



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021 Frederick C Murphy Primary School

DISTRICT VISION

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

DISTRICT THEORY OF ACTION

IF we increase collaborative problem solving among all educators, 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.



School Improvement Plan – Frederick C. Murphy Primary School



ACHIEVEMENT DATA TARGETS

ELA

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	504.8	504.4	-0.4	505.8	104	1	No Change
Lowest Performing	492.2	494.2	2.0	497.3	20	2	Improved Below Target
High needs	490.7	492.7	2.0	492.1	52	4	Exceeded Target
Econ. Disadvantaged	494.1	499.1	5.0	495.1	34	4	Exceeded Target
EL and Former EL	-	-	-	-	3	-	-
Students w/ disabilities	478.4	482.1	3.7	480.2	27	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	0	-	-
Asian	-	-	-	-	4	-	-
Afr. Amer./Black	-	-	-	-	4	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	0	-	-
White	507.1	505.9	-1.2	508.4	82	0	Declined

The most recent **ELA** MCAS data indicates that the Murphy School **exceeded targets** for improved achievement among multiple subgroups, including high needs and economically disadvantaged. There was no change for All Students.

MATH

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	494.0	497.8	3.8	495.6	104	4	Exceeded Target
Lowest Performing	477.4	483.0	5.6	481.1	20	4	Exceeded Target
High needs	477.0	484.1	7.1	478.5	52	4	Exceeded Target
Econ. Disadvantaged	480.9	488.9	8.0	482.0	34	4	Exceeded Target
EL and Former EL	-	-	-	-	3	-	-
Students w/ disabilities	464.3	470.8	6.5	466.1	27	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	0	-	-
Asian	-	-	-	-	4	-	-
Afr. Amer./Black	-	-	-	-	4	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	0	-	-
White	496.8	499.0	2.2	498.3	82	4	Exceeded Target

The most recent **MATH** MCAS data indicates that the Murphy School **exceeded targets** for improved achievement among ALL subgroups, including high needs and economically disadvantaged.

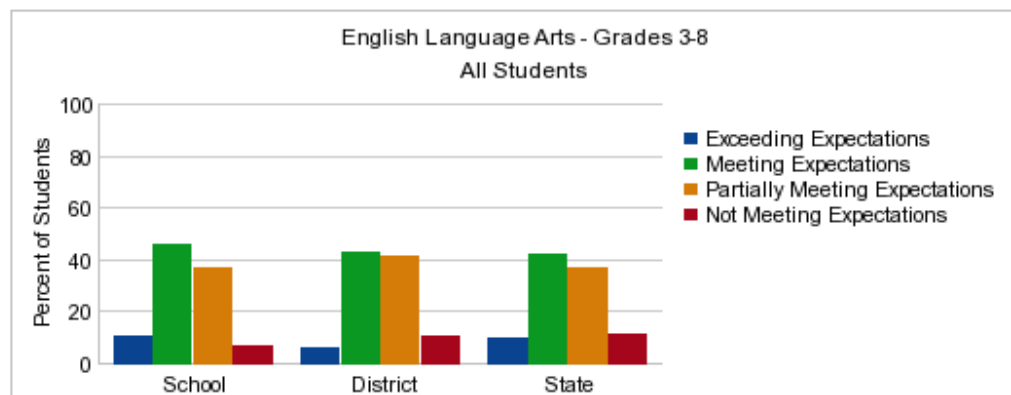


School Improvement Plan – Frederick C. Murphy Primary School



COMPARATIVE DATA

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	11	11	6	10
Meeting Expectations	48	46	43	42
Partially Meeting Expectations	38	37	41	37
Not Meeting Expectations	7	7	10	11
Total Included	104			



The most recent **ELA** MCAS data indicates that the **Murphy School** had 57% “Meeting Expectations” or “Exceeding Expectations” (all students) compared with 52% of the state. Our percentage of students “Partially Meeting Expectations” and “Not Meeting Expectations” was 44% compared with 48% of the state.

We continue to adjust and adapt our MTSS model to better meet individual student needs. We are also working with our special education department and Literacy Coach to improve performance with our special education and high needs students.

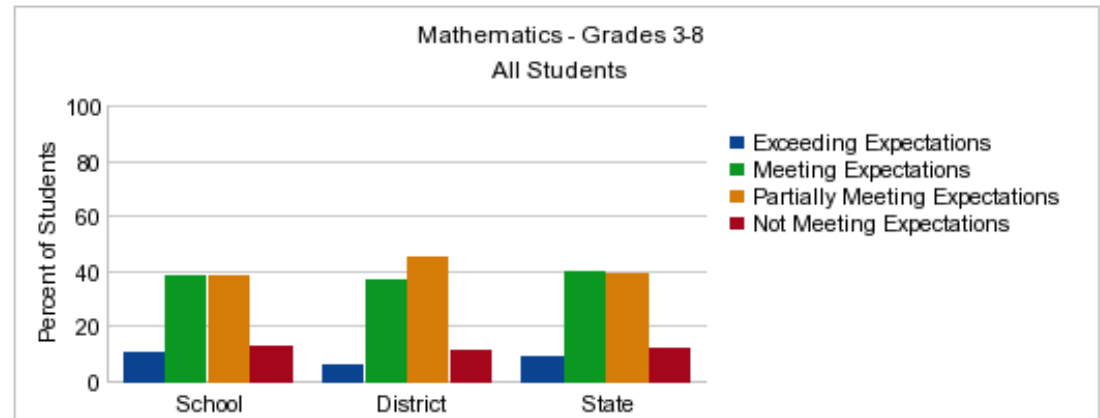
- In 2020, we aim to raise our percentage of students “Exceeding Expectations” to 15%, and we aim to raise our combined percentage of students “Meeting Expectations” or “Exceeding Expectations” to 70%.
- In 2020, we aim to reduce our students “Not Meeting Expectations” to 0%, and we aim to reduce our combined percentage of students “Not Meeting Expectations” or “Partially Meeting Expectations” to 30%.



School Improvement Plan – Frederick C. Murphy Primary School



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	11	11	6	9
Meeting Expectations	40	38	37	40
Partially Meeting Expectations	40	38	45	39
Not Meeting Expectations	13	12	12	12
Total Included	104			



The most recent **Math** MCAS data indicates that the **Murphy School** had 49% “Meeting Expectations” or “Exceeding Expectations” (all students) compared with 49% of the state. Our percentage of students “Partially Meeting Expectations” and “Not Meeting Expectations” was 50% compared to the state at 51%.

We continue to adjust and adapt our MTSS model to better meet individual student needs. We are also working with our special education department and Math Coaches to improve performance with our special education and high needs students.

- In 2020, we aim to raise our percentage of students “Exceeding Expectations” to 15%, and we aim to raise our combined percentage of students “Meeting Expectations” or “Exceeding Expectations” to 70%.
- In 2020, we aim to reduce our students “Not Meeting Expectations” to 0%, and we aim to reduce our combined percentage of students “Not Meeting Expectations” or “Partially Meeting Expectations” to 30%.

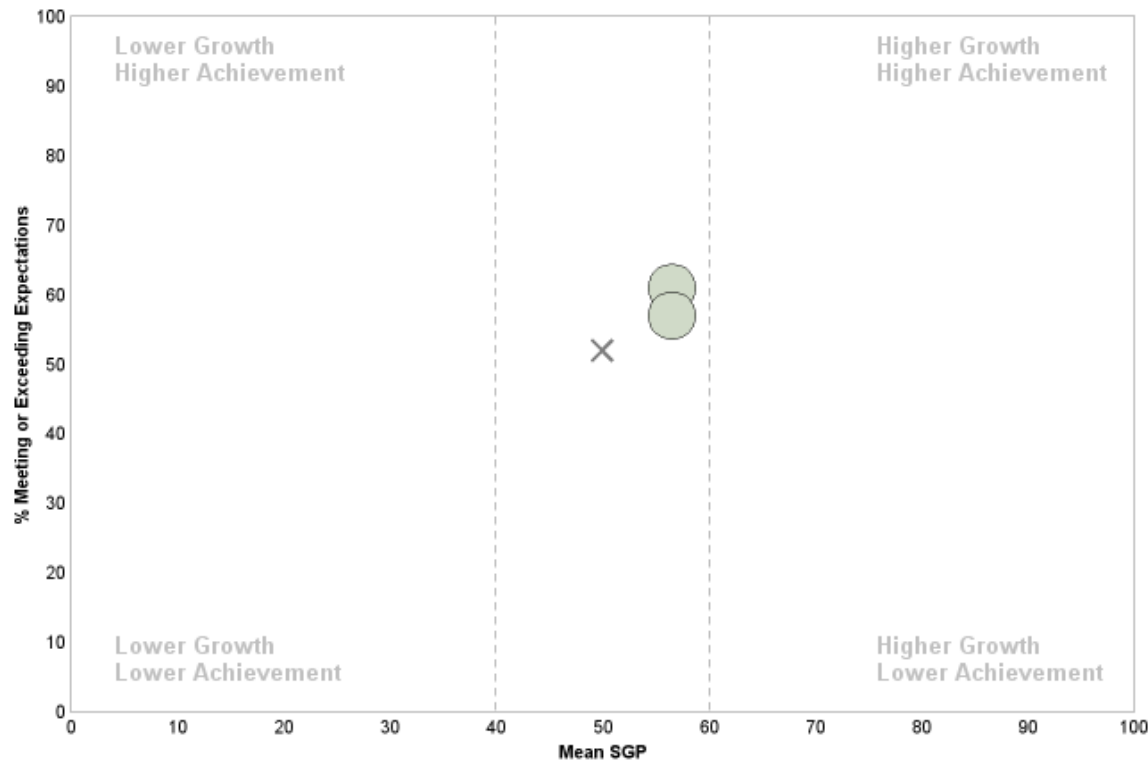


School Improvement Plan – Frederick C. Murphy Primary School



GROWTH DISTRIBUTION

ELA



Our mean SGP (student growth percentile) for ELA was 56.5 in 2019. This represented 61% Meeting or Exceeding Expectations.

We increased our SGP by 12.

We aim to increase our “Meeting or Exceeding Expectations” to 70% during SY 19-20.

		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
	Grade 4	56.5	50	61	51
	Grades 3-8	56.5	50	57	104

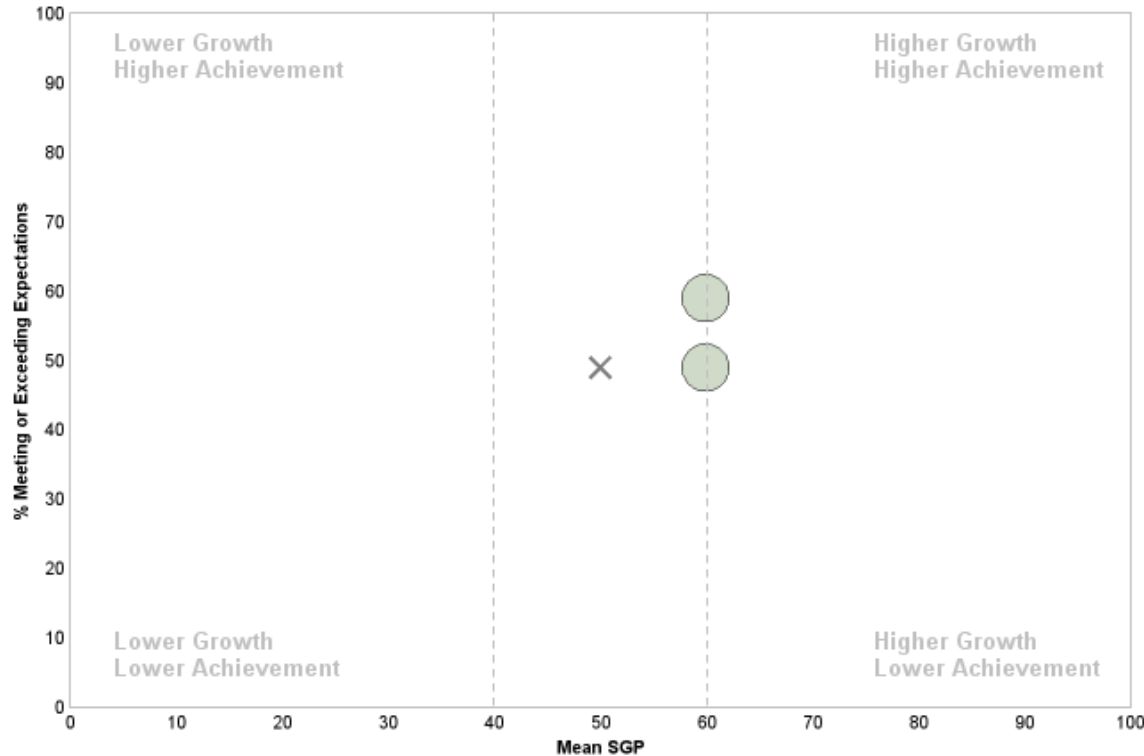
Mean student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.



School Improvement Plan – Frederick C. Murphy Primary School



Math



Our mean SGP (student growth percentile) for math was 59.9 in 2019. This represented 59% Meeting or Exceeding Expectations.

We increased SGP beyond our target (55).

We aim to increase our “Meeting or Exceeding Expectations” to 70% during SY 19-20.

		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
	Grade 4	59.9	49	59	51
	Grades 3-8	59.9	49	49	104

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



School Improvement Plan – Frederick C. Murphy Primary School



SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

The Frederick C. Murphy School's goal is to enhance technology skills and use for our staff, including aptitude with Google drive and chromebook devices in the classrooms. These skills will be taught to our students as they increase tools used for academic advancement and readiness for college and careers.

All of our classrooms will incorporate opportunities for students to engage in regular academic discourse practices. During our school-based teacher rounds, we will utilize carefully crafted Problems of Practice, such as: "What instructional strategies are being utilized to provide rigorous learning opportunities in our classrooms? What strategies need to be introduced or enhanced to increase the amount of rigor as it relates to student learning?"

Our staff will practice data-driven instruction in literacy and math, identifying and addressing the literacy needs of our early readers through the use of Lexia Core 5 and ECRI, and utilizing domain-specific math instruction, as needed. We will target specific student needs and incorporate a tiered instructional approach (RTI) in the areas of math and literacy.

We will expand our growth in social aptitude for our students through continued implementation of PBIS practices as well as classroom-based social/emotional group lessons. This process will be led by a team of staff members.

Lastly, we will continue to expand and celebrate our school-wide inclusive practices.



School Improvement Plan – Frederick C. Murphy Primary School



SCHOOL COUNCIL MEMBERSHIP

Date: September 2019

NAME	POSTION
<u>Patrick Costello</u>	<u>Principal</u>
<u>Christen Chadwick</u>	<u>Teacher</u>
<u>Karen Weber</u>	<u>Parent</u>
<u>Cathy Cleary</u>	<u>Parent</u>
<u>Lauren O'Connor</u>	<u>Community Representative</u>



School Improvement Plan – Frederick C. Murphy Primary School



SCHOOL VISION NARRATIVE

The “Back to the Future” protocol was conducted by our Murphy School Council on October 5, 2017. The vision detailed below represents a synthesis of various shared insights. This is a 5 year vision. Murphy School Council is comprised of three parents, two staff members, the principal and one community member.

As we look to continue to shape a vibrant future for all in the Murphy community, we believe it is imperative to make considerations for growth regarding students, staff and family/community engagement. In order to address the ever-changing demands of successful education, we will require sustainable approaches when it comes to: advancements in learning tools / materials, facility improvements (interior and exterior), additional current technology, staff development, use of student data and family engagement.

The Murphy School of 2022 will be more vibrant school building. The exterior of the building will host an expanded vegetable garden and perennial plants will line the apron in front of the building. Our outdoor classroom area will be maintained, as needed. Similarly, playground equipment will be modernized and mended, as needed. Improved lighting and signage will be added to pathways and parking lots surrounding the building, particularly around equipment and areas in front of the building that see frequent student use. Our traffic patterns for arrival and departure will be studied, maintained and improved, when necessary. The nurse’s office will be air conditioned. The classrooms will be freshly painted and antiquated equipment (i.e. mounted TVs) will be removed. Furniture will be age-appropriate and ergonomically correct. Floor tiles and countertops in classrooms and offices will be updated and fixtures in bathrooms will be replaced / repaired. We will continue to upgrade our technology infrastructure and technology training for both students and staff. Each classroom will host its own dedicated chromebook cart. Materials and opportunities will be added for students with disabilities (i.e. assistive software) and academically motivated students (i.e. enrichment). Additionally, we will target space and time for student leadership opportunities, including student council and mentorships.

The staff will enjoy expanded opportunities for collaboration as they work with their new colleagues – additional Literacy and Math coaches, Science Specialists, Technology Integration specialists and additional Adjustment Counselors – in order to fully address the learning needs of each student. The promise of existing programs, including RTI and PBIS will be bolstered with the addition of these new positions. While we will continue to gather student data in the future, we will focus data training to allow teachers to rapidly tailor instruction in order to meet individual needs. In turn, we will aim to improve individual student growth and our overall performance meeting grade level standards.

Family/Community engagement will continue to be a component integral to the success of our learning community. We will increase the variety of opportunities for families to work in partnership with our staff to ensure that students have a “wrap around” educational experience, including periodic evenings for families to boost their comfort with curricular and academic topics. Additionally, we will increase opportunities for wellness and social/emotional education, volunteerism and college / career exposure. We will continue to improve / upgrade the sharing of information through our school website.

How do we get there?

We will look toward immediate success with an eye on sustainability. A variety of recent initiatives (including PBIS, Accountable Discourse, Social/Emotional Learning, Google suite) have woven together the strong foundation we will need going forward. We will continue to assess the success of our Math and Reading programs. And, we will continue to sharpen our RTI approach, analyzing a variety of data in order to serve the diverse needs of all learners in literacy and math. Through outreach to families and the community, we will continue to explore enrichment opportunities for students and to reinforce the fabric of a strong learning community for all. The essential resources we need to work toward our goals include: curriculum and academic material updates, resources for family involvement, district support around technology training and device upgrades, and staff development opportunities that adapt to our ever-changing needs, including currency with social/emotional readiness.



School Improvement Plan – Frederick C. Murphy Primary School



PERFORMANCE CHALLENGE - LITERACY

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
DIBELS i-Ready MCAS Curriculum Based Assessments Lexia	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.	Are students given the opportunity to demonstrate reading aptitude in a variety of ways? Does the entire staff of the Murphy school work collaboratively for multiple purposes, including effectively using data to analyze student progress and differentiate literacy-related instruction?

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.



School Improvement Plan – Frederick C. Murphy Primary School



OBJECTIVE / GOAL: To develop and maintain student-centered literacy instruction by:

- Providing support and professional development for educators regarding effective practices and data use
- Working to fortify educator understanding of individual student learning needs
- Improving individual student performance in literacy as measured by DIBELS, i-Ready, Lexia Core 5, standardized tests, curriculum based measures, progress reports and report cards.

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in progress C: Completed
1	Students in grades K-4 will continue MTSS, to include crossover grades where necessary, and make growth based on their individual levels.	Data will be used to place students in instructional groups – crossing over by grades, if necessary	Scheduled intervals to progress monitor students using DIBELS and reflect on current interventions being taught.	Staff Data Coaches, Literacy Coach	9/15/17	P
1	Develop walkthrough protocol/procedure to encourage open and timely dialogue regarding Literacy instruction as it relates to the School Improvement Plan	Feedback to allow for dialogue on potential instructional adjustments for the purpose of increased student learning	Scheduled visits, follow-up discussion and monitoring of learning outcomes	Principals/ Administrators, Coaches	9/2019	P
1,2	Increase timeliness of data analysis, variety of instructional practices and evaluation of formative assessments	Scheduled individual monthly meetings between principal and teachers	Use of calendar, log of meetings	Principal, Teachers	9/10/19	P
1,2	Collaborate by grade levels to analyze third and fourth grade MCAS items, challenging standards and data in order to identify areas for improvement.	Review data / create action steps during PLC time, including alignment of writing instruction to specific areas of need	Grade level writing assessments with a common rubric for analysis.	Grade level teachers, Literacy Coach, Admin	11/2017	P

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School Improvement Plan – Frederick C. Murphy Primary School



1,2	Provide opportunities for teachers to enhance their understanding of student learning in an inclusive co-teaching model	Differentiate instruction (and co-teaching) to meet the needs of all learners in the inclusion setting	Scheduled Inclusion co-planning, Classroom observations, Student data	Inclusion Team	9/2019	P
1,2	Educational leaders, including administrators, Curriculum Leaders, and teachers, will engage in practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning.	Participate in district-wide / school based Instructional Rounds based on problems of practice in Literacy.	Feedback / action steps as a result of the Instructional Rounds. Follow up with implementation of action steps.	Administration, Curriculum Directors, Lit coaches, Principal, staff	11/6/2017	P
1,2	Teachers will participate in PLCs with a focus on student work and best practice instructional strategies in Literacy.	Teachers will analyze student work (including writing) via specific SRSD framework.	PLC meeting agendas, meeting minutes and action plans	Principal, Teachers	9/15/17	P
1,2	Work collaboratively to develop standards-based lesson plans and utilize curriculum maps	Teachers will rely less on core programs and more on MA Frameworks to develop lessons, potentially using multiple resources	Curriculum Maps with Standards-Based Lessons	Teachers, Literacy Coach, Humanities Director	1/2019	P
1	Increase cross-curricular writing opportunities (integration of writing into multiple content areas)	Collaboration for planning and sharing best practices	Planning documents, completed writing assignments	Teachers, Coaches, Principal	9/12/19	P



School Improvement Plan – Frederick C. Murphy Primary School



1,2	Provide technology devices, (including increased access to Promethean boards) and trainings to support practices relevant to Literacy Instruction	Increase uses for Google accounts, mobile devices and projection equipment	Schedule that allows for sharing and equitable use of devices (students). Regular training for staff.	P. Costello, Building tech liaison, District personnel (IT)	9/4/2019	P
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School Improvement Plan – Frederick C. Murphy Primary School



PERFORMANCE CHALLENGE - MATHEMATICS

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

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
i-Ready Big Ideas Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities MCAS 2.0	As a result of the 5 WHYs process, the root cause determined for this priority was the continued 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 Murphy school provides support for educators to effectively use data and the standards for mathematical practice as well as the appropriate use of the core program and supplemental materials, then they will be equipped to identify performance trends, provide student-centered learning environments and guide improved individual student performance in mathematics.



School Improvement Plan – Frederick C. Murphy Primary School



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

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

District Lever 1,2,3	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	Guided math approach to meet the individual math needs of our students	Scheduled math blocks will include provisions / supplements to enhance knowledge of grade level concepts.	Common assessment usage at scheduled intervals, use of supplemental materials, as needed	STEM director, math coaches, Grade level teachers/staff	9/25/17	P
1,2	Walk to compute approach to meet the individual math needs of all students	Interventions will be provided for students in Grades 1-4 during “Walk to Math” at least 2 times per week.	Big Ideas math assessments, observation, computer-based assessments.	Grade level teachers/staff	9/25/17	P
1	District wide and building-based PD on: (1) Big Ideas curriculum, and (2) developing teacher ownership of the Standards for Mathematical Practice and CCSS which should be transferred to students for their own use and understanding	Regular attention, review and analysis of Standards and programs	Participation in sessions; discussions and demonstration of comprehension	Administration, All school staff	9/1/19	P



School Improvement Plan – Frederick C. Murphy Primary School



1,2	Utilize Big Ideas curriculum to develop a scope and sequence to match our instructional approach	Utilize collaborative time to discuss / share instructional math practices as they relate to the use of the core program supporting our standards based curriculum	Check sequence development and scope planning determining appropriate pacing and recording of notes to refine the use of the program and its ancillary resources	Grade Level Teachers, Principal, Math coaches	9/4/19	P
1,2	Use benchmark, diagnostic and progress monitoring assessments, when applicable, to gather data in all grades	Analyze collected data to discuss best practices and interventions in order to determine domain-specific instructional needs	Ensure all scheduled benchmark assessments are completed and progress monitoring is used to determine student intervention need and progress	Principal, Teachers, Coaches	10/2017	P
1,2	A minimum of 25% of PLC time will be dedicated to mathematics, including: data inquiry, practices, standards and viewing student work	Increase regularity for math focus during PLCs	Monitor progress via PLC attendance, notes/agendas in Google calendar	Principal, Teachers	9/2017	P
1	Develop math visuals throughout the building, including: stair backs, math vocab walls and “math boards” in classrooms	Collaborative, periodic review of current applicable information	Evidence of materials throughout the building	Teachers, math coach	9/2019	P



School Improvement Plan – Frederick C. Murphy Primary School



1,2	Students will take part in MCAS sample test items for math.	Staff will boost collection/creation of practice MCAS materials	Implementation of these test items during regularly scheduled assessments	Grades 3/4 teachers, STEM administrators, math coaches	1/10/18	P
1,2,3,	Collaborate by grade levels to analyze math MCAS questions, including word problems, to identify areas for improvement.	Discuss and implement strategies to enhance responses	Grade-wide assessments with a common rubric to track growth over the year.	Admin, teachers, math coach, literacy coach, data coach	12/2017	P
1,2	Increase timeliness of math data analysis, variety of instructional practices and evaluation of formative assessments	Scheduled individual monthly meetings between principal and teachers	Use of calendar, log of meetings	Principal, Teachers	9/10/19	P



School Improvement Plan – Frederick C. Murphy Primary School



PERFORMANCE CHALLENGE – FAMILY / COMMUNITY ENGAGEMENT

To improve and sustain communication and engagement between the Murphy Primary 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▪ Calendar of community/family events Enrichment opportunities Establishment of Community Partners	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 and to fortify our school’s position as a pillar in the community.	Does the Murphy School provide opportunities for family and community engagement with an academic focus for all families? Do the students and staff have opportunities to make connections with the community and to establish and reinforce their sense of Weymouth Pride?

THEORY OF ACTION

If we enhance communication between Murphy staff and the community, then we will strengthen school/home relationships and increase student attendance, academic readiness and participation in enrichment opportunities.



School Improvement Plan – Frederick C. Murphy Primary School



Objective / Goal: To enhance and sustain communication between Murphy 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	Target Start Date	Status P: Work in progress C: Completed
2,3	Families will be informed of important school events and news	Regular use of school social media; Periodic newsletters and resources	Regular additions to Twitter and Facebook; communications going home	P. Costello, Teachers, Adjustment counselor, nurse	9/19	P
1,3	Collaborate to create Primary School family academic events (district-wide)	Create offerings with an academic focus (i.e., Math Night, Career Night, STEM forum)	Participation in events	All District staff, including coaches & Primary Principals	9/17	P
2,3	Conduct a review of attendance data; engage/assist families of at-risk students	Assess family needs, address chronic student attendance issues, suggest additional services, as needed	Attendance reports / data trends; Bi-weekly meetings	Principal, psychologist, adjustment counselor, nurse	9/17	P
3	Access and incorporate volunteer opportunities	Utilize volunteers to allow targeted student skill practice (i.e. oral reading practice)	Schedule of volunteers	P. Costello, Grade level teachers	9/17	P
3	Our school community will participate in charitable endeavors	i.e. Coats for Kids, Pennies for Patients, Donation to Weymouth Food Pantry	Targeted recipients, scheduled "events"	All staff	12/17	P



School Improvement Plan – Frederick C. Murphy Primary School



1,3	We will host extra-curricular events designed to involve / engage student families	We will continue to host a variety of events, including: Math Night, Book Bingo, Trivia night, Holiday Party (Saturday), Art show, enrichment, running club	We plan to continue exploring new ways to engage families, including improved versions of previous events.	P. Costello, All Staff	10/17	p
1,3	We will provide enrichment opportunities, including Science programs, career-related (volunteer) speakers and community partners	We will work with Parent Council to continue to provide multiple enrichment opportunities.	We aim to incorporate additional community partners, including those related to our garden, outdoor classroom and energy-related initiatives connected to the upcoming Science standards	P. Costello, All Staff	9/17	P
1,3	Create opportunities for families to engage in academic work with students	Provide families with passwords/access to Pearson Successnet, Lexia and on-line math resources. Provide explanation for families related to working with students on academic tasks at home.	Access to supplemental resources; Schedule of parent informational sessions	P. Costello, All Staff	9/17	P



School Improvement Plan – Frederick C. Murphy Primary School



1,3	Form partnerships with Weymouth High School programs and community programs	Investigate and implement new ways to integrate volunteers (including HS students) into our school community (i.e service projects related to VIP and scouts).	We aim to continue the existing collaborative efforts with members of the high school community. We hope to involve high school students and staff in our STEM initiatives.	All Murphy Staff	9/2017	P
3	Identify and assist families in need	We will bolster our participation in the Backpack Food program	Weekly offerings will be sent home	Staff	11/19	P



School Improvement Plan – Frederick C. Murphy Primary School



PERFORMANCE CHALLENGE – SOCIAL / EMOTIONAL / BEHAVIORAL NEEDS

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

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Counseling referrals SIT referrals Behavioral Rounds referrals X2 / SWIS (PBIS) data Individual student data for behavior plan monitoring	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.	Does the Murphy 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?

THEORY OF ACTION

If we develop and implement programs to address social, emotional and behavioral needs, then our students will maintain health in these areas and a positive school culture will thrive.



School Improvement Plan – Frederick C. Murphy Primary School



OBJECTIVE/GOAL: To better meet the social emotional and behavioral needs of our students to support their greatest learning potential. Our schools enable students to achieve at their highest levels by providing supportive programs and practices that focus on building positive school culture and providing support to educators in understanding the impact of social emotional issues/trauma on students' learning.

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in progress C: Completed
1,2,3	Monitor a variety of school climate factors and implement changes, as needed	Implement a Murphy School Climate Committee to meet monthly	Meeting agendas / notes	Principal, Staff members	9/4/19	P
2,3	Continue to reduce chronic absenteeism	Build on our decline from last year through the use of heightened vigilance and working with families	Attendance data	Principal, Staff members	9/4/19	P
2	Murphy School PBIS Team will develop and monitor an SEL Action Plan for implementation and continuation of initiatives.	Shared SEL vision for school and increased understanding of SEL needs for all stakeholders.	Action Plan items, timeline completion	School-based PBIS Leadership Team	9/2019	P
2	A newly reformed Murphy School PBIS Leadership Team will refine implementation of routines and expectations	PBIS team will meet 2 times per month in order to support classroom implementation and plan school-wide assemblies	Student behavior data from X2/SWIS; universal routines	Administration, PBIS Leadership Team	9/19	P

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



School Improvement Plan – Frederick C. Murphy Primary School



1,2,3	Murphy School will refine our SIT and behavioral rounds processes to identify and provide appropriate supports for students with social/emotional needs.	Refinement of our process; Evaluation of gains / outcomes	SIT notes / analysis of behavior intervention data	SIT, Adjustment Counselor, teachers, principal	10/1/17	P
2	School Adjustment Counselor will provide individual and small group support to students in need of support in social skills, self-regulation, problem solving and emotional expression using programs such as Zones of Regulation.	Students will understand and utilize the strategies needed in interpreting social and emotional cues and respond appropriately. Student success will be increased.	Student performance and observations of teacher and support staff	Adjustment counselor	9/15/17	P
3	Murphy School will revitalize 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.	Group Rosters Attendance	Staff, Parent Volunteers, BOKS Trainers	Fall 2017	P
1,2	Staff will participate in professional development to better understand social emotional issues, including the effects of trauma on students' learning.	Staff will become more aware and sensitive to meeting the emotional needs of students.	Attendance Agenda	Administration, Principals	Ongoing	P



School Improvement Plan – Frederick C. Murphy Primary School



3	Identify and assist families in need of support with appropriately matched resources	We will work with families to connect with outside agencies and to attend SE-related info sessions	Contact with families	Adjustment Counselor, School Psychologist, Principal	9/17	P
1,2	Collaborate with district SEL curriculum staff to assess and address needs	Create opportunities for an SEL coaching cycle in classrooms	Schedule for coach; collaborative debrief time	Murphy Staff; District SEL staff	9/2019	P



School Improvement Plan – Frederick C. Murphy Primary School



PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021			
Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
Murphy School will implement and sustain additional Professional Development opportunities focused on data inquiry and analysis, particularly with regard to mathematical standards, discourse and instruction.	Scheduled PD, PLC, staff meetings; Building-based Instructional Rounds; MCAS 2.0 (growth); iReady data; Curriculum-based assessment data	P. Costello, All staff, Math coaches, Literacy coach	Ongoing, 2017-2021 (weekly PLCs, monthly staff meeting, scheduled PD)
Murphy School will further our SRSD implementation with further trainings and shared best practices by teachers during PLC and peer observation sessions	Attendance at trainings; Regularly planned and executed SRSD writing instruction; Scheduled classroom peer observation of writing instruction	All Murphy Teachers, Literacy Leadership Team	Ongoing, 2017-2021
Murphy School will incorporate additional opportunities for community interactions and volunteers in the classroom. We will research and discuss appropriate opportunities for our school.	Discussion and planning of scheduled opportunities for community interactions and classroom volunteers	P. Costello, All staff	Ongoing, 2017-2021 (monthly PLCs)
Murphy School will bolster Family Engagement opportunities in a variety of meaningful ways. We will plan and execute curriculum nights to bridge the home-school connection and support the extension of academic skills at home.	Scheduled and executed events	P. Costello, All staff	Ongoing, 2017-2021



School Improvement Plan – Frederick C. Murphy Primary School



Murphy School will include insights from all staff (i.e. feedback surveys) as we sustain implementation of a “Social/Emotional Rounds” Team in order to address targeted behaviors as well as the overall social / emotional well-being of our school community.	Weekly “Rounds” team meetings;	P.Costello, S. Cassidy, B. Kealey, R. Healy	Weekly, 2017-2021
Murphy School will advance our PBIS program and increase the use of data-driven (SWIS) decisions to target needs and plan PBIS lessons.	Scheduled PBIS Team PLC meetings; Use of SWIS data; School-wide, feedback and support of implementation	Murphy PBIS Team	Daily, ongoing, 2017-2021

*Respectfully Submitted on: **November 9, 2017***

*Update – **September 2019***