



# WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

## School Improvement Plan – 2017-2021

### William Seach 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 who 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.*

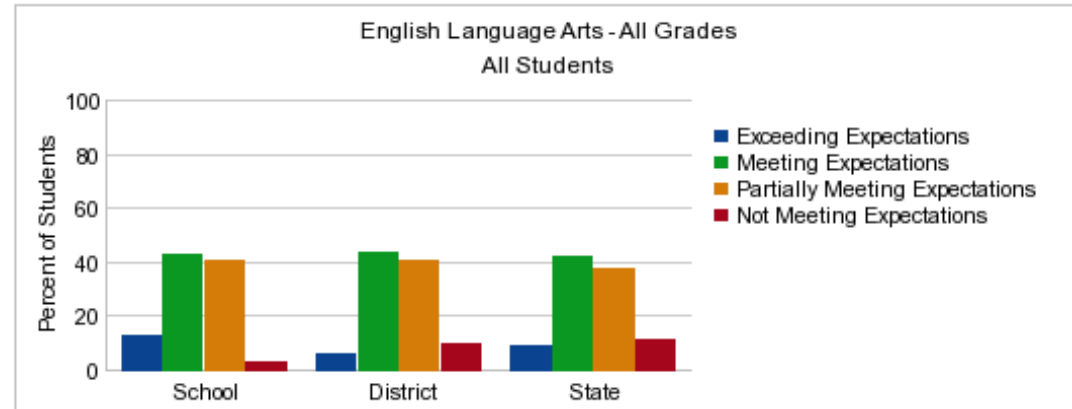


## School Improvement Plan— William Seach Primary School

### Comparative Data

### ELA

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	16	13	6	9
Meeting Expectations	53	43	44	42
Partially Meeting Expectations	50	41	40	38
Not Meeting Expectations	4	3	10	11
Total Included	123			



The most recent **ELA** MCAS data indicates that the **Seach School** had 56% “Meeting Expectations” or “Exceeding Expectations” (all students) compared with 50% of the district. This is an improvement from last year’s 50% of students meeting or exceeding expectations. Our percentage of students “Partially Meeting Expectations” and “Not Meeting Expectations” equalled 44%.

We continue to adjust and adapt our MTSS model to better meet individual student needs. We are also working with our special education department and Literacy Coach to improve our inclusive practices and differentiation during our Tier 1 instructional time.

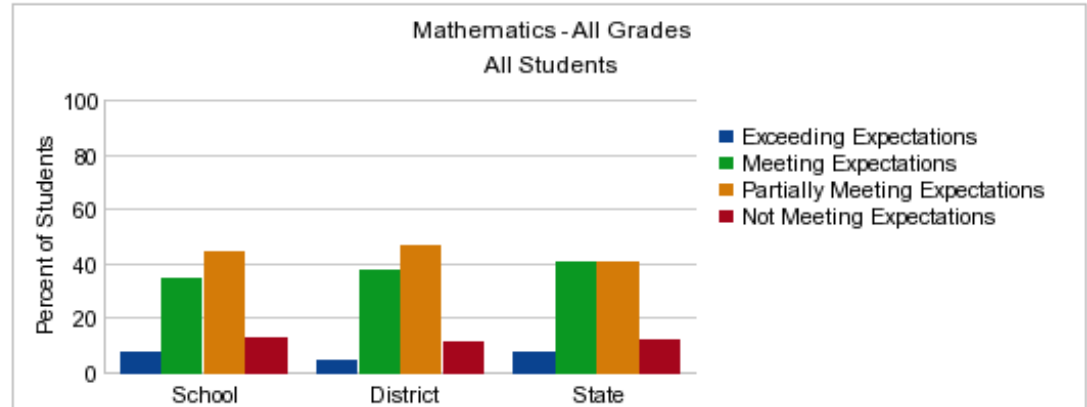
- In 2019, we aim to raise our percentage of students “Exceeding Expectations” to 17%, and we aim to raise our combined percentage of students “Meeting Expectations” or “Exceeding Expectations” to 65%.
- In 2019, we aim to reduce our students “Not Meeting Expectations” to 2%, and we aim to reduce our combined percentage of students “Not Meeting Expectations” or “Partially Meeting Expectations” to 35%.



## School Improvement Plan— William Seach Primary School

### MATH

Mathematics	N Included	% School	% District	% State
Exceeding Expectations	9	7	4	7
Meeting Expectations	43	35	38	40
Partially Meeting Expectations	55	45	46	40
Not Meeting Expectations	16	13	12	12
Total Included	123			



The most recent **Math** MCAS data indicates that the **Seach School** had 42% “Meeting Expectations” or “Exceeding Expectations” (all students) compared with 47% of the state. Our percentage of students “Partially Meeting Expectations” and “Not Meeting Expectations” was 58% compared to the state at 53%.

We continue to adjust and adapt our MTSS model to better meet individual student needs. This year during SY 18-19 we will begin following this model in our first and second grade classrooms. We are also working with our special education department and Math Coaches to improve our inclusive practices and differentiation during our Tier 1 instructional time.

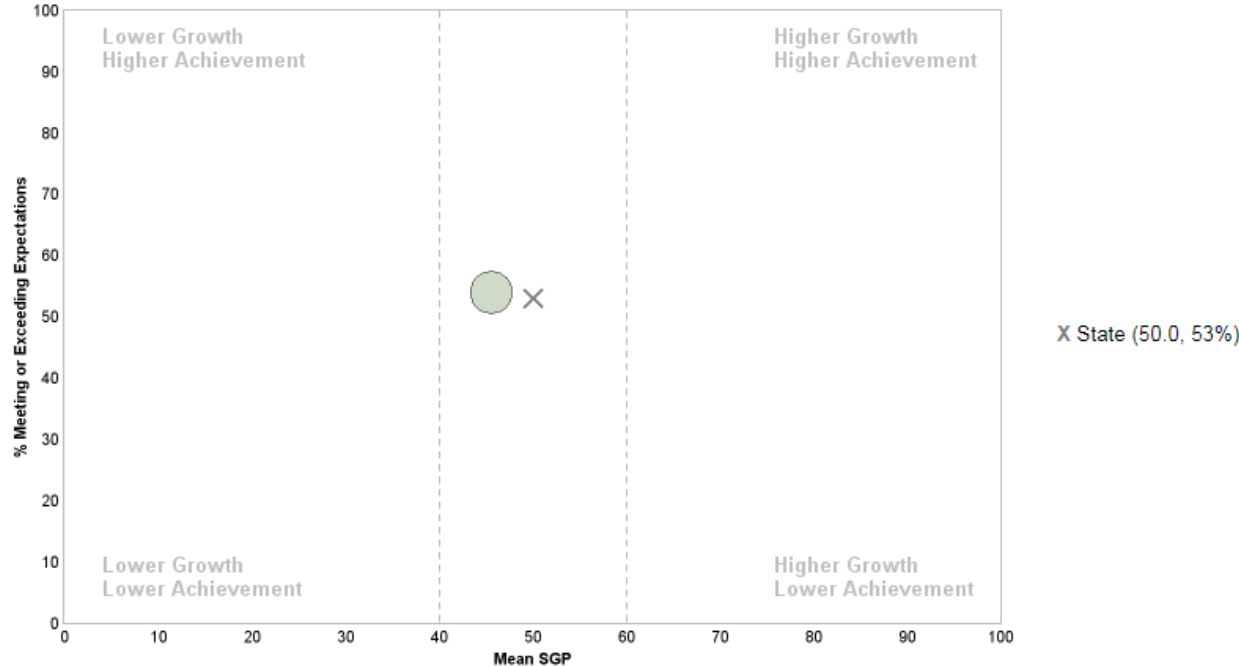
- In 2019 we aim to raise our percentage of students “Exceeding Expectations” to 13%, and we aim to raise our combined percentage of students “Meeting Expectations” or “Exceeding Expectations” to 55%.
- In 2019, we aim to reduce our students “Not Meeting Expectations” to 6%, and we aim to reduce our combined percentage of students “Not Meeting Expectations” or “Partially Meeting Expectations” to 45%.



## School Improvement Plan— William Seach Primary School

### GROWTH DISTRIBUTION

#### ELA



	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	45.5	60	54	63

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

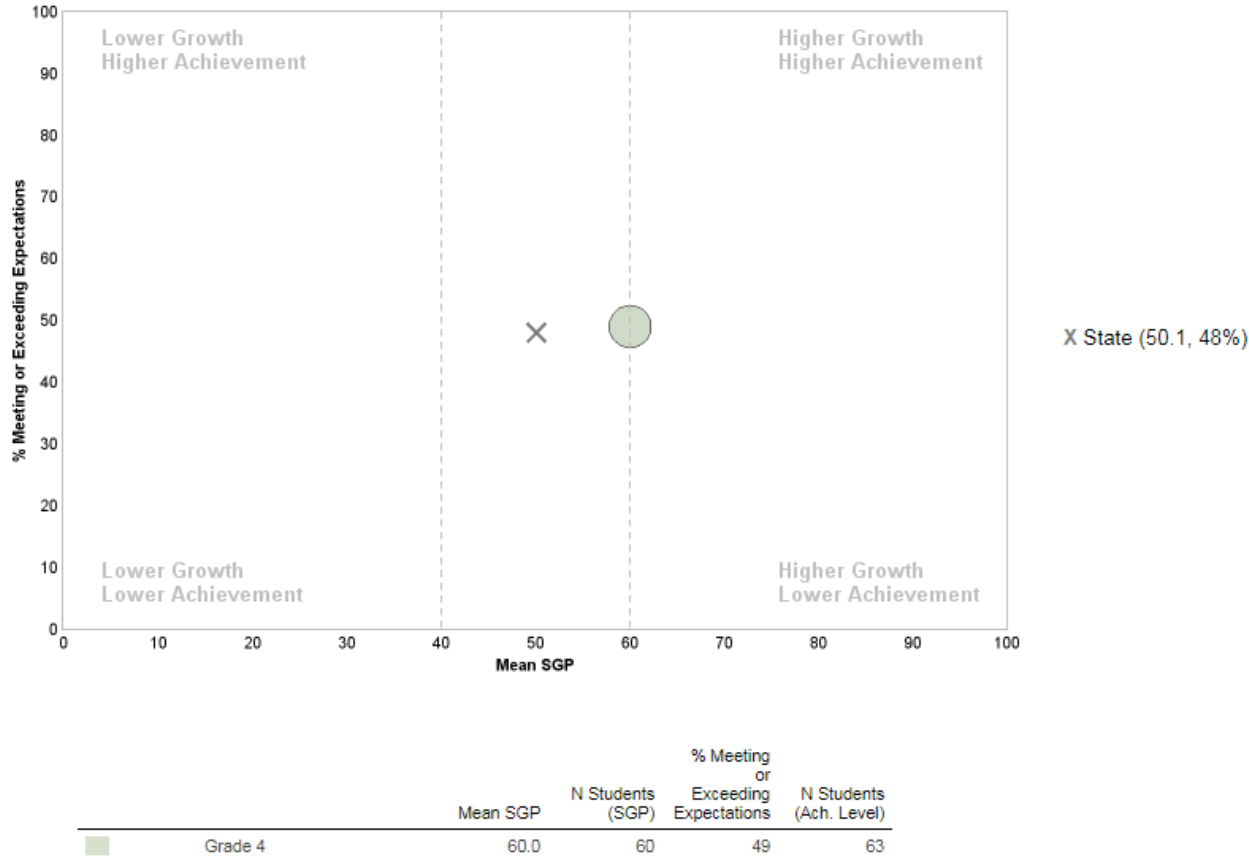
#### Description:

- Our mean SGP (student growth percentile) for ELA was 45.5 in 2018 compared to last year's score of 38. This represented 54% Meeting or Exceeding Expectations compared to last year's percentage of 43%. This rate of growth met our SGP goal of 45.0.
- We aim to increase our percentage of students "meeting or exceeding expectations" to 65% and to raise our median SGP to 50 during SY 18-19.
- We will target student growth through careful analysis of student proficiency by domain and tailor instruction through our MTSS model in order to meet individual needs.
- We will progress monitor our students throughout the year and analyze that data to ensure they are making appropriate grade level growth. If they appear to not be making growth we will provide additional interventions.



## School Improvement Plan— William Seach Primary School

### MATH



#### Description:

- Our median SGP (student growth percentile) for Math was 60 in 2018 compared to last year's score of 35. This represented 49% Meeting or Exceeding Expectations compared to last year's percentage of 36%. This rate of growth exceeded our SGP target of 50.0.
- We aim to increase our percentage of students "meeting or exceeding expectations" to 55% and to maintain our median SGP of 60.0 during SY 18-19.
- We will target student growth through careful analysis of student proficiency by domain and tailor instruction through our MTSS model in order to meet individual needs.
- We will progress monitor our students throughout the year and analyze that data to ensure they are making appropriate grade level growth. If a student appears to not be making growth we will provide additional interventions as needed.



## **School Improvement Plan— William Seach Primary School**

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### **SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL**

**We aim to enhance technology skills and use for our staff, including aptitude with Google drive and chromebook devices in the classroom.**

**We will create a school-wide schedule that will allow for the use of more inclusive practices through the support of co-teaching with the help from our General Education teachers, Special Education Teachers, Instructional Coaches, and interventionists.**

**All of our classrooms will continue to incorporate opportunities for students to engage in Accountable Talk practices.**

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

**We will optimize growth in social aptitude for our students through the increased use of tier 2 practices within the PBIS model.**




## School Improvement Plan— William Seach Primary School

### SCHOOL COUNCIL MEMBERSHIP

NAME/ SIGNATURE

POSTION

Nancy Schuhwerk 


Principal

Jeremy Angelos 

Assistant Principal

Nicole Doherty 

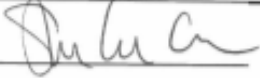
Teacher

Emily Lasso 

Parent

Paloma Fernandes 

Parent

Shanie Coven Easter 

Parent

Jackie Neenan 

Community Representative



## School Improvement Plan— William Seach Primary School

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### SCHOOL VISION NARRATIVE

All our classrooms will incorporate opportunities for students to engage in Academic Discourse (engaging in meaningful conversations related to the content with the goal of having more ownership of the conversation and digging deeper to explain their understanding). During our school-based teacher rounds, we will utilize the District-wide problem of practice: “How are teachers providing students with opportunities to engage in higher level classroom talk resulting in students referencing content, information and standards?”, “What is the level of rigor in our daily lessons?”

Our delivery of instruction utilizing MTSS (multiple tiers system of support), will be infused into the Walk to Read and Walk to Compute academic blocks. This model of instruction engages all students by meeting the needs of our struggling students and challenges our higher achieving students. Students will be able to engage in higher order thinking and be able to converse in content rich discussions using the features of academic discourse. Our students will be confident and self-assured as they interact positively with one another. Parent and school communication is essential in achieving this vision. Parents will support student learning at home and parent involvement at school will continue to increase.

Our staff will practice data-driven instruction in ELA and Math, addressing the literacy needs of our early readers through the use of Lexia Core 5, ECRI, SRSD, and Tier 1 differentiated reading practices as well as support math instruction through Envisions math, i-Ready and differentiated math practices. Staff will expand their use of PLC time to address instructional practices and make the necessary adjustments based on student data.

We will expand our growth in social aptitude for our students through PBIS Tier I and Tier II practices of PBIS.

We will collaborate with Quincy Community Health, Quincy Family Resource Center, Weymouth Food Pantry, the Greater Boston Food Bank, to provide support for our families within our school community.

With the collaboration of all staff, students, families, and our community we hope to continue moving forward as we strive to provide opportunities for our students allowing them to maximize their success at the primary level.





## School Improvement Plan— William Seach Primary School

### PERFORMANCE CHALLENGE- LITERACY

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 MCAS SRSD Lexia Core 5 Curriculum Based Assessments District Determined Measures	As a result of the 5 WHYs process the root cause determined for this priority was the development of common assessments and the analysis of data to improve classroom instruction and individual student performance.	If the Seach school provides support for educators on how to effectively use data and build educator understanding of individual student learning needs then we will see improved individual student performance in literacy.

### THEORY OF ACTION

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



## School Improvement Plan— William Seach Primary School

**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.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2	Teachers will participate in weekly grade level PLC with focus on student work and <i>best practice</i> instructional strategies.	Teachers will analyze student work.	Assessment results and progress monitoring PLC meeting agendas minutes and action plans	Principal Teachers	2017-2021
1	Students in grades 1-4 will participate in a “walk to read” model utilizing block scheduling.	Students will be grouped according to assessments for targeted instruction at their instructional level.	Attendance records, implementation meeting agendas, pre and post writing scores using common rubrics	Principal, Teachers	2017-2021
1	Teachers will expand training to improve writing instruction.	Teachers will expand the Writing Instruction & Intervention <i>Self-Regulatory Strategy</i> Development for Teaching CCSS	Monthly writing prompts, common rubrics for specific forms of writing, student, pre and post writing scores	Principal, Teachers	2017-2021
1,2	Teachers will collaboratively assess Students’ written language work to calibrate for rigor.	Teachers will work in teams using common Rubrics to assess student written language work.	Usage data Parent/Staff/Student feedback	Principal, Teachers	2017-2021

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## School Improvement Plan— William Seach Primary School

1,2,3	Provide professional development opportunities to implement Google platforms 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 platforms to support instruction.	Staff Feedback/ Classroom Observations	Principal, Teachers	2017-2021
1,2	Teachers will expand training to improve differentiation and promote inclusive practices	Teachers will work collaboratively with colleagues to identify differentiated means and methods and inclusive practices in the classroom.	Staff Feedback/ Classroom Observations	Data Coaches, Inclusionon task force Teachers	2017-2021
1, 2	Utilize a multi-tiered program featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in all grades	Integrate ECRI routines and utilize consistently	Presence during daily instruction	Literacy Leaders	2017-2021
3	Teachers will provide access to on-line curriculum support for students and families.	Teachers will send home student login information for the Pearson/Lexia website.	Usage data Parent/Staff/Student Feedback	Teachers	2017-2021
1,2,3	Teachers will participate in a co-teaching model to help with the district inclusion initiative.	Staff will participate in professional development and ongoing training to implement a co-teaching model.	Staff feedback, classroom observations, and data analysis to check for effectiveness.	School Staff	2018-2021



## School Improvement Plan— William Seach Primary School

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### PERFORMANCE CHALLENGE- MATHEMATICS

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 ANALYZED**  
(include multiple sources when available)

**ROOT CAUSES**  
The 5 WHYs

**PROBLEM OF PRACTICE**

### THEORY OF ACTION

If the William Seach Primary School provides instructional coaching 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.

**OBJECTIVE / GOAL:** To provide instructional 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.

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## School Improvement Plan— William Seach Primary School

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
2	Use benchmark, diagnostic and progress monitoring assessments to provide informative data in all grades.	Analyze collected data to discuss best practices and interventions in order to determine domain-specific instructional needs	Ensure all scheduled benchmark assessments are completed and progress monitoring is used to determine student intervention need and progress.	Students Teachers,/Principal Reading Specialist, Data Coach	2017-2021
1,2	Improve content vocabulary through explicit instruction to support enhanced math instruction	Use of a three tier model to enhance acquisition and understanding of content specific mathematical vocabulary.	Evidence of regular lessons that involve the three tiered approach and explicit math vocabulary instruction	Teachers Principal	2017-2021
1	Analyze standardized assessment data to determine areas of weak math performance and the root cause for these weaknesses	The instructional approach to which these standards are addressed through root cause collaboration.	Formative assessments on those particular areas, evidence of changed instruction through planning and future data	Teachers Principal	2017-2021
1,2	Utilize Data Coaches to focus the data analysis of Mathematics	Increased understanding of how	Identify data coaches, provide training and set goals for generating	Principal	2017-2021

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## School Improvement Plan— William Seach Primary School

		to effectively and efficiently use data to improve student learning	useful reports		
1,2	Develop a district Google Docs to allow us to have a secure shared access point for teachers to communicate as we work towards vertically aligning our curriculum and curriculum resources	Provide reflective documentation of focus areas and how time was utilized through common planning	Regular monitoring and feedback of appropriate professional learning discussions and thorough use of the Google Docs	Principal	2017-2021
1	Continue to organize students across the grade level (flexible grouping) based on strength and weaknesses within a particular unit	Allow for easier opportunities to differentiate instruction providing deeper problem solving and appropriate rigor for students at their individual learning level	Check overall grade level and individual trends in achievement compared to previous years as well as current assessments	Teachers, reading specialist ,data coach	2017-2021
1	Improve student math fact using pedagogically appropriate methods for math fluency through use of computer-based programs and class/grade level incentives	Provide opportunities for students to master facts at home and in school	Periodic assessments checking for automaticity or fluency	Teachers, Principal	2017-2021
1	organize students across the grade level (flexible grouping) based on strength and weaknesses within a particular unit	Allow for additional opportunities to differentiate instruction providing deeper problem solving and appropriate rigor for students at their	Check overall grade level and individual trends in achievement compared to previous years as well as current assessments	Teachers, Principal	2017-2021

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## School Improvement Plan— William Seach Primary School

		individual learning level			
1,2	Join ASCD to utilize resources and stay up to date on the latest research in education,share information learned	Using strategies acquired from the latest research in mathematics and instructional pedagogy as supported by ASCD	Look for evidence of adjusted instruction from research discussion in common meeting times and through classroom observation	Teachers ,Principal	2017-2021
1,2	Refine and review EnVison 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	2017-2021
1,2	Ensure a schedule that allows for teachers to have a common mathematics block	Block scheduling for MTSS/Tiered instruction	Evidence of Schedule and appropriate classroom implementation	Principal	2017-2021
1,2,3	Teachers will participate in a co-teaching model to help with the district inclusion initiative.	Staff will participate in professional development and ongoing training to implement a co-teaching model.	Staff feedback, classroom observations, and data analysis to check for effectiveness.	School Staff	2018-2021



## School Improvement Plan— William Seach Primary School

### PERFORMANCE CHALLENGE- FAMILY/COMMUNITY ENGAGEMENT

To improve and sustain communication and engagement between the William Seach Primary School staff, families, and community.

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

### THEORY OF ACTION

If we enhance communication between Seach School and the community, then we will strengthen school/home relationships and increase student attendance, college and career readiness and participation in enrichment opportunities.





## School Improvement Plan— William Seach Primary School

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

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
2,3	Inform families and community members of important school events and news in timely manner.	Electronic communication will be regularly posted to the web site to better inform and engage parents and community. School messenger will be utilized	Virtual Backpack, website, School Messenger usage	Principal, school	2017-2021
3	Provide access and incorporate volunteer opportunities in the classrooms.	Utilize volunteers to allow targeted students oral reading practice to improve reading rate.	Scheduled meetings	Principal	2017-2021
2,3	Conduct a review of attendance data and use that data to engage at-risk families and identify known barriers.	Assess family needs, address chronic student attendance issues, suggest additional services, as needed to enhance student learning.	Attendance data trends	Principal, Rounds Team	2017-2021
3	Participate in charitable endeavors through-out the year at each grade level.	School Community to engage in charitable endeavors to create understanding and empathy for those in need.	Targeted recipients, scheduled “events”	Teachers, Principal	2017-2021
1,3	Collaborative Primary School parent evenings (district-wide)	Create offerings (i.e Parent University, FACE, Career Night)	Participation in events	Teacher, specialists, Principal	2017-2021
1,3	Plan and provide enrichment opportunities, including Science programs, career-related (volunteer) speakers and community	Work with Parent Council to provide multiple enrichment opportunities.	Incorporate additional community partners.	Teachers, Principal	2017-2021

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## School Improvement Plan— William Seach Primary School

	partners.			Parent council	
<b>1,3</b>	Plan and host extra-curricular events designed to involve / engage student families.	Host a variety of events, including: Math Night, Book Bingo, Trivia night, Art show, enrichment,	Explore new ways to engage families, including improved versions of previous events.	Teachers, Principal	2017-2021
<b>1,3</b>	Create opportunities for families to engage in academic work with students.	We provided families with passwords/access to Pearson Successnet and IXL (math). We also provided an evening to explain various ways for families to work with students on academic tasks at home.	Provide access to Successnet and parent information sessions. Additionally, Host PARCC info evening for parents.	Teachers, Principal	2017-2021
<b>1,3</b>	Form partnerships with Weymouth High School programs.	WHS Early childhood students participate in Kindergarten classrooms. Find ways to involve WHS students and community.	We aim to continue the existing collaborative efforts with members of the high school community.	Teachers, Principal	2017-2021



## School Improvement Plan— William Seach Primary School

### PERFORMANCE CHALLENGE- Social/Emotional/Behavioral Needs

Increase awareness, response and resources for social, emotional and behavioral needs, as well as create a positive, safe and healthy environment for all Seach Primary 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 Seach 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?

### THEORY OF ACTION

If we develop and implement programs to address social, emotional and behavioral needs, then our students will maintain health in these areas and a positive school culture will thrive.

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## School Improvement Plan— William Seach Primary School

**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.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
2	Seach School PBIS Leadership Team will participate in training and implementation of PBIS (Positive Behavioral Interventions and Supports) through MTSS and DESE. (Cohort Year Two).	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 Leadership Team	2017-2021
2	Seach School PBIS Leadership Team will develop PBIS Action Plan for implementation and continuation.	Shared PBIS vision for school and increased understanding of PBIS for all stakeholders.	Action Plan items timeline completion	Administration, PBIS Leadership Team	2017-2021
1,2	Seach School will continue to engage students in all SE programs (PBIS, Peace Builders, Second Step) to foster a safe, positive learning environment	Build positive learning environment in classroom and school-wide	Recognition of monthly themes	Administration, Teachers	2017-2021
	Seach School will collaborate with 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.	Group Rosters Attendance	Staff Parent Volunteers BOKS Trainers	2017-2021

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## School Improvement Plan— William Seach Primary School

1,2	Staff will participate in professional development to better understand the effects of trauma on students' learning.	Staff will become more aware and sensitive to meeting the emotional needs of students.	Attendance Agenda	Administration	2017-2021
1,2,3	Seach School will continue to develop/utilize processes to identify and provide appropriate supports for students with social/emotional needs through our Student Intervention Team (SIT), as needed	SIT to consist of principal, teachers, special education staff, school nurse, school psychologist to meet, as needed, to look at attendance, social emotional and behavioral issues as they relate to school progress.	SIT Notes	Student Intervention Team	2017-2021
2	School Psychologist will provide individual and small group support to students in need of support in social skills, self-regulation, problem solving and emotional expression using programs such as Zones of Regulation, Superflex, Listening Larry, second Step, and Social Thinking.	Students will understand and utilize the strategies needed in interpreting social and emotional cues and respond appropriately. Student success will be increased.	Student performance and observations of teacher and support staff	School Psychologist School adjustment	2017-2021
1,3	Seach 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.	Wellness calendar	Health and Wellness Committee Students and their Families.	2017-2021
1,2	Staff will participate in professional development to better understand the effects of trauma on students' learning.	Staff will become more aware and sensitive to meeting the emotional needs of students.	Administration, Principals	PD schedule 2016-2021	2017-2021



## School Improvement Plan— William Seach Primary School

### IMPROVEMENT PLAN QUARTERLY UPDATE

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

**OBJECTIVE / GOAL** The improvement of literacy performance for all students through a deeper understanding of the analysis of data to drive instruction as well as the collaboration amongst teachers as it relates to teaching and learning

1. PLC weekly by grade level
2. Common planning with general education and special education weekly
3. Differentiated instruction during Tier 1
4. Before school tutoring offered to students to close academic gaps
5.

**OBJECTIVE / GOAL:** Increase student achievement in mathematics through carefully planned data analysis, and collaborative efforts leading to enhance instructional focus on the MA curriculum Frameworks and pedagogy, based on the standards of Mathematical practices

1. Before student tutoring offered to students to close academic gaps	
3. Collaborate with Weycare to incorporate math games before and after school	
5. WTC model of instruction	
7. Targeted instruction during Tier 1 math	
9. Refine and review Envisions curriculum utilize other resources to reinforce standards	

**OBJECTIVE /GOAL:** Improve communication with Seach community and collaborate with local businesses

1. Virtual backpack
2. School messenger for all parent council meeting and school events in English and Portuguese
3. Grade level events for families to attend
4. Curriculum nights for families
5. Collaborate with Weymouth food pantry, Quincy Family resource center, South Shore Mental Health, and Weymouth Market

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## School Improvement Plan— William Seach Primary School

**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.

- |  |
|--|
| 1. PBIS Tiers I,II, and III practices                                      |
| 2. Rounds Team weekly meeting  |
| 3. Collaboration with BCBA on Data collection                              |
| 4. Family meeting with students on behavioral plans Quarterly or as needed |
| 5. Reinforce DCAP and SIT process  |
|  |

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

As we look toward the 2017-2021 School Improvement Plan, we plan to:

- Implement new areas of data inquiry, particularly with regard to math in Kindergarten, Grade 1 and Grade 2.
- Evolve our SRSD writing program, including data analysis.
- Expand opportunities for peer observation (particularly with regard to mathematical pedagogy).
- Continue to strengthen our PBIS program.
- Broaden our social / emotional rounds throughout the school.
- Develop meaningful Professional Development opportunities for staff to address social / emotional well being, data driven decision making and academic discourse.
- Bolster Family Engagement opportunities, including school-based events to support the extension of academic skills at home.
- Collaborate with outside agencies to provide parent education courses and counseling services
- Grow community relationships, particularly those that expose our students to College and Career opportunities.
- Enhance opportunities for Accountable Discourse throughout the school.
- Continue to focus on closely analyzing our school data especially with number and operations math data.



## School Improvement Plan— William Seach Primary School

### PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021

What do you feel is needed in your building based on data, district AIP and our “big three”?

Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
Seach School will implement and sustain additional Professional Development opportunities focused on data inquiry and analysis, particularly with regard to mathematical standards, discourse and instruction.	Scheduled PD, PLC, staff meetings; Building-based Instructional Rounds; MCAS growth iReady data; Curriculum-based assessment data	All staff, Math coaches MTSS personnel	Ongoing, 2017-2021 (weekly PLCs, monthly staff meeting, scheduled PD math data meetings)
Seach School will further our SRSD implementation with further trainings and shared best practices by teachers during PLC and peer observation sessions	Attendance at trainings; Regularly planned and executed SRSD writing instruction; Scheduled classroom peer observation of writing instruction	Teachers, Literacy Leadership Team	2017-2021
Seach School will incorporate additional opportunities for community interactions and volunteers in the classroom. We will research and discuss appropriate opportunities for our school.	Discussion and planning of scheduled opportunities for community interactions and classroom volunteers	All staff	2017-2021





## School Improvement Plan— William Seach Primary School

Seach School will bolster Family Engagement opportunities in a variety of meaningful ways. We will plan and execute curriculum nights to bridge the home-school connection and support the extension of academic skills at home. Parent education courses will be offered throughout the year.	Scheduled and executed events	Principal Counseling staff All staff	Ongoing, 2017-2021
Seach School will utilize PBIS tier II and III strategies and include insights from all staff (i.e. feedback surveys) as we sustain implementation of a “Social/Emotional Rounds” Team in order to address targeted behaviors as well as the overall social / emotional well-being of our school community.	Weekly “Rounds” team meetings;	K.Fraser K.Factor K.Riley C.Lawson N.Schuhwerk J.Angelos	Weekly, 2017-2021
Seach School will advance our PBIS program and increase the use of data-driven (SWIS) decisions to target needs and plan PBIS lessons.	Scheduled PBIS Team PLC meetings; Use of SWIS data; School-wide, feedback and support of implementation	Seach PBIS Team	Daily, ongoing, 2017-2021

*Last Revised: 12/4/18*