



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021

Johnson Early Childhood Center

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 community.

DISTRICT THEORY OF ACTION

IF we increase collaborative problem solving among all educators, use data as part of an aligned system of curriculum, accountability and inquiry, and engage parents and community members as partners,

THEN we will elevate instructional practices, better personalize instruction, increase support to students, and produce learners who meet high standards and are prepared to succeed in college and career.

DISTRICT STRATEGIC LEVERS

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.

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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SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

It is the goal of the Johnson Early Childhood Center to continue the work around Accountable Talk so that our students have access to reciprocal learning interactions with their teachers and peers. The early Education curriculum, as presented, will capitalize on a student's intrinsic drive to learn in an environment where it is interactive and relational rather than through a mode that focuses on rote instruction. Rubrics in ELA and Math will be developed in order to create a system of reliable and valid data in which data driven instruction can be delivered.

We will continue to build the capacity for Pyramid Strategy Practices through PBS, continued staff training and expansion of our PBS leadership team. We will sustain student learning activities such as Super Friend Days and implement Mindfulness. This initiative will meet the social and emotional needs of all students and include parent engagement activities to improve upon the home to school connection.

Johnson Early Childhood Staff will enhance their technology skills through G-Suite Training to improve upon data collection abilities.

SCHOOL COUNCIL MEMBERSHIP

Maura Perez, Principal

Kathleen Yuskevicz, Teacher

Barbara Jacobs, Community Representative

Angela Belmonte, Parent

Mary Binda, Parent



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SCHOOL VISION NARRATIVE

It is the vision of the Johnson Early Childhood Center to provide a rich and supportive learning environment, provide materials and activities that support children's interest, and promote purposeful play. At the Johnson Early Childhood Center, all students will have access to the Common Core Curriculum in the least restrictive environment. Students will engage in meaningful activities designed to enhance the development of their language skills with a focus on rich vocabulary, which will lay the foundation of concept development for reading, writing, mathematics, science and social sciences. All students will develop independence in self-help skills, self-regulation and interpersonal skills which will contribute to their success as they transition to kindergarten and then to become productive citizens in our school, community.

Teachers will work to improve their practice through meaningful PLC's and continuous professional development focused on using data to improve student outcomes. They will receive the resources and support they need to work in a collegial environment, sharing best practices and current research focused on student achievement, regardless of ability, or cultural differences. Teachers will participate in a student focused assessment cycle targeted on continuous improvement.

The Johnson Early Childhood Center holds NAEYC accreditation and provides rigorous academic and social learning experiences to 206 students, (projected enrollment increase of 21%) aged 3-5 in inclusive and substantially separate settings. 42% of students have services through an IEP due to the presence of a disability. 25% of students are non-native speakers of English and 6% of families receive tuition assistance through the Department of Early Education and Care. We believe that if our students are guaranteed equal access to quality preschool education regardless of ability, language or socio-economic status, then they will be able to learn the foundational skills necessary to succeed in their later academic years and throughout their adult lives.

PERFORMANCE CHALLENGE

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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- 1. 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 ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
OWL Data Common assessments Batelle Teacher Assessments	As a result of the 5 Whys process, the root cause for this priority was the continued analysis of data based on common assessments to improve classroom instruction and individual student performance.	Do students at the Johnson Early Childhood Center have opportunity to engage in tiered literacy instruction? Is the staff working collaboratively to incorporate appropriate data when making instruction decisions?

THEORY OF ACTION

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



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1. 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 OWL assessments, progress reports and report cards.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Begin	Due	Complete
1,2	Teachers will participate in weekly PLC meetings with a focus on best practices and instructional strategies.	Change in format of meeting.	PLC meeting agendas, meeting minutes and action plans	Principals, Teachers	2017	6/2020	progressing
1,2	Provide professional development opportunities that promote inclusion	Incorporate techniques to meet the needs of all learners.	Classroom observations	Principal, Teachers, Therapists	2017	6/2021	progressing
1,2	Principal and teachers will collaborate to improve student performance in ELA.	ELA data review of OWL assessments	Classroom Observations	Principals, Teachers, Therapists	2017	6/2021	progressing
1	Continued collaboration with the Literacy Leadership team	Establish a Literacy Leader for the JECC.	Attendance at Literacy Leadership meetings. Reports to staff at PLC meetings.	Principal, Administration, Data coach, Literacy Leader	2017	6/2019	progressing
1,3	Evening literacy opportunities for families to attend with their children	Establish story hours to be held at the JECC 4x per year.	Parent and Child attendance	Principal, Teachers	2017	6/2018	progressing



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PERFORMANCE CHALLENGE

2. Increase student achievement in mathematics through carefully planned data analysis, and collaborative efforts leading to enhanced instructional focus on the MA Curriculum Frameworks and pedagogy, based on the standards of Mathematical Practices.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Common Assessments OWL Assessments Resource Guide to the 2011 MA 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 times 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 Johnson Early Childhood Center provides support for educators on how to effectively use data, the standards for mathematical practice, and appropriate use of the core program and supplemental materials to create a student centered learning environment, collaboratively build educator understanding of individual student learning needs, then we will see improved individual student performance in mathematics



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

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

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Begin	Due	Complete
1,2	Utilize Data Coaches to focus the data analysis of Mathematics	Additional math support through formal coaching with strategies specific to preschool.	Observation of teacher instruction	Principal, Administration	2017	6/2021	progressing
1,2	Incorporate math vocabulary and math concepts into monthly play themes and common areas	Math training and support for teaching staff	Student Assessments	Principal, Teachers	2017	6/2019	progressing
1,2	PLC's dedicated to mathematics data inquiry, practices and standards.	Change in format of meeting to include math inquiry	PLC meeting agendas, minutes and action plans	Principal, Teachers	2017	6/2021	progressing



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PERFORMANCE CHALLENGE

3. To improve and sustain communication and engagement between the Johnson Early Childhood Center families, staff and community.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Parent Café Attendance Open House Student Attendance Virtual Backpack Enrollment Data School Messenger Data Report Parent Council Data and Attendance Volunteer opportunities Enrichment opportunities for students and families	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 Johnson Early Childhood Center 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 Johnson Early Childhood Center staff and the community, then we will strengthen school/home relationships and increase academic readiness and participation in enrichment opportunities.



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3. OBJECTIVE /GOAL: To improve and sustain communication and engagement between the Johnson Early Childhood Center staff, families and community.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Begin	Due	Complete
2,3	Families will be informed and invited to attend school events such as: Parent Cafes (Parent Education), Parent Child Literacy Nights, Theme days, Open House	Flyers sent home, posted to the website and in virtual backpacks	Attendance at events	Principal, Staff	2017	6/2018	Met
3	Access and incorporate volunteer opportunities	Utilize volunteers to facilitate enrichment opportunities.	Attendance at events	Principal and Staff	2017	6/2021	progressing
3	Our school community will participate in charitable endeavors	Community Partnership projects include: Toys for Tots, Weymouth Food Pantry, Autism Awareness, Weymouth Market, Pennies for Patients, PJ Drive for Foster Kids	Family and student participation	Principal, Administration, Parent Council	2017	6/2018	met
1,3	Form partnerships with Weymouth High School programs and local colleges	We partner with the Weymouth High School CTE program and local area colleges to provide placement opportunities for students to complete field and Capstone work experience. We also provide community service opportunities for students to provide child care during monthly Parent Cafés.	WHS student participation	Principal	2017	12/2019	progressing



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PERFORMANCE CHALLENGE

4. Increase awareness, response and resources for social, emotional and behavioral needs, as well as create a positive, safe and healthy environment for all Johnson Early Childhood Center Students.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Batelle Second Step PBIS	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 Johnson have the opportunities and school-wide supports and programs to feel safe, supported and connected to the school? Does the school foster programs that promote school-wide interventions that improve the school climate? Are schools addressing students' well-being (emotional, social, and physical needs) as well as their academic needs? Does the staff have the tools, training, and programs needed to create warm and sensitive environments that impact a child's potential to learn?

THEORY OF ACTION

If schools provide environments that are warm, welcoming, and sensitive to student's 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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4. OBJECTIVE/GOAL: To better meet the emotional and behavioral needs of our students to enable them to achieve at their highest levels by providing supportive programs and practices that focus on building positive school culture and providing support to educators in understanding the impact of trauma on students' learning.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Begin	Due	Complete
1,2	Johnson ECC will continue training and implementation of PBS (Positive Behavioral Supports).	Rules, routines and school-wide expectations will result in positive school climate and decrease in negative school behavioral issues.	Student behavior data Survey of Staff Uniform ata	Administrati on, PBIS Leadership Team	2017	12/2020	progressing
1	Johnson ECC Leadership Team will continue to meet weekly to develop and improve upon best practices using data to inform decisions.	Shared PBS vision for school and increased understanding of PBIS for all stakeholders. Implementation of SWIS.	Action Plan items timeline completion	Administrati on, PBIS Leadership Team	2017	6/2021	progressing
1	Staff will participate in professional development to better understand the effects of trauma on students' learning.	Staff will become more aware and sensitive to meeting the emotional needs of students	Attendance, Agenda	Administrati on	2017	6/2021	progressing
1,2	Strengthen the Crisis Team's procedures and practices	Develop 4 meetings per year	Teacher feedback and observation	Principal, Teachers	2017	12/2018	progressing
1,2	The Johnson ECC will promote a safe, healthy school environment by supporting wellness, good nutrition, regular physical activities and	Staff will promote healthy living habits and incorporate Mindfulness into their	Agendas Action Plans	Principal, Teachers	2017	12/2018	progressing



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	mindfulness as part of the school environment	classroom routines.					
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PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021

Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
Trauma Training to better support students	BIR Data to show decrease in behavior interventions	Principal, Staff, Administration	2017-2021
Student Discourse specific to Math and ELA	Classroom observation, assessment data	Principal, Staff, Administration	2017-2021
District wide collaboration with Kindergarten programs to align curriculum and early education initiatives with the goal of Birth to Grade 3 alignment.	Meeting minutes, agendas, teacher feedback	Principal, Staff, Administration	2017-2021
G-Suite Training to enhance staff's technology skills and improve upon data collection abilities	Classroom observation, assessment of data collection	Principal, Technology Dept.	2017-2021

Respectfully Submitted on: September 26, 2018

Maura Perez, Principal

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