



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021

Lawrence W. Pingree

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, 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 across all schools, better personalize instruction and supports for students; and produce students 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.

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

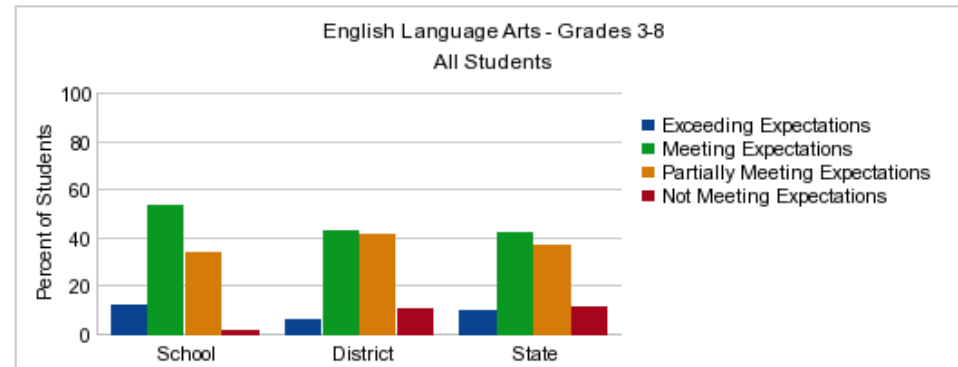


School Improvement Plan – Lawrence W. Pingree



MCAS ELA Comparative Achievement Level Data Grades 3 & 4

| English Language Arts | N Included | % School | % District | % State |
|--------------------------------|------------|----------|------------|---------|
| Exceeding Expectations | 9 | 12 | 6 | 10 |
| Meeting Expectations | 41 | 53 | 43 | 42 |
| Partially Meeting Expectations | 26 | 34 | 41 | 37 |
| Not Meeting Expectations | 1 | 1 | 10 | 11 |
| Total Included | 77 | | | |



The 2019 spring ELA MCAS data indicates that the **Pingree School** had 65% “Meeting Expectations” or “Exceeding Expectations” (all students) compared to the state’s 52% , an increase of 13% from 2018. Data also indicates 35% of our students “Partially Meeting Expectations” and “Not Meeting Expectations” is below the state’s 48%.

We continue to adjust and adapt our MTSS model to better meet individual student needs while increasing support through Title 1 funds. We are also working with our special education department, Title 1 MTSS Support Provider, and Literacy Coach to improve performance with our special education and high needs students increasing center based instruction.

Pingree’s goal for the 2018-2019 school year was to raise our combined percentage of students “Exceeding Expectations” and “Meeting Expectations” to 65%. Additionally, we aimed to reduce our combined percentage of students “Not Meeting Expectations” and “Partially Meeting Expectations” to 35%. **This goal was met.**

Pingree’s goal for the 2019-2020 school year is to raise our combined percentage of students “Exceeding Expectations” and “Meeting Expectations” to 70%. Additionally, we aimed to reduce our combined percentage of students “Not Meeting Expectations” and “Partially Meeting Expectations” to 25%.

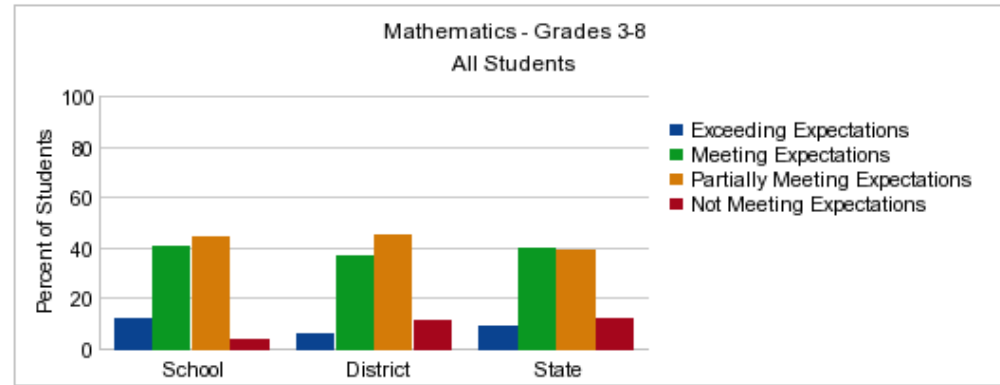
MCAS Math Comparative Achievement Level Data Grades 3 & 4



School Improvement Plan – Lawrence W. Pingree



| Mathematics | N Included | % School | % District | % State |
|--------------------------------|------------|----------|------------|---------|
| Exceeding Expectations | 9 | 12 | 6 | 9 |
| Meeting Expectations | 31 | 40 | 37 | 40 |
| Partially Meeting Expectations | 34 | 44 | 45 | 39 |
| Not Meeting Expectations | 3 | 4 | 12 | 12 |
| Total Included | 77 | | | |



The 2019 spring **Math** MCAS data indicates that the **Pingree School** had 52% “Meeting Expectations” or “Exceeding Expectations” just above the state’s 49% an increase of 11% from 2018. Our percentage of students “Partially Meeting Expectations” and “Not Meeting Expectations” was 48% just below the state’s 51% a decrease of 11% from 2018.

We continue to adjust and adapt our MTSS model to better meet individual student needs, broadening the math model into Grades K, 1, and 2 while intensifying support through Title 1 funds. We are also working with our special education department, Title 1 MTSS Support Provider, and Math Coach to improve performance with our special education and high needs students through center based instruction.

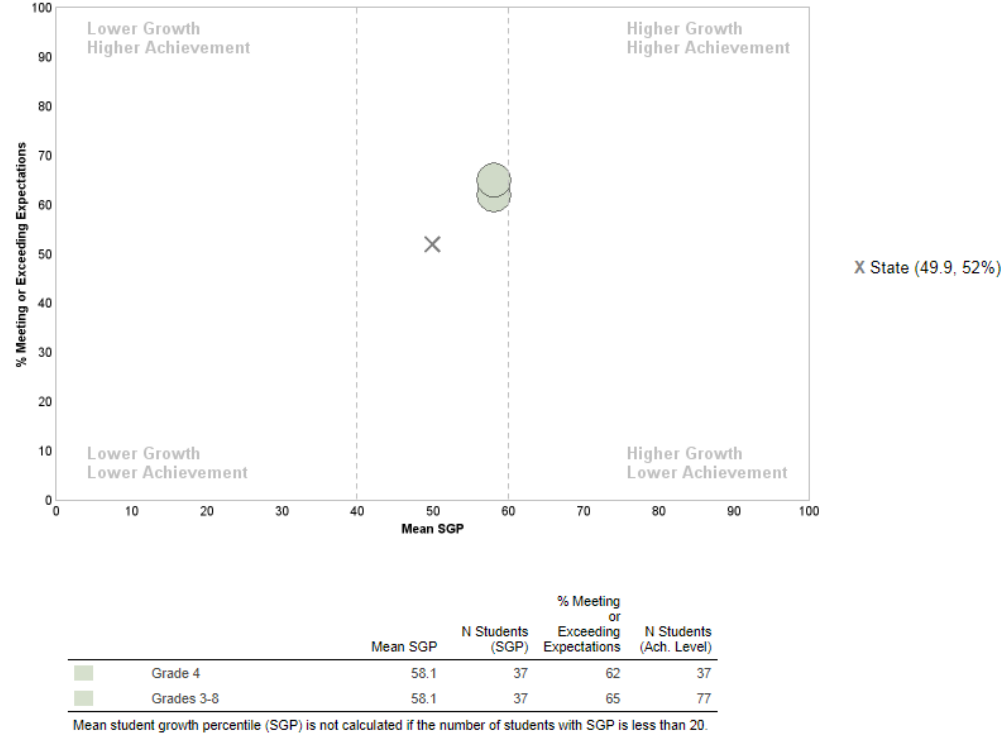
Pingree’s goal for the 2018-2019 school year is to raise our combined percentage of students “Exceeding Expectations” and “Meeting Expectations” to 60%. Additionally, we aim to reduce our combined percentage of students “Not Meeting Expectations” and “Partially Meeting Expectations” to 35%. Although we did not meet our Math achievement goal for 2018-2019 we have made gains while closing the achievement gaps.

Pingree’s goal for 2019-2020 school year is to raise our combined percentage of students “Exceeding Expectations” and “Meeting Expectations” to 65%. Additionally, we aim to reduce our combined percentage of students “Not Meeting Expectations” and “Partially Meeting Expectations” to 30%.

MCAS ELA Achievement and Growth Grades 3 & 4



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Pingree’s median SGP (student growth percentile) for ELA was 58.1 in 2019. This represented 62 % Meeting or Exceeding Expectations. This rate of growth signifies we performed above our target of 60%.

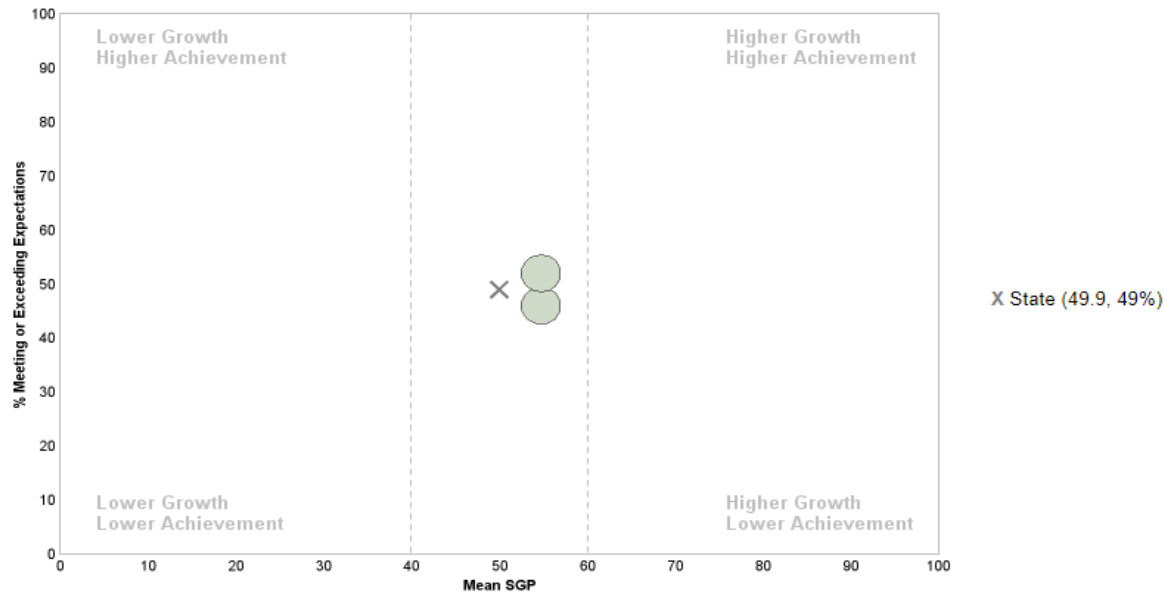
We aim to increase our percentage of students “meeting or exceeding expectations” to 70% during the 2019-2020 school year.

We will target student growth through careful examination of student performance data by domain and adapt instruction through our MTSS model and center based instruction in order to meet individual needs.

MCAS Math Achievement and Growth Grades 3 & 4



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| | Mean SGP | N Students (SGP) | % Meeting or Exceeding Expectations | N Students (Ach. Level) |
|------------|----------|------------------|-------------------------------------|-------------------------|
| Grade 4 | 54.7 | 36 | 46 | 37 |
| Grades 3-8 | 54.7 | 36 | 52 | 77 |

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

Pingree’s median SGP (student growth percentile) for Math was 54.7 in 2019. This represented 52 % Meeting or Exceeding Expectations. This rate of growth signifies we performed slightly below our target of 60%

We aim to increase our percentage of students “meeting or exceeding expectations” to 65% during the 2019-2020 school year.

We will target student growth through careful examination of student performance data by domain and adapt instruction through our MTSS model and center based instruction in order to meet individual needs.

SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

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



School Improvement Plan – Lawrence W. Pingree

The Lawrence W. Pingree's goal is to enhance technology skills and use for our staff, including aptitude with Google drive and chromebook devices in the classrooms.

All of our classrooms will incorporate opportunities for students to engage in Accountable Talk practices. During our school-based teacher rounds, we will utilize the District-wide problem of practice: "How are teachers providing students with opportunities to engage in higher level classroom talk resulting in students referencing content, information and standards? 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, SRSD, and math, addressing the literacy needs of our early readers through the use of Lexia Core 5, ECRI, and utilizing domain-specific math instruction, as needed.

We will expand our growth in social aptitude for our students through the adoption of PBIS. This process will be adopted over a four to five year span and will be led by a team of staff members.

PBIS
Peacebuilders
Accountable Talk
UDL
Growth Mindset
SRSD
Reading Street
Big Ideas
G Suite

SCHOOL COUNCIL MEMBERSHIP

School Council Meetings: October 22, 2019
February 24, 2020
May 26, 2020



School Improvement Plan – Lawrence W. Pingree



Name

Kathleen Guilfooy

Robin Duff

Michele Donehey

Jill Mullin

Brian Spitz

Elizabeth Spitz

Amanda Adams

Elaine Lane

Frances Malvesti

Noreen Coughan

| | <u>Position/Signature</u> |
|---------------|---------------------------|
| Principal | <u>Kath. Guilfooy</u> |
| Teacher | <u>Robin Duff</u> |
| Teacher | <u>Michele Donehey</u> |
| Teacher | <u>Jill Mullin</u> |
| Parent | <u>B Spitz</u> |
| Parent | <u>Elizabeth Spitz</u> |
| Parent | <u>Amanda Adams</u> |
| Community Rep | <u>Elaine Lane</u> |
| Community Rep | <u>Frances Malvesti</u> |
| Community Rep | <u>Noreen Coughan</u> |



School Improvement Plan – Lawrence W. Pingree



SCHOOL VISION NARRATIVE

Pingree School Council met to develop our school vision. We used the Back to the Future Protocol and envisioned our school five years from now. Members envisioned improved and increased access and use of technology in the K-4 classrooms for teachers and for individual students. The group has seen an increase in parent attendance and community involvement with school wide events and would see increased involvement with Parent Council and volunteerism. Communication between home and school would continue to include teacher and parent conferences, as well as ways to maintain communication utilizing our student data system and other technology. Council members also discussed that their vision would include increased technology and opportunities for students to engage in enrichment opportunities in all core subjects during the school day as well as academic supports being in place to meet the needs of our struggling students in academic areas.

PERFORMANCE CHALLENGE

1. 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 Lexia Core 5 MCAS Curriculum Based Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2017 Massachusetts Curriculum Frameworks for Students with Disabilities | As a result of the 5 WHYs process, the root cause determined for this priority was the continued analysis of data, based on common assessment to improve classroom instruction and individual student performance | Do the students at Lawrence W. Pingree 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



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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.

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 | Objective/Goal Action Steps/Tasks | Proposed Instructional Change | Plan for Measurement | Responsible Person / Team | Target Start Date | Targeted End Date |
|----------------|---|--|---|--|-------------------|-------------------|
| 1 | District wide PLC work on enhancing teacher ownership of the Standards for Literacy Practice, which should be transferred to students for their own use and understanding | Teachers will work collaboratively with colleagues to improve standards for literacy practice | Staff surveys, academic growth | Literacy Coach/Principal/Teachers | 9/2019 | 7/2021 |
| 1, 2 | Teachers will continue to participate in weekly grade level PLC meetings with focus on standards, student work, interventions, and <i>best practice</i> instructional strategies. | Teachers will intensely analyze data and student work. | Action Plans | Principal/Teachers/Literacy Coach/MTSS | 9/2017 | 7/2021 |
| 1, 2 | Students in grades K-4 will continue to participate in a “walk to read” model utilizing block scheduling. | Students will be grouped according to assessments for targeted instruction at their instructional level. | Assessment results and progress monitoring | Principal/Teachers/Literacy Coach/MTSS | 10/2017 | 7/2021 |
| 1 | Teachers will expand training to improve writing instruction. | Teachers will expand the Writing Instruction & Intervention <i>Self-</i> | Attendance records, implementation meeting agendas, pre and post writing scores | Principal/Teachers/Literacy Coach | 10/2017 | 7/2021 |

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| | | <i>Regulatory Strategy</i> Development for Teaching CCSS | using common rubrics | | | |
|--------|--|--|--|--|---------|--------|
| 1, 2 | Teachers will create standard-based writing lessons to increase performance in essay writing in response to text. | Teachers will work in grade level teams on: differentiated instruction focused on standards-aligned activities, SRSD-essay writing in Walk to Read groups, and increase student scoring of writing exemplar. | Pre-Assessment and Mid-Assessment Data, MCAS data analysis – Essay writing, and i-Ready data – achievement and growth | Principal/ Teachers/ Literacy Coach/ MTSS | 9/2018 | 7/2021 |
| 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 | Principal/ Teachers/ Literacy Coach | 10/2017 | 7/2021 |
| 1, 2 | K-2 Teachers will refine ECRI instruction to best meet the student needs. | Teachers will work in teams using common rubrics to assess student and differentiate instruction. | Assessment results and progress monitoring | Principal/Teachers/ Literacy Coach | 9/2018 | 7/2021 |
| 1,2 | Consistently review curriculum maps and scope and sequence to better utilize the district resources to match core standards and instructional approach | Refine instructional practices to implement standard based curriculum | Check sequence development and scope planning determining appropriate pacing. Recording of notes to further refine the use of resource | Teachers/Principal/ Literacy Coach/MTSS | 9/2018 | 7/2021 |
| 1,2, 3 | Provide professional development opportunities to implement google docs for staff communication and | Staff, students, and parents will have access to google docs to support literacy instruction. | Usage data Parent/Staff/Student feedback | Principal/ Teachers/Tech Assistant | 9/2017 | 7/2021 |

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|------|--|---|---|-------------------------------------|---------|--------|
| | collaboration; also, google classroom in order to ensure access for students and parents. | | | | | |
| 1,2 | A minimum of 25% of PLC time will be dedicated to ELA standard based instruction and SRSD data inquiry, practices, standards, and student work. | Teachers will work collaboratively with colleagues on literacy data, practices, standards, and student work. | PLC meeting agendas, meeting minutes and action plans | Literacy Coach//Principal /Teachers | 10/2017 | 7/2021 |
| 1, 2 | Organize students across the grade level (flexible grouping) based on strength and weaknesses within a particular unit and deliver differentiated center based instruction during the ELA block. | Teachers will work collaboratively with colleagues to identify differentiated means and methods and inclusive practices in the classroom. | Staff Feedback/ Classroom Observations | Literacy Coach/MTSS/ Teachers | 10/2017 | 7/2021 |
| 1,2 | Provide professional development and collaboration opportunities to consistently increase and embed Accountable Talk across all curricula. | Reflections, Action Plans, Strategies | Rubric, Classroom Observations | Literacy Coach/Math Coach | 9/2017 | 7/2021 |
| 3 | Teachers will provide parents and students access to on-line resources such as Lexia Core 5, Spell City, Read Theory, and Prodigy | Teachers will send home student log-in information for the Pearson website. | Usage data Parent/Staff/Student Feedback | Teachers | 9/2017 | 7/2021 |



School Improvement Plan – Lawrence W. Pingree



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 (include multiple sources when available) | ROOT CAUSES The 5 WHYs | PROBLEM OF PRACTICE |
|--|---|--|
| I-Ready MCAS Big Ideas Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2017 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 Pingree school 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, and awareness of grade level and building level performance trends, then we will see improved individual 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



School Improvement Plan – Lawrence W. Pingree



| District Lever | Objective/Goal Action Steps/Tasks | Proposed Instructional Change | Plan for Measurement | Responsible Person / Team | Target Start Date | Target End Date |
|----------------|---|--|--|--------------------------------------|-------------------|-----------------|
| 1 | District and School wide PD on developing teacher ownership of the Standards for Mathematical Practice, which should be transferred to students for their own use and understanding | Teachers will work collaboratively with colleagues to improve implementation of practice | Agendas, staff surveys, academic growth | Math Coach/Principal/Teachers | 9/2017 | 7/2021 |
| 1 | Develop classroom student friendly “concept boards” and/or “word walls with math practices and other pertinent math information | Teachers will work collaboratively with colleagues to develop applicable “math boards” and/or word walls. | Principal observations, products | Math Coach/Teachers | 9/2017 | 7/2021 |
| 1, 2 | Teacher in district-wide grade level teams conduct analysis of programs, resources and materials to enhance standard based instruction. | Teachers will work collaboratively with colleagues to enhance mathematical curriculum and pedagogy. | Agendas, material list, and action plans, data from School based & District Rounds | Math Coach/Principal/Teachers | 9/2017 | 7/2021 |
| 1,2 | A minimum of 25% of PLC time will be dedicated to mathematics data inquiry, practices, standards, and student work. | Teachers will work collaboratively with colleagues on mathematical data, practices, standards, and student work. | PLC meeting agendas, meeting minutes and action plans | Math Coach/Principal/Teachers/MTSS | 9/2017 | 7/2021 |
| 1, 2 | Students in grades K-4 will participate in a “Walk to Compute” model utilizing block scheduling. | Students will be grouped according to assessments for targeted instruction at their | Assessment results and progress monitoring | Principal/ Teachers/Math Coach/ MTSS | 10/2017 | 7/2021 |

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| | | instructional level | | | | |
|------|--|---|---|--|---------|--------|
| 1, 2 | Teachers will create standard based lessons to increase understanding and performance in content areas identified during MCAS through item analysis. | Teachers will work in grade level teams on: differentiated instruction focused on standards-aligned activities and center based activities during Tier 1 instruction. | Pre-Assessment and Mid-Assessment Data, MCAS data analysis, and i-Ready data – achievement and growth | Principal/Teachers / Math Coach/MTSS | 10/2018 | 7/2021 |
| 2 | Use benchmark, diagnostic and progress monitoring assessments to provide informative data in grades K-4 | Provide individualized, group, grade level and building wide instructional focus | Ensure all scheduled benchmark assessments are completed with red flags addressed and progress monitoring is used to determine student intervention need and progress | Teachers/ Specialists/Principal /MTSS/Math Coach | 10/2017 | 7/2021 |
| 1,2 | Improve content vocabulary through explicit instruction to support enhanced math instruction | Use of a three tier model to enhance understanding of low frequency words, ultimately improving vocabulary | Evidence of standard based lessons that involve the three tier approach and explicit math vocabulary instruction | Teachers/Principal/ MTSS/Math Coach | 10/2017 | 7/2021 |
| 1 | Analyze Math i-ready assessment data in grades 1-4 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 | Teachers/Principal/ MTSS/Math Coach | 9/2017 | 7/2021 |



School Improvement Plan – Lawrence W. Pingree



| | | | and future data | | | |
|------|---|--|---|--|--------|--------|
| 1,2 | Utilize Data Coaches to embed Mathematical Practices and directly focus the data analysis of Mathematics | Increased understanding of how to effectively and efficiently use data to improve student learning | Provide training and set goals for generating useful reports | Principal, Team/Data-Assessment Coordinator/Math Coach | 9/2017 | 7/2021 |
| 1, 2 | Organize students across the grade level (flexible grouping) based on strength and weaknesses within a particular unit and deliver differentiated center based instruction during the Math block. | Allow for easier opportunities to differentiate instruction providing deeper problem solving and appropriate rigor for students at their individual learning level | Check overall grade level and individual trends in achievement compared to previous years as well as current assessments | Teachers/MTSS/ Math Coach | 9/2018 | 7/2021 |
| 1,2 | Consistently review curriculum maps and scope and sequence to better utilize the district resources to match core standards and instructional approach | Refine instructional math practices to implement standard based curriculum | Check sequence development and scope planning determining appropriate pacing. Recording of notes to further refine the use of resources | Teachers/Principal/ Math Task Force/ Math Coach/MTSS | 9/2018 | 7/2021 |
| 3 | Teachers will provide parents and students access to the on-line resources | Teachers will send home student log-in information for the Envision website. | Usage data Parent/Staff/Student Feedback | Teachers | 9/2017 | 7/2021 |



School Improvement Plan – Lawrence W. Pingree



PERFORMANCE CHALLENGE

3. To improve and sustain communication and engagement between the Pingree School, staff, families, and community.

| SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED | ROOT CAUSES The 5 WHYS | PROBLEM OF PRACTICE |
|---|--|--|
| Student/Family Attendance Frequency / history of: <ul style="list-style-type: none">Virtual Backpack Enrollment DataSchool Messenger Data ReportParent Council Data and AttendanceSchool/Family EventsCharitable endeavorsVolunteer 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 Pingree 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 Pingree 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 Pingree School staff and the community in order to strengthen school/home relationships, increase student attendance, academic excellence, and participation in enrichment opportunities.

| District Lever | Objective/Goal Action Steps/Tasks | Proposed Instructional Change | Plan for Measurement | Responsible Person / Team | Target Start Date | Target End Date |
|-------------------|--------------------------------------|-------------------------------------|-------------------------|---------------------------|----------------------|--------------------|
|-------------------|--------------------------------------|-------------------------------------|-------------------------|---------------------------|----------------------|--------------------|

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|-----|--|--|---|--|--------|--------|
| 1,2 | Families will be informed of important school events and news | School Messenger/Electronic communication will be regularly posted to the web site | Timely additions | Webmaster/Principal/Administrative Assistant | 8/2017 | 7/2021 |
| 3 | Access and incorporate volunteer opportunities- RSVP, WHS students, Therapy handlers | Utilize volunteers to allow targeted students oral reading practice and meet social emotional needs | Scheduled meetings | Teachers/Principal/Volunteer co-coordinator/Volunteers | 8/2017 | 7/2021 |
| 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 | Teachers/Principal | 9/2017 | 7/2021 |
| 2,3 | Our school community will participate in charitable endeavors | i.e. G.I. Ginger Betty Foundation, Shoes That Fit Program, Adopt a Family, Pay it Forward, Donation to Weymouth Food Pantry, Little Free Library, Carepacks, Town of Weymouth Veteran's Agency | Targeted recipients, scheduled "events" | All staff | 9/2017 | 7/2021 |
| 1,3 | Collaborative Primary School parent evenings (district-wide) | Create offerings (i.e Parent University, FACE, Career Night) | Participation in events | All staff | 9/2017 | 7/2021 |



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|-----|--|--|---|-----------|---------|--------|
| 1,3 | Provide enrichment opportunities, including Science programs, career-related (volunteer) speakers and community partners | Provide multiple enrichment opportunities, after school clubs, Junior Achievement, etc. | Aim to incorporate additional community partners | All staff | 10/2017 | 7/2021 |
| 1,3 | We will host extra-curricular events designed to involve / engage student families | Host a variety of events, including: Summer Social, Barnes & Noble, ELA Event, Science event, International Night, Art show, Enrichment clubs, Boks, etc. | Continue exploring new ways to engage families, including improved versions of previous events. | All Staff | 8/2017 | 7/2021 |
| 1,3 | Create opportunities for families to engage in academic work with students | Provide academic information and expectations at Open House. Provide families with passwords/access to Lexia Core 5. Also provide parent resources in various ways for families to work with students on academic tasks at home. | Teachers present informational Power Point at Open House. Provide access to on line resources. | All staff | 9/2017 | 7/2021 |



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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 Pingree 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 Student Intervention Team Data Action Plan Analysis | 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 Pingree 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 students' social/emotional/physical needs, ALL students will have the necessary supports to grow and to thrive academically as well as developmentally.



School Improvement Plan – Lawrence W. Pingree



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 | Objective/Goal Action Steps/Tasks | Proposed Instructional Change | Plan for Measurement | Responsible Person / Team | Target Start Date | Target End Date |
|----------------|--|--|--|------------------------------------|-------------------|-----------------|
| 1 | School Leadership Team will participate in training and implementation of PBIS (Positive Behavioral Interventions and Supports). | Rules, routines and school-wide expectations will result in positive school climate and decrease in negative school behavioral issues. | Student Behavior Data from X2/SWIS, Survey of Staff | Principal/ PBIS Leadership Team | 8/2017 | 7/2021 |
| 1,2, 3 | Community and parent representative will join the PBIS Leadership Team. They will assist in developing PBIS Action Plan for implementation and continuation. | Shared PBIS vision for school and increased understanding of PBIS for all stakeholders. | Action Plan items timeline completion | Principal/ PBIS Leadership Team | 10/2017 | 7/2021 |
| 2,3 | Will continue to engage students in Second Step, Zones of Regulation, and Peacebuilders' curriculum to foster a safe, non-violent learning environment. | Build positive learning environment in classroom and school-wide | Completion of monthly themes, fewer office referrals | All Staff | 9/2017 | 7/2021 |
| 2,3 | Will continue to engage students in ROAR assemblies and activities that promote kindness to others. | Build positive learning environment in classroom and school-wide through Kindness Kickoff. | Completion of monthly themes | All Staff/Volunteers/Community | 9/2017 | 7/2021 |

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|------|--|--|---|---|---------|--------|
| 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 | Principal/ Adjustment Counselors/Nurse/SEL Coach | 1/2018 | 7/2021 |
| 2 | Will continue to provide a process to identify and provide appropriate supports for students with social/emotional needs through social/emotional action teams. | Teams meet and debrief regularly to look at procedures, attendance, behavioral issues, Social Emotional Rounds, and interventions as they relate to individual students progress and school culture. | Team Notes | SEL Coach/Nurse/Principal/Adjustment Counselors/School Psychologist | 9/2017 | 7/2021 |
| 1, 3 | Create student council to promote peer modeling | Council meets monthly with PBIS Leadership Team | Team Notes | Student Council Members/ PBIS Leadership Team/ Community Volunteer | 11/2017 | 7/2021 |
| 1,2 | 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. | 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 | Adjustment Counselors/Teachers | 9/2017 | 7/2021 |



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| 3 | 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 | Staff/ Parent Volunteers/ BOKS Trainers | 11/2017 | 7/2021 |
| 3 | Partnership with Ahold USA and Weymouth Food Pantry to implement Pay It Forward Program | Assess family need, create a food pantry | Targeted recipients | Ahold director/Principal/Teachers/ Weymouth Food pantry/Student Council | 9/2017 | 7/2021 |
| 3 | Will collaborate with Chartwell to provide BIC (Breakfast in the Classroom). | Students will actively participate in the BIC to increase academic success with a nutritious breakfast to optimize their learning. | Student participation, performance, academic growth, fewer visits to the school nurse, improved school attendance, less anxiety, depression, and hyperactivity. | Staff/Chartwell Cafeteria staff/Principal | 8/2017 | 7/2021 |
| 1, 3 | Identify and continue to form partnerships with registered therapy animal handlers to provide mental wellness. | Improve student confident, self-esteem, relieve anxiety, improve social skills, and improve academic growth. | Participation in small group and whole school therapy sessions | Handlers/ Principal/ Staff | 8/2017 | 7/2021 |
| 1, 3 | Form partnerships with Aspire Mental Health to provide on-site counseling for mental wellness. | Improve student confident, self-esteem, relieve | Parent Participation | Aspire/ Adjustment Counselors/Principal/All Staff | 8/2017 | 7/2021 |

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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| | | anxiety, improve social skills, and improve academic growth. | | | | |
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PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021

| Focus Area | Plan for Measurement | Responsible Person / Team | Timeline |
|------------|----------------------|---------------------------|----------|
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| K-2 Teachers will refine ECRI instruction to best meet the students' needs. | ECRI Rubrics/Classroom Observations/PLC Agendas | Literacy Coach/Teachers/MTSS/Principal | 2018-2021 |
| Teachers will expand training to improve differentiation, center-based instruction and promote inclusion. | Staff Feedback/ Classroom Observations/PLC Agendas/Staff Meeting Agendas | Literacy Coach/ Math Coach/Teachers/MTSS Support Staff | 2018-2021 |
| Teachers in district-wide grade level teams collaborate to enhance Math/ELA practices and center based instruction in Tier 1. | PLC meeting agendas, Building based Rounds, District Rounds, meeting minutes and action plans | Principal/ Math Coaches/Literacy Coaches/Teachers/MTSS Support Staff | 2018-2021 |
| Tier II PBIS Action Plan for implementation and continuation. | Action Plan items timeline completion | Principal/ PBIS Leadership Team/All Staff | 2018-2021 |

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| Teachers will analyze standardized assessment data to determine areas of weak ELA/Math performance and the root cause for these weaknesses. | PLC meeting agendas, meeting minutes and action plans | Principal/ Literacy Coach/Math Coach/Teachers/MTSS Support Staff | 2018-2021 |
| Teachers will continue to develop ownership of the standards for Literacy and Math practice, which will be transferred to students for their own use and understanding. | PLC Agendas, Staff Meeting Agendas, Academic Student Growth | Literacy Coach/Math Coach/Principal/Teachers | 2018-2021 |



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| Teachers will expand rigorous instructional practices through grade level building based rounds, classroom observations, district grade level PD and collaboration. | Shared grade level building based rounds, district PD, Feedback data, classroom observations | Principals/Teachers/Literacy & Math Coach | 2018-2021 |
| Staff will expand their understanding of the effects of trauma on students' learning. | PLCs, Building Based PD, Staff Meetings | Principal/SEL Coach/Adjustment Counselor/Teachers | 2018-2021 |

*Respectfully Submitted on: Kathleen Guilfooy, Principal
October 10, 2019*