



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2018-2021

Wessagusset School

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.



School Improvement Plan-Wessagusset



Performance Challenge:

The improvement of Literacy Performance for all students through a deeper understanding of the MA Frameworks, more effective data analysis and increased collaborative practice amongst teachers as it relates to teaching and learning.

School and Classroom Sources of Data	Root Causes The 5 WHYs	Problem of Practice
DIBELS i-Ready MCAS Lexia Curriculum Based Assessments District Determined Measures	As a result of the 5 Whys process, the root cause determined for this priority was the continued analysis of data based on common assessments to improve classroom instruction and individual student performance with a focus in the area of written expression.	Do students at the Wessagusset School have the opportunity to engage Tiered Reading and Writing instruction? Is the staff working collaboratively at grade levels and across grade levels to incorporate appropriate data when making literacy instruction decisions? How do we increase collaborative time to develop curriculum, analyze data and create meaningful connected lessons across disciplines?

Theory of Action:

IF we increase collaborative time teachers have to look at common data pools (Reading Street Assessments, I-Ready, PARCC), and student work samples, and provide them with analysis tools, teachers will create meaningful interventions and differentiation,

In addition, IF we increase collaborative time teachers will develop in-depth, connected and common learning experiences which focus on reading and SRSD writing across content areas...

THEN we will elevate instructional practices, better personalize instruction and supports for students and produce students that meet high standards and are prepared to be successful in literacy tasks.

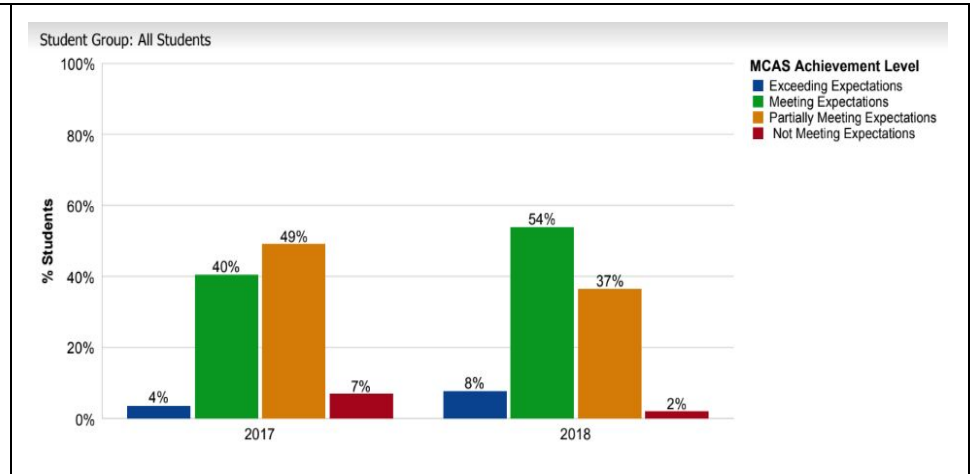
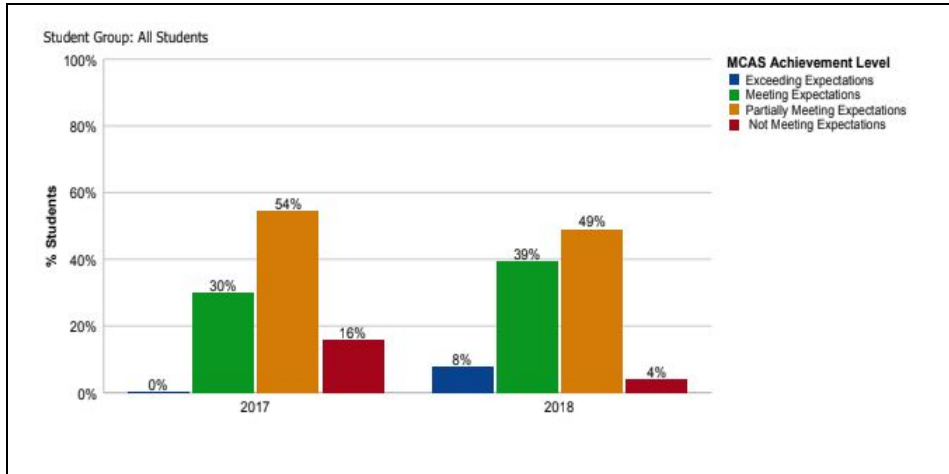


School Improvement Plan-Wessagusset



Student Achievement Distribution Grade 4 Math:

Student Achievement Distribution Grade 4 ELA:



	2015	2016	2017			2018		
	State	State	School	District	State	School	District	State
CPI								
Exceeding Expectations			0%	4%	6%	8%	8%	7%
Meeting Expectations			30%	40%	43%	39%	42%	41%
Partially Meeting Expectations			54%	43%	39%	49%	40%	39%
Not Meeting Expectations			16%	13%	13%	4%	10%	13%
Avg Scaled Score			490.3	496.0	498.0	500.8	499.9	497.9
N Students			57	462	71,440	51	471	71,793
Mean SGP						50.5	54.0	50.1
Median SGP			30.0	45.0	50.0			

	2015	2016	2017			2018		
	State	State	School	District	State	School	District	State
CPI								
Exceeding Expectations			4%	6%	7%	8%	10%	10%
Meeting Expectations			40%	47%	41%	54%	52%	43%
Partially Meeting Expectations			49%	39%	42%	37%	34%	38%
Not Meeting Expectations			7%	8%	10%	2%	4%	9%
Avg Scaled Score			496.7	500.0	499.2	506.1	505.4	501.8
N Students			57	464	71,419	52	470	71,759
Mean SGP						45.9	49.3	50.0
Median SGP			34.0	49.0	50.0			

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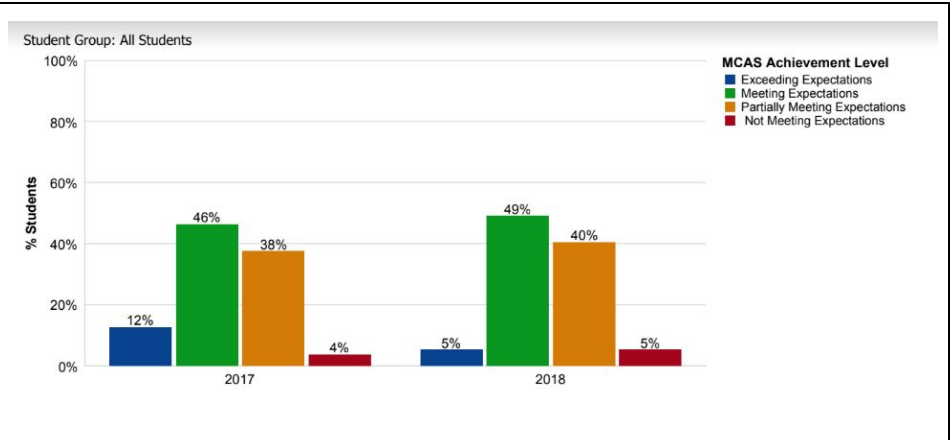
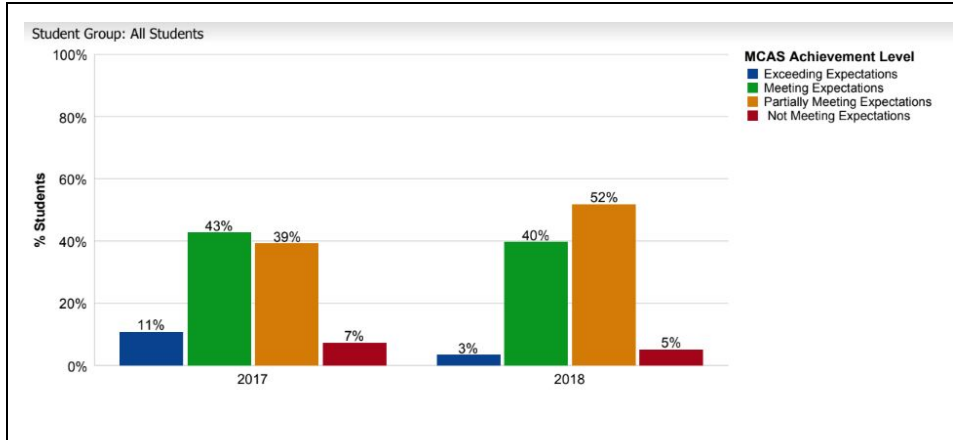


School Improvement Plan-Wessagusset



Student Achievement Distribution Grade 3 Math:

Student Achievement Distribution Grade 3 ELA:



	2015	2016	2017			2018		
	State	State	School	District	State	School	District	State
CPI								
Exceeding Expectations			11%	7%	7%	3%	9%	10%
Meeting Expectations			43%	44%	42%	40%	40%	40%
Partially Meeting Expectations			39%	39%	38%	52%	43%	38%
Not Meeting Expectations			7%	9%	13%	5%	8%	12%
Avg Scaled Score			503.1	499.9	498.8	499.3	500.2	500.0
N Students			56	475	71,093	58	425	69,436
Mean SGP								
Median SGP								

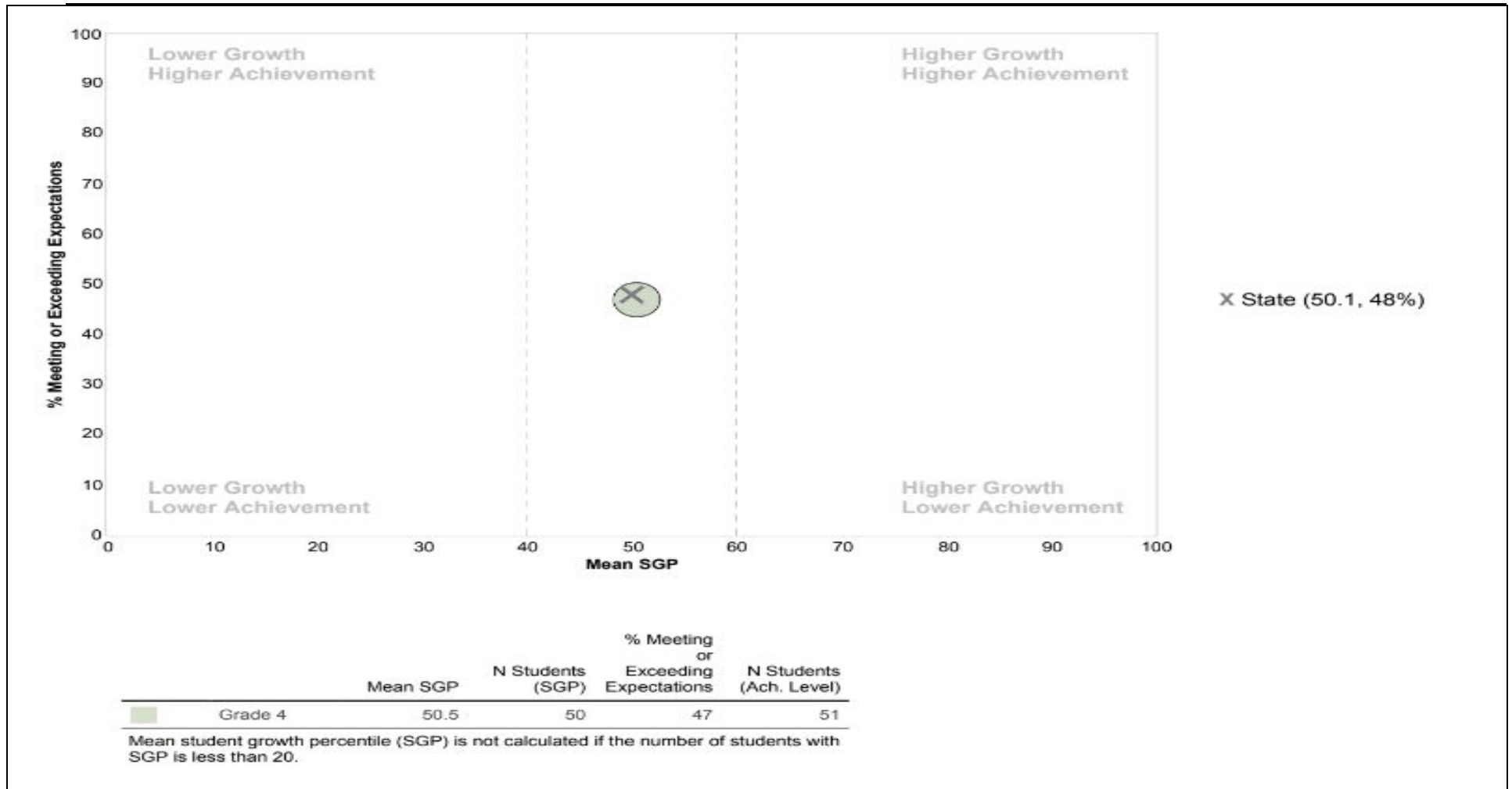
	2015	2016	2017			2018		
	State	State	School	District	State	School	District	State
CPI								
Exceeding Expectations			12%	13%	8%	5%	15%	9%
Meeting Expectations			46%	46%	39%	49%	45%	43%
Partially Meeting Expectations			38%	37%	42%	40%	37%	41%
Not Meeting Expectations			4%	4%	10%	5%	3%	7%
Avg Scaled Score			506.4	504.6	498.8	501.0	506.5	502.2
N Students			56	476	71,012	57	425	69,329
Mean SGP								
Median SGP								

Spring 2018 School Achievement and Growth Math Grade 4:

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School Improvement Plan-Wessagusset

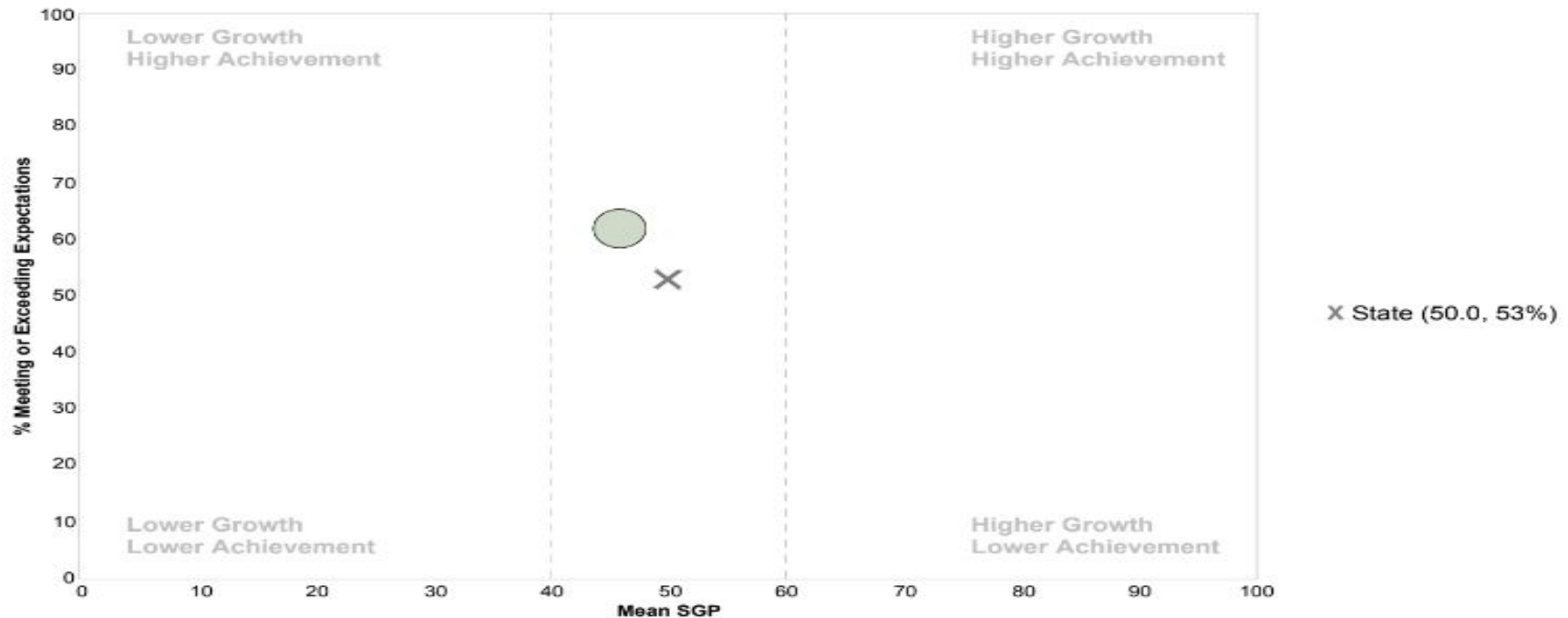




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Spring 2018 School Achievement and Growth ELA Grade 4:



	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	45.9	51	62	52

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

OBJECTIVE / GOAL: To develop and maintain student-centered literacy instruction by:

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- Providing support and professional development for educators regarding effective practices and data use
- Working to fortify educator understanding of individual student learning needs
- Improving individual student performance in literacy as measured by DIBELS, i-Ready, Lexia Core 5, standardized tests, curriculum based measures, progress reports and report cards.

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Complete
1,2	Collaboratively assess and analyze student written language work including MCAS and other district-wide common assessments.	Teachers will review student work collaboratively and calibrate their scoring using a common rubric.	Monthly writing prompts and teacher led meetings with a focus on calibration and rigor of written language goals and outcomes.	Teachers, Literacy Coach, Principal	August 2017	June 2021
1,2	Expand the master schedule allowing grade levels K, 1, 2 and grade-levels 3 and 4 to have a common literacy block for the "Walk to Read" model.	Students will have expanded time in appropriately matched Tiered Support.	Assessments scheduled throughout the school year which include: benchmark, diagnostic, and progress monitoring.	Principal	August 2017	August 2017



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1,2	Expand the master schedule to include a weekly grade-level meeting as well as a cross-grade level meeting. The vertical meetings will allow K, 1, and 2 teachers and grades 3 and 4 teachers to work collaboratively each week.	Teachers will have the opportunity to focus on student work as well as the analysis of student data as it relates to instruction. Teachers will have the opportunity to engage in rounds based on a Problem of Practice. This will also allow staff to group students and personalize instruction for “Walk to Read”.	Formalized master schedule, meeting notes and agenda, student groupings.	Principal	July 2017	August 2017
1,2	Analyze writing instruction and create standards-based writing lessons to increase performance in essay writing in response to texts.	Students will engage in differentiated learning opportunities focused on standards-aligned writing activities across the curriculum.	Lesson plans, observations, MCAS Essay Scores, i-Ready data over time, PLC notes.	Principal, Literacy Coach, Directors of Curriculum, Teacher	July 2018	On-going
1,2	Educational leaders to include both administrators and teachers; engage in practices of an effective, classroom-oriented approach to observing, analyzing and	Participate in district-wide observations based on problems of practice at various schools.	Documentation of meetings, reports, and feedback as a result of the Instructional Rounds. Feedback delivered to staff in a meeting to debrief on the findings as a result of rounds.	Directors of Curriculum, Principal, Teachers	August 2017	June 2021

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	improving teaching and learning.					
1,2,3	Model and reinforce strong rigorous literacy practices and skills across grades and classrooms through community involvement.	Increase use of Mystery Readers and others literacy volunteers in all grades and classrooms.	Community input, volunteers and feedback. Classroom documentation in lesson plans.	Teachers, Principal	September 2018	June 2021
3	Communicate to our Wessagusset community and families curriculum and instructional strategies utilized with in the classroom.	Promote use of online tools to engage students in daily lessons, reviews, and enrichment opportunities.	Survey parents, feedback from teacher/parent communication.	Teachers, Principal	August 2017	June 2021
3	Increase use of technological tools and resources (in the area of literacy) during the school day as well as before/after schools.	Provide family/guardian training on Lexia and other online tools available for student use.	Increased use of resources as identified through online tracking tools.	Teachers, Principal	September 2017	June 2021



School Improvement Plan-Wessagusset



Performance Challenge:

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.

School and Classroom Sources of Data	Root Causes The 5 WHYs	Problem of Practice
i-Ready MCAS enVisionMATH Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities District Determined Measures	As a result of the 5 WHYs process, the root cause determined for this priority was the need for further development and better utilization of the Massachusetts Curriculum Frameworks and Standards for Mathematical Practice. In addition, there is a need to better analyze data from common assessments to improve classroom instructional, ultimately enhancing individual and school wide student performance through high-quality instructional practices.	How can we create a culture that regularly uses a variety of data points to inform instruction through careful analysis of student feedback on performance tasks? What supports and common meeting time are we using to allow for an effective, collaborative approach to this important work including the development of Massachusetts Frameworks expertise? How are we using data points to enhance math instruction?

Theory of Action:

IF teachers have a common understanding of how to effectively use student data, and Wessagusset provides the support to do so, teacher will engage in collaborative discussion about instructional improvement and practices and create meaningful interventions and differentiation,

In addition, IF we increase collaborative time teachers will develop in-depth, connected and common learning experiences which focus on the Standards for Mathematical Practices,

THEN students' instructional needs will be met and their academic performance will improve, and they will have a stronger understanding of the processes and proficiencies of longstanding importance in mathematics education including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition.

OBJECTIVE /GOAL: To develop highly productive, student-centered instruction in mathematics through use of:

- Data driven learning environment where instruction is targeted based on carefully analyzed student data

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- Curriculum developed on the sole basis of the Massachusetts Curriculum Framework for Mathematics *and* The Massachusetts Curriculum Frameworks for Students with Disabilities
- Pedagogy that demonstrates student centered learning with consistent use of the standards for mathematical practice in collaboration with developed accountable talk practices

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Complete
1,2	Develop classroom student friendly “math walls” with math practices and other pertinent math information including math strategies such as mnemonics.	An area to emphasize important mathematical concepts and vocabulary for student and teacher reference.	Classroom observations.	Teachers	August 2017	June 2019
1,2	Teachers in district-wide grade level teams conduct analysis of programs and materials from standards to enhance curriculum and pedagogy.	Use of instructional support materials directly guided through MA Frameworks.	Lesson plans that identify standards and learning targets.	Teachers, Math Coach, Principal, Director of Humanities	August 2017	June 2021
1,2	Utilize grade-level and cross-grade-level PLC’s to analyze student data, plan instruction, and identify key mathematical practices for lessons and units.	Refine math instruction as it relates to the use of the core program and Standards of Mathematical Practice.	Classroom observations, meeting agendas and notes.	Teachers, Math Coach, Director of STEM	July 2017	June 2021
3	Share out data with parents/guardians to remain	Share reports with parents; enhance understanding of	Parent / teacher discussion around growth of students	Principal Teachers	July 2017	June 2021

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	transparent with growth of students.	scores with students to ensure ownership of their learning.	through various ways of communication.			
1,2	Expand the master schedule allowing grade levels K, 1, 2 and grade-levels 3 and 4 to have a common one hour math block for the “Walk to Compute” model.	Students will have expanded time in appropriately matched Tiered Support.	Assessments scheduled throughout the school year which include: benchmark, diagnostic, and progress monitoring.	Principal	July 2017	August 2017
1,2	Create and restructure a master schedule for teachers to have common mathematics and STEAM blocks.	Block scheduling for MTRSS/Tiered instruction.	Evidence of schedule.	Principal	July 2017	August 2017
1,2	Educational leaders to include both administrators and teachers; engage in practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning.	Participate in district-wide observations based on problems of practice at various schools.	Documentation of meetings, reports, and feedback as a result of the Instructional Rounds. Feedback delivered to staff in a meeting to debrief on the findings as a result of rounds.	Director of STEM, Principal, Math Coach, Teachers	July 2017	July 2021
1,2	Develop student understanding and application of the mathematical practices.	Incorporate direct teaching as well as embedded learning opportunities for students to practice and use mathematical practices in authentic learning experiences.	Classroom observations; lesson plans.	Principal, Math Coach, Teachers	July 2018	July 2021

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1,2	Enhance student conceptual understanding of number sense.	Promotion of subitizing, composing, and decomposing numbers, and multiple representations of numbers and mathematical processes in all grades.	MCAS and i_ready data analysis. Classroom observations, lesson plans.	Principal, Math Coach, Teachers	July 2018	July 2018
1,3	Enhance family, guardian, and community understanding of math strategies.	Facilitate opportunities for families, guardians, and the community to gain a deeper understanding of how mathematical practices and concepts are being taught to students.	Documentation of evening events, sign-in sheets identifying the number of families attending, feedback on events.	Principal, Math Coach, Teachers	September 2018	July 2021



School Improvement Plan-Wessagusset



Performance Challenge:

To improve and sustain communication and engagement between the Wessagusset, staff, families, and community.

School and Classroom Sources of Data	Root Causes The 5 WHYs	Problem of Practice
Student Attendance Frequency / history of: • Virtual Backpack Enrollment Data • School Messenger Data Report • Parent Council Data and Attendance • Charitable endeavors • Volunteer outreach • Enrichment opportunities	As a result of the 5 WHYs process, the root cause determined for this challenge was the development of scheduled outreach to families, community members and organizations to improve the “wrap around” (home/school) educational experience for students. Communication needs to be multimodal-pushing out to students, parents and community members in various types of media.	Does the Wessagusset School provide opportunities for family and community engagement with an academic focus? Do the students and staff have opportunities to make connections with the community? How do we establish meaningful, sustainable relationship with community members and partners who ultimately will become invested in our school? How do we increase effective communication and ensure families and the community have various means of obtaining this communication?

Theory of Action:

IF we help students, families and the greater community connect to each other and Wessagusset,

THEN we will foster a positive, respectful, and healthy learning community for our diverse student body and support our students’ development of meaningful relationships and engage in valuable learning experiences. As a result, Wessagusset students become real-world problem solvers, active citizens, lifelong learners, leading to an increase student attendance, academic readinesses, and participation in enrichment opportunities.

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School Improvement Plan-Wessagusset



OBJECTIVE /GOAL: To enhance and sustain communication between Wessagusset Primary School staff and the community in order to strengthen school/home relationships, increase student attendance, academic excellence, and participation in enrichment opportunities.

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Complete
3	Initiate and evolve communication 2.0.	Utilize social media including Twitter to update families on school happenings. Encourage staff to use electronic means of communication such as ClassDojo.	Survey of families, members apart of social media group.	Principal, Teachers	July 2017	June 2021
3	Inform families of school events and news.	Utilize school messenger, emails blasts, monthly Newsletters, and other forms of communication to provide multi-modalities for parents to be informed. Redevelop website to be more user friendly.	Survey of families, newsletters, updated website.	Principal	July 2017	June 2021
3	Form partnerships with Weymouth High School programs.	Utilizing high school students to enhance our school success and stand in as positive role models for our students.	Data identifying opportunities where WHS students participated as role models.	Principal	July 2017	June 2021
3	Access and incorporate increased volunteer opportunities.	Utilize volunteers to facilitate groups that would otherwise run independently.	Data identifying individuals who volunteered for various activities and events including evening events, before and after-school events, as well as during the school day.	Principal, Teachers	July 2017	June 2021

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2,3	Conduct a review of attendance data and use that data to engage at-risk families.	Minimize student absences, tardies, and dismissals.	Student attendance data.	Student Support Team	July 2017	June 2021
1,3	Provide enrichment opportunities, including STEM programs, career-related (volunteer) speakers and community partners.	Provide additional opportunities for students to prepare for college and career skill development, so they can be competitive in a global market.	Attendance at events/enrichment.	Parent Council, Principal	July 2017	June 2021
2,3	Hold school and community events.	We will continue to host a variety of events and we will begin to incorporate new activities such including: A Cultural Arts Night, Lip Sync, and Supporting Students at Home event.	Number of opportunities for families. Attendance at events/activities.	Parent Council, Principal	July 2017	June 2021



School Improvement Plan-Wessagusset



Performance Challenge:

Increase awareness, response and resources for social, emotional and behavioral needs, as well as create a positive, safe and healthy environment for all Wessagusset Primary School Students.

School and Classroom Sources of Data	Root Causes The 5 WHYs	Problem of Practice
● Counseling referrals ● Rounds and Student Intervention Team Data ● X2 / SWIS (PBIS) data ● Individual student data for behavior plan Monitoring	As a result of the 5 WHYs process, the root cause determined for this priority was the need for further development of programs to address social, emotional & behavioral needs of our students. We need to engage in consistent practices, including the collection and analysis of data in order to optimize the safety of our school community. Wessagusset will engage learners in social, emotional and behavioral learning strategies which promote skills development and emotional readiness skills.	Does the Wessagusset School monitor social, emotional and behavioral needs and provide opportunities for family and community engagement with an academic focus? Do the students have opportunities to interact with adults in positive ways to reinforce their social/emotional and behavioral skills? 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:

IF we provide a healthy and strong school that promotes a sense of participation, safety, social emotional development, and security for all students,

THEN our students will be more self-aware, have stronger interpersonal skills, and be able to make responsible decisions.



School Improvement Plan-Wessagusset



OBJECTIVE /GOAL: To better meet the social emotional and behavioral needs of our students to support their greatest learning potential. Our schools enable students to achieve at their highest levels by providing supportive programs and practices that focus on building positive school culture and providing support to educators in understanding the impact of social emotional issues/trauma on students' learning.

District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Complete
2	Wessagusset School PBIS Leadership Team will participate in training and implementation of PBIS (Positive Behavioral Interventions and Supports) through MTSS and DESE. (Cohort Year Three).	Rules, routines and school-wide expectations will result in positive school climate and decrease in negative school behavioral issues. A system will be developed to support students at the Tier 1 level.	Student behavior data from X2/SWIS, survey of staff.	Administration, PBIS Leadership Team	July 2017	June 2020
2	Fully develop PBIS Action Plan for Tier 1 and present to all staff for implementation.	PBIS rolled out throughout the building.	Action plan	PBIS Leadership Team	July 2017	June 2018
2	Fully develop PBIS Action Plan for Tier 2 and present to all staff for implementation.	PBIS Tier 2 system of supports.	Action plan; Tier 2 PBIS Team Established	PBIS Tier 2 Leadership Team	September 2018	June 2020
1,3	Collaborate with Parent Volunteers to provide the Build Our Kids Success (BOKS) program to all students by providing BOKs during the school day.	Students will have the opportunity to participate in BOKs before the school day begins as well as during the day to increase their activity	Attendance and Survey results.	Principal Parent Volunteers BOKS Trainers	July 2017	June 2021

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		level to optimize their learning.				
1	Collaboratively develop a district/school-wide menu of research-based interventions to address academic and SEL needs.	Development of intervention menu.	Menu available for staff.	Principal, Student Support Team, Teachers	July 2017	June 2021
1	Provide staff models, resources, and examples of rigorous tiered SEL and academic instruction through shared resources, videos and/or peer observations.	SEL instructional practices implemented.	Resource guides, models, development agendas, classroom observations.	Principal, Student Support Team, Teachers	July 2017	June 2021
1,2	Analyze SEL data weekly to identify areas of concern and provide staff with appropriate interventions.	Student support team will meet weekly to analyze SEL data, identify areas of concern, provide support to teachers around implementing appropriate interventions, and methods for monitoring the intervention(s).	Referral to Behavioral Rounds.	Student Support Team	August 2017	June 2021



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1,3	Collaborate with families to share common language for a consistency between home and school around “expected” vs. “unexpected” behaviors.	Create and distribute literature to families around common language and how to implement various strategies and interventions at home. Hold an evening event outlining the above.	Resources available for families.	Adjustment Counselor, School Psychologist, Principal, Teachers	July 2017	June 2021
1,2	Provide professional development for teachers and staff regarding trauma sensitivity, growth mindset and mindfulness techniques and strategies.	Implementation of strategies to support students with trauma backgrounds as well as the teaching and learning of growth mindset and mindfulness techniques.	Classroom observations, meeting notes and agendas.	Principal, Adjustment Counselor, School Psychologist, Teachers	August 2017	June 2021
2	School Adjustment Counselor will provide individual, small group and whole-class support to students in need of support in social skills, self-regulation, problem solving and emotional expression using programs such as Zones of Regulation, Listening Larry, and Social Thinking.	Students independently regulating social/emotional needs.	Student observation, adjustment counselor data collection.	Adjustment Counselor	August 2017	June 2021



School Improvement Plan-Wessagusset



Name:	Role:	Signature:
Elizabeth Drolet	Principal	Elizabeth Drolet
Erin Keenan	Classroom Teacher	Erin Keenan
Sarah Crossman	Adjustment Counselor	Sarah Crossman
Kristin Travers	Parent	Kristin Travers
Richard McInnes	Parent	Richard McInnes
Marcia Stoddard	Community Representative	Marcia Stoddard