



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2017-2021 Thomas V Nash, Jr. 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; 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

<p>PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE: Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.</p>	<p>EFFECTIVE USE OF DATA: Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.</p>	<p>PARENT AND COMMUNITY ENGAGEMENT: Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.</p>
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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.



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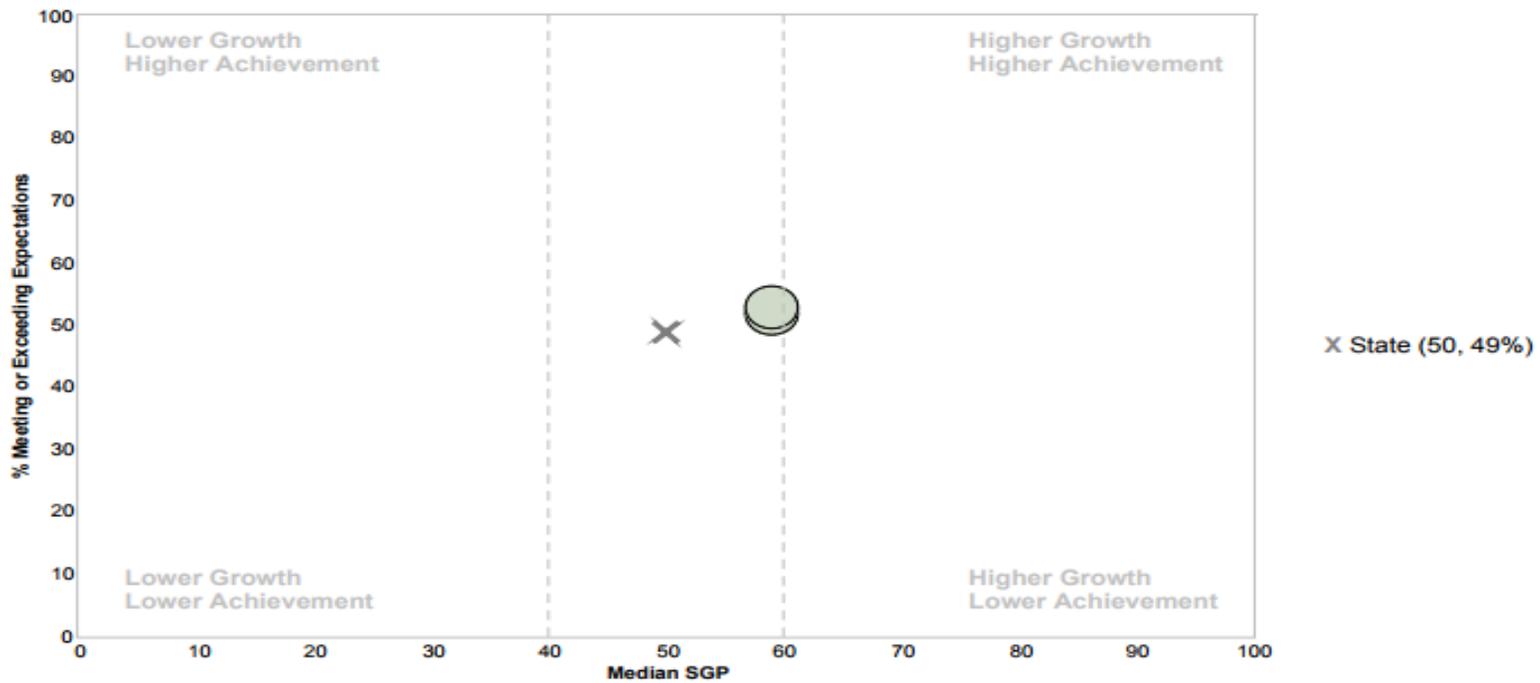


School Achievement and Growth : ELA



Spring 2017 MCAS School Achievement and Growth English Language Arts by Grade

District: Weymouth
School:
Grade: Grades 3-8



	Median SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	59	44	52	44
Grades 3-8	59	44	53	97

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



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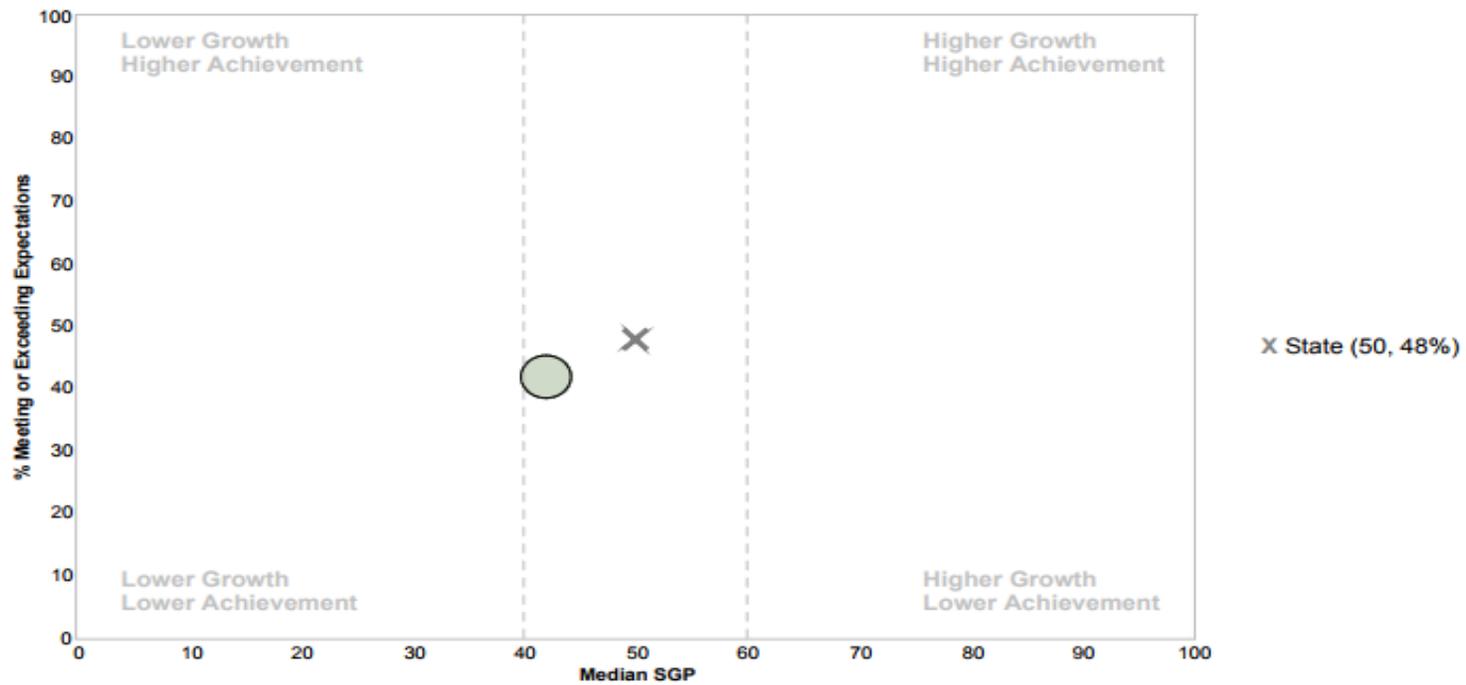


School Achievement and Growth : Math



Spring 2017 MCAS School Achievement and Growth Mathematics by Grade

District: Weymouth
School:
Grade: Grades 3-8



		Median SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
	Grade 4	42	43	42	43
	Grades 3-8	42	43	42	96

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



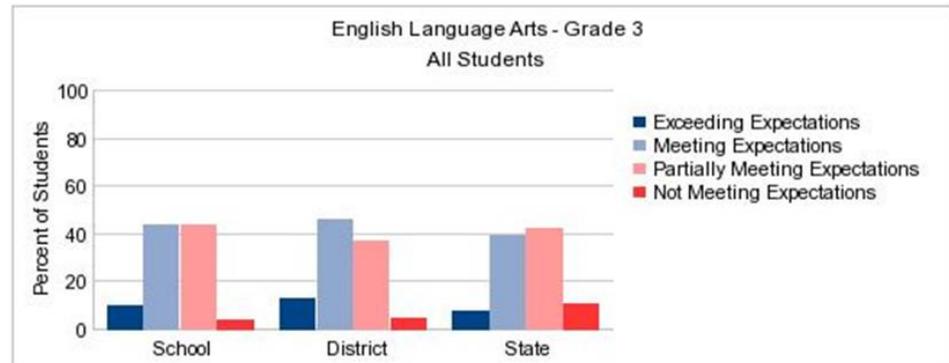
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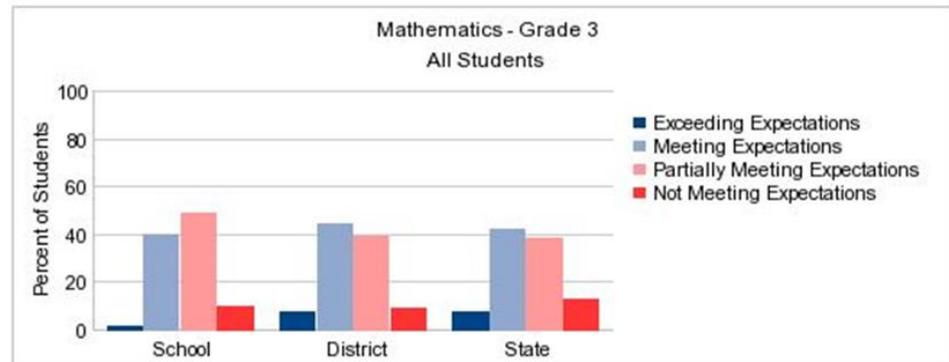
PERFORMANCE NARROWING GAP GOAL

All Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	5	9	13	8
Meeting Expectations	23	43	46	39
Partially Meeting Expectations	23	43	37	42
Not Meeting Expectations	2	4	4	10
Total Included	53			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	1	2	7	7
Meeting Expectations	21	40	44	42
Partially Meeting Expectations	26	49	39	38
Not Meeting Expectations	5	9	9	13
Total Included	53			



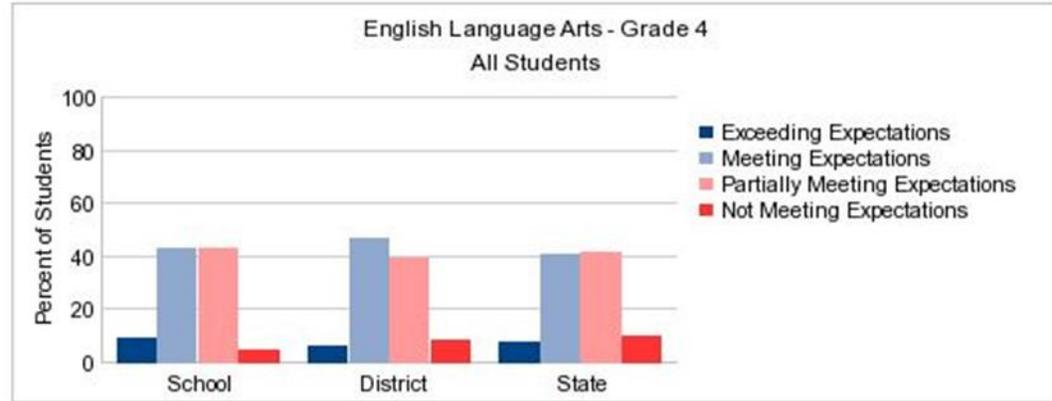


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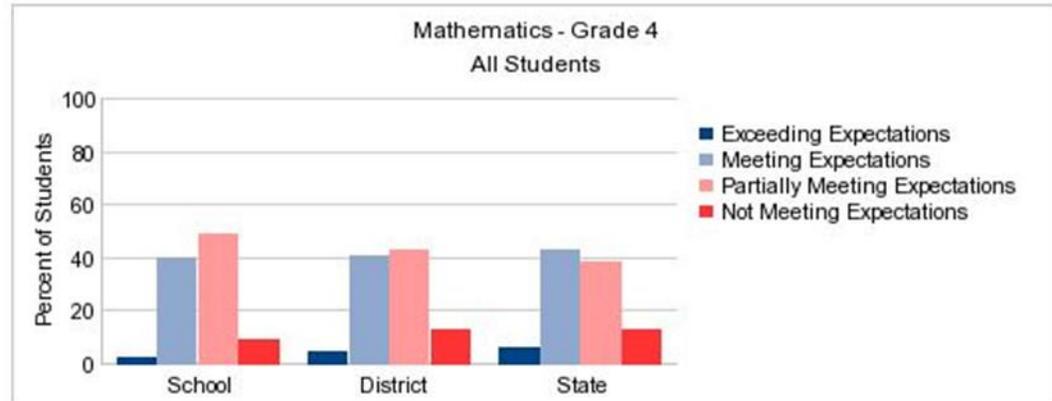


All Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	4	9	6	7
Meeting Expectations	19	43	47	41
Partially Meeting Expectations	19	43	39	42
Not Meeting Expectations	2	5	8	10
Total Included	44			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	1	2	4	6
Meeting Expectations	17	40	40	43
Partially Meeting Expectations	21	49	43	39
Not Meeting Expectations	4	9	13	13
Total Included	43			





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SCHOOL COUNCIL MEMBERSHIP

Name	Position	Signature
Carrie Palazzo	Parent Representative	
Sara Canova	Parent Representative	
Noreen Anderson	Teacher Representative	
Rebecca Kelly	Principal	
Kelsey Massis	Community Representative	



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SCHOOL VISION NARRATIVE

In five years, we will continue to see up-to-date technology based classrooms, completed curriculum pacing guides across all content areas, social and emotional programming across all grade levels. Our grounds will consist of a designated play area, with playground equipment for our school and local community to interact with their peers and build positive relationships.

The vision of our building is for our current gym/cafeteria to be enhanced with a new sound system, air conditioning, and a mural on the wall to create a more welcoming space. Specialist classes would include but not limited to the arts (to include drama), Health/Wellness, science specialists, and information literacy. Full day kindergarten across the district will enhance our opportunities for consistent programming as the students matriculate through the grades beginning with kindergarten. After school enrichment program opportunities will continue to be available for all students as we aim to bring in a wide variety of opportunities. We will continue to refine our data collection process and enhance the rigor of our instruction with delivery of the common core. We hope to see our students engaged, well-adjusted, and eager to learn while recognizing what is developmentally appropriate for our students socially, emotionally, and academically.

How do we get there?

We will continue digging deeper into our curriculum maps as we collaborate with our STEM and Humanities directors, math and literacy coaches, and grade level colleagues across the district. Through utilizing vetted materials and multi-modal experiences for our students, we will make gains through our emphasis on rigor. Lexia, iReady, and our online Pearson online access supplement opportunities for activities, lessons, and various interactive ways to check understanding of the current curriculum both in school and at home. We will further define our needs to sustain a successful MTSS program in both reading and math with lower teacher to student ratio to include math and reading coaches and other trained staff. Teacher led instructional rounds will allow for more staff collaboration around best strategies and teaching practices.

Through continued use of our PBIS model, we will have moved to all parts of the building with a cohesive understanding around the various expectations and tiers of behavior. By utilizing the community service opportunities from the high school students, we will have the chance to enhance learning opportunities for our students through both tutoring programs and after school activities. Collaboratively, with Parent Council and our staff, we would like to embrace our Open House evening to allow for an informative evening where teachers can review curriculum,



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classroom expectations, and an overview of the year with families. Through the lens of Health and Wellness, we would like to engage our students in various opportunities to make gains socially, emotionally, and emphasize the importance of health and wellness through a variety of activities such as BOKS, interactions with our Adjustment counselor, enrichment activities (3 sessions per year), and other cultural arts programming.



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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 ANALYZED	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
DIBELS i-Ready PARCC Curriculum Based Assessments Lexia Successmaker	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.	Are students given the opportunity to demonstrate reading aptitude in a variety of ways? Does the entire staff of the Murphy school work collaboratively for multiple purposes, including effectively using data to analyze student progress and differentiate literacy-related instruction?

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 develop and maintain student-centered literacy instruction by:

- 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



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District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Target Start Date	Status: P: Work in Progress C: completed
1	Students in grades K-4 will continue MTSS, to include crossover grades where necessary, and make growth based on their individual levels.	Data will be used to place students in instructional groups – crossing over by grades if necessary	Scheduled intervals to progress monitor students using DIBELS and reflect on current interventions being taught.	Staff – Data Coaches, Lit coach Rachel Files & Emily Murphy	9/1/17	P
1,2	Each grade level meets during 1 PLC per month to review data in order to be reflective of our teaching practices to best meet the needs of all students.	One PLC’s per month to analyze data and create weekly action plans based upon the results.	Minutes and actions steps recorded to ensure follow through of adjustment to student needs.	Teachers, staff, Lit Coach, Data Coach, Admin	10/1/17	P
1,2	The SRSD system of writing will continue to grow with pre/mid/post assessments and data collected in the workbook to show growth.	Set dates and time for scoring at each benchmark period.	Data workbooks will be reviewed by teachers and data coach.	Admin, Lit Coach, Data Coach, teachers	11/1/17	P
1,2	Collaborate by grade levels to analyze third and fourth grade MCAS open	Review data / create action steps during PLC time – how are	Grade level open response common assessments with	Grade level teachers, Lit Coach, Admin	1/2018	P



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	response questions and identify areas for improvement.	our SRSD strategies bridged to respond to open response on MCAS	a common rubric to analyze.			
1,2	Educational leaders to include administrators, Curriculum Leaders, and teachers; engage in practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning.	Participate in district-wide / school based Instructional Rounds based on problems of practice in Literacy.	Feedback / action steps as a result of the Instructional Rounds. Follow up with implementation of action steps.	Administration, Curriculum Directors, Lit coaches, Principal, staff	10/15/2017	P
1,2	Students will take part in MCAS sample writing prompts in the three areas of Research, Literary Analysis, and Narrative.	Implement sample writing prompts to include SRSD strategies.	Collect data from rubrics, common assessments across grade level / district	Humanities Director, Literacy Coach, Teachers, Admin	11/2017	P
1,2	MCAS preparation before/after school leading up to ELA MCAS.	Organize prep materials and schedule leading up to MCAS.	MCAS practice / final assessment.	Grades 3/4 teachers / Admin	3/2017	P
1,2	We will utilize the Lexia program to best support the individual needs of our students based on their data.	Points of data to enhance each student's needs and adapt lessons appropriately.	Track minutes completed, standards met, and overall growth of each student	Teachers, Data Coach, Literacy Coach	10/1/2017	P



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PERFORMANCE CHALLENGE

The improvement of Math Performance for all students through a deeper understanding of the Common Core standards / 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 ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
i-Ready EnVison Math Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities PARCC / MCAS 2.0	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 Nash school provides support for educators to effectively use data and the standards for mathematical practice as well as the appropriate use of the core program and supplemental materials, then they will be equipped to identify performance trends, provide student-centered learning environments and guide improved individual student performance in mathematics.



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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
- *Curriculum developed from our 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	Due
1,2	Students in grade K-4 will utilize a guided math approach to meet the individual needs of students. (Intervention materials such as ROOTS for K and Envisions components, and our Ready Toolkit for all grades will be utilized)	Data will be used to place students in instructional groups.	Common assessment usage at scheduled intervals	Teachers / Paraprofessionals, Math Coaches, Data Coach, math leader, and Admin	11/15/17	P
1,2,	Utilize i-READY computer assessment to track student growth throughout the year.	Analyze data , to create instructional groups, and implement best interventions to meet the needs of each student.	i-READY online assessment	Grade Level Teachers led by Data Coach, math coaches, and math leader	2/1/2018	P



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1,2,3,	Collaborate by grade levels to analyze math MCAS open response questions and identify areas for improvement.	Discuss implementation of strategies to enhance responses	Grade-wide open response assessments with a common rubric to track growth over the year.	Admin, teachers, math coach, data coach	1/15/2018	P
1,2	Educational leaders to include administrators, Curriculum Leaders, and teachers; engage in practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning.	Participate in district-wide / school based Instructional Rounds based on problems of practice in math.	Feedback / action steps as a result of the Instructional Rounds. Follow up with implementation of action steps.	Administration, STEM Director, math coaches, Principal, staff	10/15/2017	P
1,2	Students will take part in MCAS sample test items for math.	Access for students to practice MCAS formatted test items both online and paper-based	Implementation of these test items on weekly assessments	Grades 3/4 teachers, STEM director, math coaches, admin	1/10/18	P
1,2	Walk to compute approach to meet the individual math needs of our students K-4	Students will have an math block at least 2 times per week outside of the math block to enhance	Envisions math assessments, observation, computer-based assessments,	Grade level teachers/staff	1/25/17	P



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		knowledge of grade level concepts.				
1,2	MCAS preparation before/after school leading up to ELA MCAS.	Organize prep materials and schedule leading up to MCAS.	MCAS practice / final assessment.	Grades 3/4 teachers / Admin	3/2017	P
1,2	Math Team enrichment opportunity to collaborate with other primary schools for math meets and practices.	Students will collaborate as part of a math team after school to enhance their math skills	Schedule for implementation, volunteers / high school students, etc.	Admin, math leaders, teachers	4/18	P



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PERFORMANCE CHALLENGE

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

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
Student Attendance Frequency / history of: <ul style="list-style-type: none"> • Virtual Backpack Enrollment Data • School Messenger Data Report • Parent Council Data and Attendance • Charitable endeavors • Volunteer outreach Enrichment opportunities	<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 Murphy 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		
<p>If we enhance communication between Nash staff and the community, then we will strengthen school/home relationships and increase student attendance, academic readiness and participation in enrichment opportunities.</p>		

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



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District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Due
2,3	Send out weekly information to keep families up to date with upcoming information to share updates with families.	Consistent communication, keeping families in the know.	Monthly newsletters created / feedback from parents	Teachers, lit coaches, math coaches	10/1/17	P
1,2,3	Incorporate TD Bank math / economics program into all grades to enhance real-life, common core learning opportunities.	Collaborate with personnel of TD Bank to enhance real world learning opportunities for students.	Test scores around the foundational math of banking.	STEM director, math coaches, teachers	11/2017	P
3	Engage the Nash community in various learning opportunities with evening events to best support our families in supporting our students both socially and academically	Incorporate information in weekly updates, communication with families and collaboration with Parent Council	Attendance and engagement of parents in various opportunities offered.	Parent Council, principal, staff	1/2018	P
2,3	Opportunity for students to participate in after school enrichment.	Develop Enrichment Program with a variety of offerings to target the interests of our students.	Student / parent feedback	Parent Council / Principal / community members and staff	10/2/17	P



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3	Field Trips / In school presentations to enhance the learning experiences for our students linked to their curriculum	Bring in opportunities / field trip to enhance educational learning experiences	Parent Council, Lit/math coaches, staff feedback	Parent Council, Lit/math coaches, staff	10/1/17	P
2,3	Utilize our Lexia program both at home and at school	Families can also track their students' data and needs based on the results of their students' work	Overall growth of students, stronger understanding of what our students' needs are	Staff, Lit coach, families	11/1/2017	P



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PERFORMANCE CHALLENGE

Increase awareness, response and resources for social, emotional and behavioral needs of all Nash School students.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Counseling referrals SIT referrals 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.	Does the Murphy 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?

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



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District Lever 1,2,3	Objective/Goal Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person	Begin	Due
2	Nash School PBIS Team will continue to enhance our monthly assemblies, track data and make adjustments according to our SWIS data.	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	Administration, PBIS Team, staff	9/1/17	P
1,3	Nash School will collaborate with Parent Volunteers to provide the Build Our Kids Success (BOKS) program to all students both before and during school.	Students will actively participate in the BOKS program to increase their activity level to optimize their learning.	Group Rosters Attendance	Staff Parent Volunteers BOKS Trainers	9/17	P
1,2,3	Nash School will continue to refine our SIT process to identify and provide appropriate supports for students with social/emotional needs.	Refinement of our process, implement behavior rounds	Survey teachers, SIT notes / behavior intervention data	SIT, Adjustment Counselor, special ed teacher, general education teacher, principal	10/1/17	P
2	School Psychologist / Adjustment Counselor will provide individual and small group support to students in need of	Students will understand and utilize the strategies needed in interpreting	Student performance and observations of teacher and support staff	Adjustment counselors, School Psych, Principal	10/1/17	P



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	support in social skills, self-regulation, problem solving and emotional expression using programs such as Zones of Regulation, Superflex, Listening Larry, Social Thinking.	social and emotional cues and respond appropriately. Student success will be increased.				
1,3	Nash School will promote a safe and healthy school environment by supporting wellness, good nutrition, and regular physical activities as part of the school environment.	Wellness Calendar will be provided to students on a monthly basis. Participants will be recognized.	Survey students, staff, families	PE Teacher, Nurse, Parent Council, BOKS program	9/15/17	P
1,3	Nash School will enhance our bucket filling opportunities to acknowledge the importance of being kind to all.	Utilize the language of “bucket filling” and “bucket dipping” when talking to students about being kind to all.	Positive behaviors and attitudes in the classrooms and across the school will be measured through SWIS, Praise Paws earned, etc.	All staff, admin	9/1/17	P