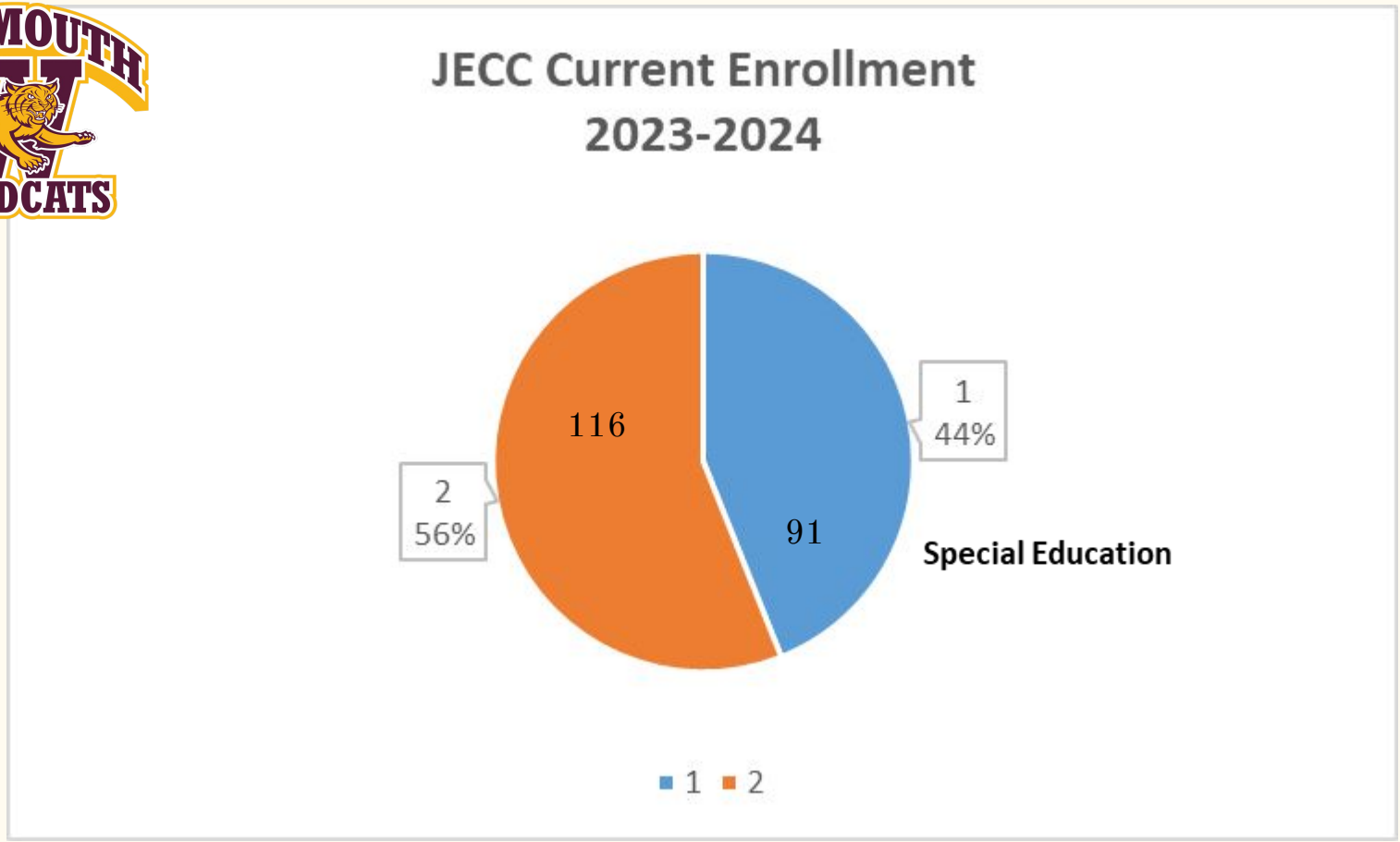
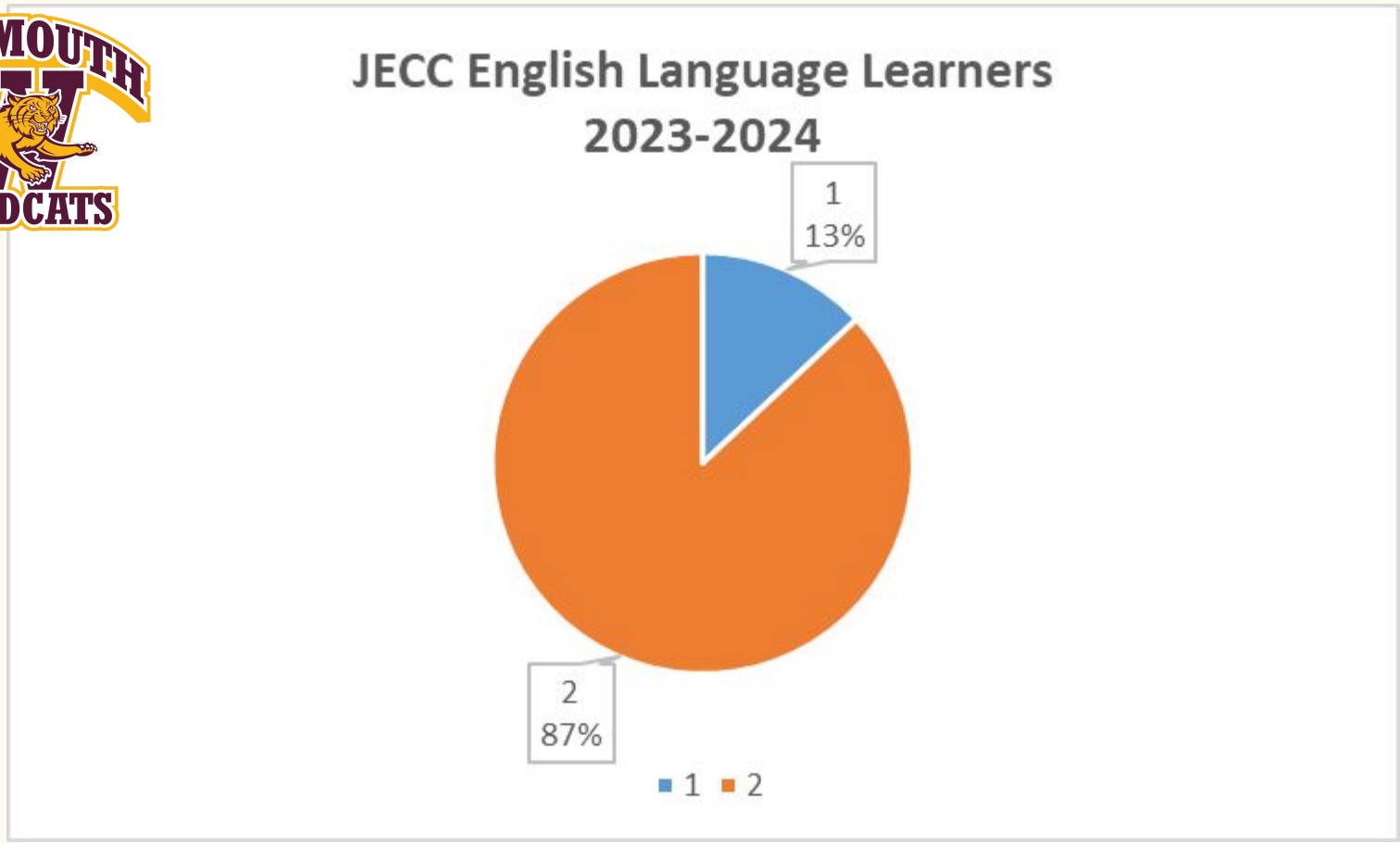
Johnson ECC School

School Improvement Plan 2023 - 2026


JECC Current Enrollment
2023-2024
116
91
1
44%
2
56%
Special Education
1
2


JECC English Language Learners
2023-2024
1
13%
2
87%
1
2

Race	% of School
African American	7.3
Asian	11.2
Hispanic	6.7
Native American	0.6
White	65.7
Native Hawaiian, Pacific Islander	0.0
Multi Race, Non Hispanic	8.4

Massachusetts State

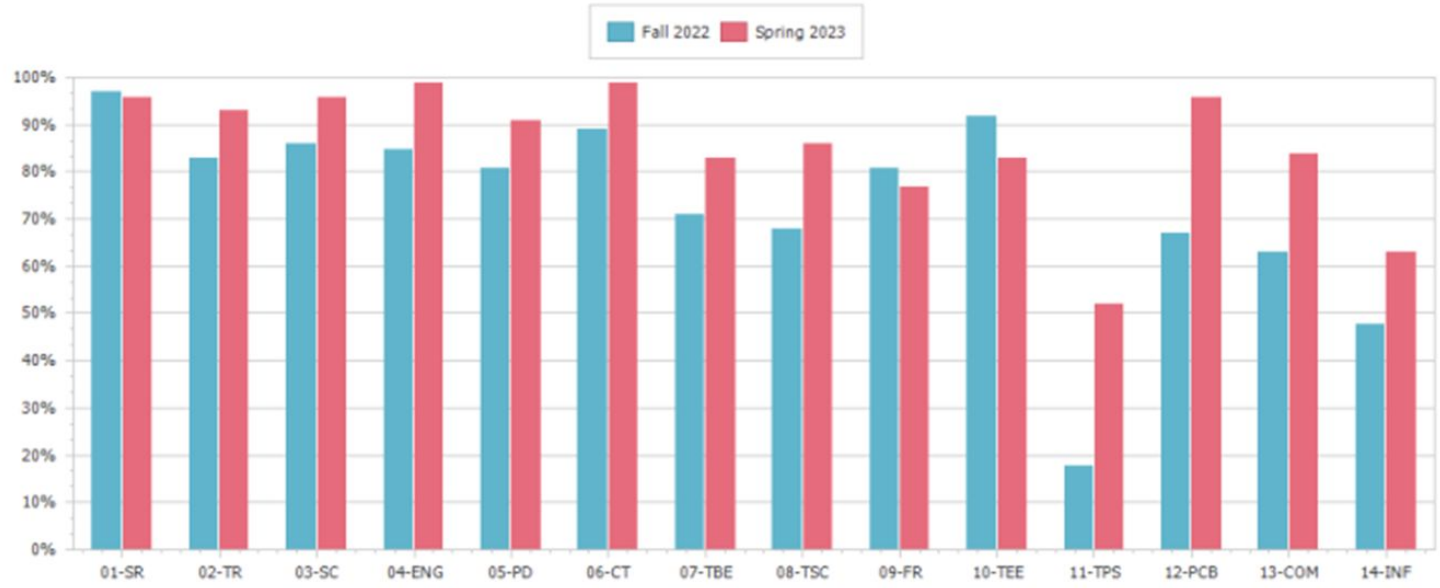
Pyramid Model Implementation Data System

TPOT Trend Report

First Form Date: 11/22/2022 **Number of Forms Included:** 13

Last Form Date: 02/16/2023

Percentage of Indicators Observed by Item



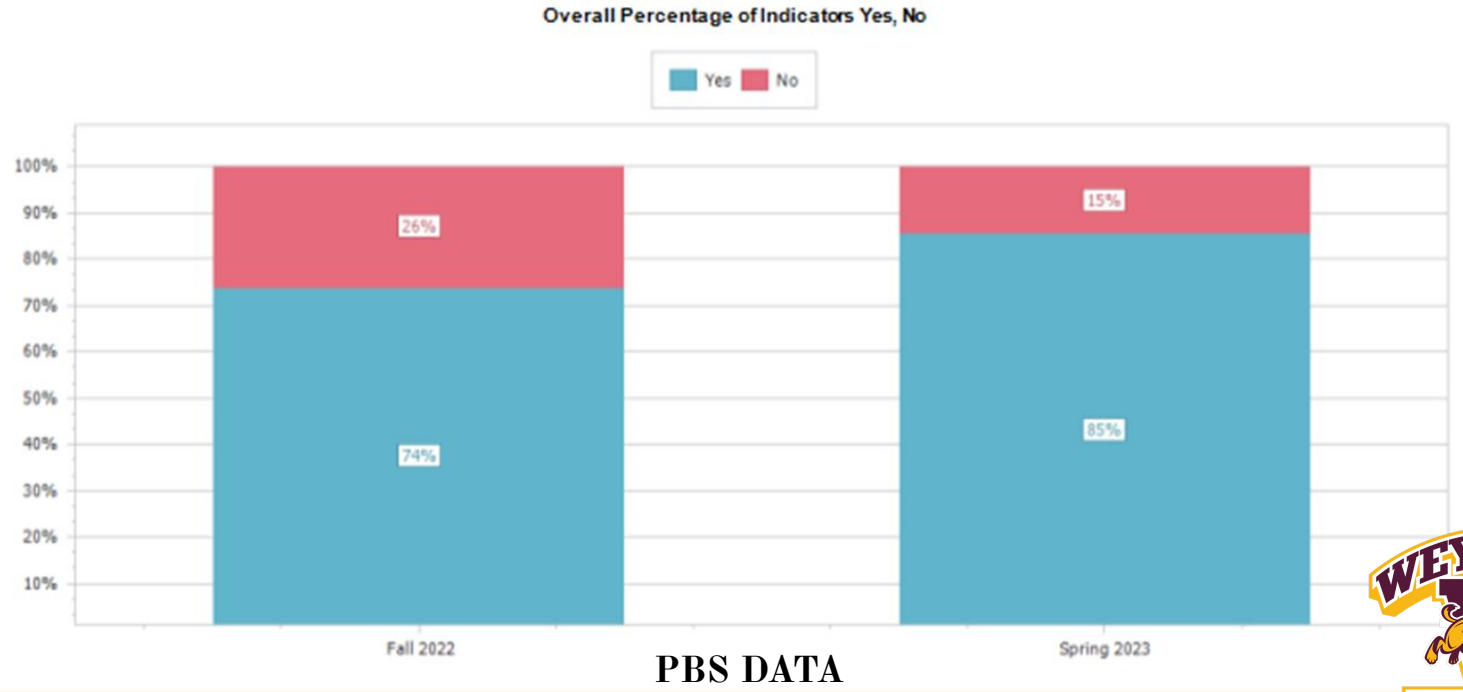
TPOT TREND REPORT 2022-2023

WEYMOUTH WILDCATS

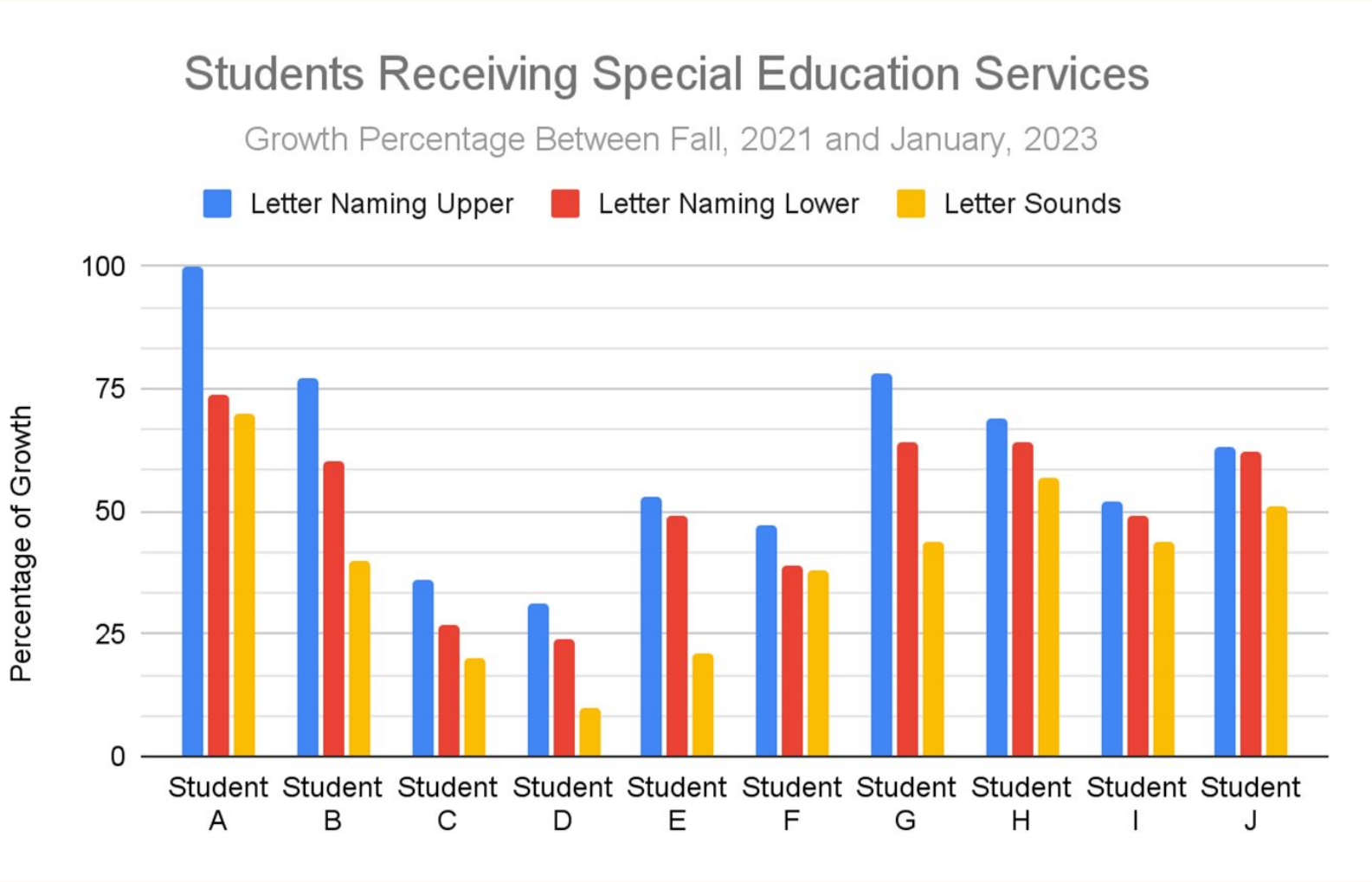
Massachusetts State

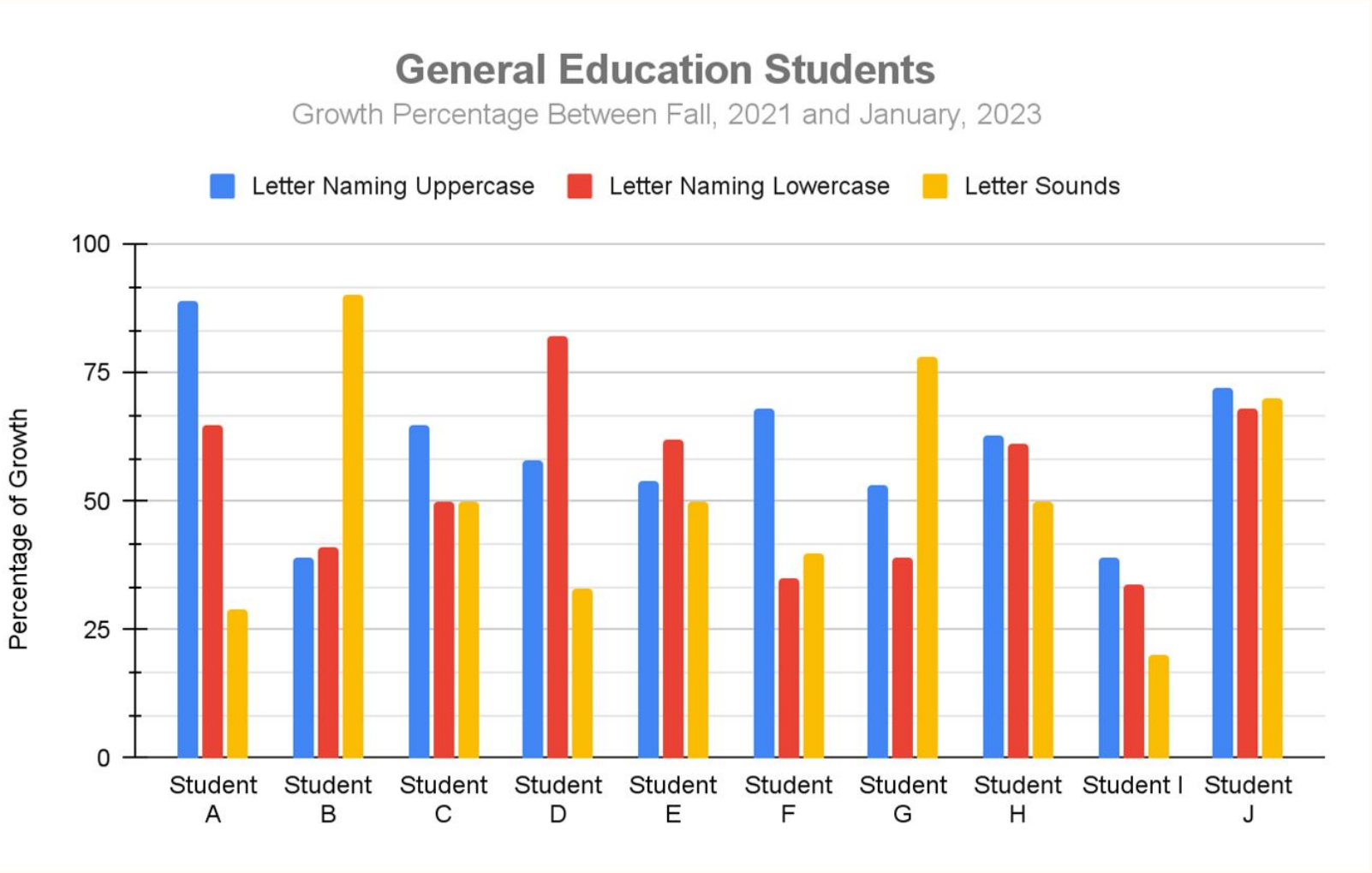
Pyramid Model Implementation Data System

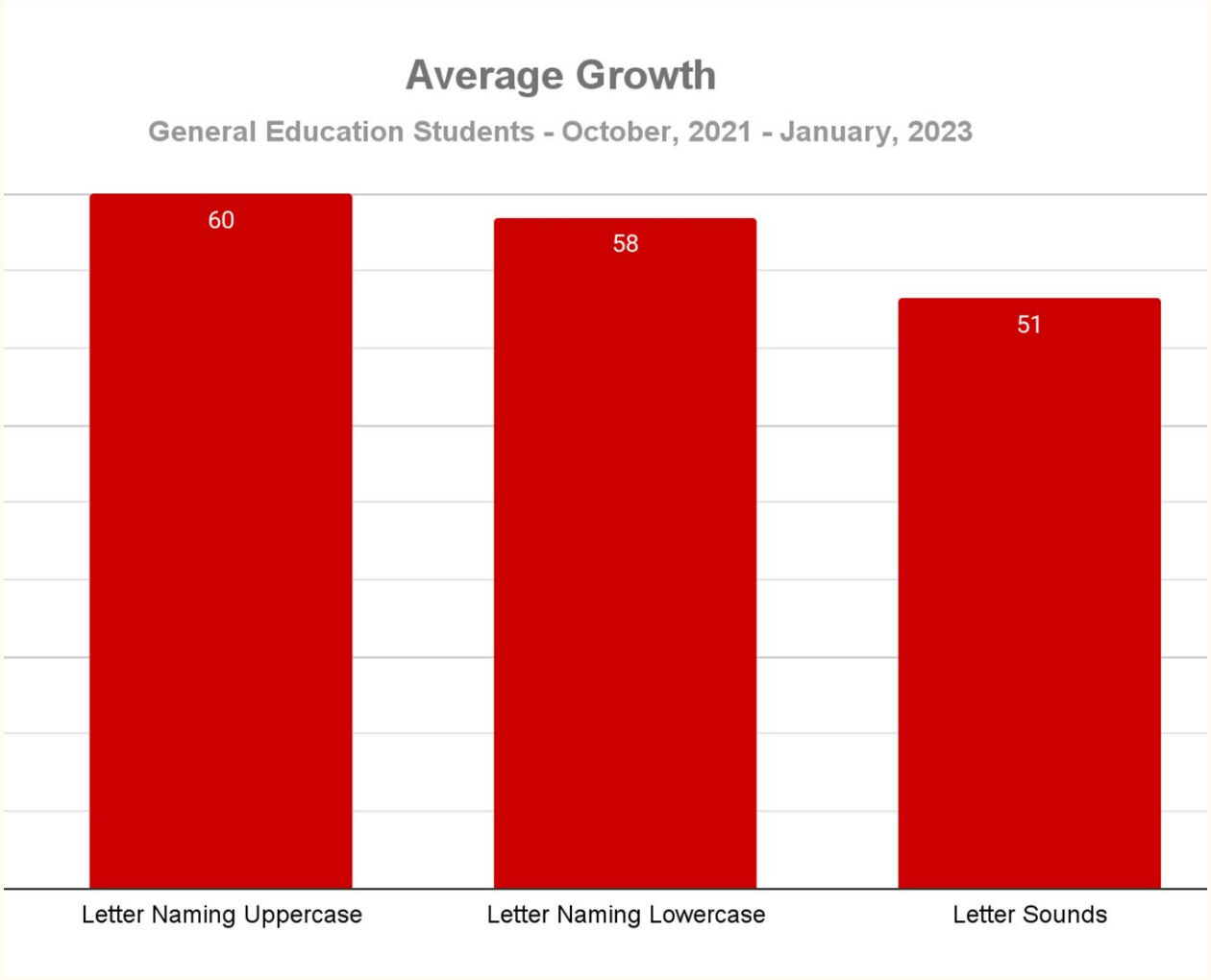
TPOT Trend Report

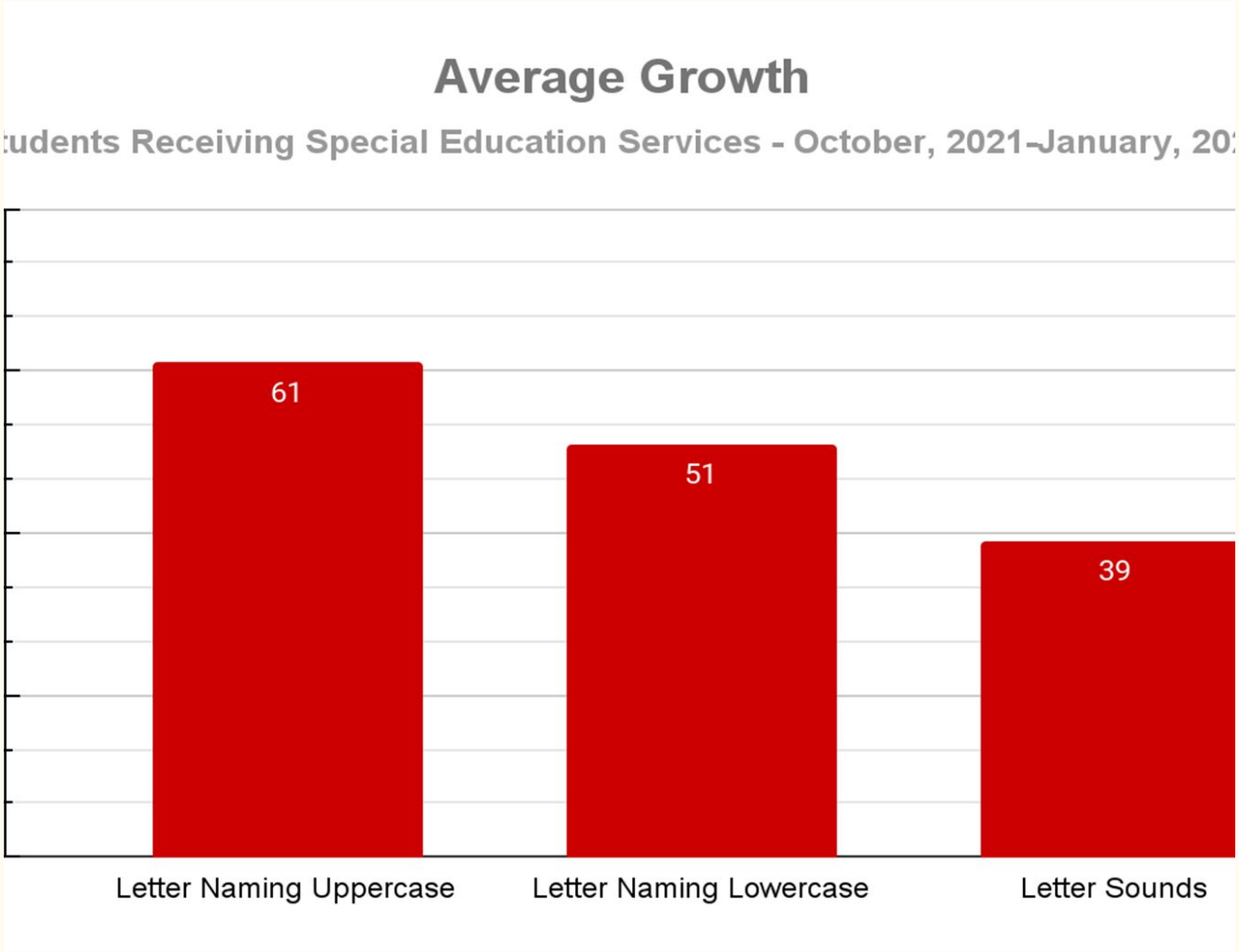


PBS DATA
OVERALL INDICATORS


Students Receiving Special Education Services
Growth Percentage Between Fall, 2021 and January, 2023
Letter Naming Upper
Letter Naming Lower
Letter Sounds
Percentage of Growth
100
75
50
25
0
Student A
Student B
Student C
Student D
Student E
Student F
Student G
Student H
Student I
Student J


General Education Students
Growth Percentage Between Fall, 2021 and January, 2023
Letter Naming Uppercase
Letter Naming Lowercase
Letter Sounds
Percentage of Growth
100
75
50
25
0
Student A
Student B
Student C
Student D
Student E
Student F
Student G
Student H
Student I
Student J


Average Growth
General Education Students - October, 2021 - January, 2023
60
58
51
Letter Naming Uppercase
Letter Naming Lowercase
Letter Sounds


Average Growth
tudents Receiving Special Education Services - October, 2021-January, 20
61
51
39
Letter Naming Uppercase
Letter Naming Lowercase
Letter Sounds

DESE INDICATOR 7
2021-2022

1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited.
2. Percent of children who were functioning within age expectations by the time they exited.

State			Weymouth			Johnson Early Childhood Center		
Outcome 1	Outcome 2	Outcome 3	Outcome 1	Outcome 2	Outcome 3	Outcome 1	Outcome 2	Outcome 3
85.39%	84.13%	84.60%	78.57%	74.07%	59.09%	77.78%	74.07%	59.09%
45.43%	48.42%	55.50%	36.36%	42.42%	54.55%	30.00%	36.67%	50.00%

Johnson ECC School

School Improvement Plan 2023 - 2026

Improvement Area #1 - Student Belonging

A student sense of belonging will be increased by 50% from the individual student's baseline, across all school settings. Characteristics of belonging will be developed through the presentation of lessons and activities that focus on the following skill sets:

- Students will be able to identify, label and respond to a variety of feelings and emotions of self and others
- Recognize and communicate the elements of a friendship
- List the ways to be an active participant of a classroom community

Activities will be presented at individual developmental levels to ensure student success.

Johnson ECC School

School Improvement Plan 2023 - 2026

Historical Data:

- Report Card/Progress Notes
- PIDS Data
- Parent Survey Data
- TPOT data

Johnson ECC School

School Improvement Plan 2023 - 2026

Action Steps:

- Implementation of new and updated Second Step Curriculum
- Continuation of PBS best practices including new and updated training
- Universal lessons and activities available to all including visual supports
- A variety of visual supports adapted to individual student need
- Parent Training

Johnson ECC School

School Improvement Plan 2023 - 2026

Success Measures:

- Observational / Anecdotal Data including peer interactions and the amount of support required
- Decrease in BIR's
- Progress Note/Report Card
- Decrease in self regulation/ Behavior plans

Johnson ECC School

School Improvement Plan 2023 - 2026

Improvement Area #2 - Student Achievement

To support, engage and foster student learning by providing rigorous instructional practices to promote optimal student growth in the areas of literacy, math and social/emotional development by 50% or greater from individual student baseline over a 2-3 year period.

Johnson ECC School

School Improvement Plan 2023 - 2026

Historical Data:

- Academic Data OWL assessment scores
- Report Cards/Progress Notes
- Individual Student data sheets
- Data Collection from Boom Cards

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School Improvement Plan 2023 - 2026

Action Steps

- Provide modified and differentiated curriculum materials to meet the needs of all learners.
- Promote skill development through the design and implementation of OWL curriculum, school library, Lively Letters, Second Step, PBS, home to school connection and the use of Boom cards
- Continued expansion and development of JECC School Google Drive for teaching and learning resources

Johnson ECC School

School Improvement Plan 2023 - 2026

Success Measures:

- Individual student assessments, report cards, progress notes
- Successful transitions to Kindergarten

Johnson ECC School

School Improvement Plan 2023 - 2026

Improvement Area #3 - Family & Community Partnerships

Increase parent engagement opportunities by 25% so that all families are immersed in the school experience to ensure school success for students.

Johnson ECC School

School Improvement Plan 2023 - 2026

Historical Data:

- Attendance Data from Parent Engagement Opportunities
- Class Dojo App Data
- Weekly Smores Newsletter Data

Johnson ECC School

School Improvement Plan 2023 - 2026

Action Steps:

- Ensure all engagement information be available to translate in multiple languages
- A Parent Engagement Menu of PreK Events for families that address varying needs. This will be presented at the school year's Open House and advertised in the Weekly Smore Newsletter.
- Weekly Smore Newsletters with information to families
- Communication via Class Dojo from classroom teachers and/or providers

Johnson ECC School

School Improvement Plan 2023 - 2026

Success Measures

- Family attendance at school wide events/activities
- Survey to gauge Student/Family Connection
- Family Engagement data through Class Dojo App
- Family Engagement data through weekly Smores Newsletters

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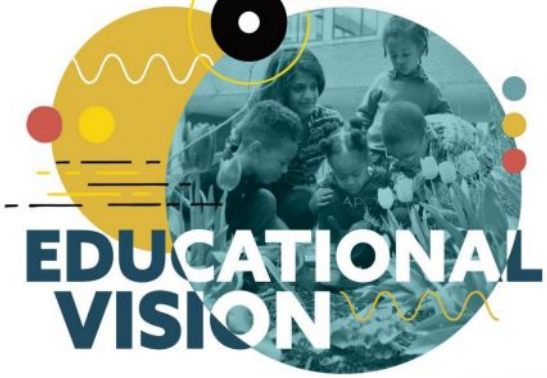


EDUCATIONAL VISION

Our goal is that as a result of their public education in Massachusetts, students will:

Attain academic knowledge and skills: achieve in a comprehensive and diverse range of subjects and apply their competencies in relevant, real-world contexts

Understand and value self: know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions

Understand and value others: understand differences and multiple perspectives, empathize with others, and build connections with peers and adults

Engage with the world: understand and think critically about local, national, and world events and societal systems; and create positive change through civic action

So that they can:

Be curious and creative: find joy in learning, pursue their interests, and use innovative thinking to approach opportunities and solve challenges, including those previously unseen

Shape their path: be well prepared to thrive in college and/or career and be positioned for life-long learning

Feel connected: see themselves as valuable and involved members of their communities and be aware of their independence and interdependence

Be empowered: play a role in advocating for equity, justice, and liberty in their communities and beyond

All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. Culturally and linguistically sustaining classroom and school practices[i] will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning[ii], and are held to high expectations with targeted support.

All students are known & valued

Students are known

- Students and families have a sense of belonging: they are known, respected, and valued for who they are and what they bring to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.
- Students attend safe and supportive schools that tend to their overall wellbeing.
- Students gain awareness of how they think, learn, relate, and communicate, including in multiple languages/dialects.

Students are valued

- Students engage in learning that values and builds on their background knowledge, lived experiences, and cultural and linguistic assets.
- Students are active participants and have a voice in shaping their learning experience.

Learning experiences are relevant, real-world, & interactive

Learning experiences

- Students learn through curriculum and instruction that aligns with Massachusetts curriculum frameworks at or above their grade level, connects to their identities, and utilizes evidence-based practices.
- Students solve problems, think critically, ask questions, make meaning of complex ideas, andcan demonstrate their learning.
- Students learn and develop language through content-rich activities that promote authentic communication.

Relevant and real-world

- Students learn by engaging with diverse perspectives and apply their learning to examine the natural world and different historical, social, and political contexts.
- Students have opportunities to make choices, connect to relevant or real-world contexts, and effect change.

Interactive

- Students enjoy and look forward to their learning experiences.
- Students have frequent opportunities to interact with their peers, make sense of complex ideas together, and develop academic language.
- Students take academic risks, learn from mistakes, incorporate feedback, and are proud to produce high quality work.

Individualized supports enable students to excel at grade level (or beyond)

Excel at grade level (or beyond)

- Students receive necessary evidence-based supports and accommodations to learn knowledge and skills at grade level (or beyond).
- Students with disabilities receive carefully designed instruction that accelerates their growth towards learning goals.
- Students who are learning English receive explicit language instruction that enables access to grade-level content.

Individualized supports

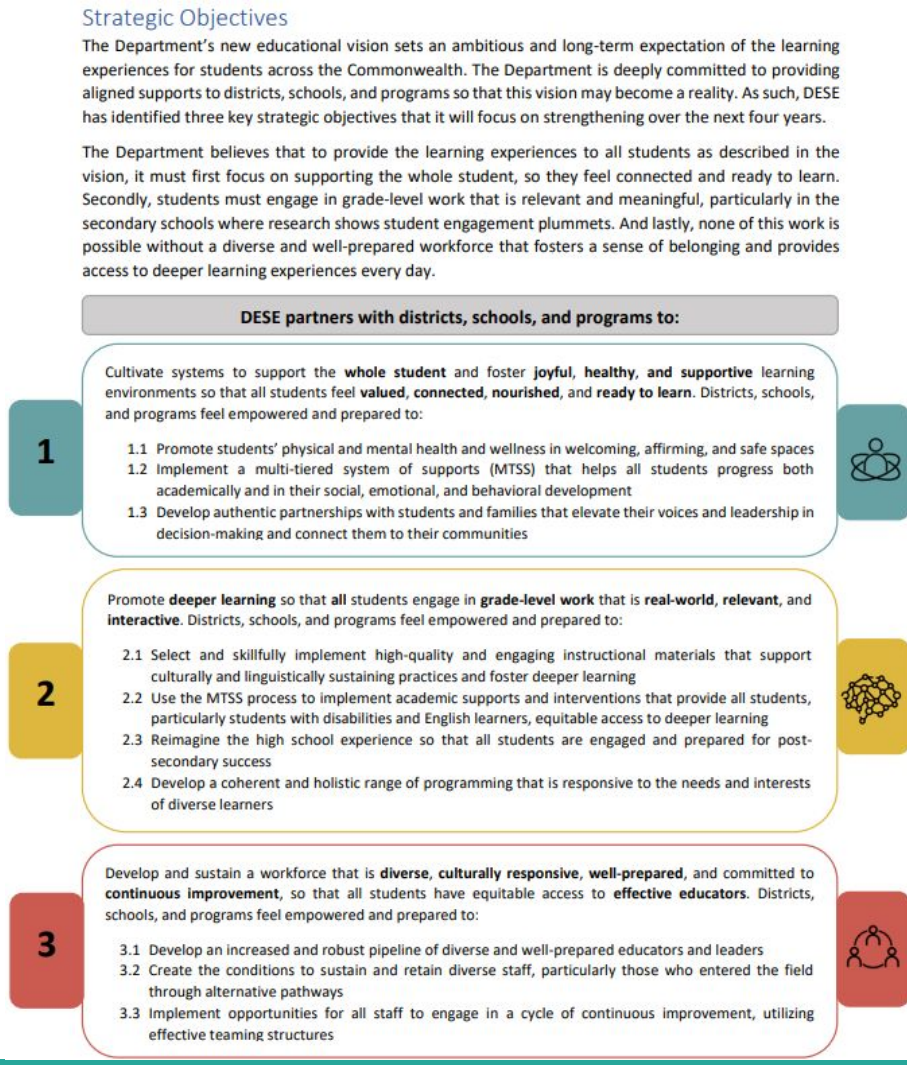
- Students engage with flexible and responsive supports that are based on information gathered from classwork, observations, and assessment data; these supports are designed to fade away over time as students build more independent skills.
- Students have multiple options for how they access content and how they demonstrate the knowledge and skills they have learned, including in various formats or languages.
- Supports are tailored to students' academic, physical and mental health, and social-emotional needs.

3 Key Strategic Objectives

1. Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn.

2. Promote deeper learning so that all students engage in grade-level work that is real-world, relevant, and interactive.

3. Develop and sustain a workforce that is diverse, culturally responsive, well-prepared, and committed to continuous improvement, so that all students have equitable access to effective educators.



Strategic Objectives

The Department's new educational vision sets an ambitious and long-term expectation of the learning experiences for students across the Commonwealth. The Department is deeply committed to providing aligned supports to districts, schools, and programs so that this vision may become a reality. As such, DESE has identified three key strategic objectives that it will focus on strengthening over the next four years.

The Department believes that to provide the learning experiences to all students as described in the vision, it must first focus on supporting the whole student, so they feel connected and ready to learn. Secondly, students must engage in grade-level work that is relevant and meaningful, particularly in the secondary schools where research shows student engagement plummets. And lastly, none of this work is possible without a diverse and well-prepared workforce that fosters a sense of belonging and provides access to deeper learning experiences every day.

DESE partners with districts, schools, and programs to:

1

Cultivate systems to support the **whole student** and foster **joyful**, **healthy**, **and supportive** learning environments so that all students feel **valued**, **connected**, **nourished**, and **ready to learn**. Districts, schools, and programs feel empowered and prepared to:

- 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces
- 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development
- 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

2

Promote **deeper learning** so that **all** students engage in **grade-level work** that is **real-world**, **relevant**, and **interactive**. Districts, schools, and programs feel empowered and prepared to:

- 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning
- 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and English learners, equitable access to deeper learning
- 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success
- 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

3

Develop and sustain a workforce that is **diverse**, **culturally responsive**, **well-prepared**, and committed to **continuous improvement**, so that all students have equitable access to **effective educators**. Districts, schools, and programs feel empowered and prepared to:

- 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders
- 3.2 Create the conditions to sustain and retain diverse staff, particularly those who entered the field through alternative pathways
- 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures