



# WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

## School Improvement Planning at Chapman Middle School

December 6, 2018



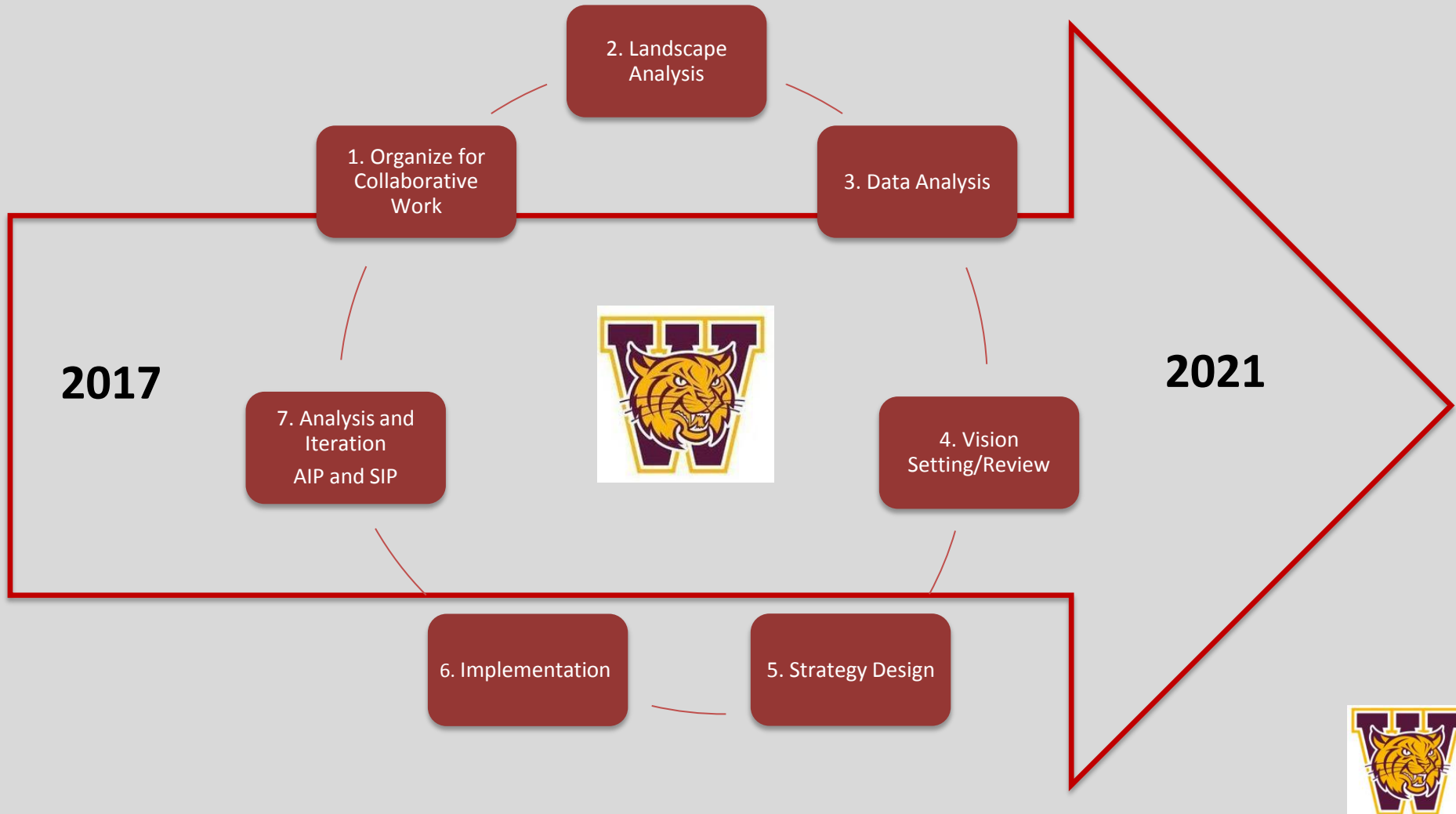
# Overview

- Summary of Student Performance Data
- Professional Practice Goal: Purpose
- Four Performance Challenges
  - 1) Literacy
  - 2) Mathematics
  - 3) Family Engagement
  - 4) Social, Emotional and Behavioral Development
- Accomplishments and Key Initiatives
- Resource Priorities



# Organizing for Improvement:

Process for 2017-2021



# Alignment with District Strategic Levers

- 1. PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:** Provide professional development and opportunities for collaboration that improve educator practice by focusing on the instructional core.
- 2. EFFECTIVE USE OF DATA:** Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.
- 3. PARENT AND COMMUNITY ENGAGEMENT:** Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.

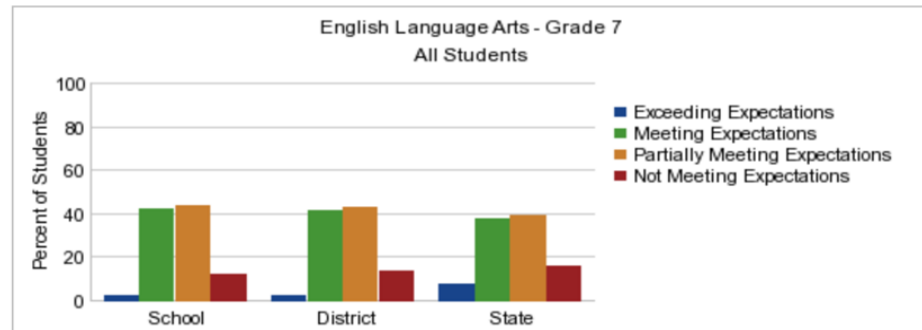


# **Analysis of Student Data**

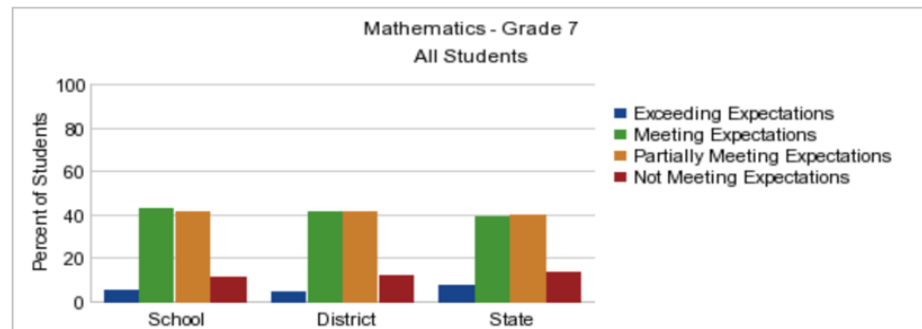
# Grade 7 Achievement Data (All Students)

## All Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	9	2	2	8
Meeting Expectations	165	42	41	38
Partially Meeting Expectations	171	44	43	39
Not Meeting Expectations	46	12	13	15
Total Included	391			



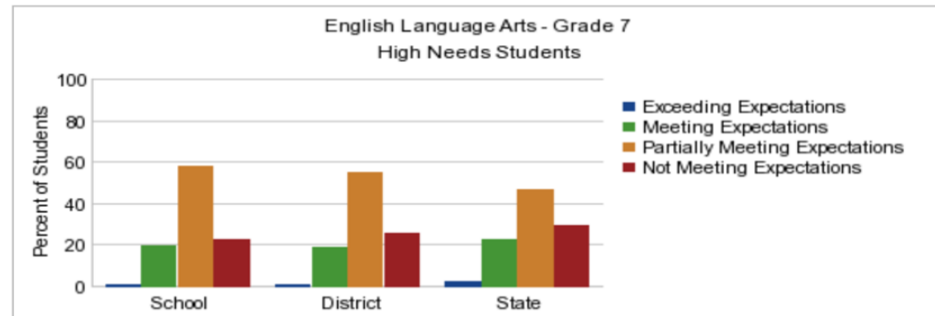
Mathematics	N Included	% School	% District	% State
Exceeding Expectations	20	5	5	7
Meeting Expectations	167	42	42	39
Partially Meeting Expectations	162	41	41	40
Not Meeting Expectations	44	11	12	14
Total Included	393			



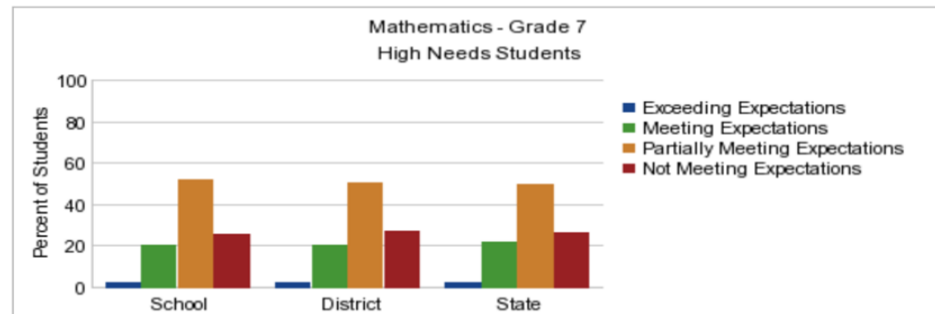
# Grade 7 Achievement Data (High Needs)

## High Needs Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	1	1	1	2
Meeting Expectations	32	19	19	22
Partially Meeting Expectations	95	58	55	46
Not Meeting Expectations	37	22	26	29
Total Included	165			



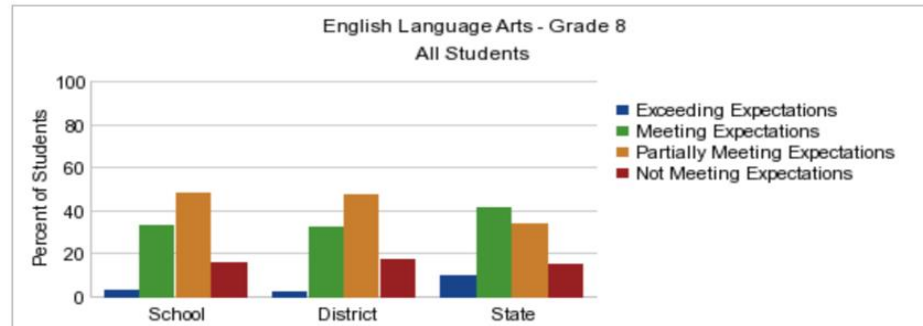
Mathematics	N Included	% School	% District	% State
Exceeding Expectations	4	2	2	2
Meeting Expectations	34	20	20	22
Partially Meeting Expectations	86	52	51	50
Not Meeting Expectations	42	25	27	26
Total Included	166			



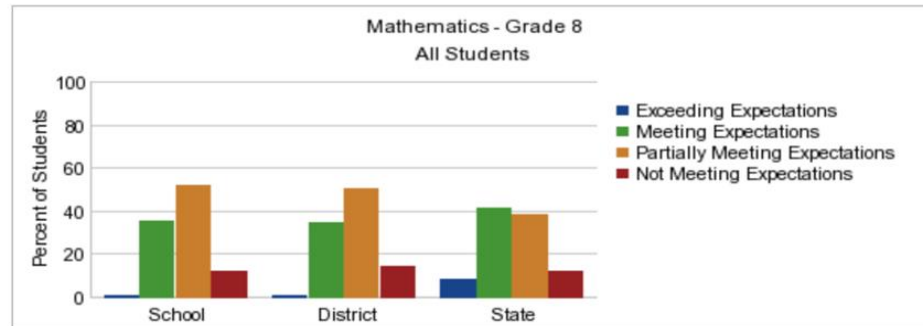
# Grade 8 Achievement Data (All Students)

## All Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	12	3	3	10
Meeting Expectations	149	33	33	41
Partially Meeting Expectations	214	48	47	34
Not Meeting Expectations	71	16	17	15
Total Included	446			



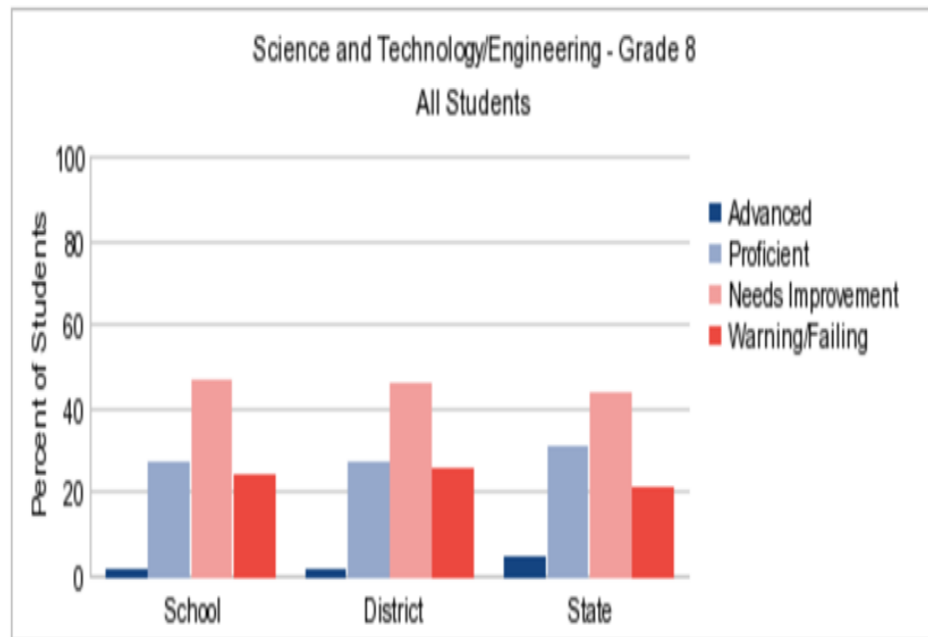
Mathematics	N Included	% School	% District	% State
Exceeding Expectations	4	1	1	8
Meeting Expectations	159	36	35	41
Partially Meeting Expectations	230	52	50	38
Not Meeting Expectations	53	12	14	12
Total Included	446			





# Grade 8 Achievement Data (All Students) Cont...

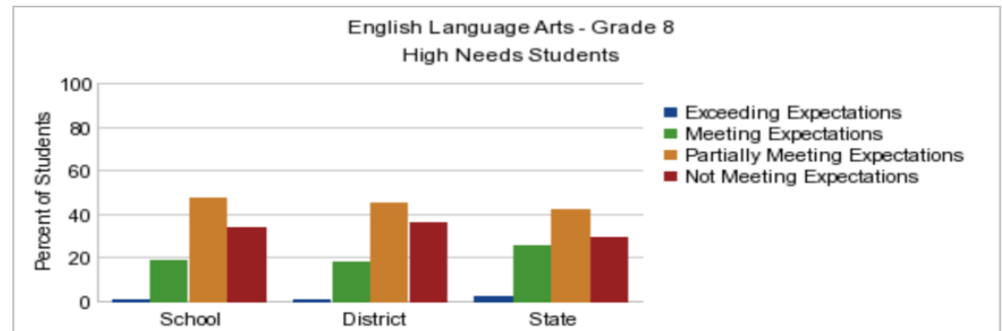
Science and Technology/ Engineering	N Included	% School	% District	% State
Advanced	8	2	2	4
Proficient	122	27	27	31
Needs Improvement	208	47	46	44
Warning/Failing	108	24	26	21
Total Included	446			



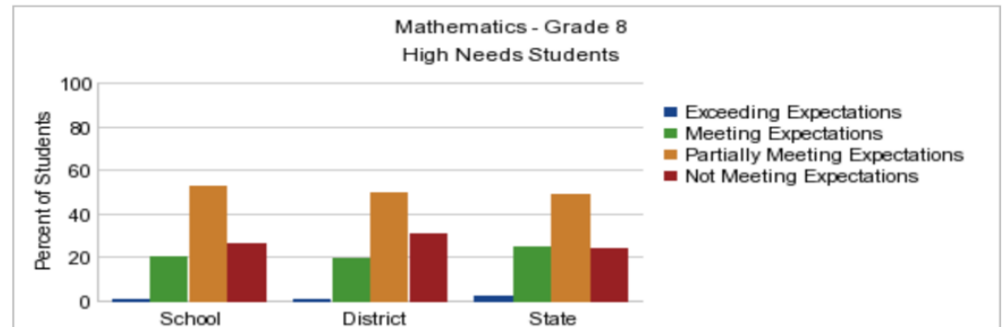
# Grade 8 Achievement Data (High Needs)

## High Needs Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	1	1	1	3
Meeting Expectations	35	19	18	26
Partially Meeting Expectations	87	47	45	42
Not Meeting Expectations	62	34	36	29
Total Included	185			

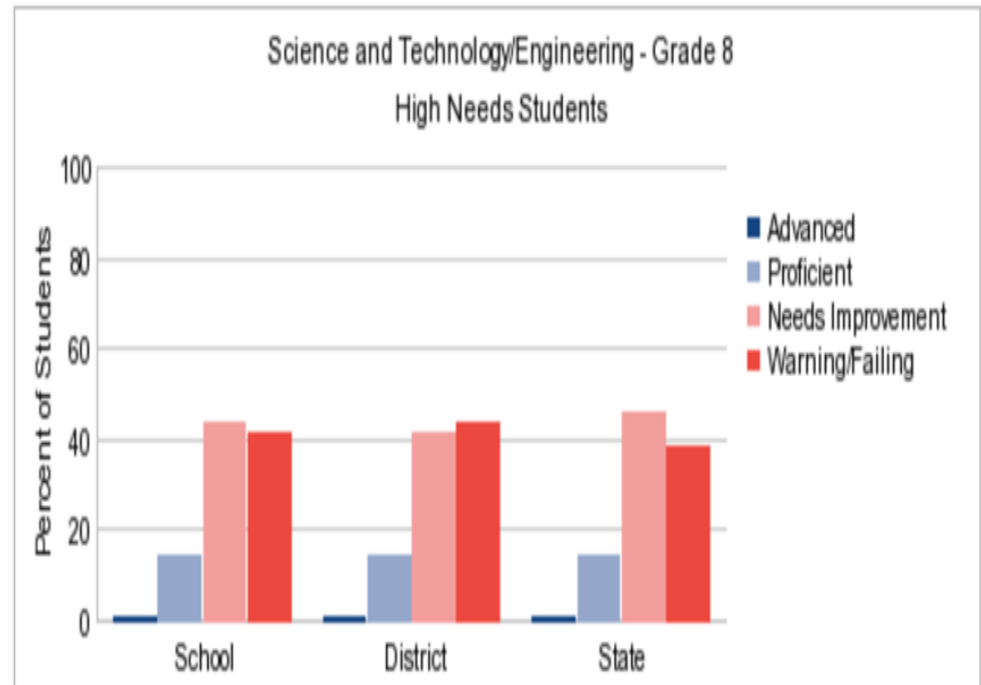


Mathematics	N Included	% School	% District	% State
Exceeding Expectations	1	1	1	2
Meeting Expectations	37	20	19	25
Partially Meeting Expectations	98	53	50	49
Not Meeting Expectations	49	26	30	24
Total Included	185			



# Grade 8 Achievement Data (High Needs) Cont....

Science and Technology/ Engineering	N Included	% School	% District	% State
Advanced	1	1	1	1
Proficient	27	15	14	15
Needs Improvement	81	44	41	46
Warning/Failing	77	41	44	38
Total Included	186			



## Student Growth Percentile & Composite Performance Index

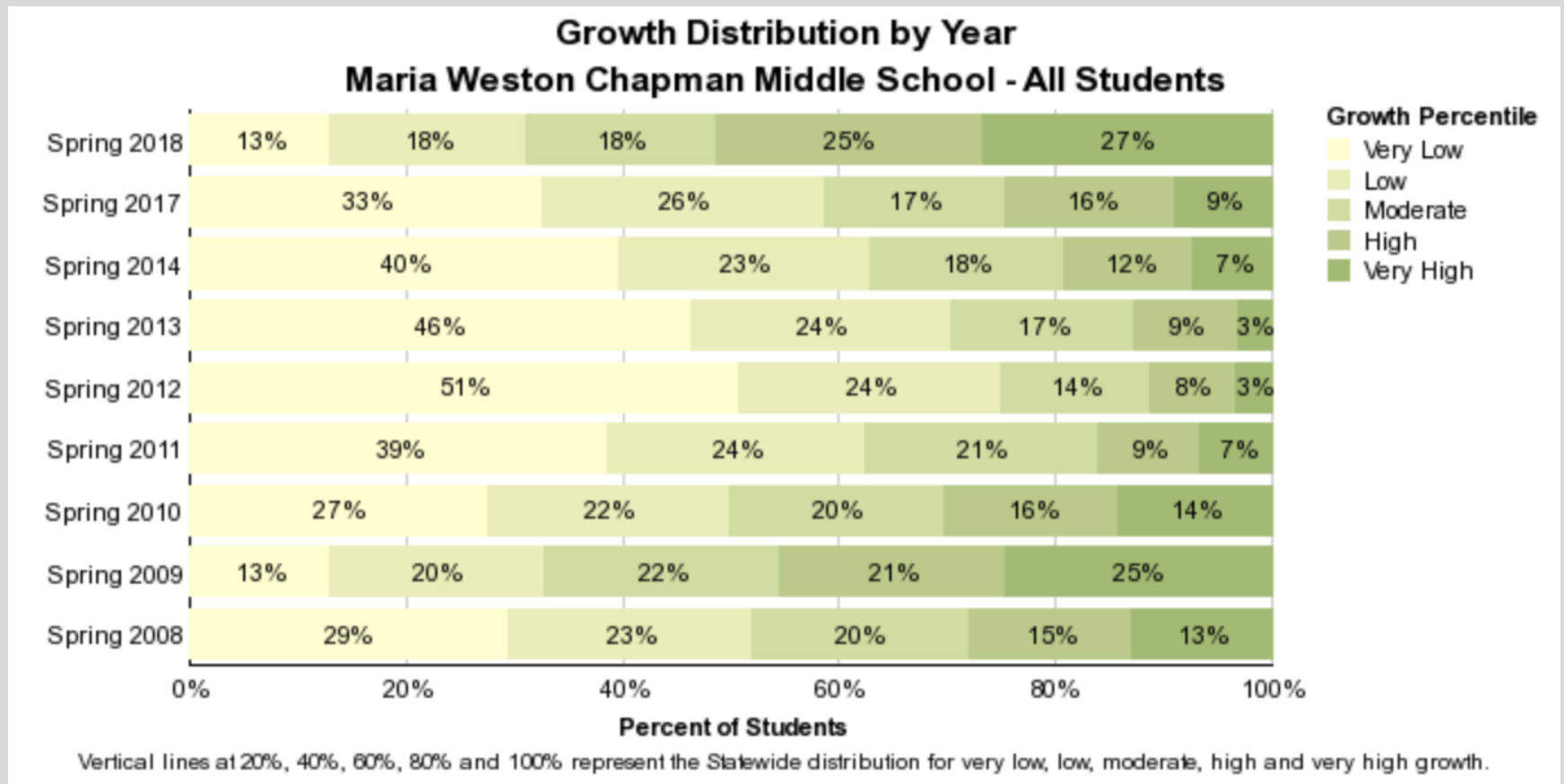
- Grade 7 ELA \*SGP: 57
- Grade 7 Math SGP: 57.3
- Grade 8 ELA SGP: 48
- Grade 8 Math SGP: 41.2
- Grade 8 Science and Technology \*\* CPI: 64.5

\*All groups (districts, schools, and subgroups) are expected to demonstrate annual growth in student performance. Massachusetts uses **Student Growth Percentiles (SGP)** to measure how a group of students' achievement has grown or changed over time. The goal for all districts, schools, and subgroups is to achieve or exceed an SGP of 50. **Groups with a mean SGP of 50 or higher are considered “meeting target” for this indicator.**

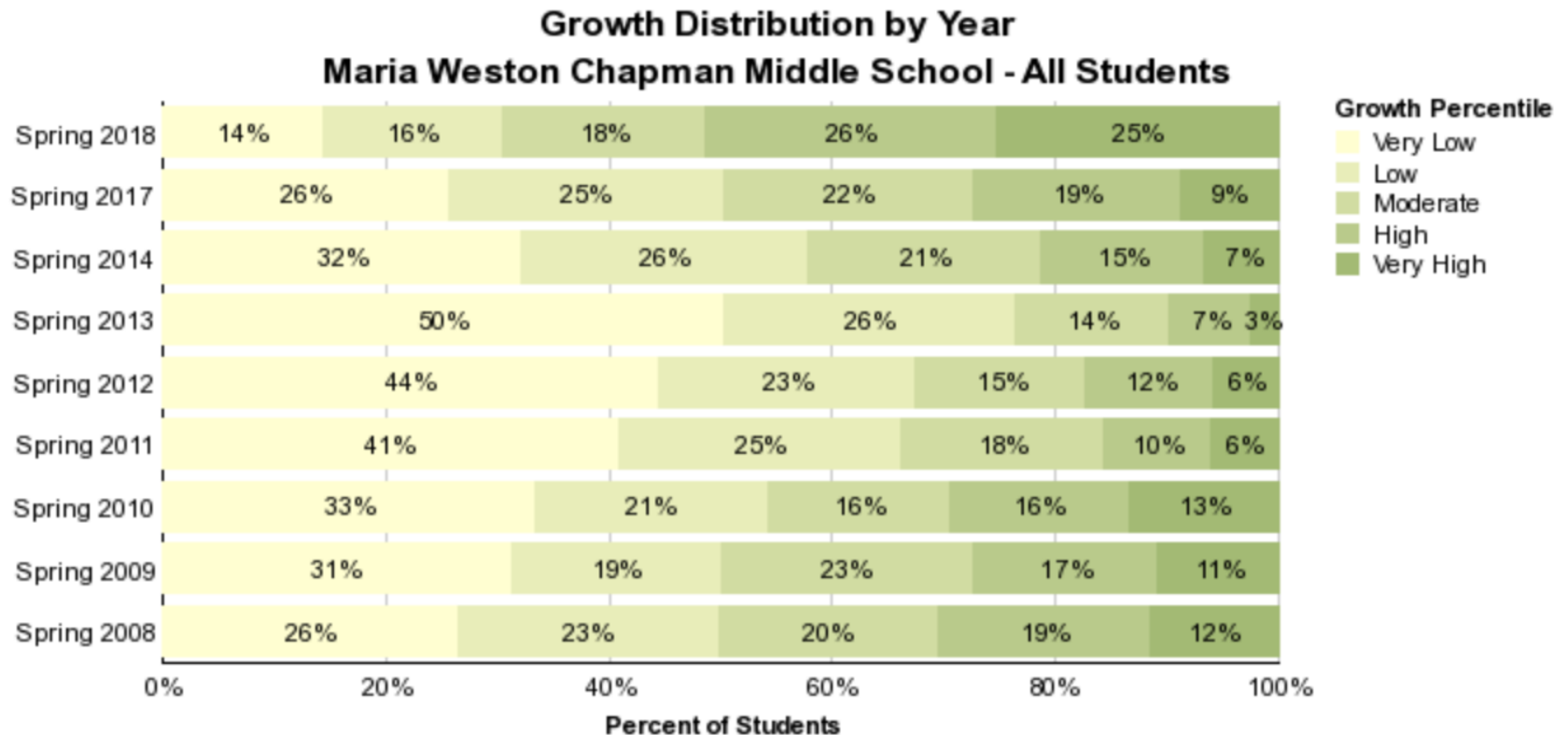
\*\***Composite Performance Index (CPI)** assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based how close they came to scoring Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100. **A CPI of 100 means that all students in a group are proficient.**



# Grade 7 ELA Growth Over Time



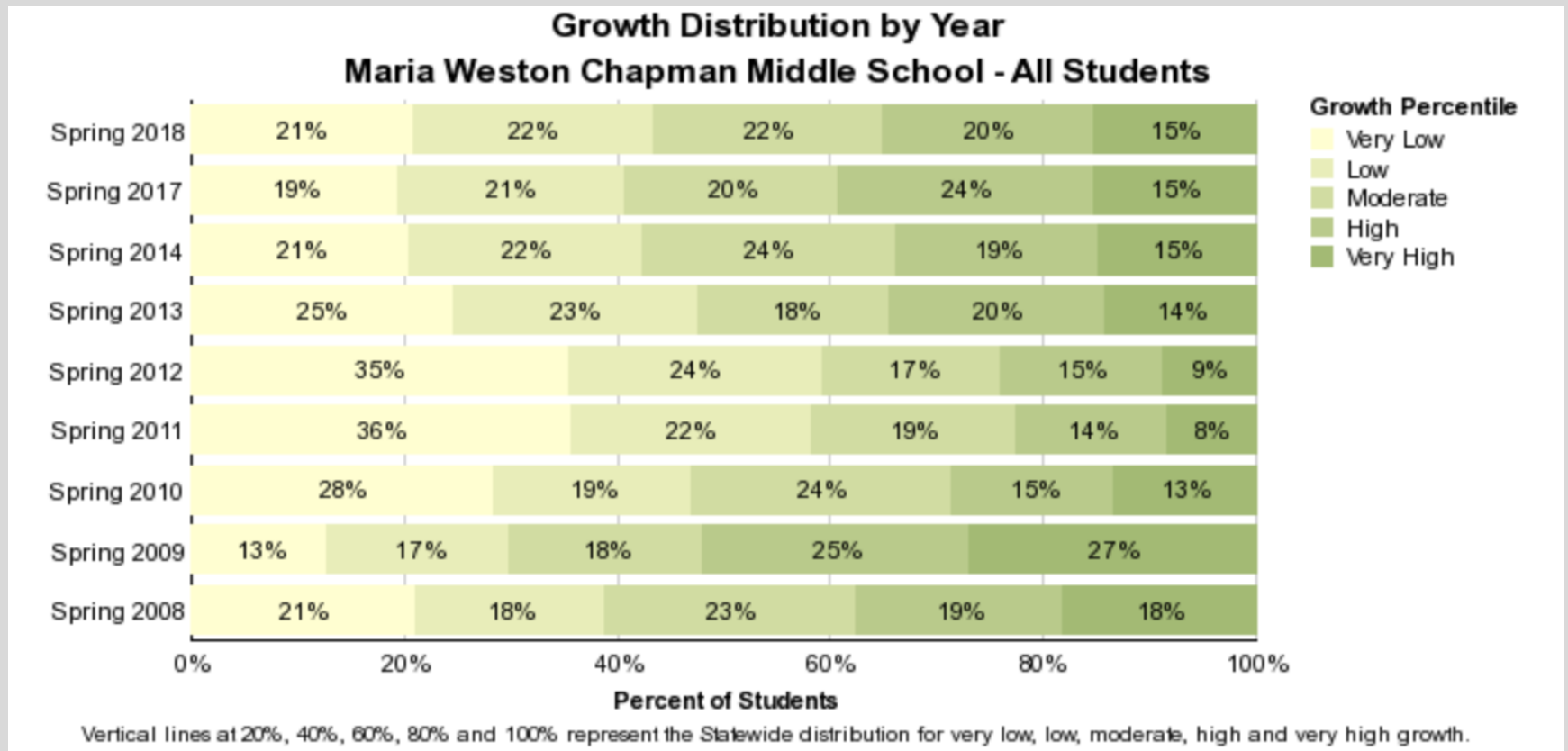
# Grade 7 Math Growth Over Time



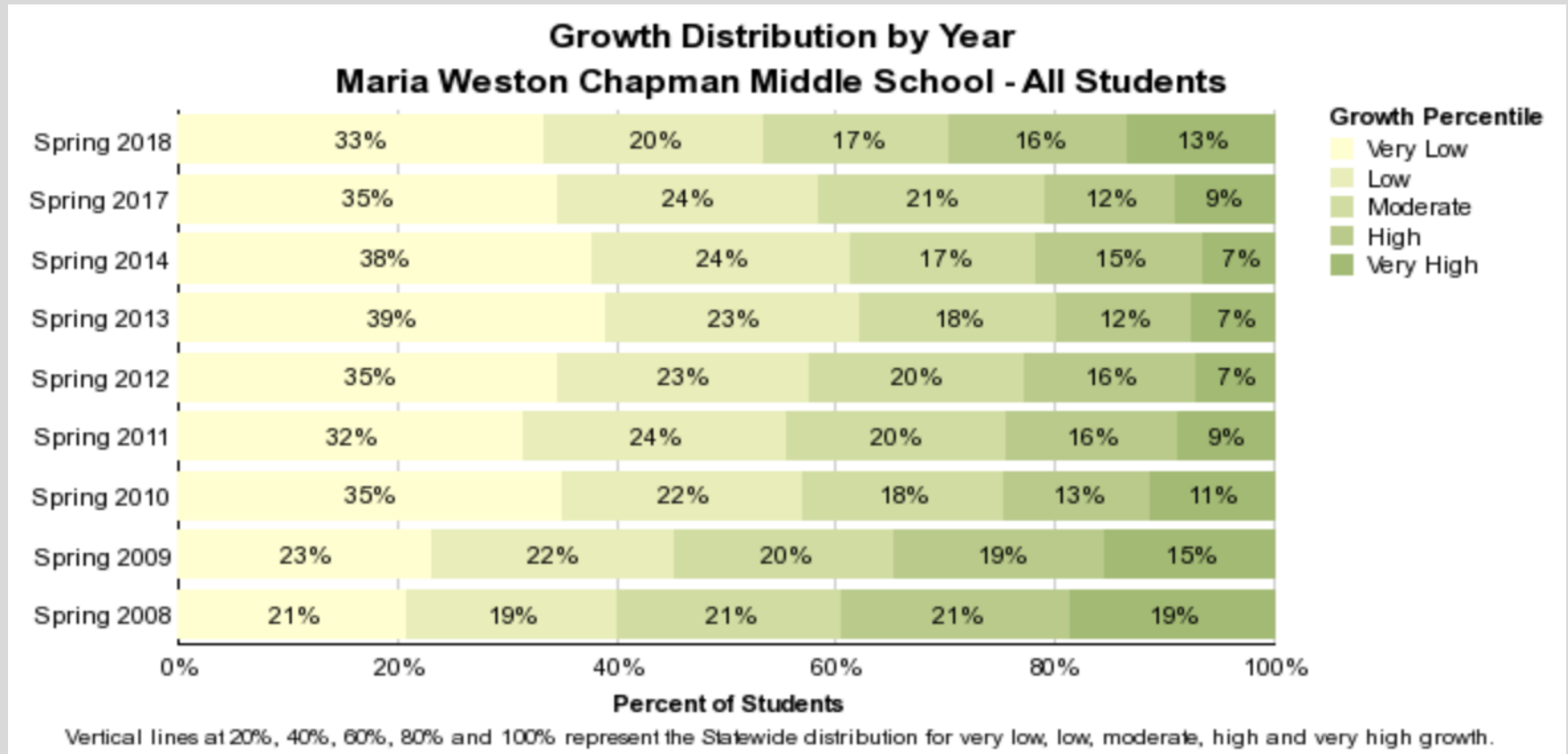
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.



# Grade 8 ELA Growth Over Time



# Grade 8 Math Growth Over Time





# Progress Towards Improvement Targets

- ELA Achievement: **0/4**
- Mathematics Achievement: **2/4**
- Science Achievement: **0/4**
- Growth ELA: **3/4**
- Growth Math: **2/4**
- High Needs
  - ELA **0/4**
  - Math **0/4**
  - Science **1/4**
  - Growth ELA **2/4**
  - Growth Math **2/4**
- Absenteeism **0/4**

**0 = Declined**  
**1 = No Change**  
**2 = Improved**  
**Below Target**  
**3 = Met**  
**4 = Exceeded**



# Identified Chapman Focus Areas

- Student growth scores, although improving, still need focus in specific areas.
- Closing the gaps in subgroups, especially student with disabilities.
- Continued use of data to drive instruction and identify areas of need. Item analysis focus to determine needs and standards focus
- Focus on student discourse and close/active reading
- Continued focus on Social and Emotional learning and support
- Review and MCAS Item Analysis to support curriculum alignment and instruction



# What are we doing to improve these results?

- ✓ Data and assessment analysis
- ✓ MTSS – continue to look at individual student interventions.
- ✓ Using data to drive instructional decisions
- ✓ Continuing implementation SRSD and Big Ideas Math
- ✓ Academic Discourse and close/active reading instructional strategies.
- ✓ Continue to expand Positive Behavior Intervention and Supports at Chapman



# **School Improvement Plan is Organized Around Four Performance Challenges**

## **Performance Challenge 1:**

*Increase ELA Literacy Achievement for all students through teacher collaboration, data analysis and problem solving to meet student learning needs.*

# Performance Challenge 1: Literacy

## Chapman *Accomplishments*

- Development and utilization of Multi Tiered System of Supports interventionist to support needs in ELA
- Development of standards based ELA units based on MA frameworks.
- Professional Development focused on curriculum and lesson plan development
  - Bias, inclusive practices, gap analysis



# Performance Challenge 1: Literacy

## Chapman *Key Initiatives*

- Data analysis by content-based teams and MTSS Interventionists
- Expand effective instructional strategies, i.e., rigorous engagement, student discourse, reading strategies and evidence based writing.
- Develop units to align current curriculum to MA standards utilizing rigorous framework, assorted novels and other supplemental resources.



## **Performance Challenge 2:**

*Increase Mathematics  
Achievement for all students  
through teacher collaboration,  
data analysis and problem solving  
to meet student learning needs.*



# Performance Challenge 1: Mathematics

## Chapman *Accomplishments*

- Curriculum Implementation
  - Year six of Big Ideas Math
- MTSS Interventionist focus on Math Supports during ASB
- Content Area PLC focus on instructional strategies, benchmark assessment and data, unit coordination.
- Mathematics work on Co-Teaching model and review.
- Full implementation of I-Ready analysis and intervention with focused assessment schedule
- MTSS Interventionist focus on Math Supports during ASB



# Performance Challenge 1: Mathematics

## Chapman *Key Initiatives*

- Content area focus in PLCs
- Data analysis and data coaches to support instructional change
  - I-Ready – teacher data analysis to identify student needs
  - MTSS interventionist skill building
  - Development of units aligned with MA standards
  - Math talk and student discourse



## **Performance Challenge 3:**

*Continue to improve  
communication between middle  
schools, families & community  
partners.*

# Performance Challenge 3:

## Family Engagement

### *Accomplishments/Initiatives*

- *Interactive* Chapman Weekly Updates
- Student-Led Parent Conferences
- Greater Boston Food Bank
- BASS – Fully implemented and expanding
- Multiple school-wide events (Music, Art Shows, BFFD, Lip Synch, Chapmans Got Talent Vimeo, 2.0 tools)
- STEM Hotspots
- Consistent Parent and School Councils
- Community Service: Breast Cancer Awareness, Turkey Basket Drive and Giving Tree, Lend a hand, Veteran care-packs



# Performance Challenge 3:

## Family Engagement

### *Accomplishments/Initiatives Cont...*

- *Big Ideas* Math Night for Parents
- Parent *Coffee Chat's*
- Transition Initiatives
  - Adams to Chapman
  - Chapman to WHS (Guidance Days and Grade 7 & 8 Meetings)
  - Career Fair High School
  - Walk with the Wildcat



## **Performance Challenge 4:**

*To create a school climate and culture that supports the social emotional development of the middle school child.*

## **Performance Challenge 4:**

### **Social Emotional Behavioral Development**

#### ***Accomplishments***

- Student Voice and Leadership
- School Culture and Climate Committee
- Extra-Curricular Activities (20+ Activities)
  - Student Council (40 Students)
  - ADL World of Difference Peer Group (25 Students)
  - Middle School Athletics Program (3 Seasons)
  - Team Building Week Grade
  - Student Support and Transitions



# **Performance Challenge 4:**

## **Social Emotional Behavioral Development**

### ***Accomplishments Cont...***

- Break Free from Depression
- Guiding Good Choices
- Career Day
- Grade 8 High School Guidance Assemblies
- Walk with the Wildcat Grade 8
- Transition Kickball Event Grade 6 to 7
- Positive Behavior Intervention and Supports (PBIS)
- Screening, Brief Intervention, and Referral to Treatment (SBIRT)





# Performance Challenge 4:

## Social Emotional Behavioral Development

### *Key Initiatives*

- Student Voice and Leadership
  - Student Council – Committee Groups
  - School Based Activities
  - Community Service Focus
  - ADL Training of Student Leaders
- Professional Development Priorities
  - ADL Training for all staff
- Counseling and Student Support
  - PBIS Positive Behavior Interventions and Supports (Year 1 of Implementation)
  - Continued Guidance Information Classes
  - Individual Learning Plans
  - Break-free from Depression (Grade 8)



# Chapman Teams: Emphasis on Alignment & Coherence

- Positive Behavioral Interventions & Support (PBIS)
- Student Intervention Team (SIT)
- Instructional Support Team (IST)
- Culture/Climate Committee
- Chapman School Site Council
- Weymouth Middle School Parents Council (WMSPC)
- Chapman Student Council
- Chapman Crisis Team



# Resource Priorities

# Resource Priorities: Middle School Level

Proposed Staff	Rationale
<b>Special Education Teachers</b>	<ul style="list-style-type: none"><li>• Special education caseloads are rising as well as diverse needs.</li><li>• Supports the need for team based special education teachers.</li><li>• Provides needed focus on Special Education sub-group to support growing student needs.</li><li>• District programs are growing, e.g. IRC.</li><li>• Promote co-teaching for students with disabilities, lessen achievement gap</li></ul>
<b>Counseling Staff</b>	<ul style="list-style-type: none"><li>• Supports the social and emotional needs of the children at all levels.</li><li>• Reduce high case loads of counselors.</li><li>• Increase tier 1 options for all students, i.e., guidance classes for increasing resiliency in our students</li></ul>
<b>Interventionists</b>	<ul style="list-style-type: none"><li>• Increase individualized interventions for students</li><li>• Decrease interventionist ratio (currently 1:250)</li><li>• Provide support for both ELA and Math</li></ul>

# Questions and Discussion