



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021

Ralph Talbot Primary School

DISTRICT VISION

Educational excellence for every Weymouth student: Students graduate from Weymouth Public Schools with the academic knowledge, social and emotional skills, and growth mindsets necessary to succeed in college and career and are prepared to tackle and solve the most important problems in our local and global community.

DISTRICT THEORY OF ACTION

IF we increase collaborative problem solving among all educators; use 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 across all schools, better personalize instruction and supports for students; and produce students that meet high standards and are prepared to succeed in college and career.

The Weymouth Public Schools create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.

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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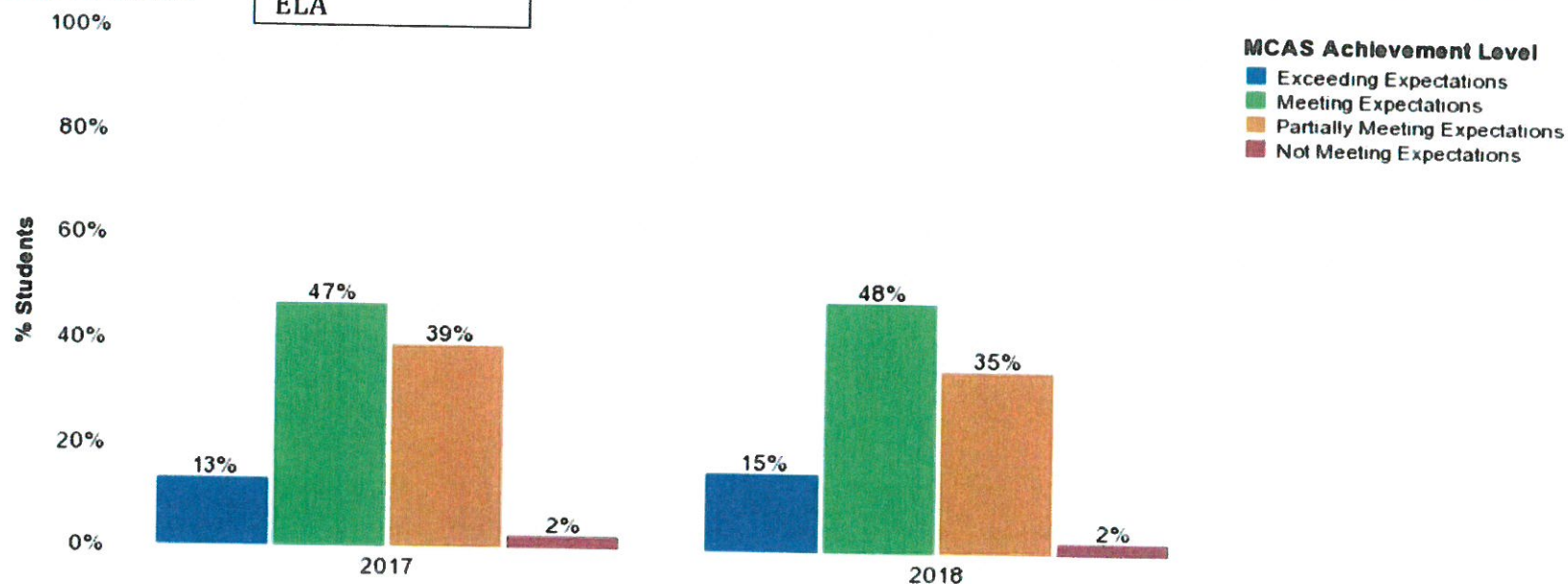
School Improvement Plan – Ralph Talbot Primary School



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Student Group: All Students

ELA



	2017			2018		
	School	District	State	School	District	State
CPI						
Exceeding Expectations	13%	5%	7%	15%	6%	9%
Meeting Expectations	47%	40%	42%	48%	44%	42%
Partially Meeting Expectations	39%	46%	41%	35%	40%	38%
Not Meeting Expectations	2%	9%	10%	2%	10%	11%
N Students	101	2,794	425,349	94	2,669	426,356
Mean SGP				37.8	49.4	50.0
Median SGP	69.5	41.0	50.0			

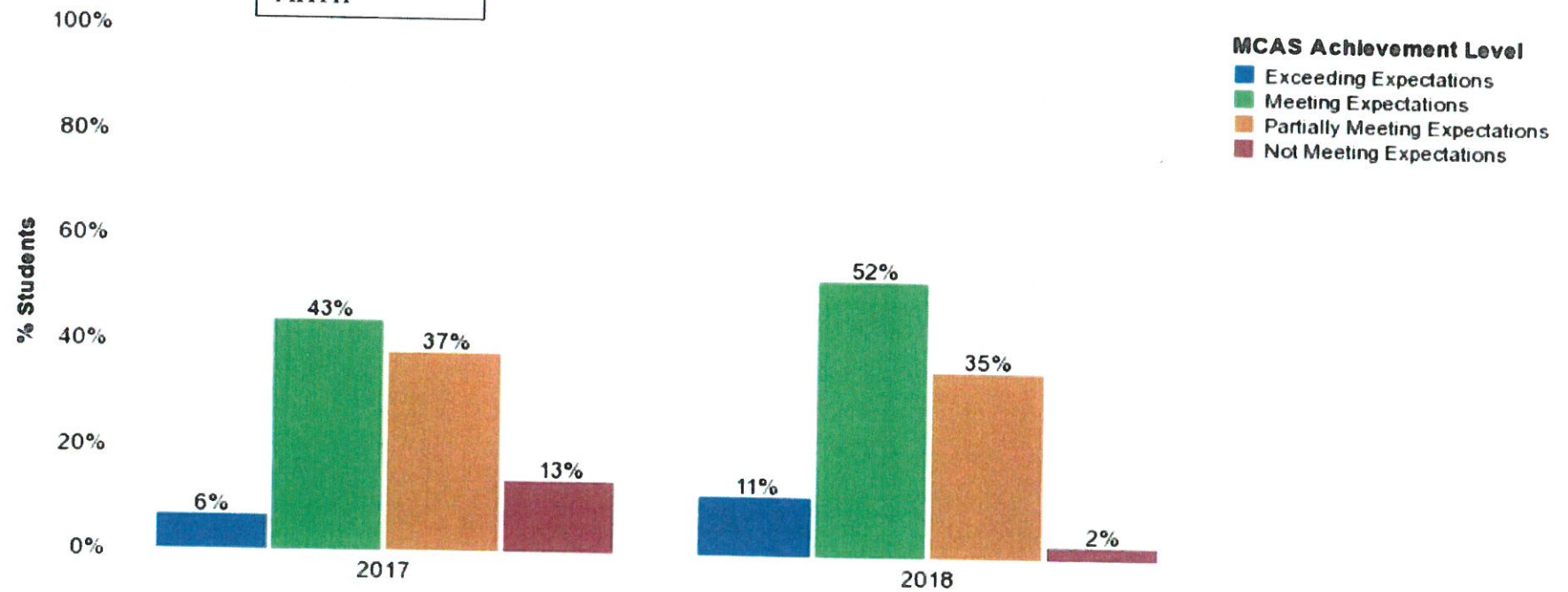
COMPARATIVE DATA

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School Improvement Plan – Ralph Talbot Primary School

Student Group: All Students

MATH

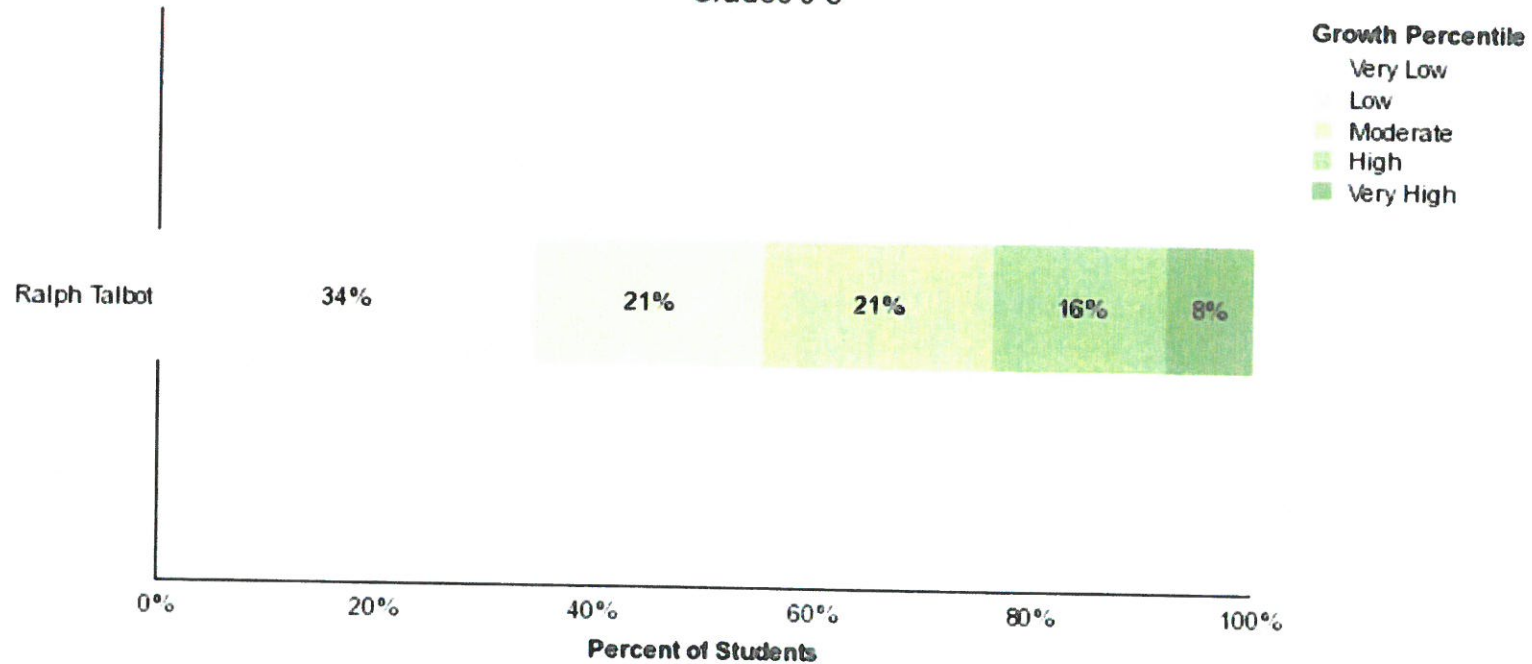


	2017			2018		
	School	District	State	School	District	State
CPI						
Exceeding Expectations	6%	4%	8%	11%	4%	7%
Meeting Expectations	43%	39%	40%	52%	38%	40%
Partially Meeting Expectations	37%	45%	41%	35%	46%	40%
Not Meeting Expectations	13%	11%	12%	2%	12%	12%
N Students	99	2,784	425,411	94	2,676	426,545
Mean SGP				59.8	48.0	50.0
Median SGP	68.5	43.0	50.0			

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GROWTH DISTRIBUTION**English Language Arts****Growth Distribution by School**

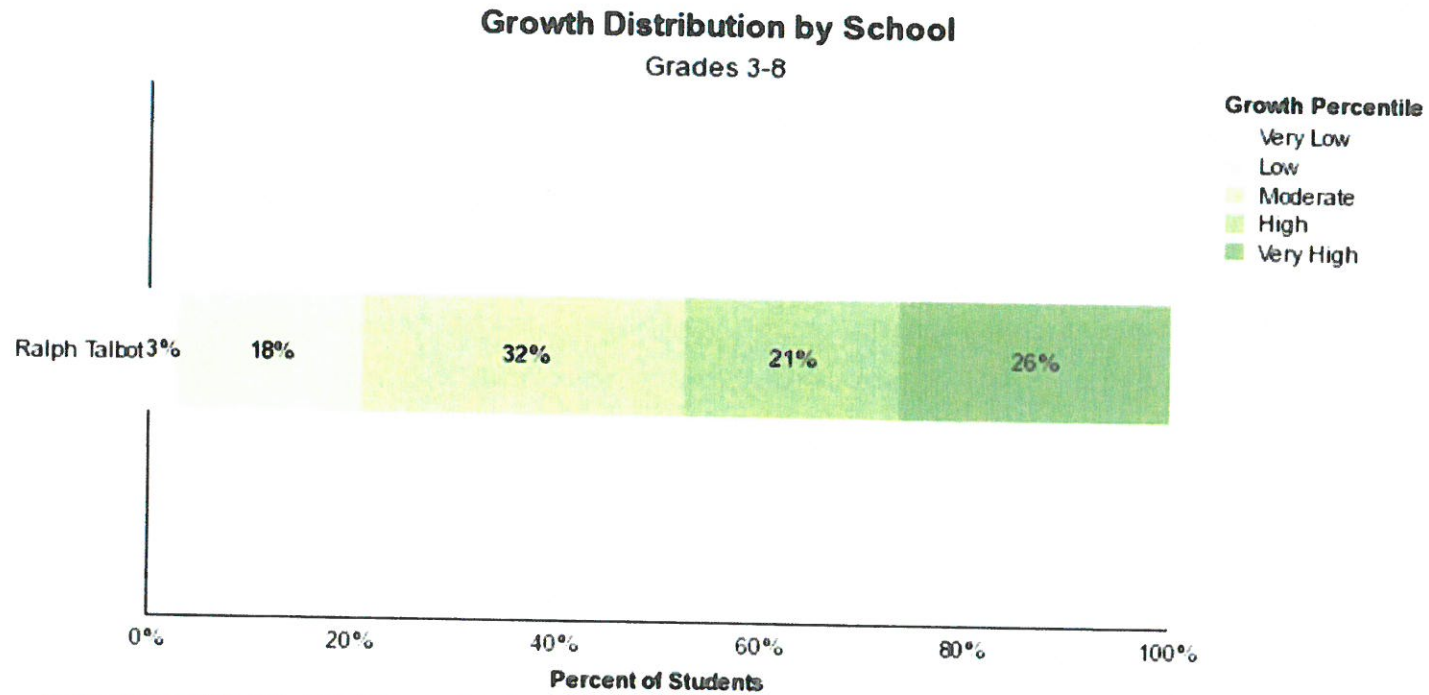
Grades 3-8



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

	Very Low	Low	Moderate	High	Very High	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Ralph Talbot	13	8	8	6	3	37.8	38	63	94

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



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

	Very Low	Low	Moderate	High	Very High	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Ralph Talbot	1	7	12	8	10	59.8	38	63	94

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

SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

The Professional Practice Goals of the Ralph Talbot Primary School faculty and staff is to collaborate on several key issues to improve teaching and learning.

We will continue to strengthen our commitment, understanding, and practice to the successful implementation of the PBIS (Positive Behavior Interventions and Support) Program to create a safe environment conducive to learning and nurturing of child growth and development.

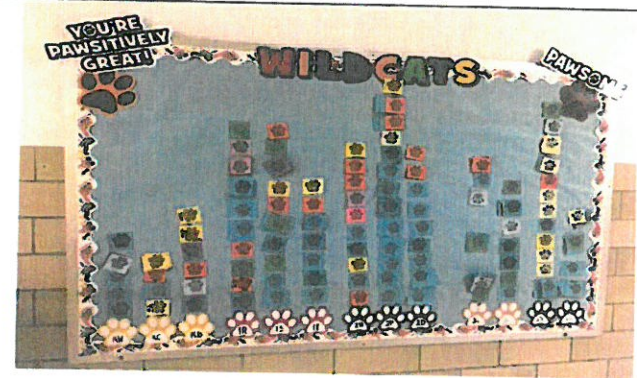
Our school community will continue the research based practice of Accountable Talk, Walk to Read, ECRI Routines, Lexia Core 5, and Walk to Compute. We will further our depth and understanding of district assessments as well as classroom assessments for data analysis to develop greater knowledge of student work and curriculum content.

The Ralph Talbot Primary School will build a school culture to include opportunities for children to become part of a whole school community where they can learn to support the greater community at large by participating in motivational assemblies at school.

Our staff will utilize data-driven instruction in literacy and math, addressing the literacy needs of our early readers through the use of Lexia Core 5 and ECRI, and utilizing domain-specific math instruction as needed.

R.O.A.R Mascot Ralph

Positive Behavior Incentives





School Improvement Plan – Ralph Talbot Primary School



SCHOOL COUNCIL MEMBERSHIP

Richard Bransfield, Principal

[Signature]

Mattia Semedo, Teacher

M. Semedo

Jennifer Butts, Teacher

Jife Butts

Tricia Litchfield, Teacher

Tricia Litchfield

Maureen Prezioso, Teacher

Maureen Prezioso

Kristen Herrick

Kristen Herrick

Kristen Clancy

Kellancy

Jennifer Camacho

Jennifer Camacho

Meg Carr

Meghan Carr

SCHOOL VISION NARRATIVE

The vision for the Ralph Talbot Primary School for the 2017-2021 SIP resulted from a further discussion of the 2013-2017 School Improvement Plan. The School Council has recognized the successes and accomplishments of the previous plan, but also recognized areas that needed to be enhanced. The vision of academic achievement for all students should be balanced with community spirit and involvement. To that end, the School Council continues to support community building activities and events that bring awareness to all students the world in which they live.

PERFORMANCE CHALLENGE

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

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
DIBELS I-Ready Lexia Core 5 MCAS Curriculum Based Assessments	As a result of the 5 WHYs process, the root cause determined for this priority was the continued analysis of data, based on common assessment to improve classroom instruction and individual student performance.	Do the students at Ralph Talbot Primary have the opportunity to engage in tiered reading instruction? Is the staff working collaboratively at grade levels to incorporate data when making literacy instruction decisions?

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THEORY OF ACTION

If teachers have a common understanding of how to use student data and engage in collaborative discussion about instructional improvement, *then* students' instructional needs will be met and their academic performance will improve.

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 literacy as measured by DIBELS, i-Ready, DDMs, Lexia, Lexia Core 5, standardized tests, curriculum based measures, progress reports and report cards.

District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in Progress C: Completed
1, 2	Continue to provide professional development and collaboration opportunities to increase Accountable Talk, differentiation, and promote inclusion.	Teachers will work collaboratively with colleagues to identify differentiated strategies and inclusive practices.	Staff Feedback and Classroom Observations	Principal, Literacy Coach, Data Coach, Teachers	9/18/17	P

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1	Students in grades 1-4 will continue to participate in a “walk to read” model utilizing block scheduling.	Students will be grouped (and regrouped, as needed) according to assessments for targeted instruction at their instructional level.	Assessment results and progress monitoring	Teachers	9/18/17	P
1, 2, 3	Provide professional development opportunities to implement Google Docs for staff communication and collaboration; also, Google Classroom in order to ensure access for students and parents.	Staff, students, and parents will have access to Google Docs to support literacy instruction.	Usage data Parent/Staff/Student feedback	Principal, Technology Department	1/24/17	P
1	Provide tier 2 reading interventions for identified students.	Students will be grouped by instructional need.	Progress monitoring data (DIBELS, iReady, Lexia Core 5)	Principal, MTSS Interventionist	10/10/17	P
1, 2	Teachers will collaboratively assess student written language work to calibrate for rigor. Teachers will expand training to improve writing instruction.	Teachers will work in teams using common rubrics to assess student written language.	Grade level writing prompts, common rubrics targeting specific forms of writing, and pre and post writing scores	Principal, Teachers, Literacy Coach	10/16/17	P

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.

School Improvement Plan – Ralph Talbot Primary School

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
i-Ready MCAS EnVision Math Assessments NCTM membership materials Massachusetts Curriculum Framework Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities	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 Mathematical Standards for Practice. In addition, there is a need to better analyze data from common assessments to improve classroom instruction, ultimately enhancing individual and school wide student performance.	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 times are we using to allow for an effective, collaborative approach to this important work including the development of Massachusetts Frameworks expertise?

THEORY OF ACTION

If the Ralph Talbot Primary School provides support for educators on how to effectively use data, the MA Frameworks for mathematics with emphasis on the standards for mathematical practice, along with effective use of the core math program and supplemental materials to create a student-centered learning environment, **then** we will see improved student performance in mathematics.

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

- Data driven learning environments 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	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in Progress C: Completed
1	District wide PD on developing teacher ownership of the Standards for Mathematical Practice, which should be transferred to students for their own use and understanding.	To increase teacher knowledge and implementation of Mathematical Practices in daily math lessons.	Observation of teachers' usage of standards and practices in classroom	Principal, Assistant Super of Curriculum & Instruction	9/5/17	P
1	Develop student friendly "math boards" to be displayed in classrooms with math practices and other pertinent information.	To increase student usage of mathematical language and understanding of Mathematical Practices	Evidence of boards and posters in each classroom	Teachers, Principal	9/10/18	P
1, 3	Provide math enrichment opportunities for students K-4	To provide challenging mathematical-thinking opportunities for students to complete outside of school	Math Olympics participation and completion rates	Principal, Teachers	12/4/17	P
1, 2	A minimum of 25% of PLC time will be dedicated to mathematics data inquiry, practices, standards including looking at student work	Increase regularity for math focus during PLCs	Monitor progress via PLC attendance, notes	Teachers, Principal	9/11/17	P
2	Use benchmark, diagnostic and progress monitoring assessments to provide informative data in grades K-4.	Provide individualized, group, grade level, and building-wide instructional focus	Ensure all scheduled benchmark assessments are completed and	Specialists, Teachers, Principal	9/18/17	P

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			progress monitoring is used to determine student intervention need and progress			
1, 2	Utilize data coaches to focus the data analysis of Mathematics	Increased understanding of how to effectively and efficiently use data to improve student learning	Identify data coaches, provide training and set goals generating useful reports	Principal, Math Leader	9/20/17	P
1, 2	Refine and review EnVision Math developing a scope and sequence to better utilize the program to match our curriculum and instructional approach.	Refine instructional math practices as they relate to the use of the core program supporting our standards based curriculum	Check sequence development and scope planning determining appropriate pacing and recording of notes to further refine the use of the program and its ancillary resources	Teachers, Principal, Math VAT	2/5/17	P
1, 2	Implement Walk-to-Compute approach to better meet the instructional math needs of all students	Interventions will be provided for students in Grades 1-4 during "Walk-to-Math" at least 2 times per week	Envisions math assessments, observation, computer-based assessments.	Grade Level Teachers, MTSS Interventionist	9/25/17	P

PERFORMANCE CHALLENGE

3. To improve and sustain communication and engagement between the Ralph Talbot Primary School and families/community.

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SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
<p>Student Attendance Frequency / history of:</p> <ul style="list-style-type: none"> ▪ Virtual Backpack Enrollment Data ▪ School Messenger Data Report ▪ Parent Council Data and Attendance ▪ Charitable endeavors ▪ Volunteer outreach <p>Enrichment opportunities</p>	<p>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.</p>	<p>Does the Ralph Talbot Primary 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?</p>

THEORY OF ACTION

If we enhance communication between the Ralph Talbot Primary School staff and the community, *then* we will strengthen school/home relationships and increase student attendance, academic readiness and participation in enrichment opportunities.

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



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District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in Progress C: Completed
2, 3	Families will be informed of important school events and news	Electronic communication will be regularly posted to the website	Evidence of electronic and/or paper-based notices	Principal, Administrative Assistant	9/5/17	P
3	Access and incorporate volunteer opportunities	Utilize volunteers to allow targeted students oral reading practice	Scheduled Meetings	Principal, Grade level Teachers	11/27/17	P
2, 3	Conduct a review of attendance data and use that data to engage at-risk families	Assess family needs, address chronic student attendance issues, suggest additional services, as needed	Attendance Data Trends	Principal	9/5/17	P
3	Our school community will participate in charitable endeavors	i.e. Coats for Kids, Pennies for Patients, Donation to Weymouth Food Pantry	Targeted Recipients, Scheduled Events/Activities	Principal, Teachers, Families	9/11/17	P
1, 3	Collaborative Primary School parent evenings (district-wide)	Create offerings (i.e. Parent University, FACE, Career Night)	Participation in Events	Principal, Teachers, Families	9/14/17	P

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1, 3	Provide enrichment opportunities, including Science programs, career-related (volunteer) speakers and community partners	Work with Parent Council to provide multiple enrichment opportunities	Evidence of enrichment opportunities	Principal, Teachers, Families	9/5/17	P
1, 3	Create opportunities for families to engage in academic work with students	Provide families with passwords/access to Pearson Scholastic Reading Counts, and Lexia Core 5	Parent support and participation at home	Principal, Teachers, Families	9/11/17	P
1, 3	Form partnerships with Weymouth High School programs	Capstone Projects, VIP	Continue the existing collaborative efforts with members of the high school community. We hope to involve high school students when possible for community service	Principal, Teachers, WHS Program Leaders	9/11/17	P

PERFORMANCE CHALLENGE

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

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SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
<ul style="list-style-type: none"> • PBIS Data-Tier I, II, and III • SWIS/X2 Data/SAS/TFI Data • Professional Development • Rounds and Student Intervention Team Data • Health and Wellness Team Data • Action Plan Analysis 	<p>As a result of the 5 WHYs process, the root cause determined for this goal was based on the continuously increasing awareness and need to provide whole school sensitivity to students' social, emotional, and physical needs, which directly impact students' overall success in school.</p>	<p>Does the Ralph Talbot Primary 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?</p>

THEORY OF ACTION

If schools provide environments that are warm, welcoming, and sensitive to students' social/emotional/physical needs, **then** all students will have the necessary supports to grow and to thrive academically as well and developmentally.

OBJECTIVE /GOAL: To better meet the emotional and behavioral needs of our students to enable them to be 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 trauma on students' learning.



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District Lever	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status P: Work in Progress C: Completed
2	School Leadership Team will participate in training and implementation of PBIS Tier II (Positive Behavioral Interventions and Supports) through MTSS and DESE.	Established rules, routines and school-wide expectations will result in positive school climate and decrease in negative school behavioral issues.	Student behavior data from X2/SWIS, Survey of Staff	Principal, PBIS Tier I & Tier II Teams, Teachers	9/18/17	P
1, 2	Develop check-in/check-out intervention support for targeted students	Provide additional and more individualized emotional support to students in need	CICO data, SWIS	Principal, PBIS Tier II Team	1/2/18	P
1, 2	School will continue to engage students in Peace Builder's curriculum to foster a safe, non-violent learning environment.	Build positive learning environment in classroom and school-wide	Completion of Monthly Themes	Principal, Teachers	9/6/17	P
1, 2	School will continue to refine the process to identify and provide appropriate supports for students with social/emotional needs through Rounds format (Tier II/Tier III)	Principal, School Psychologist, School Adjustment Counselor,	Rounds Notes	Rounds Team	10/16/17	P
1, 2	Adjustment Counselors/School Psychologists will provide social skills groups to students who need assistance in understanding social	Students will understand and utilize the strategies needed in interpreting social cues and respond	Student performance and observation of teacher and adjustment	Adjustment Counselor, School	9/11/17	P

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	cues and developing social skills and strategies in school settings.	appropriately, Student success will be increased.	counselors, Student Survey	Psychologist, Principal		
3	Ralph Talbot will collaborate with Parent Council/Parent Volunteers to provide the Build Our Kids Success (BOKS) program to all students.	Students will actively participate in the BOKS program to increase their activity level to optimize their learning.	SWIS Data, Participation Rates	Parent Council, Principal	10/24/17	P

Respectfully Submitted on: October 5, 2018