



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021

Academy Avenue Primary School

DISTRICT VISION

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

DISTRICT THEORY OF ACTION

IF we increase collaborative problem solving among all educators; 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.

ACHIEVEMENT GAP (GR401 DATA) GAP GOALS

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



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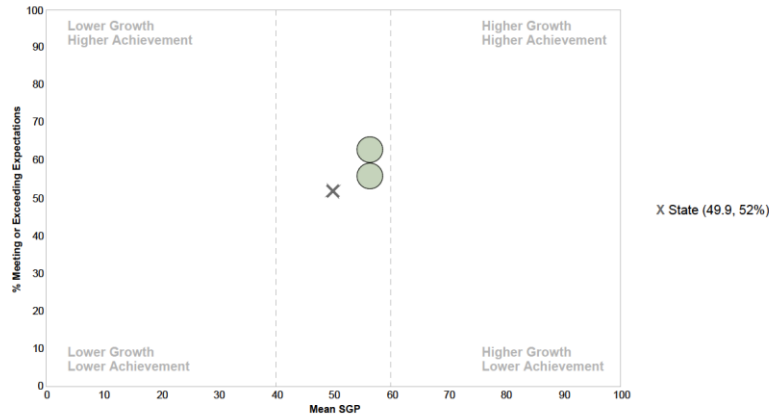
ELA Growth Results by School

Math Growth Results by School



Spring 2019 MCAS School Achievement and Growth
English Language Arts
by Grade

District: Weymouth
School:
Grade: Grades 3-8



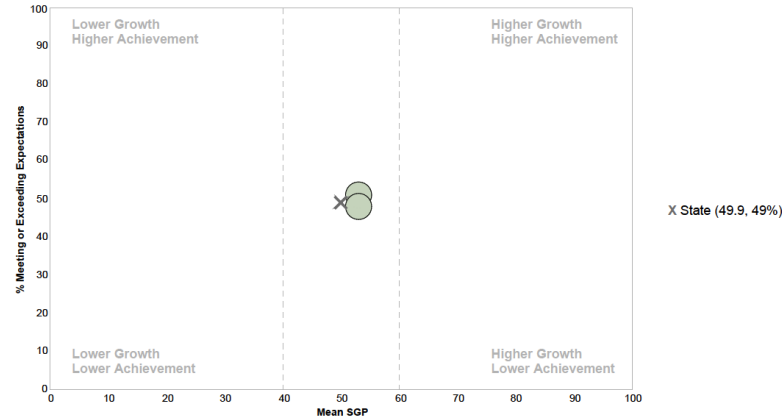
	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	56.3	52	56	55
Grades 3-8	56.3	52	63	104

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



Spring 2019 MCAS School Achievement and Growth
Mathematics
by Grade

District: Weymouth
School:
Grade: Grades 3-8



	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	53.0	52	51	55
Grades 3-8	53.0	52	48	104

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

Analyzing the data, the third and fourth grade students reported in English Language Arts in the upper right quadrant for growth distribution scale, demonstrating significant growth. In Mathematics, our student growth percentiles and moderately based on the median Student Growth Percentiles. This is the second year in a row with data demonstrating substantial progress in reaching our building targets. In looking deeper at the MCAS item analysis, the School Council identified several target areas based on the data as well as strategies and supports to help enhance our progress in Math.

GROWTH AND DISTRIBUTION (PE403) TARGET GOALS

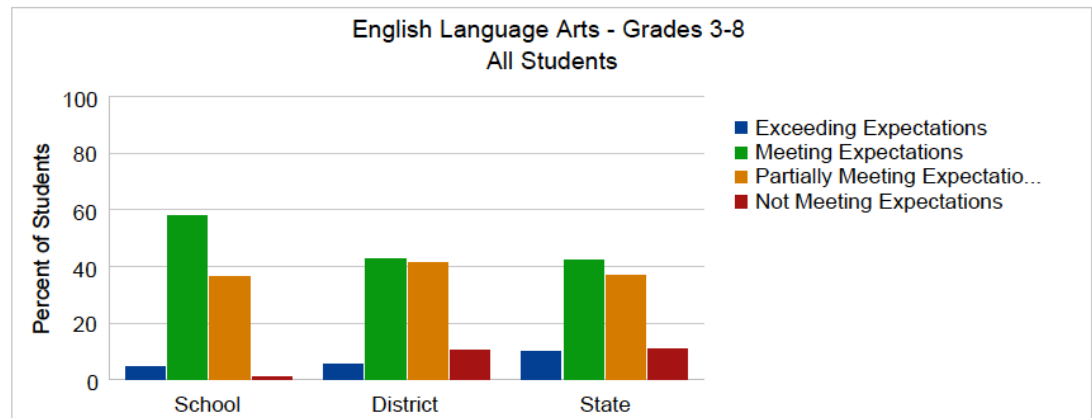
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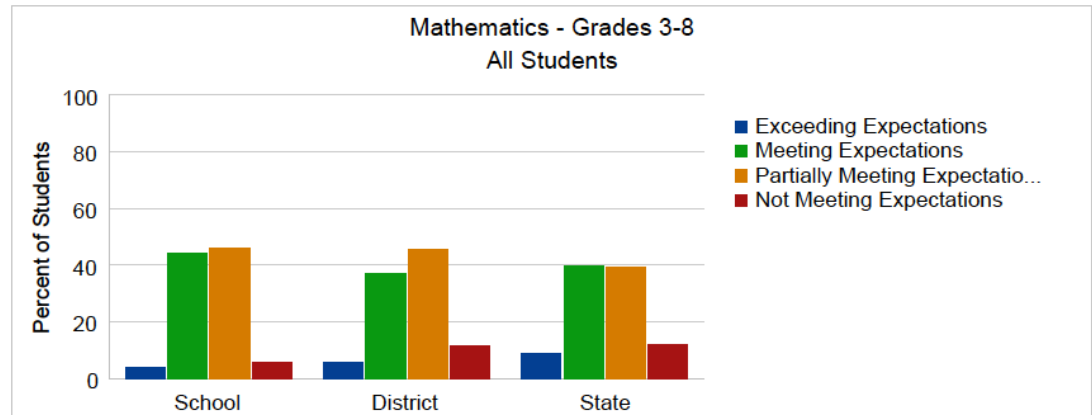
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English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	5	5	6	10
Meeting Expectations	60	58	43	42
Partially Meeting Expectations	38	37	41	37
Not Meeting Expectations	1	1	10	11
Total Included	104			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	4	4	6	9
Meeting Expectations	46	44	37	40
Partially Meeting Expectations	48	46	45	39
Not Meeting Expectations	6	6	12	12
Total Included	104			



Analyzing the Spring 2019 MCAS data, the students at Academy Avenue reported higher in English Language Arts with 63% meeting or exceeding expectations. In Mathematics, 48% of students performed at the meeting or exceeding expectations proficiency level. Looking at the data deeper, the staff used the first two PLC meetings of the year to unpack the data and conduct an item analysis to help pinpoint and address strengths and weaknesses in both content areas, with an additional review for Mathematics, Tier 1 and 2, and Standards for Mathematical Practice.

SCHOOL COUNCIL MEMBERSHIP

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NAME	POSTION	SIGNATURE
Patrick J. Higgins	Principal	_____
Ashley Brown	Parent Representative	_____
Zachary Gerg	Parent Representative	_____
John Whittle	Parent Representative	_____
Diane Belmonte	Teacher Representative	_____
Karen McGue	Teacher Representative	_____
Carol Karlberg	Community Representative	_____

SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

The Academy Avenue Primary School staff is committed to expanding our implementation of the DESE-sponsored Positive Behavior Intervention and Supports (PBIS). Through our positive praise/student recognition program, we have achieved our Tier I goal as well as our Tier II supports and procedures. This year, our team will work closely with the new associate director of social emotional learning and PBIS coach to merge these practices together to improve our students' experiences and add supports at Academy Avenue.

All students need to be effective communicators through written expression and with details from texts. Our staff will continue to increase our students' writing skills through Self-Regulated Structure Development (SRS) writing strategies. As indicated by the Spring 2019 MCAS results, our

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students in both grades made significant growth in writing and we would aim to extend that growth further. We have targeted our crossover practices from second to third grade as well as expanding writing across the curriculum and in the third and fourth grade teams. We will also continue our work with inclusive practices and front-loading supports to increase students' likelihood of being on grade level by the end of second year. This year, Academy has been designated a Title I targeted school. Our goal is to provide additional support at-risk students in ELA and Mathematics.

As a staff, we will continue to integrate Accountable Talk Practices throughout the curriculum to foster critical thinking and enhancing the instructional core. Accountable talk encourages positive communication, active listening skills, and improves the overall quality of student engagement and contribution to the learning process. We have also made advances towards small group instruction and collaborative learning, moving towards reducing teacher talk and shifting to small group instruction.

Mathematics is an area of concern based on the 2019 MCAS results. We will develop teacher ownership of the Standards for Mathematical Practice by using professional development, PLC time, instructional rounds, and staff meetings to cultivate and implement best practices around the Common Core State Standards to improve our student growth in Mathematics. We will focus on rigorous practices and pedagogy that is content and practice driven like activators to propel students' critical thinking skills. Last year, grade level teams worked with embedding the Standards of Mathematical Practices (DESE, SMP) into their lesson design. We will continue this shift in instruction towards a small group/centers-based model this year.

STEM Integration-As part of our commitment to the STEM subjects, we will incorporate units of study that develop critical thinking skills through exploration, engineering, and student-based collaboration. We will continue to create these opportunities through our curriculum as well as our enrichment programs. We will continue to expand our technological capabilities and software to provide our students with the 21st Century skills they will need for success in a global economy.

As a staff and as a community, we recognize the importance of health and wellness learning and its impact affirming academic achievement. We will continue to engage our students through our fitness/nutrition programming and BOKS programs during and before school. We take PRIDE in our Community Service Learning Projects, extracurricular opportunities and believe that together WE can accomplish anything.

SCHOOL VISION NARRATIVE

Our School Council met on September 18, 2019 and October 18, 2019 to discuss the operations and future vision for Academy Avenue Primary School over the next five to ten years. After a thorough review of the School Improvement Plan (Year 2), there were several areas the School Council felt we have met/completed as well as a few areas the team felt needed to be improved. The team was very happy to see the implementation of the STEAM specialist programming as well as the increase in time to the specialist offerings. The team discussed the role and supports created through the school's PBIS program, attention to social-emotional learning (SEL) and school arts learning (SAL) Practices. The team also discussed the benefits of additional supports, inclusive practices, and Special Education supports to best meet the changing needs of our school through best practices. The School Council was also discussed the changes made to the district's attendance policies. Last year, we held constant attendance



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practice at approximately 96% daily attendance rates as well as a 40% reduction in students classified as chronically absent attendance. This year, in partnership with the new policies, we will continue to target/reduce chronic absenteeism as well as ways to improve our progress in Mathematics.

The Academy Avenue Team is committed to academic excellence for ALL students and strives to provide our students with the best education possible. We value the strong connections and partnerships the school has with its families and community partners. Currently we educate 310 students in Kindergarten through Grade Four. We are now in our eighth year as an English Language Learner magnet school. Our goal is to create a safe, inclusive environment where all students' emotional wellness is as equally important as their academic growth. As a team, we reviewed data from the School Council and the Academy Avenue staff, which analyzed and used to create this school improvement plan. We have a robust extracurricular enrichment program and comprehensive health and wellness initiative as we recognize the physical, social and emotional needs of our children.

Our vision is to produce a child who has the skills to be college and career-ready. We see our school as a safe place where students can play, explore, and grow into contributing members of our community. We have an inherent pride in our diversity and our collective cultural composition, which we believe enriches our children's perspectives on the world and the role global citizenship plays in their development. We want our students to have the knowledge, skills, and opportunities to pursue their dreams and aspirations in a multicultural and democratic society.

PERFORMANCE CHALLENGE 1-Literacy

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.



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SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
DIBELS I-Ready Lexia/Lexia Core 5 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 Academy Avenue Primary School 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 how to use student data and engage in collaborative discussion about instructional improvement, then students' instructional needs will be met and their academic performance will improve.

OBJECTIVE / GOAL: 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.**



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District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in progress C: Completed
1	Teachers will expand training to improve writing instruction as identified in Standards R3.3 and W3.3).	Teachers will expand the Writing Instruction & Intervention <i>Self-Regulatory Strategy</i> Development for Teaching CCSS	Training attendance records, implementation meeting agendas, pre and post writing scores using common	Principal, Teachers, coaches	9/2017	P
1,2	Teachers will implement a variety of inclusive practices and co-teaching models from our training to enhance differentiation through inclusive practices to benefit all students. Co-Teaching models will be implemented as part of the Special Education Strategic Plan (Year 1 and 2).	Teachers will work collaboratively with colleagues to identify differentiated means and methods through inclusive practices in the classroom. Schedule shift in 2018 demonstrated growth and time to collaborate.	Learning walks & Classroom Observations/ Staff Feedback/ from Co-Teacher Planning Sessions/PLC meeting agendas	Inclusion Task Force and Teachers. Year 1 Rollout in 2018, Year 2 whole school. Part of the Special Education 5-year Strategic Plan.	9/2018	P
1,2	Teachers will continue calibrating and modeling effective writing through the employment of the Self-Regulated Strategies Development (SRSD) framework	Through PLC and work with the Literacy coach, teachers will develop and implement strategies to enhance students' written response.	SRSD Rubrics and selected SRSD assessments, both pre and post.	Teachers, Literacy Coaches	6/2019	P
1,2	Teachers will continue to model and enhance students' understanding on how to use text to cite evidence and incorporate evidence in their writing.	Through PLC and work with the Literacy coach, teachers will develop and implement strategies to mine and utilize text-based evidence to support their claims and	SRSD Rubrics and selected SRSD assessments, both pre and post.	Teachers, Literacy Coaches	6/2019	P

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		responses.				
1	Teachers will continue to work with text features and text structures.	Through PLC and work with the Literacy coach, teachers will develop and implement strategies.	Classroom Observations	Teachers, Literacy Coach	8/2019	P
1	Implement literacy coaching cycle K-4	Develop a schedule allowing collaboration, modeling and supports to all teachers through the coaching model	PLC records, scheduling, and support meetings	Teachers, Literacy Coach, Literacy Curriculum Coordinators	9/2019	P
1	Teachers will continue to build and enhance a strong working content specific vocabulary with their students in all content areas.	Through PLC and collaboration with the Literacy coach, teachers will develop and implement strategies.	Weekly Unit Assessments	Teachers, Literacy Coaches	6/2019	P
1,2	Teachers will continue to work on using data to personalize learning using data walls and data cards.	Through PLCs, teachers will identify and implement effective strategies and supports based on student strengths and weaknesses	PLC Records and Data Wall Checkpoints throughout the year. DIBELs/Progress monitoring	Teachers, Coaches, Principal	4/2019	P

PERFORMANCE CHALLENGE 2-Mathematics

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.



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SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
i-Ready MCAS Big Ideas Benchmark 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 Academy Avenue Primary School provides support for educators on how to effectively use data, the MA frameworks for mathematics with emphasis on the standards for mathematical practice, along with effective use of the core math program and supplemental materials to create a student centered learning environment, then we will see improved student performance in mathematics.

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	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in progress C: Completed
1,2	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.	Creating pathways for effective, CCSS centered instruction	PLC Agendas, Building Rounds, Focus on Math instruction and rigorous practice	Administration, Teachers, STEM Director, Math Coaches	9/2017	P
1,2	Teacher in district-wide grade level teams conduct analysis of programs and materials to enhance curriculum and pedagogy.	Collaboration around sharing best math practices. Working with Math Coach and PLC/Staff meeting times	PLC Agendas, Building Rounds	Administration, Teachers, Special Education team, Math Coach	9/2017	P
2	IEP goals will be written to reflect the curriculum frameworks for students with disabilities. Shift towards inclusion for student services.	Goal writing framed around CCSS and inclusion.	Benchmarks in Math-related goals	Math Coaches, Administration, Teachers	9/2017	C
1,2	Enhance and extend focus on assessments to provide informative data in grades K-4. Meeting with teachers to discuss student learning, growth, progress as well as any needed interventions.	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	Principal, Teachers, Specialists, Math Coach	9/2019	P



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1, 2	Improve content specific vocabulary through explicit instruction to support enhanced math discourse, fluency and its application.	Use of a three-tiered model to enhance understanding of low frequency words, ultimately improving vocabulary and its application.	Evidence of regular lessons that involve the three-tier approach and explicit math vocabulary instruction and its application.	Teachers, Math Coach, Principal	9/2017	P
2	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	9/2017	P
1,2	Develop a shared access point for teachers to communicate as we work towards vertically aligning our curriculum and curriculum resources- Curriculum maps are central to the 2018 PD Plan.	Provide reflective documentation of focus areas and how time was utilized through PD and PLCs.	Regular monitoring and feedback of appropriate professional learning discussions and thorough use of the Curriculum Maps.	Principal	9/2017	P
1,2	Ensure a schedule that allows for teachers to have a common mathematics block as well as Co-Teach models.	Block scheduling for MTSS/Tiered instruction. Co-teach and inclusive practices.	Evidence of Schedule and appropriate classroom implementation/Learning walks.	Principal	6/2017	P



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1	Implement mathematics coaching cycle K-4	Develop a schedule allowing collaboration, modeling and supports to all teachers through the coaching model	PLC records, scheduling, and support meetings	Teachers, Math Coach, Math Coordinators	9/2019	P
1,2	Align curriculum standards with Big Ideas, review scope and sequence to better utilize the program to match our curriculum and instructional needs.	Refine instructional math practices as they relate to the use of the core resource supporting our standards based curriculum.	Big Ideas implementation and assessment on rolling out in meeting the needs indicated by the state frameworks.	Grade Level Teachers/Principal, Math Coach, Math Leadership Team	6/2019	P
1.2	Incorporate professional development on Math talks, Robert Kaplinsky Math, Open Middle, & 3Acts Math	As identified in the Academy Math Leadership Action Plan	PD and PLC products	Teachers, Math Coach, Math Leadership Team	9/2019	P
1	Develop a morning enrichment program to increase students' fluency and applications in Mathematics.	Increase students access to math and critical thinking through problem-based learning.	Look for evidence in students I-Ready Scores from Winter to Spring Benchmark.	Principal, Teachers	2/2019	C
1	Enhance and extend students' understanding and application of the place-value system.	Teachers will work with the Concrete-Pictorial-Abstract (CPA) model	Through additional assessments and exit tickets.	Teachers, Math Coach	9/2018	P

PERFORMANCE CHALLENGE 3-Family and Community Engagement



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Performance Challenge: To improve and sustain communication and engagement between the Academy Avenue School staff, families, and community.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	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	Does the Academy Avenue Primary 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?

THEORY OF ACTION

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

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



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District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in progress C: Completed
2,3	Families will be informed of important school events and news through enhanced access points.	Electronic communication will be regularly posted to the website and social media. Virtual Backpack, School messenger and X2	Timely additions of the newsletter, Facebook, Twitter, Virtual Backpack, and Communication Folders	Principal, Staff newsletters	8/2017	P
3	Access and incorporate volunteer opportunities. Utilize external supports.	Utilize volunteers to allow targeted students oral reading practice.	Scheduled meetings	Principal, Parent Council	9/2017	P
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, record/review attendance reports	Tier 2 Support Group	9/2017	P
3	Our school community will participate in charitable endeavors.	i.e. Coats for Kids, Donation to Weymouth Food Pantry, Weymouth Market, the Healthy Ways Initiative, PB & J Brown Bag Lunch, the Mitten Tree and our Weycare Outreach Programs to name a few of our endeavors. Weekend Backpack program added in SY19	Each grade level team hosts a community service learning project as well as school-wide initiatives. Continue to inform and support home/school information to increase attendance at school and district-wide programs.	Teachers/All Staff	9/2017	P



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1,3	Collaborative Primary School parent evenings (district-wide).	Create offerings (Career Showcase)	Participation in events, review parent participants.	Principal, Teachers	9/2017	P
1,3	We will provide enrichment opportunities, including Science programs, career-related (volunteers) speakers and community partners.	We worked with Parent Council to provide multiple enrichment opportunities, including: Science Travelers, Holly Hills Farm, and other community partners.	We aim to incorporate additional community partners, including those related to our garden and energy-related initiatives connected to the upcoming Science standards	All Staff	8/2017	P
1,3	We will host extra-curricular events designed to involve / engage student and their families.	We hosted a variety of events, including: Health and Wellness events, Math Night, Science Night, Book Bingo, Trivia night, Movie Night, Monster Mash, Art show, enrichment, running club, International Night. Literacy Night in March.	We plan to continue exploring new ways to engage families, including improved versions of previous events. We will continue to add offerings to our student body to provide experiences beyond academics.	All Staff	8/2017	P
3	Ensure that all notices are translated into our students native home languages for all communications.	Our goal is to be as inclusive as possible to maximize family engagement.	Attendance at school events.	All Staff	9/2017	P
1,3	Increase our school's efficacy with attendance monitoring and supports for healthy attendance practices	Attendance is critical to the learning process. Through the Tier 2 Support Team, absenteeism will decrease, supporting time on learning.	Attendance records and reports conducted daily/weekly checks and incentives for students. Grade level attendance interactive walls.	Teachers, Office Staff Principal	10/2018	P



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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 Academy Avenue School students.

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 Building and District Rounds Student Intervention Team (SIT) Data Health and Wellness Team Data Action Plan Analysis Vocal Data	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 Academy have the opportunities and school-wide supports and programs to feel safe, supported and connected to the school? Does Academy 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 are warm, welcoming, and sensitive to students' social/emotional/physical needs, ALL students will have the necessary supports to grow and to thrive academically as well as developmentally.



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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	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P:Work in progress C: Completed
1	Building based professional development to increase awareness and current research with trauma sensitive instruction and supports.	Build positive learning environment in classroom and school-wide. Create “push-in” model for teachers and students through the schedule and use of our School Adjustment Counselor in Tier 1.	Work with Staff through staff meetings and PLCs as well as training teachers and students on how to employ effective coping strategies. Strategies will be modeled for teachers to use and extend in their classrooms. Professional development records/products	All Staff, School Psychologist, School Adjustment Counselor	10/2017	P
2	Staff will participate in social/emotional learning (SEL) and exSEL professional development to better understand the effects of trauma on students' learning and creating safe schools.	Staff will become more aware and sensitive to meeting the emotional needs of students. Create pathways of support through the SEL “push-in” model.	Attendance, Agenda	Principal, School Psychologist, School Adjustment Counselor, Associate Director of Social/Emotional Learning, SEL Coach	9/2017 8/2019	P
2	The Academy Avenue Primary School will continue to provide a process to identify and provide appropriate supports for students with social/emotional needs through	Tier 2 Support Team to consist of principal, teachers, school nurse, adjustment counselor, school psychologist to meet weekly to look at	Tier 2 Support Group Data, Liaison reports, team meeting records, weekly discussions similar to the DESE model	Tier 2 Support Team, Teacher Liaisons	10/2017	P

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	our Tier II Support Group.	attendance and behavioral issues as they relate to school progress.				
1	Adjustment Counselors/School Psychologists 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, Whole Body Listening, Social Thinking, etc. as appropriate.	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	School Adjustment Counselor, School Psychologist, Tier II support team	9/2017	P
1,3	The Academy Avenue Primary School 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 attend wellness meetings monthly to increase their knowledge and foster activities that promote healthy living habits.	Agendas Action Plans	Academy Health and Wellness Committee	9/2017	P
1,3	The Academy Avenue Primary School 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 Student Attendance	Principal, Volunteers	10/2017	P
1,2,3	Revisit and employ system-wide attendance protocols and create pathways for communications and family supports.	Student attendance will improve by the careful monitoring and assistance from the school office and its staff.	Aspen attendance records and supports	Principal, Office Staff, Families, PBIS Tier 2 Support Group	10/2018	P



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PROFESSIONAL DEVELOPMENT PLAN: 2017-2021

	Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
Professional Learning Communities (Summary of Focus Areas)	<ul style="list-style-type: none">• SMP/CPA/Guided Math Model work• Progress Monitoring Meetings• Data Meetings• SRSD Common Scoring School Safety / Crisis Response refreshers• Google Training	Agendas, Attendance, PLC Activity Logs	Building Staff	P
Additional PD Time / Team Time (Staff Meetings, Instructional Rounds, etc.)	As part of our school mission, we plan to continue to expand and enrich our students' access to 21 st century skills and technology in the classrooms. Our focus will remain looking at Rigor in the classroom. We will also add more emphasis to incorporate STEM and hands-on learning to promote problem-solving and critical thinking. We also plan to increase our time designated to SRSD across the grade levels to ensure consistency and carryover from grade to grade.	Reflecting back on our work here in the previous school improvement plan, we have come a great distance with developing infrastructure, devices, and software. Over the next few years, our goal is to increase the staff's capabilities with the new google platform, new software, and technology. We will continue to add to our work in STEM and expanding hands on integrated units.	Principal, Teachers	P



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Completed Tasks-ELA				
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 and best practices through collaboration.	PLC meeting agendas, meeting minutes and action plans	Principal, Teachers
1	Students in grades 1-4 will participate in a “walk to read” model utilizing block scheduling and Fall Benchmark data.	Students will be grouped according to assessments for targeted instruction at their instructional level	Assessment results and progress monitoring	Teachers
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-PLC	Principal, Teachers, Literacy Coach
Completed Tasks-Math				
1,2	Develop classroom student friendly “math boards” with math practices and other pertinent math	Curriculum on the Wall	PLC Agendas, Building Rounds	Administration, Teachers



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	information.			
1,2	Sharpen focus of PLCs to include: shared approached to math-related topics; share insights for improvement; analyze released MCAS math items in order to identify areas for improvement.	Increase communication; create a collaborative approach to best practices	Monitor discussions and progress via PLC attendance, notes	Administration, Teachers, Math Coaches
2	A minimum of 25% of PLC/staff meeting time will be dedicated to mathematics data inquiry, practices, standards including looking at student work.	Continue to use student work to gauge progress.	PLC Agenda and Staff Meetings	Administration, Teachers, Math Coaches, Curriculum Director
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 and current practice in the field.	Look for evidence of adjusted instruction from research discussion in common meeting times and through classroom observation.	Principal
1,2	Join ASCD to utilize resources and stay up to date on the latest research developments 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.	Principal
Completed Tasks-Family and Community Engagement				



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1,3	Form partnerships with Weymouth High School programs.	WHS volunteers help in the following past events: Monster Mash, Weycathalon, the Tri-School Track meet which was entirely operated by the WHS Track Team.	Expand the existing collaborative efforts with members of the high school community. We also partnered with the CTEE program with volunteers in our kindergarten classrooms. We hope to involve high school students and staff in our STEM initiatives this year.	Principal, All Staff
1,3	Create opportunities for families to engage in academic work with students.	We provided families with passwords/access to Pearson and other online resources (Other programs include Scholastic Reading Counts, Lexia Core 5 Bookflix and Trueflix).	Provide access to online technologies. We are in the process of scheduling some parent informational sessions for Lexia 5.	All Staff

Respectfully Submitted by. _____ Date: _____