

## WMS School Improvement Plan 2021-2022



SCHOOL NAME:

### SIP Membership

Name	Role in School
Gordon Beinstein	Principal
Suzanne Coyne	Assistant Principal
Kerry Gavin	Assistant Principal
Alex Schuck	Team Learning Facilitator
Julie Trombetta	Team Learning Facilitator
Alicia Barry	Team Learning Facilitator
Joe O'brien	Team Learning Facilitator
Tara Roby	Team Learning Facilitator
Johanna Kolar	Team Learning Facilitator
Karen Anderson	Team Learning Facilitator

Erin Montague	Avid Coordinator
Kim Matarese	Avid Coordinator

<p>Introduction to your SIP/ School Profile  (approximately 100 words)</p>	<p>Western is a diverse, student centered middle school whose mission is to meet the needs of ALL students. We are an AVID Magnet school, drawing students from all over the district looking to build their college and work ready skills. Our mission statement is: <i>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.</i> This statement drives the year long work outlined elsewhere in this document, and guides our daily decisions as we work to close the opportunity gap.</p>
<p>Equity Vision Statement  (approximately 50 words)</p>	<p>As a school with a diverse population we are acutely aware of the inequities/biases that exist, conscious and otherwise, and are driven to close the opportunity gap. This is evident in our work, including but not limited to: how we place students, the resources we use, how we instruct and most importantly, who we allow to teach our children.</p>

**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 the community through dialogue, service, and/or leadership

**GOALS:**

<p><b>Goals:</b> (Written in SMART language)</p>		<p><b>Goal Rationale:</b> (Explain why your building chose each of these goals in approximately 100 words per goal.)</p>																												
<p><b>Academic</b></p>	<p>It is our goal to undo the effect of the pandemic in a single school year. Following cohorts, WMS students in grades 6, 7 and 8 will meet or exceed the percentages at goal as compared to the same students in 2019, the last time they took the assessments in a non COVID environment.</p> <p><b>Current Grade 6</b></p> <table border="0"> <tr> <td></td> <td>2019</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>ELA</td> <td>58%</td> <td>58%</td> <td>63%</td> </tr> <tr> <td>Math</td> <td>58%</td> <td>42%</td> <td>58%</td> </tr> </table> <p><b>Current Grade 7</b></p> <table border="0"> <tr> <td>ELA</td> <td>59%</td> <td>52%</td> <td>59%</td> </tr> <tr> <td>Math:</td> <td>60%</td> <td>47%</td> <td>60%</td> </tr> </table> <p><b>Current Grade 8</b></p> <table border="0"> <tr> <td>ELA</td> <td>75%</td> <td>64%</td> <td>75%</td> </tr> <tr> <td>Math:</td> <td>52%</td> <td>54%</td> <td>58%</td> </tr> </table>		2019	2021	2022	ELA	58%	58%	63%	Math	58%	42%	58%	ELA	59%	52%	59%	Math:	60%	47%	60%	ELA	75%	64%	75%	Math:	52%	54%	58%	<p>Our scores had been on a steady rise over the past several years. This past year, we reverted back to where we were 6 years ago. While I know this is largely due to the inequitable impact of the pandemic on our student population, it does not dissolve us of our responsibility to address this learning loss. With the additional resources provided by the district, and a hyper focus on data, we are committed to remedy this situation and have our kids, once again, prepared to tackle high level work</p>
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<b>SEL Goal</b>	<p>85 percent of students will claim they have a connection/relationship with an adult in the building on our annual school climate survey. We had been low's 80's in previous years but were in the mid 70's this past year, again, largely due to our inability to meet with kids individually, in small groups and in clubs and sports</p>	<p>Eliminating anonymity has been a goal of ours for years at Western. While not directly aligned, it is fair to assume that students without a connection feel anonymous. As one might have assumed, the need to wear masks, distance and the lack of opportunities for after school activities, including extra help, impacted the connectedness students had with adults in the building last year.</p>
<b>FaCE Goal</b>	<p>100% of the teachers will connect with 100% of the present throughout the course of the school year. This will result in 95% or more of the parents noting that they feel like partners in their child's learning in our annual parent climate survey.</p>	<p>WMS is committed to working with families during these difficult years. We understand that when families are aware of what is going on with their child during school hours, and have an opportunity to discuss their child's learning with our staff, that overall academic performance improves.</p>
<b>Teacher/Staff School Climate</b>	<p>In our annual staff survey, we generally do quite well, with almost every question having over an 80% positive response rate. However, one question that was in the 70's was 'I feel that</p>	<p>Being responsive to staff concerns is an important aspect of leadership. The three of us pride ourselves on our approachability. However, being approachable doesn't always mean staff feels listened to. We will hyper focus on this aspect of leadership this year.</p>

	<p>admin responds to ideas, input and/or matters of concern in an appropriate &amp; timely manner' Our goal this year is to get that answer up to and above 80%</p>	
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**ACTION PLAN: Academic**

<b>Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)</b>	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>
<ul style="list-style-type: none"> <li>● Review standardized test results with staff to make staff aware of general areas of deficiencies</li> <li>● Meet with staff to increase staff awareness of both the Linkit platform and assessment</li> <li>● Increase staff understanding of assessments which includes going over sample SBAs by grade and lessons that target weak areas.</li> <li>● Have staff include core content skill in their daily lesson plans</li> <li>● Have unit/classroom assessments mirror language of the SBA</li> <li>● Increase the number of kids in support classes as long as these intervention groups contain no more than 10 students. Monitor student progress.</li> <li>● Administer and <b>review</b> interim assessments</li> </ul>	<p>All year</p>	<p>Admin, all certified staff</p>	<p>This work is aligned with the core standards students are expected to master and should have a direct impact on student learning, as measured by the SBA and other standardized assessments.</p>

<ul style="list-style-type: none"> <li>• Discuss student data and best practice instructional strategies at once per cycle team meetings</li> <li>• Ensure that students understand the assessments, both the content and the structure.</li> <li>• Carefully assign students to sit with specific staff for test taking</li> </ul>			
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**ACTION PLAN: SEL**

<b>Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)</b>	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Revisions (if needed)</b>	<b>Date Completed</b>
Hyperfocus on mentorship and the building of relationships: <ul style="list-style-type: none"> <li>• Continuing to support our students using the teaming model which wraps 5-6 staff members around a core group of students</li> </ul>	All year	Admin, all certified staff	We believe that middle school kids work for teachers more than for grades, by building these relationships, students will put more effort in, go seek out assistance more often and feel		



<ul style="list-style-type: none"><li>● Restructure AB to limit the size of the AB's to 10-12 kids, depending on grade to enhance relationships and mentorships</li><li>● Run our second step lessons, many of which speak to how and when to seek adult assistance</li><li>● Continue to hire student centered staff</li><li>● Find unique ways to celebrate student success, via PBIS including, but not limited to Student of the Month, Good News, Golden Tickets, Postcards etc.</li></ul>			better about coming to school, this improving scores and grades		
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