



School Improvement Plan 2019-2020

SCHOOL NAME:

Strategic Plan Goals - Vision of the Graduate Capacities: (Right-click on the box and select the ✓ to identify the capacities that apply)

The Vision of the Graduate provides an aspirational goal linked to community values and expectations for academic, interpersonal, and social skills.

Academic Capacities

- Master a Core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products

Personal Capacities

- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience

Interpersonal Capacities

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership

Western Middle School Mission Statement:

We at Western Middle School possess a growth mindset and believe that all students can perform at high levels. It is our responsibility to provide a caring and nurturing environment while helping students reach their full potential.

GOALS:

Goals: (Aligned to District Strategic Plan Goals and written in SMART language, remember to embed your SEL and FaCE goal(s) within the Personal & Interpersonal goal(s) according to your school needs/priorities. Schools may elect to have more than one Personal/Interpersonal goal(s).		Goal Rationale: (Explain why your building chose each of these goals and why you believe your goals will help to develop the capacity chosen under the Vision of the Graduate.)
Academic	75% of Western Middle School students will meet/exceed the state benchmark in ELA as measured by ECRISS. (Source: ECRISS Document Library)	Western Middle School continues to make great strides in increasing the number of students who reach goal on the Smarter Balanced Assessments in ELA and in Math. Equally as impressive, this progress with our students cuts

	<p>65% of Western Middle School students will meet/exceed the state benchmark in Math as measured by ECRISS. (Source: ECRISS Document Library)</p> <p>15% of Low Propensity students will achieve High Growth in Math and/or ELA as measured in the Spring Benchmark</p>	<p>across achievement levels and sub groups. We credit this improvement to our continued focus on providing students with the opportunity to engage in a rigorous curriculum through high quality instructions and performance based assessment practices. We also believe that the implementation of the AVID program, now school wide, will help us to continue this upward trajectory.</p> <p>We will continue with this focus, with an increased emphasis of understanding all of the data points available to us to best quantify the measures of success. Last year was the first year we administered the STAR assessments, and the first year we partnered with ECRISS to better track student growth. As the teachers' comfort level with these assessments grew, and as they were able to have meaningful conversations with their students around these results, we saw a marked increase in student buy-in and subsequent growth. As a school with a large population of students in poverty, we recognize that student progress that exceeds expectations has to be more the norm. Thus, our SMART goals address the need to ensure that all students continue to grow, and those with identified skill deficiencies exceed expected growth.</p>
<p>Personal (SEL Goal here)</p>	<p>WMS will decrease the number of students who claim they have a connection to no adult in the building on the Panorama Survey by 10%, from 50 to 45 students.</p>	<p>Eliminating anonymity has been a goal of our for years at Western. While not directly aligned, it is fair to assume that students without a connection feel anonymous. In an effort to meet this goal, we are taking the following steps this year as a school:</p> <ul style="list-style-type: none"> ● Continuing to support our students using the teaming model which wraps 5-6 staff members around a core group of students ● Restructure AB so that students have AB on Team for further connection in smaller groups ● Run our second step lessons, many of which speak to how and when to seek adult assistance ● Continue to hire student centered staff

		<ul style="list-style-type: none"> ● Find unique ways to celebrate student success, including, but not limited to Student of the Month, Westagrams, Good News Postcards etc. ● Adopt the 'Nurtured Heart' approach to foster a positive school climate ● Guidance to go to Advisor base classes to reiterate their roles and make connections
Interpersonal (FaCE Goal here)	WMS will increase the percentage of parents who answer positively in the top two categories of the question "I feel as if I am a Welcome Partner in my Child's learning". The number will increase from 73% to 80%	<p>The connection between student learning and parental involvement is well established. In a time when children are pulling away from their parents, it is our responsibility to make the parents feel welcome at school and informed of their child's progress. To that end we will:</p> <ul style="list-style-type: none"> ● Run an Aspen / Schoology Workshop ● Remodel our Open House ● Hold grade level parent coffees ● Run AVID evenings for parents ● Send home Progress Monitoring sheets once per cycle ● Communicate with parents with positive news. ● Send home subject specific monthly unit updates
Teacher/Staff School Climate	Western will increase the percentage of teachers who respond in the top two categories on the Panorama Survey question(s) 'How Often do you receive feedback on your work' from 49% to 55% and from 63% to 70% on the question 'How useful do you find the feedback you receive in your work'	The WMS staff felt focusing on improving the frequency and quality of feedback and coaching would have the greatest positive impact on instruction and school climate.

ACTION PLAN:

Action 1							
Goal(s) Addressed: (Right-click on the box and select the ✓ to identify the goals that apply) <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Personal (SEL) <input type="checkbox"/> Interpersonal (FaCE)		Key Levers of Change Addressed: (Right-click on the box and select the ✓ to identify the levers of change that apply) <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Empowering Stakeholders <input type="checkbox"/> Reimagine Time and Space					
Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Impact on Learning		What Evidence will be collected	How often? Or Completion Date	Status update
			Teacher will.....	Student will.....			
	Implementation of #CUBBA	All staff	Use the #CUBBA strategy when teaching using non-fiction text	Circle, underline, summarize etc. as they read non fiction text across disciplines and grades	Lesson plans, student work	Ongoing, whenever non-fiction text is being used in classrooms	
	Costa's levels of thinking	All staff	Introduce and reinforce Costa's levels of thinking with staff and use them as the basis for our school wide collaborative study groups. Use level three questions as their essential lesson questions.	Participate in collaborative study groups once per cycle (every 8 day)	Lesson plans, CSG sheets	Once per cycle for the students, daily for the staff	

	Goal setting and progress monitoring	All staff	Set goals in all ela and math classes. Assist students with completion of the progress monitoring sheets and goal setting	Complete a progress monitoring sheet once per cycle, that is mailed home. They will also set goals based on their standardized test data	Progress monitoring sheets and goal setting documents	Once per cycle	
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Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Impact on Learning		What Evidence will be collected	How often? Or Completion Date	Status update	
			Teacher will.....	Student will.....				
	Teach the 'Second Step' Lessons	All staff	Deliver the second step lessons in advisor base	Participate in second step lessons	Lesson plans, student work	Once per cycle		
	Celebrate student success	All staff	Identify students to be recognized for setting positive examples	Participate in collaborative study groups once per cycle (every 8 day)	A record of Westagrams, Student of the Month winners, good news postcards, etc.	Ongoing		
	Participate in the Nurtured Heart approach	All staff	Staff will be trained in a whole school, workshop	Learn how focusing on only the positive can help	Office referrals, suspensions	Ongoing		

			and small group models on how to interact with students using this unique approach	them to get the attention they seek without the use of negative behaviors			
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Action 1								
Goal(s) Addressed: (Right-click on the box and select the ✓ to identify the goals that apply) Academic <input type="checkbox"/> Personal (SEL) X Interpersonal (FaCE)			Key Levers of Change Addressed: (Right-click on the box and select the ✓ to identify the levers of change that apply) <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Empowering Stakeholders <input type="checkbox"/> Reimagine Time and Space					
Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Impact on Learning		What Evidence will be collected	How often? Or Completion Date	Status update	
			School staff will.....	Stakeholder will.....				
	Familiarize the parents with AVID	Administration / AVID coordinators	Run AVID evenings, send home weekly AVID updates, present AVID at open house	Develop an understanding of why Western adopted the AVID magnet theme and what it can do for their child	Weekly updates, feedback from parents	Ongoing		
	Update parents on curriculum and school information	All staff	Send home monthly updates in their content areas where parents are made aware of eht is being taught, upcoming	Be aware of what their child's day is like how they are doing in school and how they can best support their growth	Unit updates / newsletters	Ongoing		

			events and how they can support at home. Also, the use of progress monitoring sheets to inform parents of current progress				
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COMMUNICATION PLAN:

ANTICIPATED DELIVERY DATE	ACTUAL COMPLETION DATE	EVENT/MILESTONE	LEAD MESSENGER	TARGET AUDIENCE	COMMUNICATIONS CHANNEL/S	FORMAT
<i>[ANTICIPATED DELIVERY/ IMPLEMENTATION DATE)</i>	<i>(ACTION VERIFIED AS COMPLETE)</i>	<i>What task needs to be performed or information collected? What message or information needs to be delivered?</i>	<i>Who is responsible for executing? Who supports and in what role?</i>	<i>Who are you targeting for obtaining or delivering information?</i>	<i>How will you deliver your message, or obtain the necessary information? What comm. channels will you use?</i>	<i>In what format will you present your message, considering the audience, purpose, and channels?</i>

[MONTH or PHASE]						
Fall 2019	Welcome Assemblies	Admin team and grade level teachers	Students	In-person presentations	Google Slides Presentation	
Monthly	Pertinent updates related to school activities and SIP	Principal / Admin Team	Teachers	School email group	Email	
Weekly	Pertinent updates related to school activities and SIP	Principal / Admin Team / PTA	Parents	PTA Constant Contact Group	Email and Website	
Fall 2019	Open House, AVID and Schoology / Aspen Workshops	WMS Staff	Parents	In-person presentations	Google Slides Presentation, workshops and digital resources	
Summer/Fall 2019	PTA General Meeting - School Vision	Principal	Parents	In-person presentation and follow-up email	Google Slides Presentation, digital resources, Panorama survey results	
Winter 2020	AVID nights (3)	Core staff	Students & Community Members	Email	Series of in-person or video presentations throughout the day	

Spring 2020	Capstone Day / Night	WMS staff and students	Parents and Community Members	Emails, website posting, formal invitation	Exhibits of student work	
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