School Improvement Planning at the Primary School Level
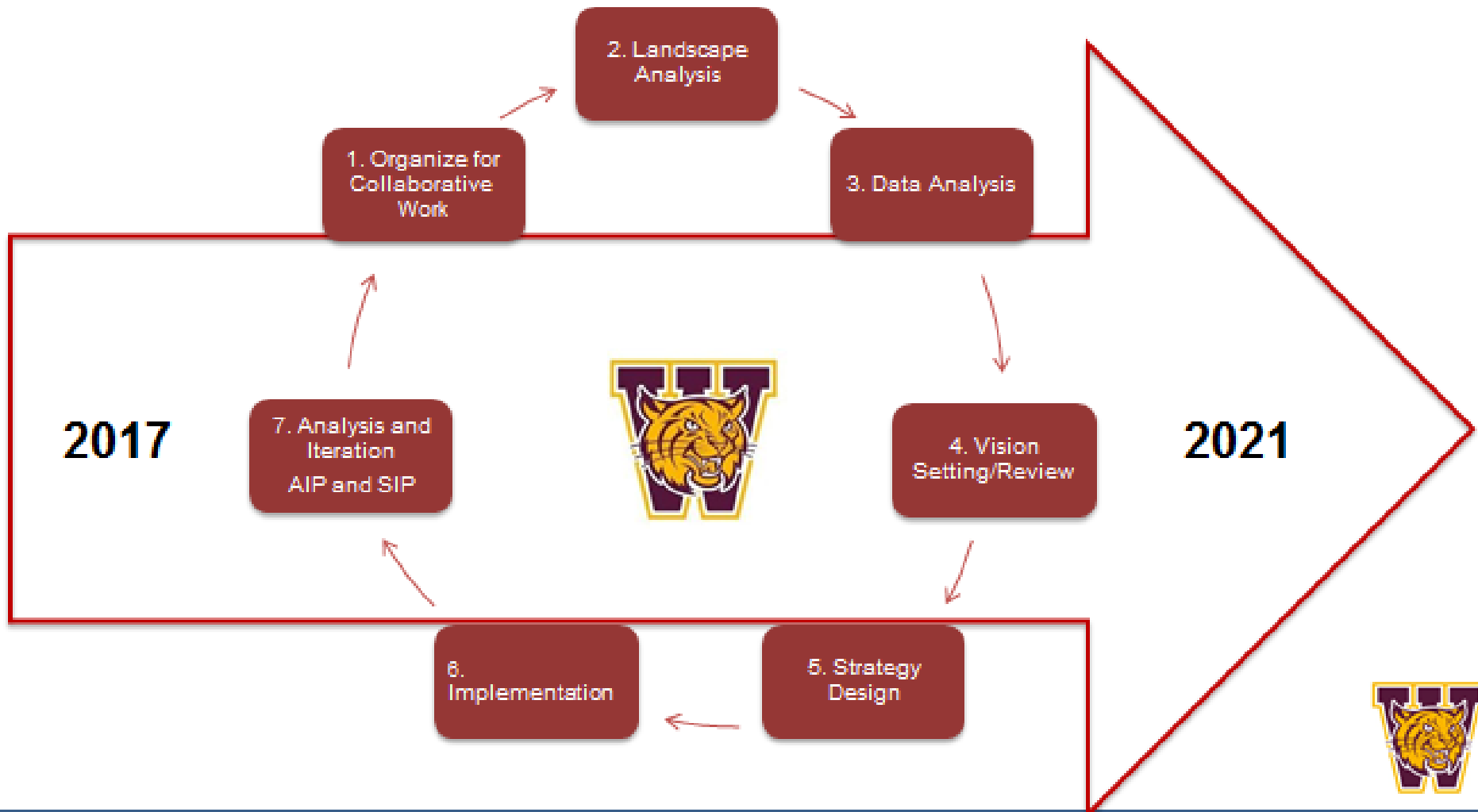
November 15, 2018

Overview

- Summary of Student Performance Data

- Four Performance Challenges
  - Literacy
  - Mathematics
  - Family Engagement and School Culture
  - Social, Emotional and Behavioral Development

- Accomplishments and Key Initiatives

- Resource Priorities

Organizing for Improvement:
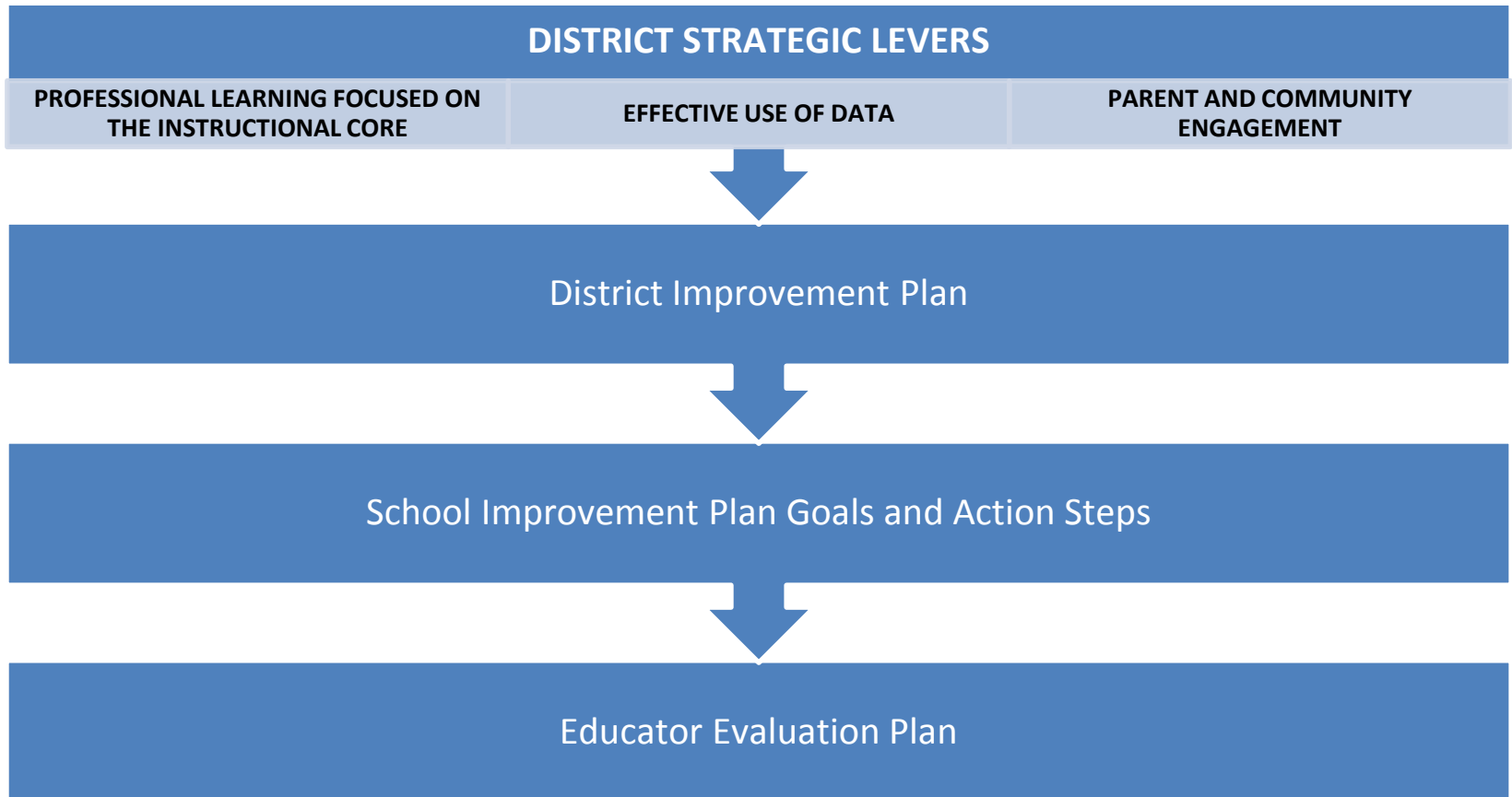## Revised Process for 2017-2021

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.

Alignment to District Strategic Levers

DISTRICT STRATEGIC LEVERS		
PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE	EFFECTIVE USE OF DATA	PARENT AND COMMUNITY ENGAGEMENT

District Improvement Plan

School Improvement Plan Goals and Action Steps

Educator Evaluation Plan

Analysis of Student Data

MCAS Achievement Levels

Next-Generation Year 2

Exceeding Expectations
A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

Meeting Expectations
A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

Partially Meeting Expectations
A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

Not Meeting Expectations
A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.
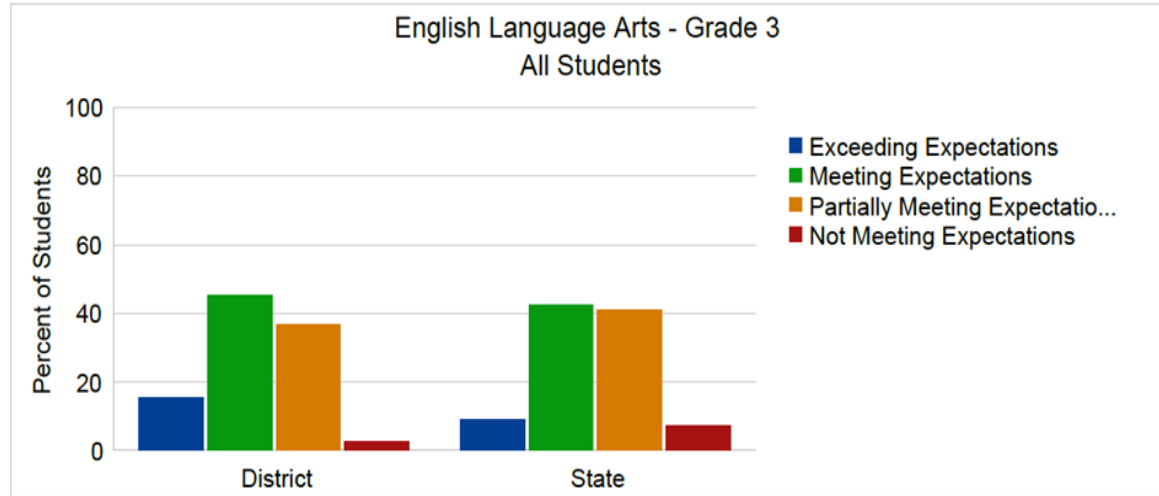
Analysis of Student Data

- Examination of MCAS Data

    - Expectations & Growth

- Formative / Benchmark Assessments

    -DIBELS, i-Ready, Curriculum-based Assessments (Reading Street and enVision)
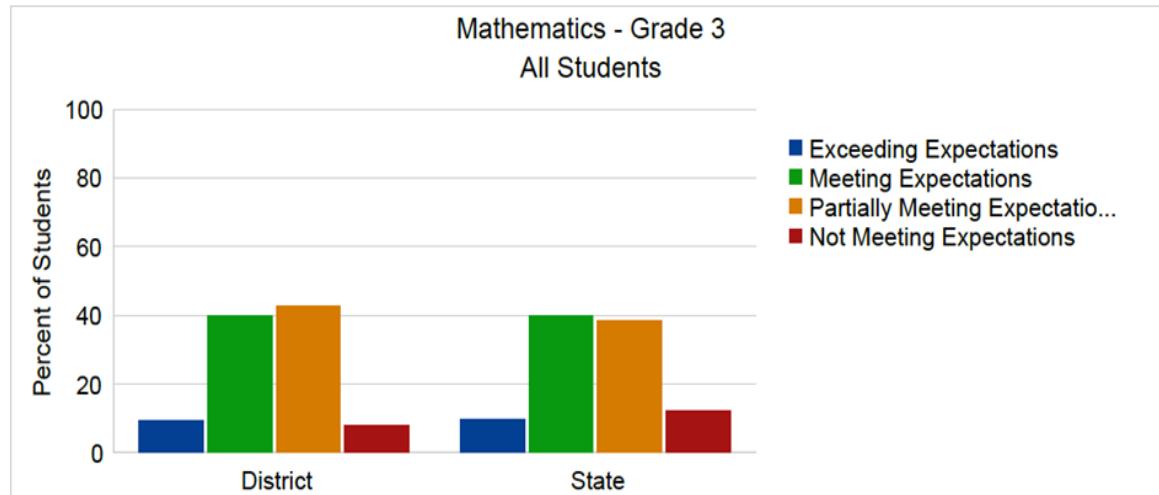
- How does data inform the SIP?

Performance Data: Grade 3

English Language Arts	N Included	% District	% State
Exceeding Expectations	65	15	9
Meeting Expectations	193	45	43
Partially Meeting Expectations	156	37	41
Not Meeting Expectations	11	3	7
Total Included	425		

English Language Arts - Grade 3
All Students

Mathematics	N Included	% District	% State
Exceeding Expectations	40	9	10
Meeting Expectations	169	40	40
Partially Meeting Expectations	182	43	38
Not Meeting Expectations	34	8	12
Total Included	425		

Mathematics - Grade 3
All Students

Performance Data: Grade 4

English Language Arts	N Included	% District	% State
Exceeding Expectations	47	10	10
Meeting Expectations	246	52	43
Partially Meeting Expectations	160	34	38
Not Meeting Expectations	17	4	9
Total Included	470		

English Language Arts - Grade 4
All Students

Mathematics	N Included	% District	% State
Exceeding Expectations	39	8	7
Meeting Expectations	197	42	41
Partially Meeting Expectations	189	40	39
Not Meeting Expectations	46	10	13
Total Included	471		

Mathematics - Grade 4
All Students

District Growth Data

ELA

Weymouth	19%	22%	21%	22%	17%

Math

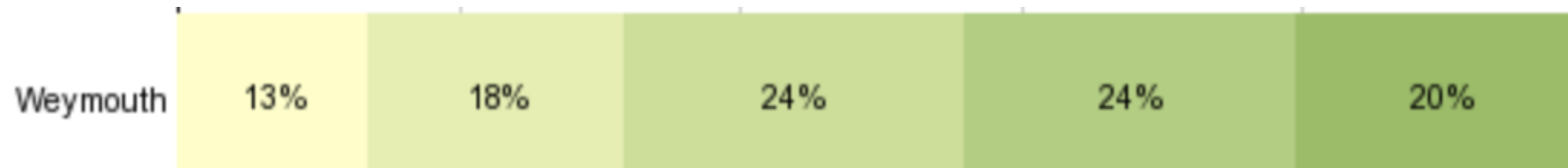| Weymouth	13%	18%	24%	24%	20%

Growth Percentile

- Very Low
- Low
- Moderate
- High
- Very High

School Improvement Plan is Organized Around Four Performance Challenges

Performance Challenge 1:

Improvement of Literacy Performance for all students through a deeper understanding of the analysis of data as well as the collaboration among teachers as it relates to teaching and learning.

Performance Challenge 1: *Established Literacy Practices & Key Initiatives*

- Scheduled Walk to Read to allow for cross over between grades

- Development of standards-based curriculum - Professional Development focus

- Self-Regulated Strategy Development Integration - Enhancing writing instruction

- Enhanced Core Reading and Instruction (ECRI) Routines

- System of Support staff (MTSS) - Pingree, Murphy, Seach, Talbot

- Literacy Leadership Team

- Literacy Coaches- Five coaches shared between eight buildings

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 (SMP).

Performance Challenge 2: *Established Mathematics Practices*

- Standards of Mathematical Practices

- Established math leadership team/math action plan

- Development of standards-based curriculum
- Walk to Compute
- MTSS Support
- STEM/STEAM teachers for the primary level
- Math Coaches-four for ten buildings

Performance Challenge 3:

Continue to improve communication between primary schools and families & community partners.

Performance Challenge 3:
Family and Community Engagement

- Provide resources for families to fortify school / home partnership
  - Expand Electronic Communication
  - Provide access and support with online curriculum resources
- Connect and support families with a variety of needs
  - Weymouth Market-Greater Boston Food Bank
  - Backpack food program
  - Rotary Club backpacks
- Expand partnerships with WHS programs and community
  - HS Student involvement in SALSA (Students Advocating Life without Substance Abuse) program
  - Senior walk at each school for alums before graduation
  - Community service learning projects

Performance Challenge 4:

To promote a positive and healthy climate where all students feel safe, welcomed and supported on a school-wide basis to enhance our educational mission.

Performance Challenge 4: *Social Emotional Behavioral Practices & Initiatives*

- Social/Emotional Curriculums
  - Peace Builders, Positive Behavioral Intervention and Supports, exSEL (Excellence Through Social Emotional Learning) Academy
- Professional Development for SEL embedded in all teaching
- Adjustment Counselors in all primary schools
- District School Psychologist
- Truancy Committee

POSITIVE BEHAVIOR
INTERVENTIONS & SUPPORTS

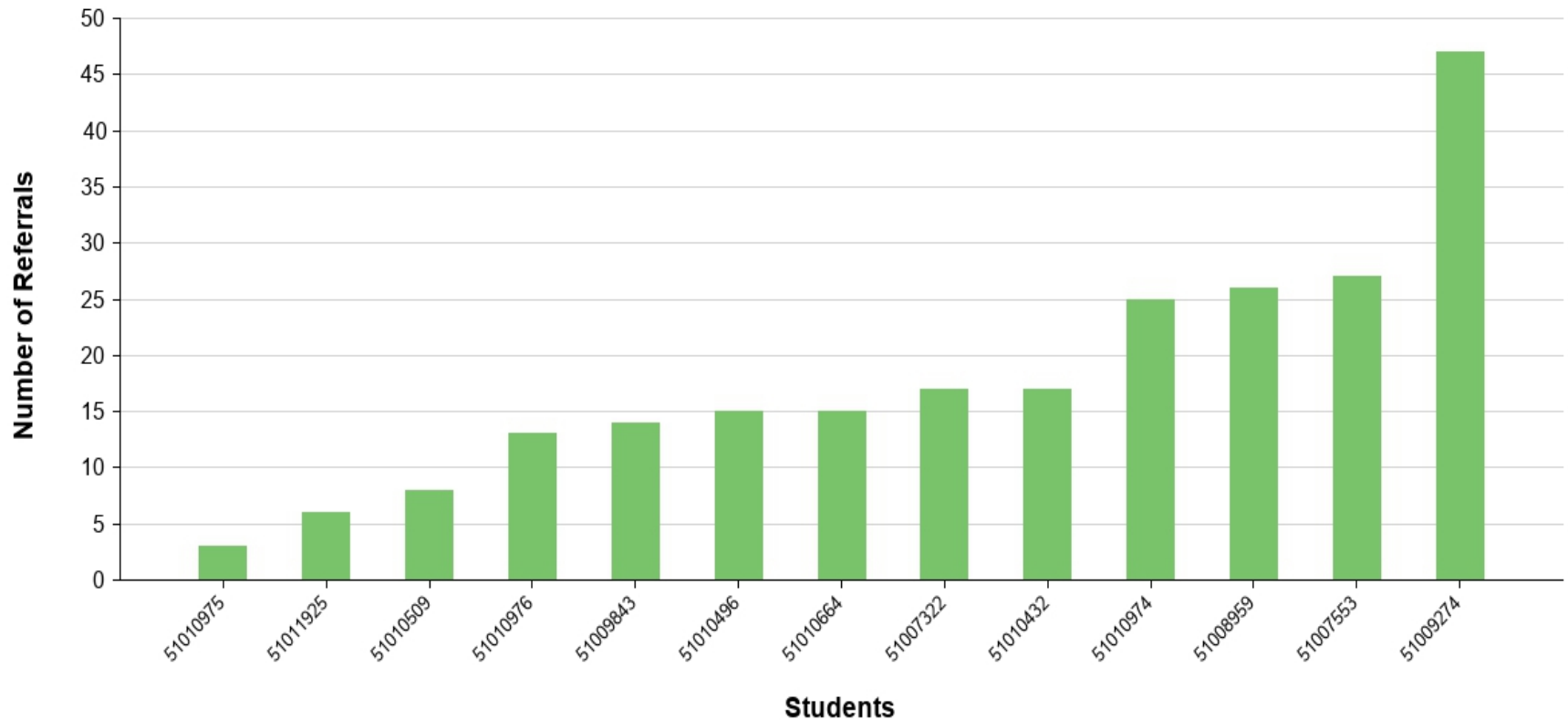# RESPECT

OWNERSHIP

ACHIEVEMENT

RESPONSIBILITY

PBIS SWIS (School-Wide Information System) DATA

Referrals by Student
All, Aug 1, 2018 - Oct 28, 2018, At Least 3 Referrals

Resource Priorities

Resource Priorities Continued

Inclusive Practices

- Cohort 1: 4 Buildings (Academy, Hamilton, Seach, Talbot)
- Next year Cohort 2: Need additional staff

Counseling Support

- Increased number of students who are in need of counseling support for social emotional and behavioral needs
- Six adjustment counselors for the primary schools; schools with smaller enrollment share a counselor- ideally everyone will have their own

Resource Priorities: Primary Level

Technology Plan

- Provide support and training for teachers to effectively integrate available technology

- Continued support for Next Generation MCAS and common assessments

- Teaching of digital citizenship skills

- Devices and maintaining infrastructure

- Data coaches that are solely data focused and not classroom teachers

Resource Priorities: Primary Level

➢ **Instructional Coaches – Math**

- Provide in-classroom support for teachers to enhance mathematics instruction and student performance

- Refine and strengthen curriculum maps including supplemental resources and common assessments

- Support alignment of curriculum with MA Frameworks

- Ensure district-wide coherence and accountability in content areas preK-12

Resource Priorities: Primary Level

Assistant Principal

- Strengthen leadership and staff support by allowing more time toward teaching and learning
- Support for evaluations and operational responsibilities

Administrative Compensation Committee

- Currently gathering information for quantitative comparative analysis across the district
- Looking at qualitative data; i.e., administrative retention, evolving responsibilities of a school principal
- Dr. Bent Report - Lack of administrative consistency
- Supports in place to assist with leadership and management role
- We should be educational leaders vs. site managers

Questions and Discussion