



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Planning at Weymouth Middle School

November 16, 2017



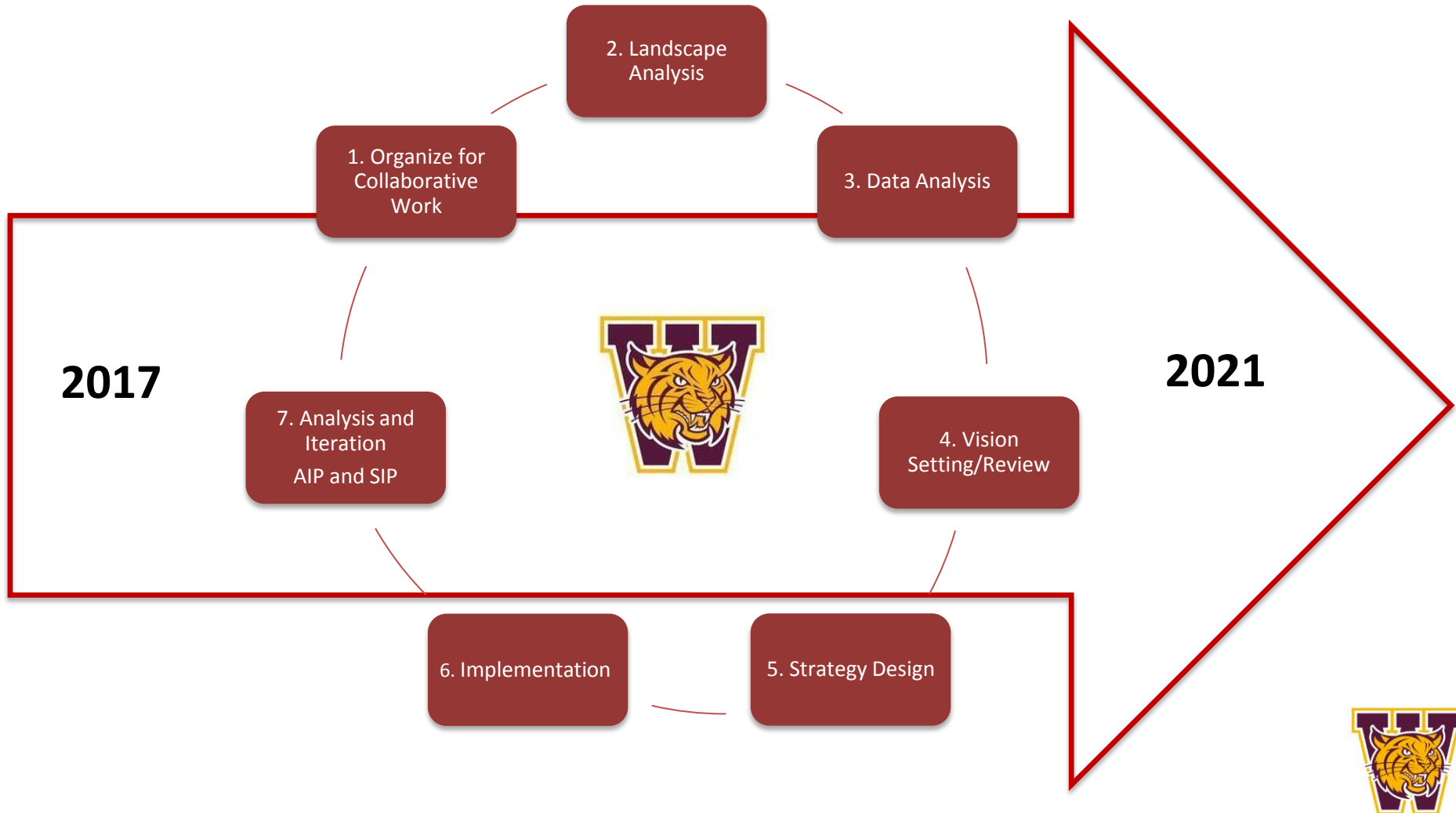
Overview

- 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

MCAS Performance Information

Adams 2018

Progress Toward Improvement Targets

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

Adams 2018 Student Growth Profile

ELA SGP: **47**

○Grade 5 ELA SGP: 39.5

○Grade 6 ELA SGP: **53.8**

Math SGP: **47**

○Grade 5 Math SGP: 37.7

○Grade 6 Math SGP: **50.8**

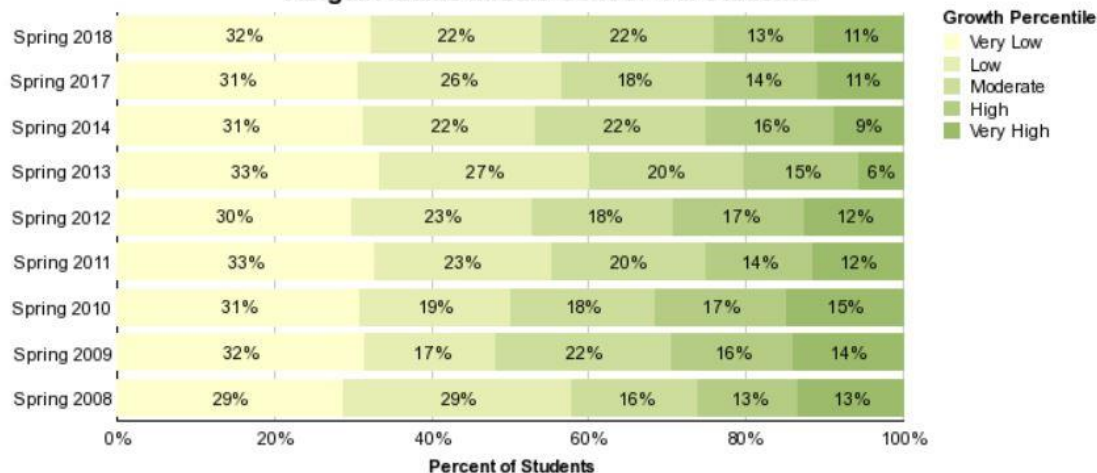
Science SGP: **75.9**

○Grade 5 Math SGP: **75.9**



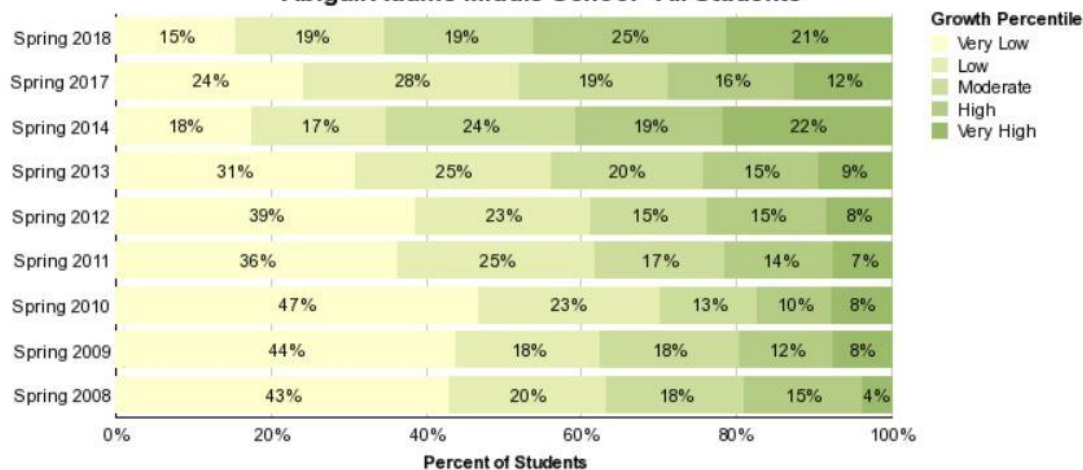
Growth over time

Growth Distribution by Year
Abigail Adams Middle School - All Students



Grade 5 ELA

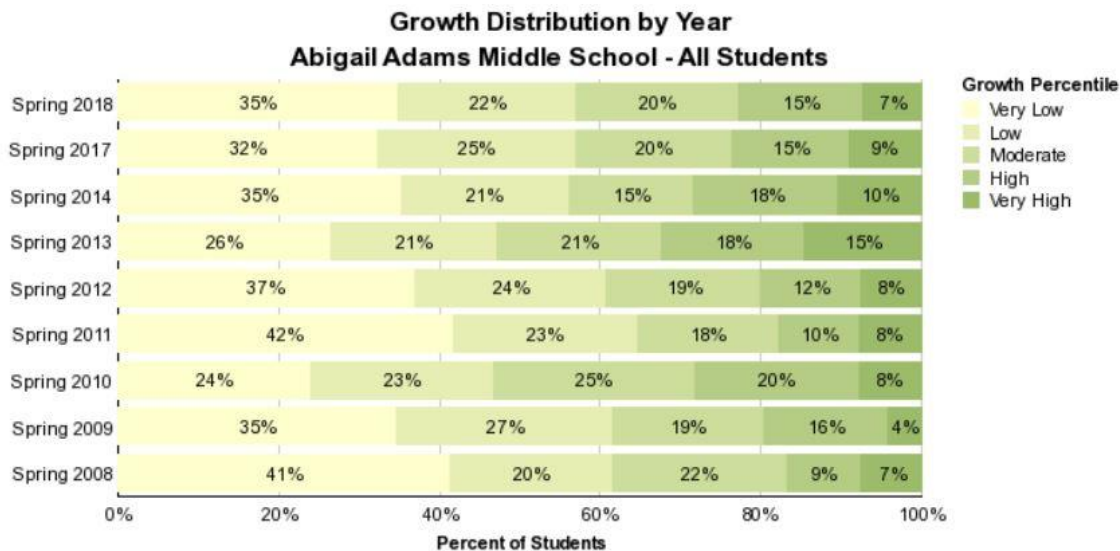
Growth Distribution by Year
Abigail Adams Middle School - All Students



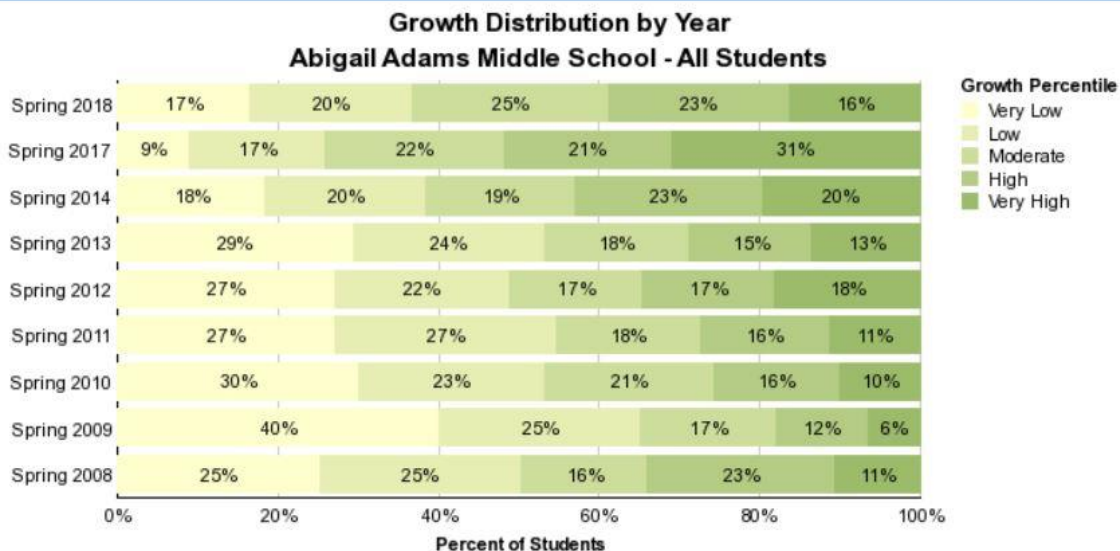
Grade 6 ELA



Growth over time



Grade 5 Math



Grade 6 math



Accomplishments

Adams 2018

- Rigorous standard based unit develop in Grade 5 and 6 ELA – A Novel Approach.
- Multi Tiered System of Support (MTSS) fully implemented in ELA and support with Math.
- Action oriented outcomes from PLC and Data meetings in ELA using I-Ready data.
- Feedback, data collection and analysis from a multitude of data sources:
 - School wide SWIS
 - Parent Communication Survey,
 - Administrative Feedback Survey
 - VOCAL survey inform interventions and systems (Student take the survey after MCAS in the spring).
 - PBIS School Culture Survey
 - In the works
 - Parent Feedback and Survey
 - Faculty Survey – Culture and Learning
 - Student Feedback survey – Culture and learning
 - 100% of our students learn how to read and play an instrument
 - Building Inclusive Teams – TLC model
 - Inclusion task force – moving towards building wide inclusion.



Identified focus areas

Adams

- Mathematics – Study standards and curriculum and identify gaps on instruction.
- Mathematics – Increase use of higher order thinking and discourse -, i.e. Math Talk.
- Students with disabilities – movement towards inclusive practices.
- Closing the gaps in subgroups, especially student with disabilities, economically disadvantaged.
- ELA and Math: Focus on meeting the standards and classroom instructional strategies that work: Our focus is to increase thinking and creativity, collaboration, rigorous engagement.
- Absenteeism: developing new strategies for intervening and promoting attendance.
- Social and emotional learning – tackling trauma with a tiered approach.
- Unit development align with curriculum frameworks – *in progress with new PD plan.*



Our approach

Adams

- ☑ Data and assessment analysis (I-Ready and MCAS data meeting)
- ☑ MTSS – advance MTSS model and expand individualized interventions.
- ☑ Using data to drive instructional decisions
- ☑ Increase Collaboration, Creativity and student discourse and effective instructional strategies.
- ☑ Develop Units in Science, Math and Humanities that align with MA Standards.
- ☑ Expand PBIS into classroom setting.
- ☑ Expand MTSS opportunities to mathematics and beyond.
- ☑ Expand our positive school spirit and culture.
- ☑ Develop a school wide tier 1 social and emotional learning program – T³ Tackling Trauma with a Tiered approach.



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 Adams

Accomplishments

- Continue to develop and utilize 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, evidence based writing, executive functioning



Performance Challenge 1: Literacy

Adams/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

Adams/Chapman Accomplishments

- Rewriting the curriculum – All PD is focused on
Ensuring curriculum is meeting rigorous instruction, frameworks and equity across our grades.
- MTSS Interventionist focus on Math Supports during ASB
- Content Area PLC focus on instructional strategies, benchmark assessment and data, unit coordination.
- Full implementation of I-Ready analysis and intervention with focused assessment schedule
- Pilot of Math MTSS model – Initial stages



Performance Challenge 1: Mathematics

Adams/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
- Pilot of 'Engage New York' focused on the process of thinking and solving problems.



Performance Challenge 3:

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

Performance Challenge 3:

Family Engagement

Accomplishments

- Consistent weekly news events update
- Greater Boston Food Bank
- BASS – Fully implemented and expanding
- Multiple school-wide events (Music, Art Shows, Lip Synch, Vimeo, 2.0 tools)
- STEM Hotspots
- Consistent Parent and School Councils
- Community Service: Fun Run, Lend a Hand, BAAS Giving Tree, Veteran care-packs.
- Consistent communication with DCF



Sunday October 28, 2018

News and Events:

What a fantastic job Weymouth Middle School (both Chapman and Adams) students did in the cross country meet on Thursday, October 25th. Both the boys and girls teams took 1st place against Silverlake Middle School (Mr. Meehan's hometown). They romped the Lakers. Go Wildcats!

Girls Cross Country				
PLACE	LAST	FIRST	SCHOOL	TIME
1	Doyle	Meghan	Weymouth	11:09
2	Connolly	Meghan	Weymouth	11:10
Boys Cross Country				
1	Manfredi	David	Weymouth	10:00



GO WILDCATS!



Performance Challenge 3:

Family Engagement

Key Initiatives

- Expansion of Transition initiatives
 - Primary to Adams
 - Adams to Chapman
- School events for families
 - Expanding Family Outreach: Greater Boston Food Bank, BAAS, Break Free, Turkey Basket Drive, Giving Tree, Portuguese Family group



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

Adams

- Student voice and leadership
 - Make a difference club
 - Diversity Club
 - Lend a hand
 - School Council
 - Wildcat Leaders
 - Extra-Curricular Activities (20+ Activities)
 - Middle School Athletics Program (3 Seasons)
- Student Support and Transitions
 - Team Building Camp Bourndale
 - Summer Transition and Orientation
 - PBIS team is strong and moving into the classroom
 - MTSS team is near full implementation



Performance Challenge 4:

Social Emotional Behavioral Development

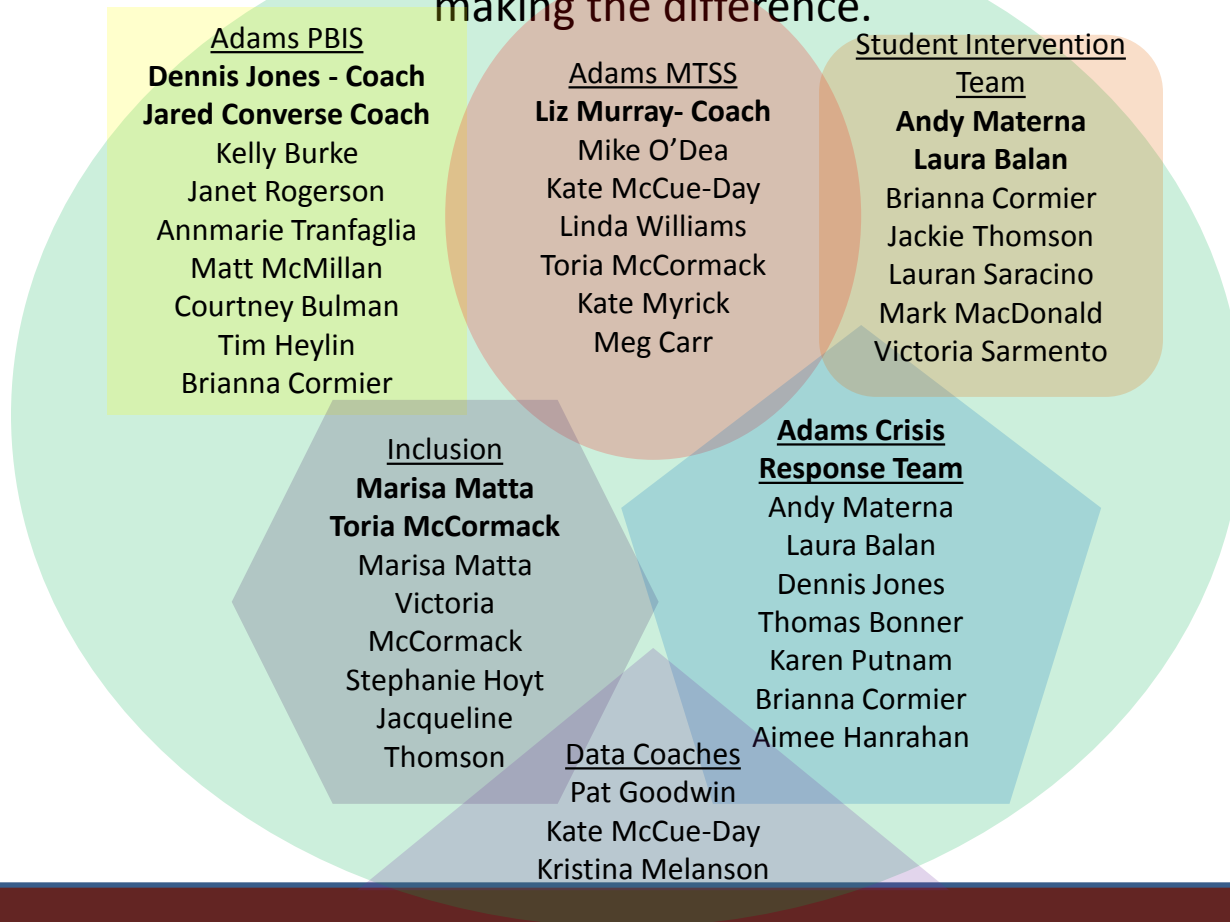
Key Initiatives

- 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 2 of Implementation)
 - Continued Guidance Information Classes
 - Individual Learning Plans using DCAP
 - Student Intervention Team Overhaul
 - Break-free from Depression (Grade 8)
 - DARE (Year 2)



Teams

The collaborative, hardworking teams that are formed at Abigail Adams and Chapman are making the difference.



Resource Priorities

Resource Priorities: Middle School Level

Proposed Staff	Rationale
Special Education Teachers	<ul style="list-style-type: none"> • Special education caseloads are rising as well as diverse needs. • Supports the need for team based special education teachers. • Provides needed focus on Special Education sub-group to support growing student needs. • District programs are growing, e.g. IRC, and moderate special education • Promote co-teaching for students with disabilities, lessen achievement gaps
Counseling Staff	<ul style="list-style-type: none"> • Supports the social and emotional needs of the children at all levels. • Reduce high case loads of counselors. • Increase tier 1 options for all students, i.e., guidance classes for increasing resiliency in our students
Math and Literacy Coaches	<ul style="list-style-type: none"> • Currently there is .4 Math coach and .8 Literacy coach assigned to Adams. • Increase both positions to 1.0 FTE would greatly impact achievement, student success and instruction in the classroom.
Interventionists	<ul style="list-style-type: none"> • Increase individualized interventions for students • Decrease interventionist ratio (currently 1:250) • Provide support for both ELA and Math
Building Based Administrator	<ul style="list-style-type: none"> • Provide additional administrative services focused on student affairs; discipline, PBIS, wrap around, clubs, athletics and extra-curricular. • Decrease ratio currently 1:333 or 1:500 for each assistant principal

Questions and Discussion