

**Trottier Middle School
School Improvement Plan 2021-2024**

School Council Membership

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Trottier Middle School SIP Strategic Initiatives Bookmarks

[SIP Initiative #1: High-Quality Instruction for All Learners](#)

[SIP Initiative #2: Culturally Responsive Teaching](#)

[SIP Initiative #3: Social-Emotional Learning](#)

Mission

Educate, Inspire, and Challenge

Core Values

- Integrity
- Empathy
- Inclusivity
- Equity
- Perseverance
- Respect

Vision: Profile of a Graduate

Our Students Will Be:

Collaborators

- Enrich the learning of self and others through teamwork.
- Solicit and respect diverse perspectives and contributions.
- Seek, contribute, and react to feedback to achieve shared outcomes.
- Recognize and leverage strengths to build collective commitment, action, and understanding.

Critical and Creative Thinkers

- Transfer and connect knowledge and skills to deepen understanding.
- Demonstrate thinking that is clear, rational, open-minded, and informed by evidence.
- Use disciplinary knowledge and skills in routine and innovative ways.
- Make informed decisions, solve problems, and use a variety of tools to deepen learning.

Communicators

- Articulate thoughts and ideas using oral, written, and non-verbal communication skills for a range of purposes and audiences.
- Listen to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use technological skills and contemporary digital tools to explore and exchange ideas.

Socially and Civically Engaged

- Demonstrate personal, civic, and social integrity through ethical and empathetic behaviors.
- Recognize individual and communal impact on others and the natural world.
- Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.

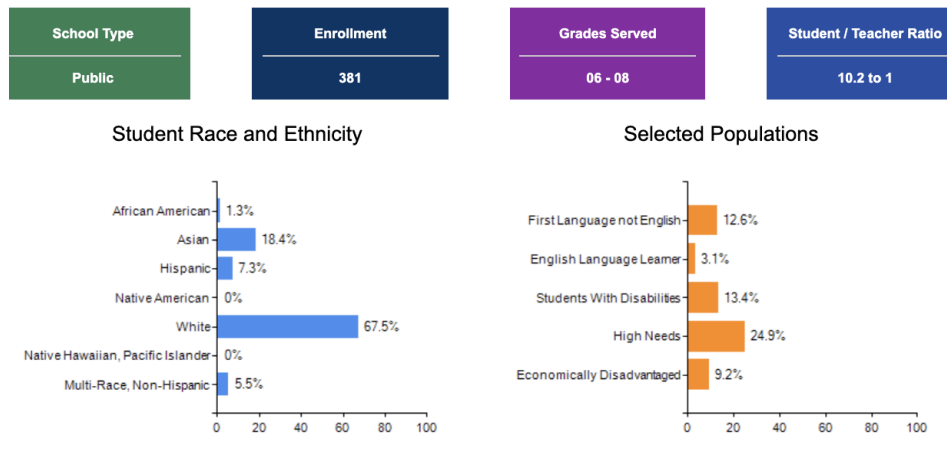
Growth-Oriented

- Cultivate positive attitudes and habits about learning.
- Pursue one's own interests and curiosity to experience new learning.
- Consistently improve the quality of one's own thinking by skillfully analyzing, assessing, and reconstructing.
- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

Healthy and Balanced

- Develop and demonstrate awareness, sensitivity, concern, and respect to connect with self and others' feelings, opinions, experiences, and cultures.
- Use reflective practices to understand one's personal strengths, challenges, and passions.
- Make choices to support a lifestyle that is healthy, both physically and mentally.
- Demonstrate resilience through the ability to manage emotions, stress, and challenges.

School Data Profile



[Enrollment Data- Race/ Gender](#)

Theory of Action for 2021-2024

If... All teachers develop a shared understanding of the MA DLCS standards and are coached and supported in integrating high priority standards into existing disciplinary units

Then... Students will have relevant experiences that increase their digital literacy knowledge and skills.

If... All educators develop a shared vision of equitable and inclusive communities/classrooms and have designated time to grapple with issues of unconscious bias and antiracist education.

AND. **if** educators consistently provide opportunities for students to see representations of individuals who are not like them and individuals who are like them in classrooms, content, and curriculum

Then... All students will feel connected, valued, welcome, and contributing to our schools.

If... Educators within and across schools develop a shared understanding of a common framework about how we support social and emotional learning and align curriculum and instruction to that framework through collaborative decisions about a District approach to SEL

Then.. Students will access strategies and skills to manage social and emotional challenges to support their mental and physical well-being and learning.

If... Trotter develops the capacity to support innovative teaching and learning along with the capacity of our educators to meet challenges and opportunities of teaching and learning in a dynamic and evolving environment....

Then..... our students will foster the metacognitive skills to understand themselves as a learner and the critical skills necessary as they enter the next level of their educational experience.

District Strategic Objectives 2020-2026	School Strategic Initiatives 2021-2024
<p>1. <u>Empowering Learners:</u> Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</p>	<p>Goal 1: Create a learning environment that provides high-quality instruction to all learners.</p> <p>Goal 2: Increase the integration of the DLCS power standards into the existing curriculum.</p>
<p>2. <u>Equity of Opportunity:</u> Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.</p>	<p>Goal 3: Foster culturally responsive and inclusive classroom communities and school environments that provide equal access to learning for all students</p> <ul style="list-style-type: none"> A. Develop a shared understanding of culturally responsive teaching and inclusive practices. B. Define expectations for the implementation of culturally responsive teaching pedagogy and methodologies.
<p>3. <u>Healthy and Balanced Learners:</u> Prioritize social, emotional, and physical well-being of students.</p>	<p>Goal 4: Develop and implement a coherent and systematic approach to social and emotional learning (SEL) within and across schools.</p> <ul style="list-style-type: none"> A. Develop a shared understanding and culture that creates awareness, commitment, and ownership of all students' social, emotional, and physical well-being. B. Identify current evidence-based practices that develop SEL competencies for all students and staff.
<p>4. <u>Educator Learning and Leadership:</u></p>	<p><i>Outlined in professional development plans of the Action Plan below.</i></p>

Demonstrate continual growth through professional collaboration.

Action Plan 2023-2024

(Action plan will be assessed and updated annually.)

SIP Initiative #1: High-Quality Instruction for All Learners

SIP Strategic Initiatives

If Trottier educators build and sustain a shared vision for high-quality instruction, then we will be able to manufacture a learning environment that promotes collaboration, allows teachers to take risks, and share best pedagogical practices. This will allow our students to access a well-rounded and dynamic academic program that will develop their multiple and diverse talents and interests in order to become critical thinkers and independent learners.

Goal 1: Provide high-quality instruction to all learners

Goal 2: Increase the integration of the DLCS power standards into the existing curriculum.

- A. Develop an understanding of the DLCS standards and their current use in our curriculum and instruction.
- B. Plan to continue implementing meaningful, high-quality digital literacy and computer science curriculum and instruction aligned to the DLCS standards.

Goal 1: Provide high-quality instruction to all learners			
Action Steps (2023-24)	Person Responsible	Date	Status
Develop a year-long plan for faculty, department, and PLC meetings. The administration will ensure a focus on the	TMS administration Team Leaders	September 2023-June 2024	Ongoing

instructional core using High-Quality Instruction principles as part of meetings, along with models of instructional practices.	Subject Matter Coordinators		
Analyze TMS student survey data to identify high-leverage patterns around preferred teaching and learning modalities from the student's perspective to maximize student engagement and classroom experience.	TMS administration Team Leaders TMS faculty	October 2023-June 2024	Ongoing Faculty Meeting October
Continue to conduct co-observations of classrooms.	TMS administration and NASA members	October 2023-May 2024	Ongoing
Develop and implement a plan for training all staff in the core principles of UDL to identify and address barriers to learning and engagement.	TMS Admin and UDL Explorers	October 2023-May 2024	Ongoing
Develop an understanding of the data dashboard's features, benefits, and potential impact.	TMS Admin, Guidance, Subject Matter Coordinators	October 2023-May 2024	Ongoing
Math department members and student support teachers will engage in collaborative planning sessions based on the learning modules within the Carnegie Math	TMS administration, Math department, members of the student support team and NASA members	October 2023-June 2024	Future
Teachers will engage in reflective conversations regarding the design and implementation of the lessons within Carnegie Math to make adjustments to practices that will meet the learning needs of all learners.	Math Department and Student Support Team	October 2023-June 2024	Future
<i>Goal 2: Increase the integration of the DLCS power standards into the existing curriculum.</i>			
<i>Action Steps (2023-24)</i>	<i>Person Responsible</i>	<i>Date</i>	<i>Status</i>
Revisit the inventory of the DLCS curriculum standards by coordinating with educators to identify which of the power standards are already being addressed through existing curricula and instruction.	Subject Matter Coordinators and department members Instructional Technology Specialist DLLs	November 2023 - January 2024	Ongoing

Revisit TMS's goal of discussion and presentation in the classroom and build connections with the Communication Strand of DLCS.	Admin and subject matter coordinator members DLLs	November 2023-June 2024	Future work
Teachers should develop SMART goals around utilizing the district technology toolbox to create various blended learning models in their classrooms.	Admin and cross-section of faculty members DLLs	November 2023	Future work
Teachers will be provided the option to complete DLCS modules as part of Flex PD	Tech Integration Specialist	November 2023-June 2024	Ongoing work
Promote the “DLCS Toolkit” to staff as a powerful tool for consultation as they seek ways to incorporate digital learning and computer science into their classes skillfully. “DLCS Toolkit” will also be placed in a central location easily accessible to staff to utilize.	Tech Integration Specialist	November 2023-June 2024	Ongoing work

Measuring Impact		
Early Evidence Benchmark	Date (by when)	Status (future work, in process, completed)
Team Leader summer summit work on TMS student survey and fall faculty meeting analyzing the data	October 2023	In process
The development of MTSS/ tiered levels of support and intervention for struggling learners in the area of reading	October -2023	In process
PLCs are utilizing a similar structure for curriculum and department meetings to create consistency around norms, expectations, and discussion to ensure actin-orientated meetings to focus on instructional strategies.	September 2023- June 2024	In process
Completion of classroom co-observation reports using the High-Quality Instruction “look fors”	October 2023- May 2024	In process

DLCS SMART goal will be shared with staff.	November 2023	In process
Educators are able to identify where DLCS standards are already incorporated into units across disciplines.	October 2023-June 2024	In process
Completion of DLCS modules and use of the toolkit.	January 2023- May 2024	Future work

SIP Initiative #2: Culturally Responsive Instructional Practices

SIP Strategic Initiatives

If Trottier creates a shared vision around culturally responsive pedagogy then we will foster a learning environment where all students are able to engage and make connections to learning. Teachers will meet the learning profiles of all students in order for everyone to access the curriculum and contribute to successful academic outcomes.

Equity of Opportunity: Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.

Goal 3: Foster culturally responsive and inclusive classroom communities and school environments that provide equal access to learning for all students

- A. Develop a shared understanding of culturally responsive teaching and inclusive practices.
- B. Define expectations for the implementation of culturally responsive teaching pedagogy and methodologies.

Action Steps (2022-23)	Person Responsible	Date	Status
PLCs in place that focus on culturally responsive pedagogy. The committee will facilitate work with staff around the following: <ul style="list-style-type: none"> - Unit of study audits to include diverse voices - Review and develop teaching resources. - Develop a shared understanding of a culturally responsive classroom. 	TMS Administration District Leadership Building leaders	October 2023- May 2024	Ongoing

Provide learning opportunities for faculty and staff to continue to create inclusive environments within their respective spaces and the school community. There is a specific focus on the following areas: race, culture, ethnicity, religion, gender identity and learning style, so they can use student ideas and perspectives to promote empathy and understanding.	TMS administration World of Difference Advisors Building leaders TMS Child Study Team	October 2023- May 2024	Ongoing
Continue to implement the ADL World of Difference Program, allowing students to explore the issues of race, gender, identity, religion, and ability.	ADL advisors Student groups Faculty	October 2023- May 2024	Ongoing
Continue to develop and refine TMS Community Conversations for students to explore the issues of race, gender, identity, religion, and ability.	Administration Student groups Faculty	October 2023- May 2024	Ongoing
Use data from literacy universal screeners (DIBELS) and assessments to collaboratively analyze results and determine instructional pathways to meet the needs of all learners while continuing to progress monitor students.	TMS Admin and NASA members	January 2024-May 2024	Ongoing
Use a co-teaching intervention model to address the needs of students behind grade-level reading	District leadership TMS administration ELA Department	October 2023 May 2024	Ongoing

Professional Learning to Support this Strategic Initiative (if needed):			
Professional Learning Topic/ Approach	Time Allocated	Person Responsible	Date
Measuring Impact-			

<i>Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys</i>		
Early Evidence Benchmark	Date (by when)	Status (future work, in process, completed)
Faculty meetings review of CASEL frameworks	January 2024	Ongoing
ADL World of Difference training and presentation	October 2023- June 2024	Ongoing
Classrooms will feature new texts that address mirrors and windows. Some texts will no longer be taught as common texts.	September 2023- June 2024	Ongoing
Community Conversations Lessonad and Activities	September 2023- June 2024	Ongoing
DIBELS analysis and Literacy recommendations	November 2023- May 2024	Ongoing

SIP Initiative #3: Social Emotional Learning

SIP Strategic Initiatives
<p>If Trottier Middle School continues to engage in the iterative process of fostering a physically and emotionally safe learning environment by understanding and celebrating all cultures, learning styles and perspectives, then our students will learn the integral components of social-emotional learning. Students will become aware of their impact on the world and ultimately learn the necessary skills to interact with others in a healthy manner.</p> <p>Goal 4: Develop and implement a coherent and systematic approach to social and emotional learning (SEL) within and across schools.</p> <ul style="list-style-type: none"> A. Develop a shared understanding and culture that creates awareness, commitment, and ownership of the social, emotional, and physical well-being of all students. B. Identify current evidence-based practices that develop SEL competencies for all students and staff.

Action Plan 2023-2024

<i>Action Steps 2023-24</i>	Person Responsible	Date	Status
<p>PLCs in place will focus on social-emotional learning in order to gain familiarity with CASEL frameworks and common language that is consistently used throughout the school when identifying behaviors, actions, and emotions</p> <ul style="list-style-type: none"> - Develop a toolbox for staff in responding to student behavior and actions. - Review of CASEL competencies - Review existing SEL practices across all content areas 	<p>SEL Coordinator Counselors TMS administrators Classroom teachers</p>	<p>Winter 2023- Spring 2024</p>	<p>Ongoing via admin consult at weekly grade-level team meetings</p> <p>Future work: faculty meeting professional learning</p>
<p>Collaborate with other schools within the district and the district SEL Committee to review progress in SEL implementation and discuss various approaches to increase SEL opportunities for our students</p>	<p>Administrators District SEL Committee</p>	<p>Winter 2024</p>	<p>Future work</p>
<p>Inventory state health curriculum standards and coordinate with educators to identify what is being addressed through existing curriculum and instruction in the preparation of adding health 6th grade for 24-25</p>	<p>District Wellness Coordinator Health teachers Administration</p>	<p>Fall 2023-Spring 2024</p>	<p>Future Work</p>
<p>Use data from (Universal screening assessments to plan tier 1 instructional strategies and interventions to address the needs of each learner.</p>	<p>Administration Guidance and Counseling Department</p>	<p>Fall 2023-Spring 2024</p>	<p>Future work</p>
<p>TMS will conduct the “Dot Activity” to assess adult-student connections to build interventions to promote those connections</p>	<p>Administrators Teachers Team Leaders TMS counseling department</p>	<p>Winter 2024</p>	<p>Future work</p>
<p>TMS departments will identify how to incorporate aspects of CASEL’s social-emotional learning frameworks into instructional practices that</p>	<p>Administrators Subject Matter Coordinators</p>	<p>Fall 2023-Spring 2024</p>	<p>Future Work</p>

are regularly used in social-emotional learning in the specific content area.			
TMS will explore resources in the Second Step program to provide consistent opportunities for students to engage in social-emotional learning experiences and to support our Community Conversation work.	Administration Guidance/ Counseling	Fall 2023-Spring 2024	Future work

Professional Learning to Support this Strategic Initiative (if needed):			
Professional Learning Topic/ Approach	Time Allocated	Person Responsible	Date
Measuring Impact-			
<i>Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys</i>			
Early Evidence Benchmark	Date (by when)	Status (future work, in process, completed)	
Psychoeducational counseling groups based on data collected	January 2024	Future work	
In-class lessons/ activities in areas identified from survey and screeners- ex. self-regulation	January 2024		
Mid-year analysis of % of students who participate in extracurricular activities and athletics	February 2024	Future work	
Chronic Absenteeism data review to identify subgroups of students who may require more support	November 2023- May 2024	Ongoing	

Analysis of adult-student connection data (dot activity and 2x10) and plans for interventions	January 2024	Future
Data analysis of fall and spring brief survey around student connectedness	Mid year and End of Year 23-24	Future
Student behavior and discipline data analysis- trends in categories and subgroups of students	Mid year and end of year 23-24	Future