



# WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

## School Improvement Plan – 2017-2021

### Abigail Adams Middle School

#### DISTRICT VISION

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

#### DISTRICT THEORY OF ACTION

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

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

#### DISTRICT STRATEGIC LEVERS

##### PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:

Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.

##### EFFECTIVE USE OF DATA:

Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.

##### PARENT AND COMMUNITY ENGAGEMENT:

Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.

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



# Abigail Adams School Improvement Plan –School



## Overall Performance

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	0	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	8	12	67.5	8	8	67.5
Growth	English language arts growth	2	4	-	3	4	-
	Mathematics growth	2	4	-	3	4	-
	Growth total	4	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	0	4	10.0
Weighted total		6.3	10.3	-	6.8	7.6	-
Percentage of possible points		61%		-	89%		-
Criterion-referenced target percentage		75%					
		Meeting targets					



## Progress towards improvement target

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



## Abigail Adams School Improvement Plan –School



Progress toward improvement targets				
Indicator		High needs Subgroup (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-
	Mathematics achievement	0	4	-
	Science achievement	4	4	-
	Achievement total	8	12	67.5
Growth	English language arts growth	2	4	-
	Mathematics growth	2	4	-
	Growth total	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency		English language proficiency total	-	-
Additional indicators	Chronic absenteeism	1	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	1	4	10.0
Weighted total		6.4	10.3	-
Percentage of possible points		62%		-
Criterion-referenced target percentage		62%		
		Partially meeting targets		
Subgroup percentile				
This group's overall performance relative to the performance of the same subgroup in schools administering similar assessments		26		





# Abigail Adams School Improvement Plan –School



## Subgroup Indicator Data

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school							<a href="#">About the Data</a>
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	495.0	499.1	4.1	497.0	882	4	Exceeded Target
Lowest Performing	473.8	480.6	6.8	479.1	110	4	Exceeded Target
High needs	486.8	490.6	3.8	488.8	408	4	Exceeded Target
Econ. Disadvantaged	488.4	492.0	3.6	490.0	304	4	Exceeded Target
EL and Former EL	485.6	491.0	5.4	487.2	81	4	Exceeded Target
Students w/disabilities	476.1	480.5	4.4	477.9	175	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	3	-	-
Asian	499.1	510.7	11.6	501.2	37	4	Exceeded Target
Afr. Amer./Black	486.6	490.1	3.5	488.2	62	4	Exceeded Target
Hispanic/Latino	488.1	493.6	5.5	489.8	89	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	490.5	505.5	15.0	492.1	29	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	496.4	499.9	3.5	498.5	661	4	Exceeded Target

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							<a href="#">About the Data</a>
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	495.7	493.4	-2.3	497.5	882	0	Declined
Lowest Performing	469.7	474.2	4.5	473.0	110	4	Exceeded Target
High needs	486.5	485.2	-1.3	488.4	408	0	Declined
Econ. Disadvantaged	487.2	485.8	-1.4	488.6	304	0	Declined
EL and Former EL	487.4	488.7	1.3	489.2	81	3	Met Target
Students w/disabilities	476.7	475.9	-0.8	478.8	175	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	3	-	-
Asian	509.5	514.6	5.1	511.8	37	4	Exceeded Target
Afr. Amer./Black	484.3	482.8	-1.5	486.1	62	0	Declined
Hispanic/Latino	489.6	487.6	-2.0	491.2	89	0	Declined
Multi-race, Non-Hisp./Lat.	490.4	496.7	6.3	491.9	29	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	496.6	493.9	-2.7	498.9	661	0	Declined



## Abigail Adams School Improvement Plan –School



Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	70.1	75.9	5.8	73.0	420	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	59.5	64.5	5.0	62.6	190	4	Exceeded Target
Econ. Disadvantaged	60.6	66.1	5.5	63.1	132	4	Exceeded Target
EL and Former EL	54.6	67.5	12.9	57.9	40	4	Exceeded Target
Students w/disabilities	44.6	53.9	9.3	48.1	89	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	17	-	-
Afr. Amer./Black	59.5	63.7	4.2	62.8	31	3	Met Target
Hispanic/Latino	59.9	73.8	13.9	63.0	42	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	15	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	71.1	75.8	4.7	74.3	314	4	Exceeded Target

DRAFT



# Abigail Adams School Improvement Plan –School



## Subgroup Growth Indicators

English language arts growth - Non-high school					<a href="#">About the Data</a>
Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	47.0	50.0	864	2	Below Target
Lowest Performing	59.1	50.0	110	3	Met Target
High needs	46.3	50.0	392	2	Below Target
Econ. Disadvantaged	46.2	50.0	293	2	Below Target
EL and Former EL	49.2	50.0	76	2	Below Target
Students w/disabilities	44.5	50.0	168	2	Below Target
Amer. Ind. or Alaska Nat.	-	-	3	-	-
Asian	54.5	50.0	35	3	Met Target
Afr. Amer./Black	43.1	50.0	61	2	Below Target
Hispanic/Latino	47.6	50.0	84	2	Below Target
Multi-race, Non-Hisp./Lat.	53.1	50.0	29	3	Met Target
Nat. Haw. or Pacif. Isl.	-	-	1	-	-
White	46.7	50.0	651	2	Below Target

Mathematics growth - Non-high school					<a href="#">About the Data</a>
Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	44.6	50.0	863	2	Below Target
Lowest Performing	53.0	50.0	110	3	Met Target
High needs	43.6	50.0	391	2	Below Target
Econ. Disadvantaged	43.4	50.0	294	2	Below Target
EL and Former EL	47.0	50.0	75	2	Below Target
Students w/disabilities	43.2	50.0	168	2	Below Target
Amer. Ind. or Alaska Nat.	-	-	3	-	-
Asian	56.9	50.0	34	3	Met Target
Afr. Amer./Black	39.1	50.0	61	1	Below Target
Hispanic/Latino	42.4	50.0	84	2	Below Target
Multi-race, Non-Hisp./Lat.	49.6	50.0	29	2	Below Target
Nat. Haw. or Pacif. Isl.	-	-	1	-	-
White	44.4	50.0	651	2	Below Target



# Abigail Adams School Improvement Plan –School



## Attendance and Participation

Chronic absenteeism - Non-high school							About the Data
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	9.8	10.6	-0.8	7.9	925	0	Declined
Lowest Performing	17.9	22.7	-4.8	13.2	110	0	Declined
High needs	17.3	17.3	0.0	15.0	422	1	No Change
Econ. Disadvantaged	18.3	20.4	-2.1	15.9	285	0	Declined
EL and Former EL	13.6	16.3	-2.7	9.9	98	0	Declined
Students w/disabilities	19.1	17.8	1.3	14.8	174	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	3	-	-
Asian	2.1	5.0	-2.9	0.0	40	0	Declined
Afr. Amer./Black	11.9	14.1	-2.2	8.0	71	0	Declined
Hispanic/Latino	19.3	17.3	2.0	15.9	98	2	Improved Below Target
Multi-race, Non-Hisp./Lat.	16.0	6.7	9.3	14.1	30	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	8.8	9.8	-1.0	6.2	682	0	Declined

Assessment participation															About the Data
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	902	901	100	Yes	1	902	901	100	Yes	1	432	431	100	Yes	1
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High needs	425	425	100	Yes	1	425	425	100	Yes	1	199	199	100	Yes	1
Econ. Disadvantaged	316	316	100	Yes	1	316	316	100	Yes	1	139	139	100	Yes	1
EL and Former EL	90	90	100	Yes	1	90	90	100	Yes	1	46	46	100	Yes	1
Students w/disabilities	180	180	100	Yes	1	180	180	100	Yes	1	91	91	100	Yes	1
Amer. Ind. or Alaska Nat.	3	-	-	-	-	3	-	-	-	-	1	-	-	-	-
Asian	38	38	100	Yes	1	38	38	100	Yes	1	17	-	-	-	-
Afr. Amer./Black	67	67	100	Yes	1	67	67	100	Yes	1	33	33	100	Yes	1
Hispanic/Latino	95	95	100	Yes	1	95	95	100	Yes	1	46	46	100	Yes	1
Multi-race, Non-Hisp./Lat.	30	29	97	Yes	1	30	29	97	Yes	1	15	-	-	-	-
Nat. Haw. or Pacif. Isl.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
White	668	668	100	Yes	1	668	668	100	Yes	1	320	319	100	Yes	1

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



## Abigail Adams School Improvement Plan –School



### SCHOOL COUNCIL MEMBERSHIP

NAME

POSTION

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

DRAFT





# Abigail Adams School Improvement Plan –School



## SCHOOL VISION NARRATIVE

### Adams Vision Narrative:

At Abigail Adams, our vision is to foster a positive, respectful, and healthy learning community for our diverse student body. Our students develop meaningful relationships and engage in valuable learning experiences through innovative approaches that promote creativity, critical thinking, confidence, and collaboration. As a result, Adams students become real-world problem solvers, active citizens, and lifelong learners.

#### Our Approach:

- Engage students in core academics through relevant, project-based learning experiences.
- Educate the whole child with emphasis on the importance of social, emotional, and physical well-being.
- Promote creativity and confidence through Fine and Performing Arts as an integral part of our school culture.
- Connect students to their peers, school, and community using an inclusive model in academic and extracurricular programs.

DRAFT



# Abigail Adams School Improvement Plan –School



## PERFORMANCE CHALLENGE

1. Improvement of English Language Arts writing and reading comprehension and develop and improve critical thinking, creativity, collaboration and communication skills performance for all students in all content areas.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
Dibels I-Ready MCAS Curriculum Based Assessments	Development of Standards Based common units and connected writing assessments coupled with analysis of common assessment from all students to improve instructional practices and inform curriculum development.	How do we increase collaborative time to develop curriculum, analyze data and create meaningful connected lessons?

## THEORY OF ACTION

IF we increase collaborative time teachers have to look at common data pools (I-Ready, MCAS Achievement, common benchmark assessments) and provide them with analysis tools, teachers will create meaningful interventions and differentiation.

In addition, IF we increase collaborative time teachers have to develop in-depth, connected and common learning experiences which are directly connected to the MA curriculum ELA frameworks...

THEN we will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed in reading, writing and comprehension.



## Abigail Adams School Improvement Plan –School



**OBJECTIVE / GOAL:** Expand teacher collaboration in content areas to enhance common assessment data analysis, curriculum development and develop connected in-depth reading and writing units and expand proven instructional strategies. As a result, teachers will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed.

District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person(s)	Target Start Date	Status P: Work in progress C: Completed
1,2	Utilize PLC time to develop and analyze common units based on frameworks	Develop lessons based on frameworks, not Reading street.	Data analysis work Advancement of IREADY and MCAS growth scores	Teacher content Teams, Literacy Coach Literacy Team Humanities Director	September 2017	Progress
1,2,3	Provide Multi-Tiered Intervention Support for all ELA students (MTSS)	Earlier intervention for identified students.	Progress monitoring I-Ready growth	Interventionist, MTSS coaches Literacy coach	September 2017	Progress (near 100%)
1,2	Expand professional develop with all staff with proven research based instructional strategies, i.e., Get the Jist, Click and Clunk etc.	Reading professional development for all staff.	Data analysis work Advancement of IREADY and MCAS growth scores	MTSS Team, The Hill, Principal, Humanities Director, Literacy Coach	January 2018	Progress
2	Provide dedicated content area time so teachers can analyze student work and assessment data and align curriculum	Content area dedicated time during release and building based PD time.	Differentiation and gap analysis actions	Literacy Coach, Humanities Director	January 2017	Progress
2	Creation of Humanities PLC's to align and develop curriculum units related to content frameworks.	Units aligned with Common Core Standards, not units driven by text books.	Data analysis work Advancement of IREADY and MCAS growth scores	Principal, Humanities Director, Literacy Coach	November 2017	Progress
1,2,3	Analyze current special education data and develop an inclusion task force to address gaps in achievement and move students toward a full inclusion environment.	Migrate special education instructional practices to move towards more inclusion	Data analysis work Advancement of IREADY and MCAS growth scores	Principal, Director of Special Education, Special Education task force	September 2018	Progress



## Abigail Adams School Improvement Plan –School



### PERFORMANCE CHALLENGE

2. Improvement of **Mathematics** Literacy and improve critical thinking, creativity, collaboration and communication skills performance for all students.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
I-Ready MCAS PARCC Common Assessments (when available) DDM Envision Math's common assessments	Development of common school based math benchmarks and analysis of common assessments from all students to improve instructional practices and inform curriculum development.	How do we increase collaborative time to develop curriculum, analyze data and create meaningful connected lessons?

### THEORY OF ACTION

IF we increase collaborative time teachers have to look at common data pools, i.e., Envision Math Assessments, I-Ready, PARCC and provide them with an analysis tools, teachers will create meaningful interventions and differentiation.

In addition, IF we increase collaborative time teachers have to develop in-depth, connected and common learning experiences which focus on basic math literacies, critical thinking, collaboration and problem solving skills...

THEN we will elevate instructional practices, better personalize instruction and supports for students; and produce students that meet high standards and are prepared to succeed in mathematics and problem solving.



## Abigail Adams School Improvement Plan –School



**OBJECTIVE / GOAL:** Expand teacher collaboration in content areas to enhance common assessment data analysis, curriculum development and develop connected in-depth critical thinking, problem solving and collaborative units that expand and amend the current Envision Math curriculum. As a result of this creative work, teachers will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to succeed.

District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person(s)	Target Start Date	Status P: Work in progress C: Completed
1,2,3	Provide Multi-Tiered Intervention Support for all Math students (MTSS)	Earlier intervention for identified students.	Progress monitoring I Ready growth	Interventionist, MTSS coaches Literacy coach, Principal	September 2018	Pilot only (Some progress)
1,2	Expand professionally develop all staff with proven research based instructional strategies for Math instruction, i.e., Math talk, etc.	Reading Professional development for all staff.	Data analysis work Advancement of IREADY and MCAS growth scores	Math Coach, Principal, STEM director	January 2018	Progress
2	Provide dedicated content area PLC time so teachers can analyze student work and assessment data and align curriculum	Content area dedicated time during release and building based PD time.	Differentiation and gap analysis actions	Data coaches, Principal teachers	September 2017	Progress
2	Creation of Math PLC's to align and develop curriculum units related to content frameworks.	Match math units aligned with current CCS	Data analysis work Advancement of IREADY and MCAS growth scores	PLC group, Directors of Humanities and STEM, Principal	September 2018	Progress
1,2	Increase the use of student discourse and collaboration	Increases the 4 C's	Increased engagement/collaboration	Principal, teachers, Literacy coaches	September 2018	Progress
1,2,3	Analyze current special education data and develop an inclusion task force to address gaps in achievement and move students toward a full inclusion environment.	Migrate special education instructional practices to move towards more inclusion	Data analysis work Advancement of IREADY and MCAS growth scores	Principal, Director of Special Education, Special Education task force	September 2018	Progress



## Abigail Adams School Improvement Plan –School



### PERFORMANCE CHALLENGE

3. Enhance and promote opportunities for parents/guardians, students and the community to engage in their child's education and positive school culture.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
ASPEN log in data Web Page traffic Review of Events Review of FACE events for community members. How teams communicate with parents. Traditional vs. 2.0 – information push	Communication needs to be multimodal – pushing out to both students, parents and community members at large in all types of media.	How do we increase effective communication and improve parent involvement and engagement?  How do we establish meaningful, sustainable relationship with community members and partners who ultimately will become invested in our school?

### THEORY OF ACTION

IF we help students understand their social, emotional and behavioral development,

THEN we will provide students with the tools necessary to maneuver adolescence and prepare them to overcome adversity with perseverance and effective effort.

**OBJECTIVE /GOAL:** To provide supports for students and staff to ensure parents are engaged in their child's education and social development. The goal is to provide opportunities for families, students and staff to engage with each other via community, cultural and educational events.



## Abigail Adams School Improvement Plan –School



District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person(s)	Target Start Date
1,2,3	<p>Continue to Increase transition activities between Adams and the eight elementary schools.</p> <ul style="list-style-type: none"><li>Administrative team to visit each primary school's fourth grade team to gather data and discuss programming in place at Adams.</li><li>Adams administration to visit schools with teams of graduated elementary alumni to be student ambassadors for transitioning fourth graders.</li><li>Fourth grade students will visit Adams in May/June to meet their prospective upperclassmen, be assigned a mentor and meet their future homeroom teachers.</li><li>Transitioning fourth grade students will come to a team building orientation in the summer.</li><li>Transitioning fourth grade students will be assigned a team of upperclassmen mentors who can help during the first few days of school.</li></ul>	Transitioning students will help parents understand more about Adams.	Increased achievement, decreased discipline, Feedback from students and parents.	Principal, Housemasters, Sped Chair	Implemented – adjusting practice
2,3	Initiate communication 2.0: Create a wide variety of electronic communication – social media, www site, txt etc.	Daily messages sent via para staff.	How many connections to the 2.0 there are, decrease amount of phone calls.	Administration Secretary Tech Specialist	January 2016 to January 2018
2,3	Continue to engage and encourage Parent Council and School Council participation.	Reach out to parents on a regular basis to become more involved. Encourage participation.	Increased participation	Principal – Co chairs.	January 2015 September 2016
3	Form a parent group to provide support for families of ELL students.	Form a network of support for families struggling with immigration and ELL barriers.	ELL, Access and increased family participation	Principal	January 2019

### PERFORMANCE CHALLENGE

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



## Abigail Adams School Improvement Plan –School



4. Create a safe and positive learning environment for all students which focuses on the Social/Emotional/Behavioral Development of our students.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
SWIS Data EWIS Data Disciplinary Data Attendance Data CPT Guidance Data	Abigail Adams will engage learners in social, emotional and behavioral learning strategies which promote skills development and emotional maturity.	How do we inform and help students understand the developmentally appropriate skills to navigate social, emotional and behavioral adversity they may face?

THEORY OF ACTION
<u>IF</u> we help students understand their social, emotional and behavioral development,  <u>THEN</u> we will provide students with the tools necessary to maneuver adolescence and prepare them to overcome adversity with perseverance and effective effort.





## Abigail Adams School Improvement Plan –School



**OBJECTIVE /GOAL:** To provide supports for students and staff to build a culture of tolerance and understanding at Abigail Adams through social-emotional development of our students and professional development of staff.

District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person(s)	Target Start Date
1,2	Develop and implement middle level advisory to enhance student teacher relationships and foster a community of trust.	Department/Team Time Guidance will implement such programs in the classroom in conjunction with the teaching staff	Observations Department Time Time with Guidance and Staff	Administration Guidance	Version 1.0 developed, currently being negotiated
1,2	Continue to implement PBIS in common areas and begin to track and analyze data to better school safety and environment.	School wide approach to positive behavior systems.	SWIS, EWIS and Snap	PBIS Team	September 2017
1,2	Professional development for teachers and staff regarding trauma sensitivity, growth mindset and mindfulness techniques and strategies.	Yearlong commitment to PD initiatives	Observation, reduced discipline OR's	Administration	September 2018
1,2	Coordinate wrap around services for students of high needs within the school day fostering relationships with outside service providers such as Weymouth Food Pantry, Quincy Family Resources, etc.	Incorporating parent assistance to help families and children within our schools	Observation, reduced discipline OR's increased achievement for at risk populations	Administration Guidance	September 2018



## Abigail Adams School Improvement Plan –School



### PROFESSIONAL DEVELOPMENT PLAN: 2016-21

Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
Massachusetts Tiered System of Support MTSS	Standardized testing I ready School based Assessment	MTSS team Principal Literacy Coach	In year 2 of 3 2019 Fully implemented
Positive Behavior Intervention System PBIS	Aspen Data Analysis SWIS	PBIS team Principal	In year 2 of 4 2019 Fully implemented
Social Emotional Learning <ul style="list-style-type: none"><li>Whole Child approach – Mindfulness and physical well-being</li><li>Growth Mindset Practices</li><li>Trauma Sensitive Practices</li></ul>	Aspen and Snap data Student surveys Parent Surveys	Principal Adjustment Counselors Assistant Superintendent	Develop in 2018-2019 Full implementation in 2019
Data and Curriculum <ul style="list-style-type: none"><li>Focus on Content Area Horizontally and Vertically – Data and intervention</li><li>Continue with evidenced based writing strategies</li><li>Data meetings and Data publishing</li><li>Math Leadership Team</li><li>Literacy Leadership Team</li><li>Curriculum writing during PD.</li></ul>	Math Coach SRSD coach Literacy Coach Principal	Math Coach SRSD coach Literacy Coach Principal Assistant Superintendent Data Manager	Initiated 2017 Through 2021



## Abigail Adams School Improvement Plan –School

---



Respectfully Submitted on. \_\_\_\_\_

DRAFT