, Director of SPED Principal	September 2019	July 2021

### Performance Challenge 2-Mathematics

#### Performance Challenge:

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

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 Common District Why Assessments 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 Standards for Mathematical 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 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 times are we using to allow for an effective, collaborative approach to this important work?

#### Theory of Action:

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

In addition, IF we increase collaborative time teachers will develop in-depth, connected, and common learning experiences that focus on the Standards for Mathematical Practices and the content standards of the MA Curriculum Frameworks for Mathematics.

THEN students' instructional needs will be met and their academic performance will improve. 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 the 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 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 including math strategies.	Emphasis on important mathematical practice concepts and vocabulary for student and teacher reference.	Classroom observations.	Teachers, Math Coach, Principal	August 2017	June 2020
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 STEM	August 2017	June 2021
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 relates 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
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 that include benchmark, diagnostic, and progress monitoring.	Principal	July 2017	August 2017
1,2	Create and restructure a master schedule for teachers to have common	Block scheduling for tiered instruction and enrichment opportunities.	Evidence of schedule.	Principal	July 2017	August 2017

	mathematics and STEAM blocks.					
1,2	Engage in practices of an effective, student-oriented approach to observing, analyzing, and improving teaching and learning with a focus on mathematics and math practices.	Participate in school-wide and district-wide observations based on problems of practice at various schools.	Family Letters, 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	July 2021
1,2	Develop student understanding and application of the mathematical practices.	Incorporate direct teaching as well as embedded learning opportunities for students to practice and use mathematical practices in authentic learning experiences.	Classroom observations; lesson plans.	Principal, Math Coach, Teachers	July 2018	July 2021
1,2	Enhance student conceptual understanding of number sense.	Promotion of subitizing, composing, and decomposing numbers, and multiple representations of numbers and mathematical processes in all grades.	MCAS and iReady data analysis. Classroom observations, lesson plans.	Principal, Math Coach, Teachers	July 2018	July 2018
1,2	Enrich mathematical learning and provide students a deeper level understanding of content.	Develop and provide enrichment opportunities for students to expand their understanding of content through real-world applications, project based learning, and student discussions.	Teacher lesson plans/ Common assessment results	Teachers, Math Coach, STEAM Teacher, Principal	September 2018	July 2021

1,2	Target individual student's areas of weakness within standards through the identification of clusters and domains that attribute to mathematical proficiency.	Differentiate instruction within math centers to address targeted math clusters around individual student's areas of weakness.	Teacher lesson plans/ Common assessment results	Teachers, Math Coach, STEAM Teacher, Principal	September 2018	July 2021
1,2	Support students understanding, application, and deconstruction of word problems.	Structure learning opportunities across content areas	Teacher lesson plans/ Common assessment results/PLC agendas	Classroom Teachers, Math Coach, STEAM Teacher, Specialist Teachers, Principal	September 2019	July 2021
1,2	Make learning visible and transparent for students to help them to focus on intended outcomes and become more engaged in learning.	Post daily objectives in student friendly language for both content and language	Posted Objectives in Classrooms/Teacher Lesson Plans/PLC Agendas	Teachers, Math Coach, Principal	September 2019	July 2021
1,2	Use a co-teaching model to differentiate instruction in Tier 1 to support individual learner profiles.	Develop and implement co-teaching strategies.	Co-Teaching/Inclusion Task-Force, Lesson Plans, Learning Walks/Rounds Data	Teachers, Math Coach, Principal, Director of STEM, SPED Director	September 2019	July 2021
1,2	Increase inclusion opportunities for all students and maximize time in the general education setting.	Differentiate instruction, reflect and review learning experiences, and adapt to meet the needs of all learners.	Co-Teaching/Inclusion Task-Force, Lesson Plans, Learning Walks/Rounds Data, PLC Agenda	Teachers, Math Coach, Principal, Director of STEM, SPED Director	September 2019	July 2021

### Performance Challenge 3-Family and Community Engagement

#### 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	As a result of the 5 WHYs process, the root	Does the Wessagusset School provide

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Frequency / history of: <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>Charitable endeavors</li> <li>Volunteer outreach</li> </ul> Enrichment opportunities	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, families, and community members in various types of media.	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 relationships 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?
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**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, support our students’ development of meaningful relationships, and engage in valuable learning experiences. As a result, Wessagusset students will become real-world problem solvers, active citizens, and lifelong learners, leading to an increase in student attendance, academic readiness, and participation in enrichment opportunities.

**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	Complete
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, email blasts, monthly Newsletters, and other forms of communication to	Survey of families, newsletters, updated website.	Principal	July 2017	June 2021

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		provide multi-modalities for families to be informed. Redevelop website to be more user friendly.				
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
2,3	Create a Student Council.	Create opportunities for student involvement and voice within the school and community.	Student Council Members, and identified opportunities	Principal, Staff	July 2018	June 2021
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, events including evening events, before, and after-school events, as well as during the school day.	Principal, Teachers	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 for 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
1,3	Collaborate with Family & Community Volunteers to provide the Build Our Kids Success (BOKS) program to all students by providing BOKS during the school day.	Provide opportunities for students to participate in BOKs before the school day begins as well as during the day to increase their activity level to optimize their learning.	Attendance and Survey results.	Principal Family Volunteers BOKS Trainers	July 2017	June 2021

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2,3	Hold school and community events.	Continue to host a variety of events and we will begin to incorporate new activities such including: A Cultural Arts Night, Lip Sync, and Supporting Students at Home event.	Number of opportunities for families. Attendance at events/activities.	Parent Council, Principal	July 2017	June 2021
1, 2	Provide enhanced and new inclusive and culturally relevant opportunities.	Enhance inclusive and culturally relevant opportunities and learning experiences for all students.	Identified inclusive and culturally relevant opportunities.	Principal, Staff	July 2018	June 2021
1,2,3	Engage community and family representatives to join the PBIS Leadership Team.	Shared PBIS vision for school and increased understanding of PBIS across all stakeholders.	Action Plan items timeline completion	Principal/ PBIS Leadership Team	September 2019	July 2021
2,3	Provide opportunities for independent problem solving through academics and daily life.	Collaborate with community stakeholders to provide before and after school enrichment opportunities that focus on problem solving, academics, life skills, and authentic learning.	Student participation in enrichment activities. List of opportunities.	Families, Community Members, Principal, Staff	July 2019	June 2021
1	Decrease chronic student absences and provide resources, supports, and provide ongoing communication with families.	Informational resources will be provided to families. Letters and phone calls will continue to be made to families following the updated Student Handbook.	Student attendance rates, PD Agendas, Flyers and other Resources	Principal/ Adjustment Counselor/Nurse	September 2019	July 2021

#### Performance Challenge 4-Social Emotional Learning

##### 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
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Counseling referrals Student Support Team Data Professional Development X2 / SWIS (PBIS) data Individual student data for behavior plans Student Intervention Team Data	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 that promote skills development and emotional readiness skills.	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?
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**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.

**OBJECTIVE /GOAL:** To better, meet the social emotional and behavioral needs of our students to support their greatest learning potential. Our school enables 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	Complete
2	Create a systematic approach to providing and supporting student behavior expectations.	Systematic approach to student behavior expectations. 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.	Administration, PBIS Leadership Team	July 2017	June 2020

2	Fully develop PBIS Action Plan for Tier 1 and present to all staff for implementation.	PBIS expectations consistent throughout all areas of the building.	Action plan	PBIS Leadership Team	July 2017	June 2018
2	Fully develop PBIS Action Plan for Tier 2 and present to all staff for implementation.	Support students with Tier 2 learning experiences and supports.	Action plan; Tier 2 PBIS Team Established	PBIS Tier 2 Leadership Team	September 2018	June 2020
1	Collaboratively develop a district/school-wide menu of research-based interventions to address academic and SEL needs.	Use of intervention menu strategies.	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.	Implementation of SEL instructional practices.	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 appropriate interventions.	Identified areas of concern will be addressed and supported using appropriate interventions, and methods for monitoring the intervention(s).	SST Referrals; SWISS data	Student Support Team	August 2017	June 2021
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.	Students independently regulating social/emotional needs.	Student observation, adjustment counselor data collection.	Adjustment Counselor	August 2017	June 2021
1	Foster an environment of comfort, where students feel that they are being supported in how they learn best.	Flexible seating will be used across settings.	Learning Walks/Rounds, PLC Agendas	Teachers, Principal, OT/PT, Assistant SPED Director,	January 2019	July 2021

# School Improvement Plan-Wessagusset

				Adjustment Counselor		
1	Use alternative seating in classrooms to increase student engagement and to provide sensory needs to students who struggle with body awareness deficits, decreased core/postural strength, and inability to participate due seating.	Alternative seating will be used per individual student need.	Learning Walks/Rounds, PLC Agendas	Teachers, Principal, OT/PT, Assistant SPED Director	January 2019	July 2021
1,2	Create a designated spot in each classroom/office where students can go to restore mental focus and/or emotional control. Provide a variety of coping tools to support student need.	Provide a sensory calming station in each room/office.	"Calm down/cool down" spaces in each classroom/office	Teachers, Staff, Principal, Adjustment Counselor	September 2019	July 2021
1	Promote a multi-sensory approach to learning in order for students to get the input they seek or avoid a position that does not promote their best participation.	Use of flexible seating and other multi-sensory tools.	Learning Walks/Rounds, PLC Agendas	Teachers, Math Coach, Principal, Director of STEM	January 2019	July 2021
1, 2	Increase SEL opportunities across settings using the CASEL competencies braided within the PBIS structure.	Stand-alone lessons and daily activities integrated across the school day in all settings.	SEL Lessons, Student Behavior Data	Teachers, Principal, Adjustment Counselor		

## School Council Membership

Name:	Position:	Signature:
Elizabeth Drolet	Principal	<i>Elizabeth Drolet</i> 10/2/19
Marcia Stoddard	Community Representative	<i>Marcia Stoddard</i> 10/2/19
Richard McInnis	Parent Representative	<i>Richard McInnis</i> 10/2/19
Kristen Travers	Parent Representative	<i>Kristen Travers</i> 10/2/19
Erin Keenan	Teacher Representative	<i>Erin Keenan</i> 10/2/19