



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2015-2017

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.

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

PERFORMANCE NARROWING GAP GOALS

2016 Accountability Data - Maria Weston Chapman Middle School

Organization Information			
District:	Weymouth (03360000)	School type:	Middle School
School:	Maria Weston Chapman Middle School (03360020)	Grades served:	05,07,08
Region:	Southeast	Title I status:	Title I School (TA)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools and subgroups Focus on Afr. Amer./Black -Students w/disabilities -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	<div><div></div></div> <div>Lowest performingHighest performing</div>	16

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		53	Did Not Meet Target
High needs		49	Did Not Meet Target
Econ. Disadvantaged		-	-
ELL and Former ELL		-	-
Students w/disabilities		41	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		44	Did Not Meet Target
Hispanic/Latino		64	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		67	Did Not Meet Target
Nat. Haw. or Pacif. Isl.		-	-
White		54	Did Not Meet Target



School Improvement Plan – Chapman

Proficiency Gap Narrowing and Student Growth Percentile

2016 English Language Arts Proficiency Gap Narrowing											About the Data
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		88.4	92.1	88.6	-3.5	93.2	94.2	42	901	0	Declined
High needs		78.0	84.0	78.0	-6.0	87.2	89.0	38	336	0	Declined
Econ. Disadvantaged		87.2	87.2	82.4	-4.8	88.3	93.6	43	236	0	Declined
ELL and Former ELL		80.4	-	-	-	-	90.2	-	34	-	-
Students w/disabilities		60.1	71.7	64.0	-7.7	76.7	80.1	35	150	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	4	-	-
Asian		93.5	95.9	94.4	-1.5	96.2	96.8	36	45	25	No Change
Afr. Amer./Black		74.2	83.8	80.9	-2.9	85.0	87.1	47	47	0	Declined
Hispanic/Latino		83.3	92.7	88.3	-4.4	90.3	91.7	78	66	0	Declined
Multi-race, Non-Hisp./Lat.		84.5	-	77.0	-9.7	91.0	92.3	11	25	0	Declined
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		89.2	92.4	89.2	-3.2	93.7	94.6	32	714	0	Declined

2016 Mathematics Proficiency Gap Narrowing											About the Data
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		66.5	74.2	74.3	0.1	80.5	83.3	34	897	50	Improved Below Target
High needs		48.6	57.6	56.4	-1.2	70.0	74.3	18	334	25	No Change
Econ. Disadvantaged		63.3	63.3	61.9	-1.4	66.4	81.7	26	234	25	No Change
ELL and Former ELL		60.2	-	-	-	-	80.1	-	34	-	-
Students w/disabilities		28.5	38.3	38.3	0.0	58.3	64.3	12	149	25	No Change
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	4	-	-
Asian		82.6	87.5	90.0	2.5	89.9	91.3	38	45	75	On Target
Afr. Amer./Black		50.0	56.6	54.3	-2.3	70.8	75.0	20	46	25	No Change
Hispanic/Latino		62.3	68.4	70.1	1.7	78.0	81.2	64	67	50	Improved Below Target
Multi-race, Non-Hisp./Lat.		57.5	-	65.0	1.7	75.2	78.8	18	25	50	Improved Below Target
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		67.1	74.6	75.2	0.6	80.8	83.6	23	710	50	Improved Below Target



School Improvement Plan – Chapman



2016 Science Proficiency Gap Narrowing											About the Data
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		68.2	68.5	65.6	-2.9	81.5	84.1	25	461	0	Declined
High needs		55.4	55.1	54.1	-1.0	74.0	77.7	21	190	25	No Change
Econ. Disadvantaged		60.7	60.7	58.6	-2.1	64.0	80.4	32	142	25	No Change
ELL and Former ELL		-	-	-	-	-	-	-	18	-	-
Students w/disabilities		37.2	41.5	40.9	-0.6	63.4	68.6	17	74	25	No Change
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	2	-	-
Asian		85.9	-	-	-	-	93.0	-	27	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	19	-	-
Hispanic/Latino		69.0	-	57.2	-6.9	81.9	84.5	55	38	0	Declined
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		68.5	69.0	66.5	-2.5	81.6	84.3	11	366	25	No Change

2016 English Language Arts Growth										About the Data
	0 10 20 30 40 50 60 70 80 90 100	2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><di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School Improvement Plan – Chapman

2016 Mathematics Growth									About the Data
	0 10 20 30 40 50 60 70 80 90 100	2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating
All students	<div><div></div><div></div></div>	43.0	36.0	-7.0	51.0	No	854	25	Below Target
High needs	<div><div></div><div></div></div>	45.0	38.0	-7.0	51.0	No	300	25	Below Target
Econ. Disadvantaged	<div><div></div><div></div></div>	44.0	38.5	-5.5	51.0	No	212	25	Below Target
ELL and Former ELL		-	-	-	51.0	-	27	-	-
Students w/disabilities	<div><div></div><div></div></div>	45.0	37.0	-8.0	51.0	No	131	25	Below Target
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	4	-	-
Asian	<div><div></div><div></div></div>	60.0	42.0	-18.0	51.0	No	43	50	Below Target
Afr. Amer./Black	<div><div></div><div></div></div>	58.0	35.0	-23.0	51.0	No	39	25	Below Target
Hispanic/Latino	<div><div></div><div></div></div>	52.5	47.0	-5.5	51.0	No	63	50	Below Target
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	20	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-
White	<div><div></div><div></div></div>	41.5	36.0	-5.5	51.0	No	685	25	Below Target

SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

The teachers, administrators and staff will continue to focus their efforts on the implementation of the instructional strategies of Student Discourse and Close/Active Reading. This focus will support student academic growth and expand the focus of teaching and learning in the classroom. Research shows that the use of student discourse in the classroom leads to academic growth and success of the student. Through the use of student discourse (Accountable Talk) and Close/Active reading students will understand how to use evidence to support their findings and how to effectively communicate that information to the class and teacher. Chapman will also focus their efforts towards the use of SRSD as a writing strategy for all students. SRSD is the next step in our student's academic growth and development. Through the use of SRSD, Accountable Talk and Close and Active Reading, students will have the academic tools necessary to be successful. Chapman will also focus efforts on the development and implementation of sound and supportive practices around growth mindset, grit and resiliency for student growth and development. This academic and social emotional development and focus will work towards Chapman students being successful and active citizens in today's world.



School Improvement Plan – Chapman



SCHOOL COUNCIL MEMBERSHIP

NAME
Paul Duprey

POSTION
Principal

Patricia Boucher

Teacher

Julie Clark

Teacher

Tina Conte

Teacher

Maria McKenna

Parent

Beth Murphy

Parent

Joanne Tanner

Parent

Mary-Ellen Devine

Parent

Sharon O'Sullivan

Parent

SCHOOL VISION NARRATIVE

It was determined that we would like to focus on home, school and community engagement and the social emotional growth and development of our students. Parents and staff agreed that communication from students in the middle school can be limited and that there is a common desire to know and understand what our students are doing in schools. Parent, School and Community Engagement are an important part of the success of any school. The Council also spoke of the importance of student growth and performance and how it can be supported in school and at home. The focus on our school plan is to support and develop communication with home and the community and to focus on professional development that drives instruction and supports student growth and improvement both academically and socially.



School Improvement Plan – Chapman



PERFORMANCE CHALLENGE

1. The improvement of student 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.

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	Causes determined for this focus was the development of common writing rubric for ELA and specific subject area writing as well as common assessments. These will be utilized to provide additional data for analysis. This analysis and break down will be use to improve classroom instruction and drive improvement in individual student performance. As well, the school will focus on the use of Accountable Talk and Close/Active Reading to support this vision and student success.	Chapman Campus must work 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 district literacy coaches and department based data review. The practice of reviewing and effectively utilizing data to inform educators on meeting the educational needs of our students will work towards improving individual student performance.

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 the curriculum,

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



School Improvement Plan – Chapman



OBJECTIVE / GOAL: To provide continued support for educators 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	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
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, and State-wide Assessments.	Data Meetings PLC Meetings Department Meetings	Administration Teachers	January 2016 to January 2017
1,2	Teachers will calibrate assessing student written language work.	Teachers will create and use a common rubric to assess student written 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	January 2016 to January 2017
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	Administration Teachers District Leadership	January 2016 January 2017
1,2	Increase the amount of professional development around the use of	Teachers and staff will participate in	Professional Development	Administration Teachers	January 2016 to January 2017

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

	Accountable Talk and Close/Active Reading to support student growth in literacy.	Professional Development that supports the use of Accountable Talk and Close/Active Reading.		District Leadership	
1,2	Teachers will meet with content departments on a regular basis.	Teachers will create common rubrics, specific scope and sequence and common benchmark assessments to support academic growth and development of students.	Teachers will work within departments	Administration Teachers	January 2016 to January 2017



School Improvement Plan – Chapman



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 then we will see continued improvement individual student performance.

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 mathematics,

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 standardized tests, curriculum based measures, common assessments, progress reports and report cards.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2	Provide professional development opportunities that support the continued use of the Big Ideas Math program at Chapman.	Teachers will continue to develop, review and implement Big Ideas Math Program in the classroom.	Classroom Observations and Department time discussions	Administration Teachers	January 2016 to January 2017
1,2	Provide professional development opportunities and work the District Data Director and Coaches 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	January 2016 to January 2017
1,2	Teachers will meet in content departments on a regular basis.	Continue to provide PLC time, coverage and release time to encourage teacher collaboration	Department time work product and notes	Administration Teachers	January 2016 to January 2017
1,2,3	Review the continued and effective use of the Math RTI course and how it can support mathematics literacy for all students.	Administration and teachers will work to continuously review the use of the Math RTI course for our students who need more specific	iReady data and teacher discussions	Administration Teachers	January 2016 to January 2017



School Improvement Plan – Chapman

		instruction.			
1,2	Provide professional development Accountable Talk, Close/Active Reading and Conjecture Boards in Mathematics.	Teachers and Administration will work together during department time and professional development time to implement strong Accountable Talk, Close/Active Reading and Conjecture board activities.	PD Days Department time Building Based PD	Administration Teachers	January 2016 to January 2017



School Improvement Plan – Chapman

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
Discussed and documented the need for frequent communication to parents regarding their middle school student. Reviewed the amount of in school opportunities for parents and the community to enter the Chapman building for events. Discussed with students and staff the need for positive student interactions through groups such as Student Council	The middle school student is not effective in communication around school information and events. Parents are beginning to provide “space” to their student but still are in need of information regarding school. General feeling that information is not shared effectively. For some time now students have not been actively participating in the growth and development of school culture.	We will continue to work to improve communication with parents and students. We will continue to develop programs that provide parent and student voice at Chapman. 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. 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.

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.



School Improvement Plan – Chapman

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	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
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	January 2016 to January 2017
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	January 2016 to January 2017
2,3	Chapman will initiate and 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	January 2016 to January 2017
2,3	Chapman will develop a student to student mentoring program for students to meet with and mentor students in grade five from Adams through their transition to Chapman and beyond.	Selection and development of school mentors (Kool Kids Program)	Participation, development of mentors and implementation of the mentor program at Adams	Principal Assistant Principal Staff Adams Principal and Guidance Staff	January 2016 to January 2017
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	January 2016 to January 2017
3	Increase events in school that bring the community in to the building	Events that bring students, staff and parents together	Increase in school activities, activities on a monthly or every six week basis	Staff Administration	January 2016 to January 2017

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School Improvement Plan – Chapman

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 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 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

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.



School Improvement Plan – Chapman

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	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
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	January 2016 to January 2017
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.	CCR VAT Info Department time Observations and discussions	CCR VAT Guidance and Teaching Staff Administration	January 2016 to January 2017
1,3	Utilize the focus of the CCR VAT to develop a systematic program that supports students in identifying interest and likes and how to pursue the academic focus needed to lead toward that interest.	CCR Representative reporting to guidance staff and working to implement CCR vision for Chapman students	CCR VAT Professional Development Career Interest Data	CCR VAT Guidance and Teaching Staff Administration	January 2016 to January 2017
1,2,3	Professional development for teachers and staff in what it means to be a growth mindset building and understand grit and resiliency in an academic setting.	Continued professional development on mindset, grit and resiliency and how to support students in	Professional Development in Growth Mindset Department/Team time discussions Observations	Administration	January 2016 to January 2017

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School Improvement Plan – Chapman

		this area			
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	January 2016 to January 2017
1,2,3	Work to create a culture and climate in school that supports all students.	Faculty Meetings/PD and general discussions with staff. Implementation of Trauma Sensitive Process of Communication	Faculty Meetings Department/Team Discussions Student Survey and interactions	Administration Staff SRO	January 2016 to January 2017



School Improvement Plan – Chapman

IMPROVEMENT PLAN QUARTERLY UPDATE

List accomplishments that your school community has made related to the School Improvement Plan and each objective/goal:

OBJECTIVE / GOAL: To provide continued support for educators 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.

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|---|
| 1. Consist team based data meetings scheduled and utilized to review and discuss data |
| 2. Data driven changes: Literacy no longer viewed as the responsibility of the ELA teacher but throughout all content areas |
| 3. Department based review to support literacy across content areas....implementation of student discourse, close read and SRSD |
| |
| |

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.

- | |
|---|
| 1. Department driven data review in mathematics |
| 2. Professional Development (Lesley University) to support mathematical pedagogy in the classroom |
| 3. Increase discussion within the department of instructional changes based on student data |
| 4. Continued/maintained student growth in statewide assessment for mathematics |
| 5. “Math Talk” more evident in classrooms based on observation and discussion with staff |

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.

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| 1. Communication via School Messenger increased |
| 2. Communication via Media Club, School Newspaper and Multiple Student events |
| 3. Increase in community service: Breast Cancer Awareness, Turkey Baskets, Giving Tree, Project 351, Veteran’s Focus, etc |



School Improvement Plan – Chapman

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 an understanding of how to apply growth mindset, grit and resiliency to their academic struggles and social-emotional development.

1. Development of Student Council (90+ Students)
2. Development and implementation of multiple school based events and celebrations ie Ice Bucket Challenge, Breast Cancer Awareness March, Turkey Basket Collection, Spirit Week, Essay Contests, School and Weymouth Pride, School Dances, and student voice.
3. ADL Training and Professional Development
4. Health and Wellness Focus in enrichment
5. Continued development and implementation of Guidance Directed Student Seminars/Classes

What additions or changes does your school community plan to incorporate into the 2017-2021 School Improvement Plan?

- Writing focus on SRSD
- Work to tie close reading, student discourse and SRSD writing strategies together to support student academic growth.
- Support social emotional growth and development with a continued focus on school pride, supportive and kind students and student voice.
- Continue to focus on increasing enrichment offerings to students to support both academic and social emotional growth and development. Courses in the area of Language, Music, Wellness, Art and Performance, STEM and Technology.
- Continued use of Guidance expertise in the development of classes that focus and support student growth and development both socially and emotionally.
- Look to improve parent communication through new and effective technology.
- NGSS Science Goal and Objective

Respectfully Submitted: 1/19/17

Paul A. Duprey

Principal

Maria Weston Chapman Middle School