



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021

Chapman

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; 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.
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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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Students in this school participated in 2018 Next Generation MCAS tests

Overall Performance

Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	—	2	4	—
	Mathematics achievement	2	4	—	4	4	—
	Science achievement	0	4	—	—	—	—
	Achievement total	2	12	67.5	6	8	87.5
Growth	English language arts growth	3	4	—	3	4	—
	Mathematics growth	2	4	—	3	4	—
	Growth total	5	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		2.5	10.3	—	5.4	7.6	—
Percentage of possible points		24%		42%		71%	
Criterion-referenced target percentage		Partially meeting targets					

Progress toward improvement targets		High needs Subgroup (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	—
	Mathematics achievement	0	4	—
	Science achievement	1	4	—
	Achievement total	1	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	0	4	—
	Advanced coursework completion	—	—	—
	Additional indicators total	0	4	10.0
Weighted total		1.6	10.3	—
Percentage of possible points		16%		
Criterion-referenced target percentage		16%		
Subgroup percentile		Partially meeting targets		
This group's overall performance relative to the performance of the same subgroup in schools administering similar assessments		9		

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Detailed data for each indicator

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	494.6	493.5	-1.1	496.6	841	0	Declined
Lowest Performing	468.6	469.5	0.9	473.9	108	2	Improved Below Target
High needs	486.1	483.2	-2.9	488.1	354	0	Declined
Econ. Disadvantaged	489.5	485.9	-3.6	491.1	254	0	Declined
EL and Former EL	487.1	478.2	-8.9	488.7	49	0	Declined
Students w/ disabilities	476.5	472.4	-4.1	478.3	153	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	503.0	502.8	-0.2	505.1	41	1	No Change
Afr. Amer./Black	489.8	484.1	-5.7	491.4	47	0	Declined
Hispanic/Latino	494.8	488.5	-6.3	496.5	58	0	Declined
Multi-race, Non-Hisp./Lat.	493.7	489.4	-4.3	495.3	31	0	Declined
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	494.5	494.3	-0.2	496.6	661	1	No Change

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	494.4	494.5	0.1	496.2	843	2	Improved Below Target
Lowest Performing	471.4	475.3	3.9	474.7	110	4	Exceeded Target
High needs	484.7	483.7	-1.0	486.6	355	0	Declined
Econ. Disadvantaged	488.8	486.6	-2.2	490.2	255	0	Declined
EL and Former EL	488.6	486.7	-1.9	490.4	49	0	Declined
Students w/ disabilities	473.1	472.0	-1.1	475.2	154	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	510.6	508.3	-2.3	512.9	41	3	Met Target
Afr. Amer./Black	484.4	484.4	0.0	486.2	47	1	No Change
Hispanic/Latino	488.8	486.4	-2.4	490.4	58	0	Declined
Multi-race, Non-Hisp./Lat.	498.5	490.3	-8.2	500.0	32	0	Declined
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	494.4	495.2	0.8	496.7	662	2	Improved Below Target



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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	68.7	64.5	-4.2	71.6	447	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	53.7	51.7	-2.0	56.8	187	1	No Change
Econ. Disadvantaged	57.9	56.3	-1.6	60.4	132	1	No Change
EL and Former EL	43.8	44.0	0.2	47.1	21	2	Improved Below Target
Students w/ disabilities	42.3	38.9	-3.4	45.8	83	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	77.2	84.8	7.6	80.9	23	4	Exceeded Target
Afr. Amer./Black	51.7	53.0	1.3	55.0	25	2	Improved Below Target
Hispanic/Latino	64.4	51.7	-12.7	67.5	29	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	21	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	69.9	64.8	-5.1	73.1	348	0	Declined

English language arts growth - Non-high school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	52.2	50.0	804	3	Met Target	
Lowest Performing	51.1	50.0	104	3	Met Target	
High needs	48.6	50.0	324	2	Below Target	
Econ. Disadvantaged	49.3	50.0	235	2	Below Target	
EL and Former EL	54.2	50.0	40	3	Met Target	
Students w/ disabilities	47.5	50.0	136	2	Below Target	
Amer. Ind. or Alaska Nat.	-	-	1	-	-	
Asian	59.5	50.0	40	3	Met Target	
Afr. Amer./Black	47.7	50.0	41	2	Below Target	
Hispanic/Latino	53.1	50.0	50	3	Met Target	
Multi-race, Non-Hisp./Lat.	45.9	50.0	30	2	Below Target	
Nat. Haw. or Pacif. Isl.	-	-	2	-	-	
White	52.3	50.0	640	3	Met Target	



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Mathematics growth - Non-high school					About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	48.8	50.0	803	2	Below Target
Lowest Performing	50.8	50.0	104	3	Met Target
High needs	46.3	50.0	322	2	Below Target
Econ. Disadvantaged	47.4	50.0	235	2	Below Target
EL and Former EL	54.2	50.0	40	3	Met Target
Students w/ disabilities	42.3	50.0	134	2	Below Target
Amer. Ind. or Alaska Nat.	-	-	1	-	-
Asian	46.4	50.0	40	2	Below Target
Afr. Amer/Black	48.1	50.0	40	2	Below Target
Hispanic/Latino	48.6	50.0	51	2	Below Target
Multi-race, Non-Hisp./Lat.	50.5	50.0	31	3	Met Target
Nat. Haw. or Pacif. Isl.	-	-	2	-	-
White	48.8	50.0	638	2	Below Target

Chronic absenteeism - Non-high school							About the Data
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	14.2	19.3	-5.1	12.3	901	0	Declined
Lowest Performing	22.3	32.7	-10.4	17.6	110	0	Declined
High needs	23.5	32.3	-8.8	21.2	387	0	Declined
Econ. Disadvantaged	23.8	35.1	-11.3	21.4	251	0	Declined
EL and Former EL	10.3	23.8	-13.5	6.6	63	0	Declined
Students w/ disabilities	28.7	35.1	-6.4	24.4	171	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	6.1	2.2	3.9	3.2	45	4	Exceeded Target
Afr. Amer/Black	15.1	28.6	-13.5	11.2	56	0	Declined
Hispanic/Latino	9.7	36.6	-26.9	6.3	71	0	Declined
Multi-race, Non-Hisp./Lat.	17.5	12.1	5.4	15.6	33	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	14.8	18.1	-3.3	12.2	682	0	Declined



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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	877	864	99	Yes	1	881	870	99	Yes	1	463	458	99	Yes	1
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High needs	387	375	97	Yes	1	388	377	97	Yes	1	201	197	98	Yes	1
Econ. Disadvantaged	279	268	96	Yes	1	280	270	96	Yes	1	145	141	97	Yes	1
EL and Former EL	62	62	100	Yes	1	62	62	100	Yes	1	25	25	100	Yes	1
Students w/ disabilities	172	164	95	Yes	1	172	165	96	Yes	1	93	91	98	Yes	1
Amer. Ind. or Alaska Nat.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
Asian	43	43	100	Yes	1	44	44	100	Yes	1	24	24	100	Yes	1
Afr. Amer./Black	50	49	98	Yes	1	50	49	98	Yes	1	27	27	100	Yes	1
Hispanic/Latino	67	64	96	Yes	1	67	64	96	Yes	1	33	31	97	Yes	2
Multi-race, Non-Hisp./Lat.	34	33	97	Yes	1	34	34	100	Yes	1	22	22	100	Yes	1
Nat. Haw. or Pacif. Isl.	2	-	-	-	-	2	-	-	-	-	1	-	-	-	-
White	680	672	99	Yes	1	681	674	99	Yes	1	356	353	99	Yes	1

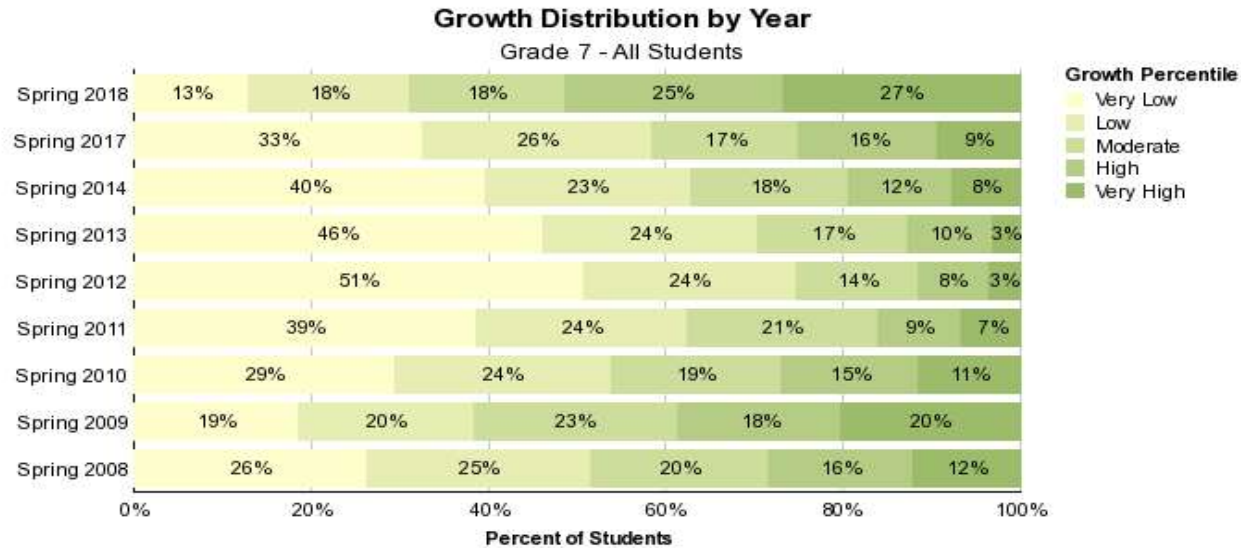


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Proficiency Gap Narrowing and Student Growth Percentile

Spring 2018 MCAS District Growth Distribution

ELA 2018



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

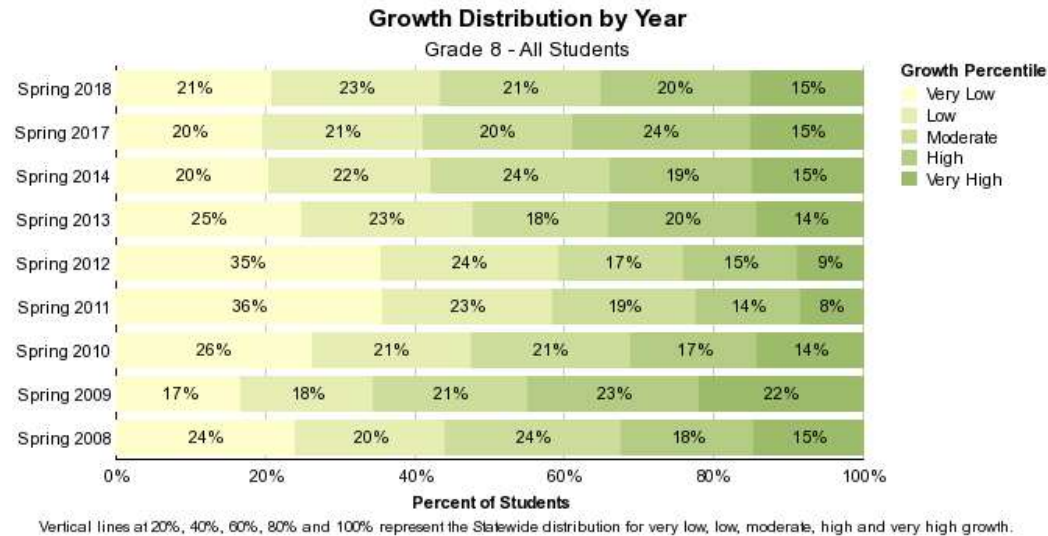
Test	Very Low	Low	Moderate	High	Very High	Median SGP	Mean SGP	N Students (SGP)	% Proficient or Higher	% Meeting or Exceeding Expectations	N Students (Ach. Level)	
Spring 2018	49	68	66	93	101		57.0	377			44	403
Spring 2017	144	114	73	69	41	34.0		441			32	466
Spring 2014	182	106	82	54	35	29.0		459	68			495
Spring 2013	221	115	81	46	15	23.0		478	60			513
Spring 2012	247	117	67	39	17	20.0		487	59			524
Spring 2011	193	119	107	47	33	29.0		499	69			523
Spring 2010	141	117	92	74	55	38.0		479	68			512
Spring 2009	84	90	105	83	92	50.0		454	71			492
Spring 2008	128	123	98	79	59	39.0		487	67			521

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



School Improvement Plan – Chapman

ELA 2018 cont.....



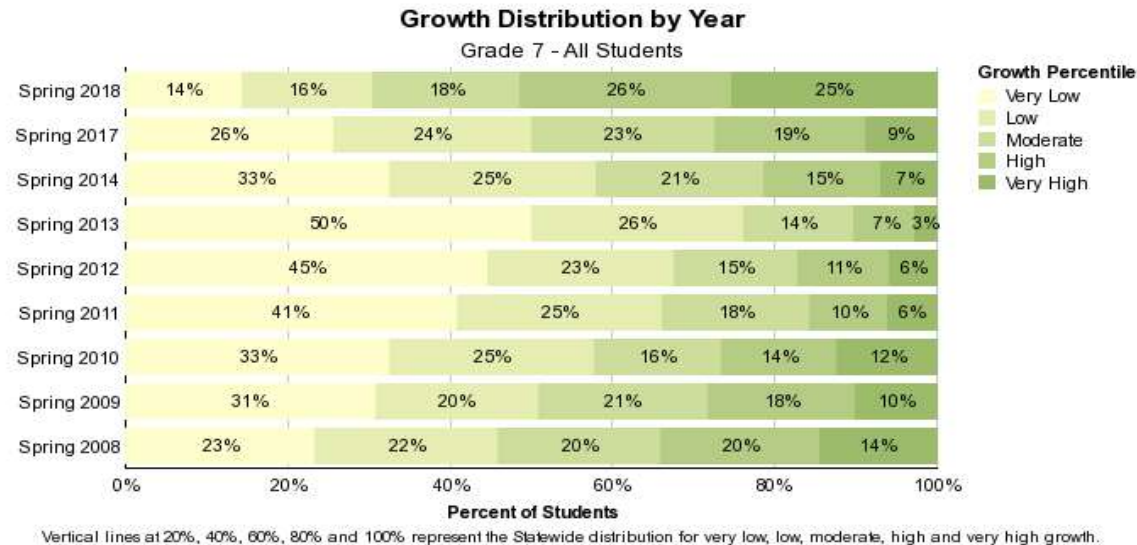
Test	Very Low	Low	Moderate	High	Very High	Median SGP	Mean SGP	N Students (SGP)	% Proficient or Higher	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Spring 2018	90	97	92	86	65		47.9	430		35	459
Spring 2017	81	88	82	98	62	50.0		411		47	436
Spring 2014	97	103	114	90	70	46.5		474	74		509
Spring 2013	119	111	87	96	68	42.0		481	73		509
Spring 2012	176	119	83	75	44	31.0		497	77		527
Spring 2011	171	108	92	67	40	31.0		478	73		509
Spring 2010	121	98	99	78	65	42.0		461	78		515
Spring 2009	83	87	103	114	108	55.0		495	81		541
Spring 2008	113	94	111	83	69	45.0		470	77		505

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



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Math 2018



Test	Very Low	Low	Moderate	High	Very High	Median SGP	Mean SGP	N Students (SGP)	% Proficient or Higher	% Meeting or Exceeding Expectations	N Students (Ach. Level)	
Spring 2018	54	61	68	99	95		57.3	377			46	409
Spring 2017	113	108	100	82	39	40.5		442			39	466
Spring 2014	148	116	94	66	31	34.0		455	37			490
Spring 2013	241	126	66	36	13	20.5		482	33			516
Spring 2012	218	112	74	56	28	24.0		488	36			524
Spring 2011	206	128	91	49	30	27.0		504	41			530
Spring 2010	157	122	75	69	59	33.5		482	43			513
Spring 2009	141	92	96	83	46	38.0		458	45			498
Spring 2008	114	109	98	95	70	44.0		486	41			519

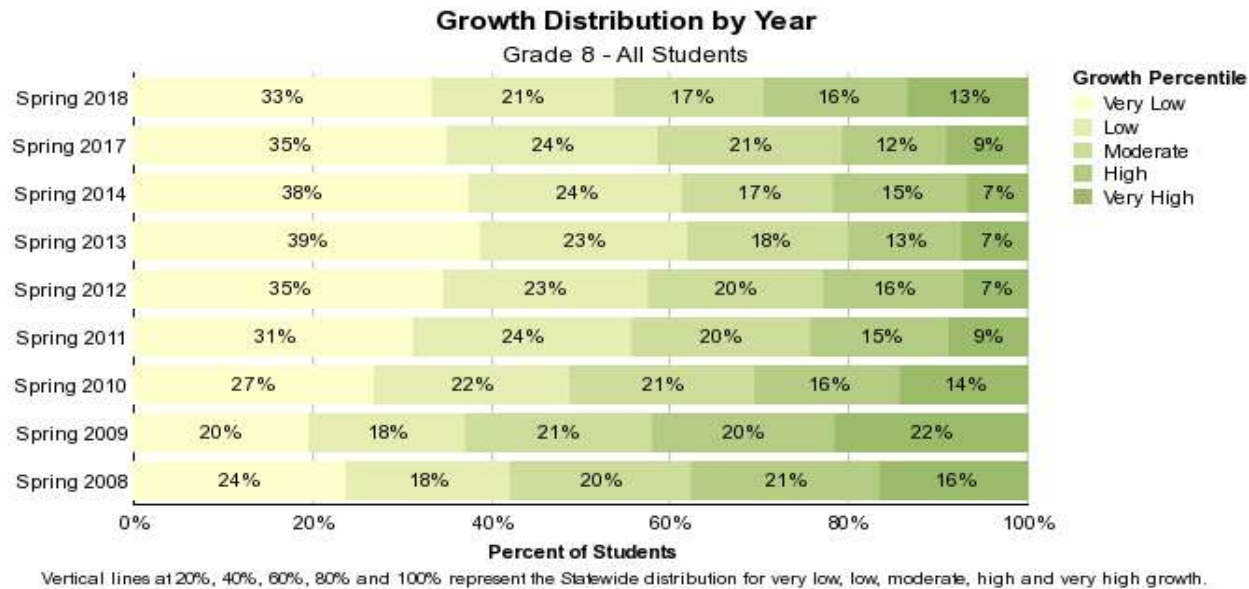
Aggregate student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.



School Improvement Plan – Chapman



Math 2018 cont...



Test	Very Low	Low	Moderate	High	Very High	Median SGP	Mean SGP	N Students (SGP)	% Proficient or Higher	% Meeting or Exceeding Expectations	N Students (Ach. Level)	
Spring 2018	143	88	72	69	57		41.1	429			36	459
Spring 2017	142	96	84	48	36	32.5		406			38	431
Spring 2014	179	114	80	72	32	30.0		477	31			508
Spring 2013	184	110	85	60	35	28.0		474	33			502
Spring 2012	174	115	99	78	36	33.0		502	43			529
Spring 2011	150	117	96	74	42	37.0		479	38			512
Spring 2010	125	103	96	76	66	41.0		466	46			516
Spring 2009	97	87	104	101	107	54.0		496	44			544
Spring 2008	111	86	95	99	77	47.0		468	46			503

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



School Improvement Plan – Chapman

SCHOOL COUNCIL MEMBERSHIP

<u>NAME</u>	<u>POSTION</u>
Jack Flood	Principal
Joseph Amoroso	Assistant Principal
Patricia Boucher	Teacher
Julie Clark	Teacher
Lori Butler	Parent
Amy Gildae	Parent
Robyn LaRaia	Parent
Jennifer Lavoie	Parent

SCHOOL VISION NARRATIVE

At the Maria Weston Chapman Middle School, our vision is to create a strong community both in and out of the school setting. We look to continue to foster a strong school culture that supports a positive, respectful and supportive learning community for all students. We look to support the academic growth of our students by supporting the social emotional development of our school community. Our vision is to support our student growth by helping them to build meaningful and supportive relationships with their teachers and peers. We expect an environment that promotes academic rigor and valuable learning experiences. We will strive to develop strong parent and community engagement that supports the goals and focus of our school. Ultimately, the focus of our school plan is to continue to support communication with home and the community and to focus our professional development time to support instruction that drives student growth and development academically and socially.



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PERFORMANCE CHALLENGE

1. The improvement of student literacy performance for all students through working within multiple disciplines to support comprehension and effective writing. This focus will improve student development in literacy through developed critical thinking and writing skills.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
iReady Statewide Assessments Common Assessments (Subject Specific) Curriculum Based Assessments SRSD (Self-Regulated Strategy Development)	Development and implementation of SRSD in all subject areas. Common use of SRSD in depth to develop strong writing and development. As well, the school will continue its focus on the use of Student Discourse and Close/Active Reading to support this vision and student success.	Chapman Campus must work to continue to provide educators the opportunities to review and analyze data to inform and drive their instruction. This will be done through team based data meetings with data coaches and department based data review with data coaches and the Assistant Directors of Curriculum. We believe that the practice of reviewing and effectively utilizing data to inform educators on meeting the educational needs of our students.

THEORY OF ACTION

IF Chapman works to increase collaborative problem solving among all educators; uses data as part of an aligned system of curriculum, and focus efforts in the area of literacy across all content areas,

THEN we will elevate instructional practices, better personalize instruction, increase support to students, and produce learners that meet high standards in literacy; reading, writing and comprehension and are prepared to succeed at Weymouth High School or other secondary school and beyond.



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OBJECTIVE / GOAL: To provide continued support for educators to collaborate in the effective use of data and to increase educator understanding of individual student learning needs and to improve individual student performance in literacy as measured by state-wide assessments, 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	Status P: Work in Progress C: Completed
1	Teachers will participate in Team and Department based PLCs and data meetings to review student results and needs.	Teachers will analyze student work and specific data such as iReady, SRSD samples and State-wide Assessments.	Data Meetings Department Meetings	Administration Teachers Data Coaches Assistant Directors	September 2017	P
1,2	Teachers will calibrate assessing student written language work.	Teachers will work to create common prompts to support work in SRSD and language work and promote the use of Accountable Talk and close/active reading to provide evidence and support for their writing.	Agreed upon writing prompts. Accountable talk strategies used Close and Active Reading in classes	Administration Teachers Assistant Directors SRSD Coaches	September 2017	P
1,2	Provide professional development opportunities that promote the use of data to inform instruction.	Teachers will analyze data and work to address specific needs through understanding specific student data.	Professional Development i-Ready Data EWIS and State Assessment	Administration Teachers District Leadership Assistant Directors	September 2017	P
1,2	Increase the amount of professional development around the use of SRSD	Teachers and staff will participate in Professional	Professional Development	Administration Teachers District Leadership	September 2017	P

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	in the classroom and continued to utilize student discourse and close and active reading to support student growth in literacy.	Development that supports the use of SRSD in the classroom.				
1,2	Teachers will meet with content departments on a regular basis.	Teachers will create common rubrics, common writing prompts and curriculum standard guides to support academic growth and development of students.	Teachers will work within departments	Administration Teachers	September 2017	P



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PERFORMANCE CHALLENGE

2. To 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 Practice

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
iReady Data State-wide Assessments Curriculum Based Assessments	The root cause determined for this priority was the development of scope and sequence, common benchmark assessments and the analysis of data to improve classroom instruction and individual student performance.	If the Chapman Middle School continues to support educators in the development of common benchmark assessments, the use of iReady data and how to effectively use data to build educator understanding of individual student learning needs and implement consistent pedagogy based on the Standards of Mathematical Practice then we will see continued improvement individual student performance and growth.

THEORY OF ACTION

IF Chapman works to increase collaborative problem solving among all educators; uses data as part of an aligned system of curriculum, and focus consistent pedagogy based on the Standards of Mathematical Practice,

THEN we will elevate instructional practices, better personalize instruction, increase support to students, and produce learners that meet high standards in mathematics and are prepared to succeed at Weymouth High School or other secondary school and beyond.



School Improvement Plan – Chapman



OBJECTIVE / GOAL: To provide support for educators on how to effectively use data and build educator understanding of individual student learning needs in order to improve individual student performance in mathematics and critical thinking as measured by standardize tests, curriculum based measures, common assessments, progress reports and report cards.

District Lever	Objective/ Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status P: Work in Progress C: Completed
1,2	Provide professional development opportunities that support the continued use of the Big Ideas Math program and the Standards of Mathematical Practice at Chapman.	Teachers will continue to develop, review and implement Big Ideas Math Program and the Standards of Mathematical Practice in the classroom.	Classroom Observations and Department time discussions Assistant Director Reviews	Administration Teachers Assistant Directors	September 2017	P
1,2	Provide professional development opportunities and work the District Data Director, Data and Assistant Curriculum Directors to promote the use of data such as iReady, State-wide Assessments and benchmark assessments to drive instruction.	Teachers will work collaboratively with colleagues, district data specialists, coaches and building based data coaches to increase the use of data to drive subject specific instruction.	PD Days Department and Team Discussions	Administration Teachers Assistant Directors	September 2017	P
1,2	Teachers will meet in content departments on a regular basis.	Continue to provide PLC time, coverage and release time to encourage teacher	Department time work product and notes	Administration Teachers Assistant Directors	September 2017	P

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		collaboration				
1,2,3	Review the continued and effective use of new MTSS Math Interventionist	Administration and teachers will work to continuously review the use of the MTSS Interventionists for our students who need more specific instruction. This will include push-in, pull-out, and afterschool support.	iReady data, state-wide assessment and teacher discussions	Administration Teachers MTSS Interventionist	September 2017	P
1,2	Provide professional development SRSD and student discourse and Conjecture Boards in Mathematics.	Teachers and Administration will work together during department time and professional development time to implement strong student discourse, Close/Active Reading and Conjecture board activities.	PD Days Department time Building Based PD	Administration Teachers Assistant Director	September 2017	P



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PERFORMANCE CHALLENGE

3. To create a more inclusive school culture for parents/guardians, students and the community. To develop and promote a school culture where all stakeholders feel welcomed to contribute to both the classroom and school as a whole.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
<p>Discussed and documented the need for frequent communication to parents regarding their middle school student.</p> <p>Reviewed the amount of in school opportunities for parents and the community to enter the Chapman building for events.</p> <p>Discussed with students and staff the need for positive student interactions through groups such as Student Council and ADL World of Difference</p>	<p>The middle school student is not effective in communication around school information and events.</p> <p>Parents are beginning to provide “space” to their student but still are in need of information regarding school.</p> <p>General feeling that information is not shared effectively.</p> <p>Continue to work to promote school culture through student voice.</p>	<p>We will continue to work to improve communication with parents and students.</p> <p>We will continue to develop programs that provide parent and student voice at Chapman.</p> <p>We will continue to bridge the gap between home and school by working to provide opportunities for the community to come into Chapman on a regular basis.</p> <p>We will work to provide opportunities for students to be involved in their school life and to be mentors to other students coming into Chapman.</p> <p>We will move towards a <i>Student-Led Parent Teacher Conference Model</i>.</p> <p>We will hold parent workshop on <i>Big Ideas Math</i></p>



School Improvement Plan – Chapman



THEORY OF ACTION

IF Chapman works to increase collaboration between home and school and focuses efforts to communicate effectively with parents and the community and expands opportunities for the community to come into the Chapman,

THEN we will elevate the sense of community and community involvement that leads to effectively supporting parents and students in their middle school years and leads to greater success for the student at Weymouth High School or any secondary school and beyond.

OBJECTIVE /GOAL: To enhance communication and collaboration between the Weymouth Middle School, Chapman Campus and the home and community; to create a student and parent culture of support and collaboration to increase student social emotional development and academic performance.

District Lever	Objective/ Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status P: Work in Progress C: Completed
1,2,3	Increase parent involvement in Parent Council and School Council at Chapman	Reach out to parents on a continual basis to be involved in these Councils	Parent Participation rate increase.	Principal	September 2017	P
2,3	Information is accessible for students, parents, and staff regarding important news and/or school events through the website and SchoolMessenger	Regularly update website with important information and send messages home when necessary.	Website review and training. Review messenger data.	Administration Secretary Tech Specialist	September 2017	P
2,3	Chapman will continue to develop a strong Student Council to give student voice to Chapman	Student council elections, growth, and development of the program.	Student involvement and evidence of Student voice through regular meetings	Staff Administration	November 2017	P
2,3	Chapman will develop a student to student ADL World of Difference Peer Program to support student voice and development of safe and supportive school culture	Selection and development of school mentors (ADL World of Difference)	Participation and vertical growth of the program	Principal Assistant Principal Staff	January 2018	P



School Improvement Plan – Chapman

2,3	Continued work to have staff utilize the Parent Portal at Chapman	Parents have access to x2 and continue training of staff to utilize the parent portal	Increase in parent use and increase in staff usage	Administration Parents Staff Assistant Directors	September 2017	P
3	Increase events in school that bring the community in to the building	Events that bring students, staff and parents together	Increase in school events every 6-8 weeks.	Staff Administration	September 2017	P

PERFORMANCE CHALLENGE

4. To create a school culture and climate that supports the social-emotional development of the middle school student.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
Supporting: Growth Mindset Student Council Involvement and Voice ADL World of Difference Program Positive Behavior Interventions and Support Grit / Resiliency in Students Trauma sensitive focus with students Student interest surveys and guidance data EWIS Data	Chapman will work to engage learners in academic and social behavior strategies that assist them in addressing and understanding cognitively complex tasks and help students build a strong growth mindset that supports their social, emotional and behavioral growth and development.	To develop a culture of support and growth for students and teachers that allows all students to access learning in the classroom and supports the district and building vision that all students graduate WPS with the academic skills, knowledge and mindset necessary to succeed and be prepared to overcome obstacles and tackle and solve the most important problems in our local and global communities

THEORY OF ACTION

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



School Improvement Plan – Chapman

IF we help students build a strong growth mindset that supports their social, emotional and behavioral development,

THEN we will provide students with the mindset and resiliency to engage and be successful in cognitively complex task that prepare them to overcome obstacles to prepare themselves for success at Weymouth High School or any secondary school and beyond.

OBJECTIVE /GOAL: To provide support for students and staff to build a growth mindset culture and climate at Chapman. This focus will assist students and staff in the age appropriate social-emotional development of our students and give them and understanding of how to apply growth mindset, grit and resiliency to their academic struggles and social-emotional development.

District Lever	Objective/ Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status P: Work in Progress C: Completed
1,3	Provide the guidance staff with time to develop and implement programs that support students growth and development	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	September 2017	P
1,2,3	Provide opportunity for teachers and guidance staff to work closely with one another on work around students growth and development	Department/VAT time will be used to work with staff on issues of growth and development of the middle school child.	Department time Observations and discussions	Guidance and Teaching Staff Administration	January 2017	P
1,3	Utilize professional development time to support development of mindset and trauma sensitive guidance curriculum to support needs and social emotional development of students	Department time, professional development time and guidance focus.	Professional Development Career Interest Data	Guidance and Teaching Staff Administration	September 2017	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 – Chapman

1,2,3	Continued Professional Development for teachers and staff in the implementation of Growth Mindset strategies in the classroom.	Continued professional development on mindset, grit and resiliency and how to support students in this area	Professional Development in Growth Mindset Department/Team time discussions Observations	Administration Assistant Directors	September 2017	P
1,2,3	Professional development in the area of Trauma Sensitive Schools to help staff understand the needs and behaviors of a trauma sensitive student.	Continued professional development and work on Trauma Sensitive Schools. Implementation of processes that support communication and knowledge around students in this area.	Continued Professional Development Observations and work with staff	Administration Staff SRO District Trainers	January 2017	P
1,2,3	Work to create a culture and climate in school that supports all students through the use of student council and ADL World of Difference	Student meetings with Administration, student organized events and voice.	Student Forums Student Run Events Student Voice	Administration Staff SRO Student Council ADL Group	January 2017	P

Respectfully Submitted: 11/28/18

Jack Flood

Principal

Maria Weston Chapman Middle School