



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 support to 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 an 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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Comparative Data

School Achievement by Year

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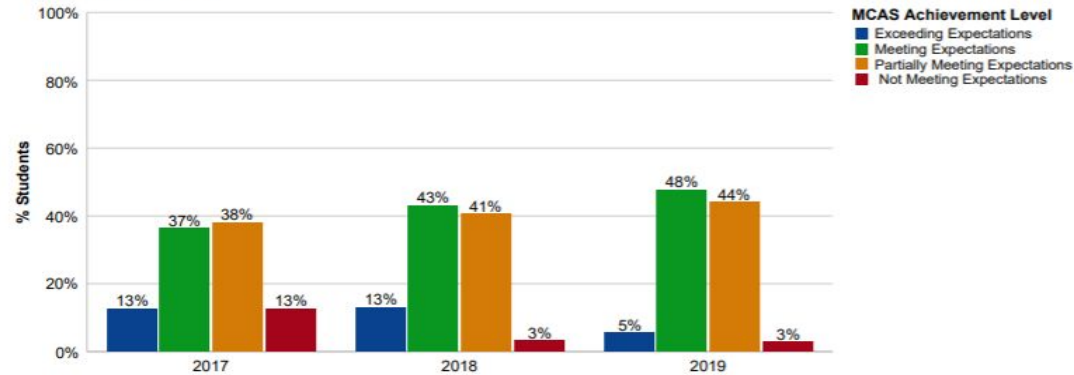
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School Achievement Distribution by Year English Language Arts

District: Weymouth
School: William Seach
Grade: Grades 3-8

Student Group: All Students



	2017			2018			2019		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	13%	5%	7%	13%	6%	9%	5%	6%	10%
Meeting Expectations	37%	40%	42%	43%	44%	42%	48%	43%	42%
Partially Meeting Expectations	38%	46%	41%	41%	40%	38%	44%	41%	37%
Not Meeting Expectations	13%	9%	10%	3%	10%	11%	3%	10%	11%
Avg Scaled Score	499.5	497.1	499.0	504.0	499.4	500.5	501.9	498.8	501.2
N Students	134	2,794	425,349	123	2,669	426,356	111	2,634	424,052
Mean SGP				45.5	49.4	50.0	39.6	42.6	49.9
Median SGP	38.0	41.0	50.0	40.5	49.0	50.0	38.5	39.0	50.0

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

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

This data demonstrates the growth patterns for three years. The most significant change is in the area of “not meeting expectations” which has decreased from 13% in 2017 to 3% in 2019. Our students have continued to grow in the area of “Meeting Expectations” from 37% in 2017 to 48% in 2019, as well as in the partially meeting expectations, in 2017 38% were partially meeting in 2019 44% were partially meeting expectations. Our students exceeded expectations above the state percentage rate in ELA 53% received Meeting or Exceeding Expectations versus the state which was 52%.

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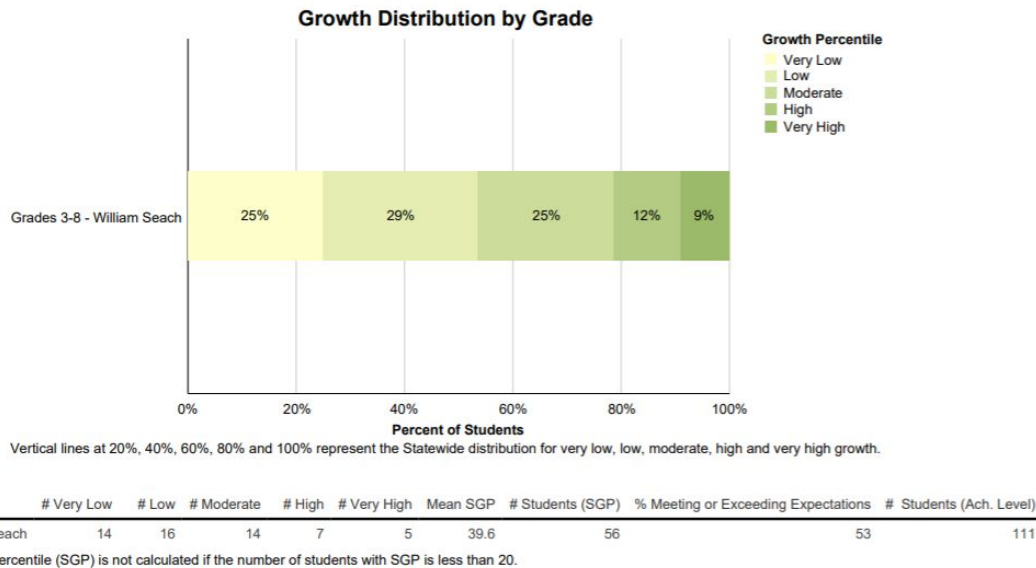
ELA Growth Distribution Report

Growth Distribution Report



Spring 2019 MCAS School Growth Distribution
English Language Arts

District: Weymouth
Subject: English Language Arts



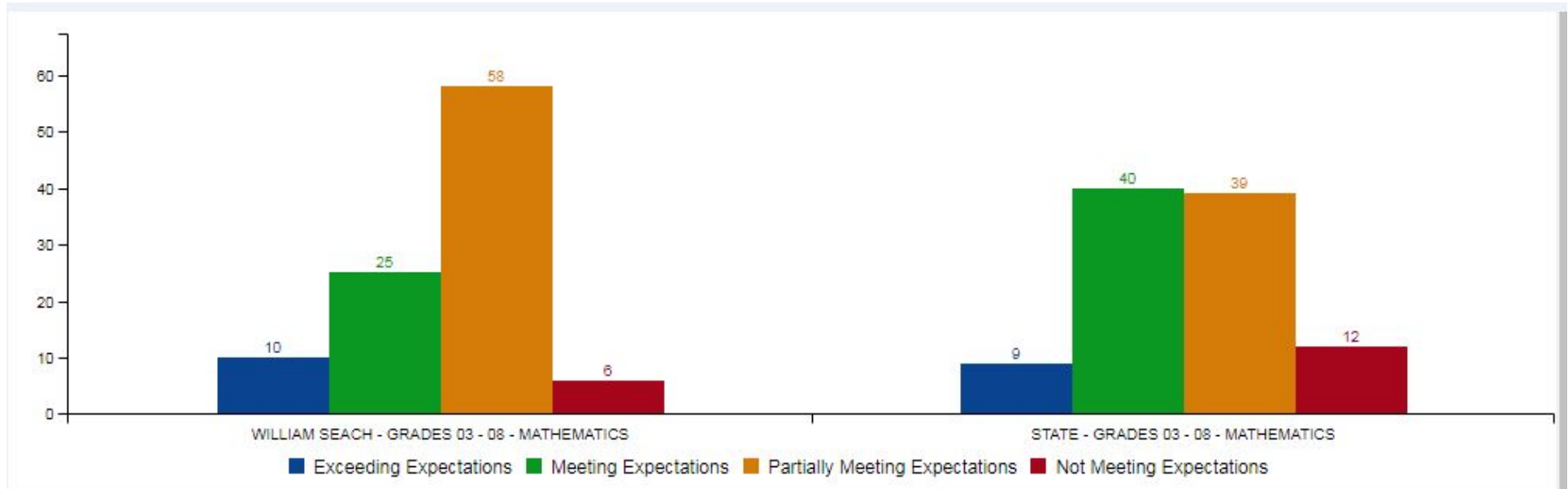
This table represents our growth data for the 2019-2020 school year.

Good growth is within a range of 40-60 %. 46% of our student population had moderate, high or very High Growth. In the area of English Language Arts.

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MATH Grade 3

The most recent **Math** MCAS data indicates that the **Seach School** had 35% “Meeting Expectations” or “Exceeding Expectations”. Our percentage of students “Partially Meeting Expectations” and “ Meeting Expectations” was 83% compared to the state at 47%.

We continue to adjust and adapt our MTSS model to better meet individual student needs. This year during SY 19-20 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.

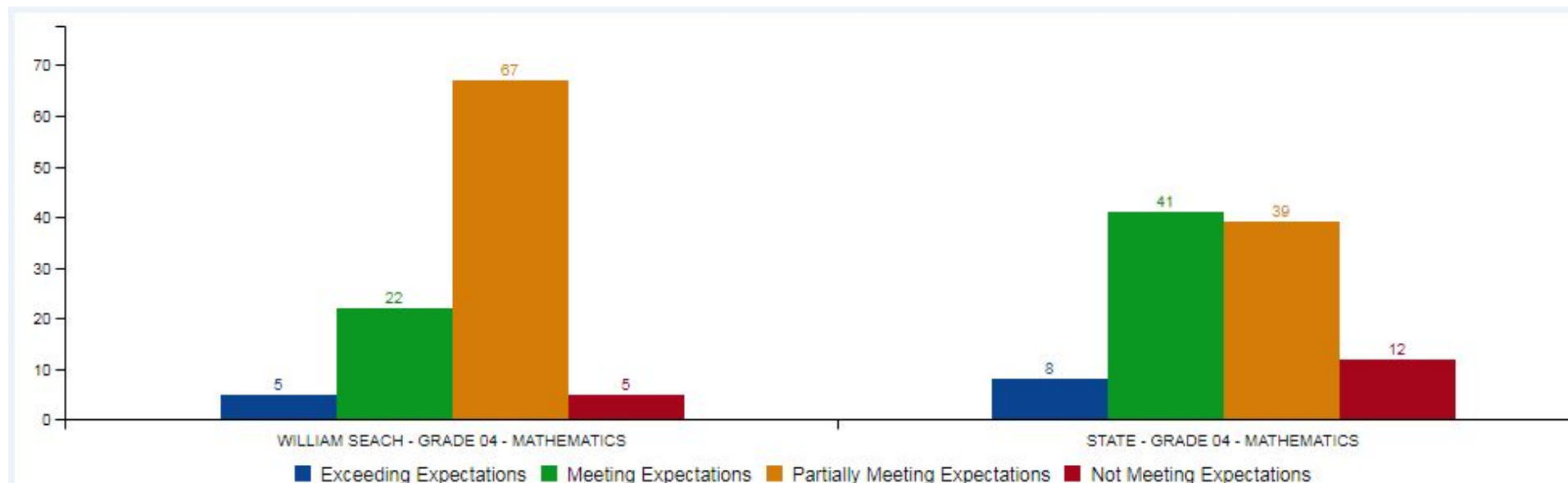
□ In 2020 we aim to raise our percentage of students “Exceeding Expectations” to 13%, and we aim to raise our combined percentage of students “Meeting Expectations” or “Exceeding Expectations” to 40%.

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Math Grade 4



The most recent Math MCAS data indicates that the Seach School had 89% “Meeting Expectations” or “Partially meeting Expectations”. Current data demonstrates that 5% of grade 4 students are not meeting expectations compared to the state which was 12%

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

In 2020, we aim to raise our combined percentage of students “Meeting Expectations” or “Partially Meeting Expectations” to 92%.

□ In 2020, we aim to reduce our students “Not Meeting Expectations” to 2%

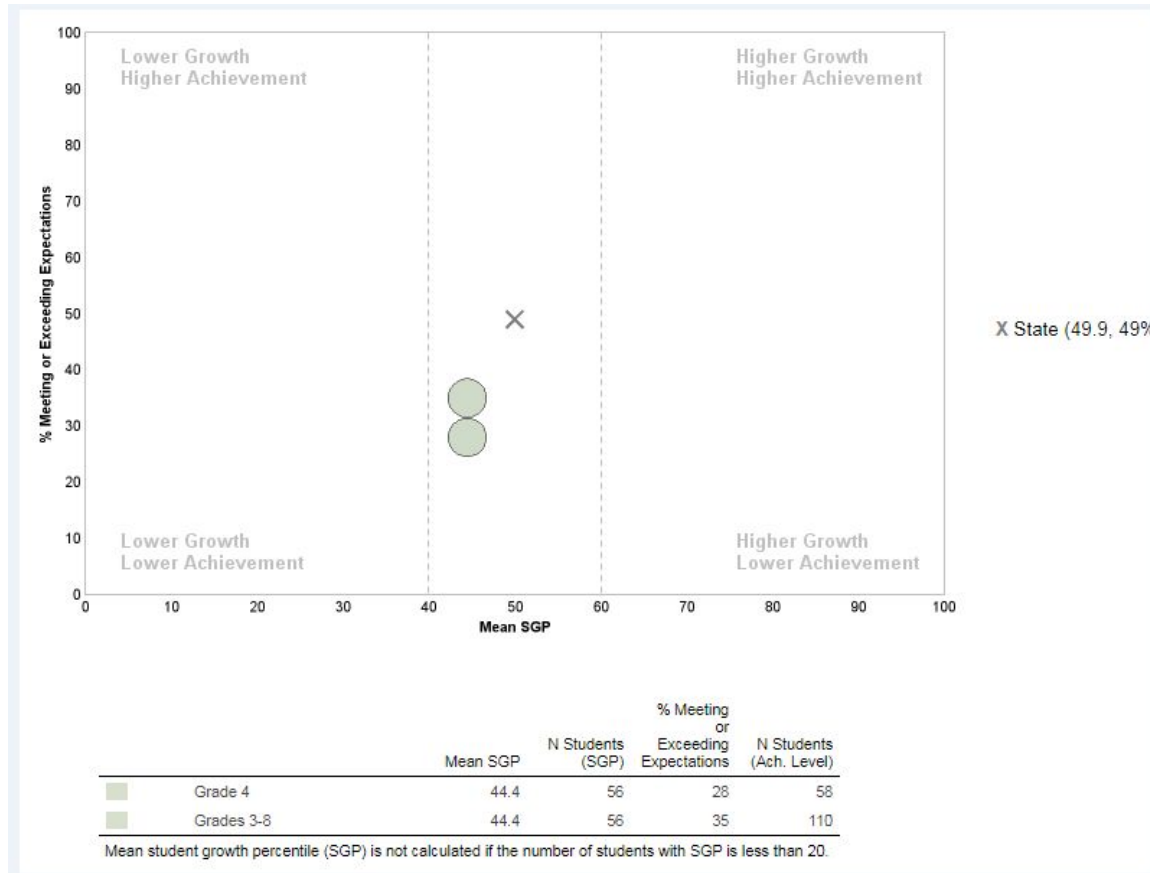
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Growth data

Math



Description:

Our median SGP (student growth percentile) for Math was 44.4. This demonstrates moderate growth. This represented 28% Meeting or Exceeding Expectations in grade 4 and 35% Meeting or Exceeding Expectations in grade 3.

We aim to increase our percentage of students "meeting or exceeding expectations" to 55% for both grade 3 and 4 as well as increase our median SGP to 50. during SY 19-20.

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.

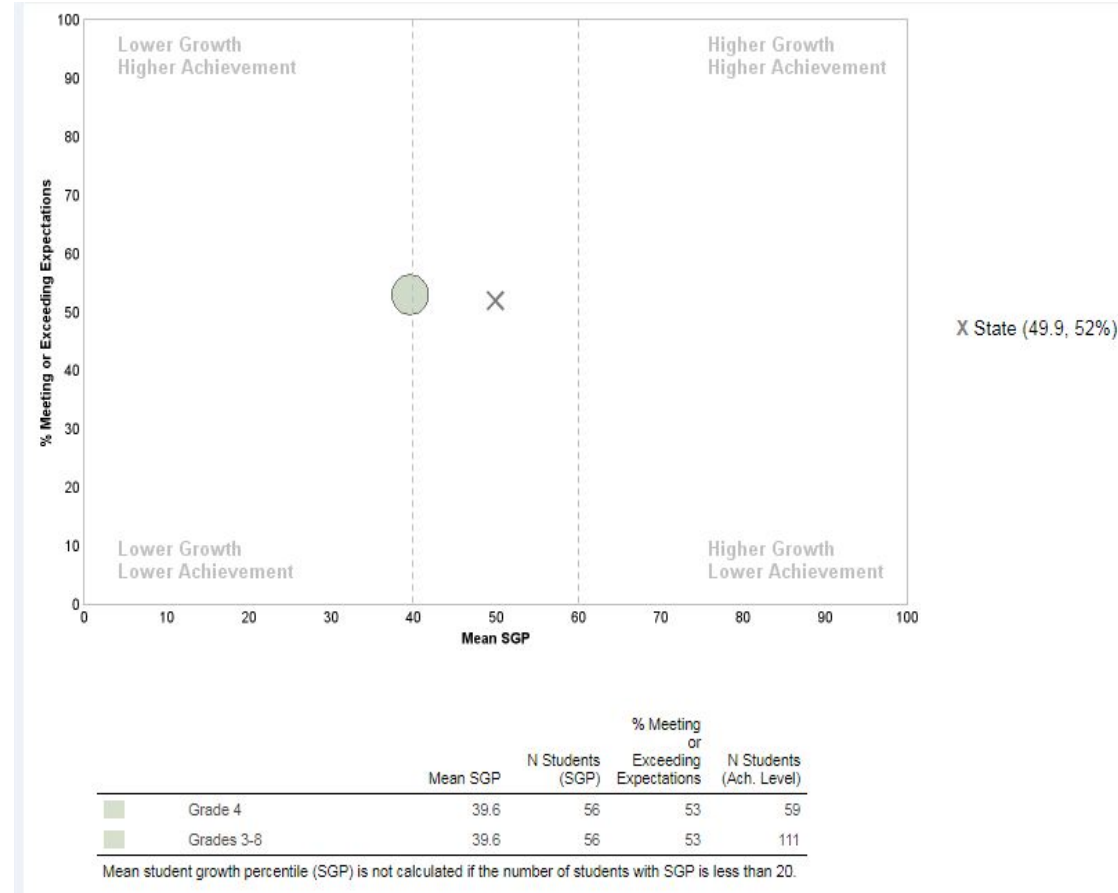
We will progress monitor our students throughout the year and analyze that data to ensure they are making appropriate grade level growth. If a student appears to not be making growth we will provide additional interventions as needed.

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ELA



Description:

Our median SGP (student growth percentile) for ELA was 56. This demonstrates moderate growth. This represented 53% Meeting or Exceeding Expectations in grade 4 and 53% Meeting or Exceeding Expectations in grade 3.

We aim to increase our percentage of students "meeting or exceeding expectations" to 60% for both grade 3 and 4, as well as increase our median SGP to 50 during SY 19-20.

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.

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SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

The William Seach primary School's goal is to provide an excellent environment for teaching and learning. This includes implementing measures to monitor conditions for optimal safety and equity for all students, families and staff.

Technology skills are important and we aim to enhance and expand technology skills for our staff, including google applications and devices used in all learning settings. These skills will also be taught to our students as they increase tools used for academic advancement and readiness for college and careers.








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 incorporate opportunities for students to engage in regular academic discourse practices. During our school-based teacher rounds, we will utilize carefully crafted Problems of Practice, such as: "What instructional strategies are being utilized to provide rigorous learning opportunities in our classrooms? What strategies need to be introduced or enhanced to increase the amount of rigor as it relates to student learning?" Our staff will practice data-driven instruction in literacy and math, identifying and 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. We will target specific student needs and incorporate a tiered instructional approach (RTI) in the areas of math and literacy. We will expand our growth in social skills for our students through continued implementation of PBIS practices as well as classroom-based social/emotional group lessons. We will also implement a school-wide RULER program beginning in SY 2020/2021. This process will be led by a team of staff members. Lastly, we will continue to expand and celebrate our school-wide inclusive practices and make sustained efforts to: (1) create equity for all, (2) successfully integrate our new ELL program, and (3) create positive, age-appropriate experiences for our new 5th grade population.

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NAME	Signature	POSITION
Nancy Schuhwerk		Principal
Jacqueline Neenan		Community Representative
Emily Lasso		Parent
Paloma Fernandes		Parent
Nicole Doherty		Teacher
Shanie Coven Easter		Parent
Karen Matthews		Parent



School Improvement Plan— William Seach Primary School



SCHOOL VISION NARRATIVE

All our newly painted 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.

The staff will enjoy expanded opportunities for collaboration as they work with their new colleagues – additional Literacy and Math coaches, Science Specialists, Technology Integration specialists and additional Adjustment Counselors – in order to fully address the learning needs of each student. The promise of existing programs, including RTI and PBIS will be bolstered with the addition of these new positions. While we will continue to gather student data in the future, we will focus data training to allow teachers to rapidly tailor instruction in order to meet individual needs. In turn, we will aim to improve individual student growth and our overall performance meeting grade level standards. We will expand our growth in social aptitude for our students through PBIS Tier I and Tier II practices of PBIS and through the implementation of RULER curriculum.

Family/Community engagement will continue to be a component integral to the success of our learning community. We will increase the variety of opportunities for families to work in partnership with our staff to ensure that students have a “wrap around” educational experience, including periodic evenings for families to boost their comfort with curricular and academic topics. Additionally, we will increase opportunities for wellness and social/emotional education, volunteerism and college / career exposure. We will continue to improve / upgrade the sharing of information through our school website.

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SCHOOL VISION NARRATIVE-CONTINUED

How do we get there?

We will look toward immediate success with an eye on sustainability. A variety of recent initiatives (including PBIS, Accountable Discourse, Social/Emotional Learning, Google suite) have woven together the strong foundation we will need going forward. We will continue to assess the success of our Math and Reading programs. And, we will continue to sharpen our RTI approach, analyzing a variety of data in order to serve the diverse needs of all learners in literacy and math. Through outreach to families and the community, we will explore enrichment opportunities for students and to reinforce the fabric of a strong learning community for all. The essential resources we need to work toward our goals include: curriculum and academic material updates, resources for family involvement, district support around technology training and device upgrades, and staff development opportunities that adapt to our ever-changing needs, including currency with social/emotional readiness. 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.

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	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	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

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Curriculum Based Assessments District Determined Measures	classroom instruction and individual student performance.	will see improved individual student performance in literacy.
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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.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Status P: Work in progress C: Completed
1, 2	Teachers will participate in weekly grade level PLC with focus on student work and <i>best practice</i> instructional strategies. Teachers will actively participate in Data meetings which will provide instruction focus for tiered instruction.	Teachers will analyze student work.	Assessment results and progress monitoring PLC meeting agendas minutes and action plans	Principal Teachers	p
1	Students in grades K-5 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	p
1	Teachers will expand training to improve writing instruction	Teachers will expand the Writing Instruction & Intervention Self-Regulatory	Monthly writing prompts, common rubrics for specific forms of writing, student, pre and post writing scores	Principal, Teachers	P

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		Strategy Development for Teaching CCSS			
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
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, Inclusion 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

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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
iReady Big Ideas Assessments Massachusetts Curriculum Frameworks Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities MCAS 2.0	As a result of the 5 WHYs process, the root cause determined for this priority was the continued 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 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.

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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 through use of:

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

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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 to effectively and efficiently use data to improve student learning	Identify data coaches, provide training and set goals for generating useful reports	Principal	2017-2021
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 the 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

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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 individual learning level	Check overall grade level and individual trends in achievement compared to previous years as well as current assessments	Teachers, Principal	2017-2021
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 Big Ideas 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



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
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• Calendar of community/family events Enrichment opportunities Establishment of Community Partners	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 and to fortify our school’s position as a pillar in the community.	Does the Seach School provide opportunities for family and community engagement with an academic focus for all families? Do the students and staff have opportunities to make connections with the community and to establish and reinforce their sense of Weymouth Pride?

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.

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OBJECTIVE /GOAL: To enhance and sustain 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 a 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

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1,3	Plan and provide enrichment opportunities, including Science programs, career-related (volunteer) speakers and community partners.	Work with the Parent Council to provide multiple enrichment opportunities.	Incorporate additional community partners.	Teachers, Principal Parent council	2017-2021
1,3	Plan and host extra-curricular events designed to involve / engage students' 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
1,3	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
1,3	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

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

District Lever	Objective/Goal 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. .	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 a 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	Provide professional development aligned with strategic levers on elements of rigor and research-based instructional strategies with a focus on trauma informed and social emotional embedded instructional practices, remote learning strategies, DEI (Diversity, Equity and Inclusion)	Seach school Diversity Team: Mission to bring social and racial equity into our school community. Principal, classroom teachers.	Monthly meetings, data tracking from lessons implemented	Seach Diversity Team: DIRECT (Diversity Inclusion Racial Equity and Cultural Transmission)	2020-2021

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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
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 interventions for students with social/emotional needs through our Student Intervention Team (SIT), as needed	SIT consists of principal, teachers, special education staff, SEL coach, 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 Psychologists 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 Calendar will be provided to students on a	Wellness calendar	Health and Wellness Committee	2017-2021

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	wellness, good nutrition, and regular physical activities as part of the school environment.	monthly basis. Participants will be recognized.		Students and their Families.	
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

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	

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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

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.

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- **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.**



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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

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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.Taylor K.Riley C. Johnston N.Schuhwerk L.Jacobs	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: 11/20/20

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