

Westborough Middle School Teaching & Learning

February 24th, 2022
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Our Vision

A Healthy, Happy Westborough!

- ★ Developing & strengthening our team
- ★ Build relationships & clear channels of communication throughout our community
- ★ Continue to align ourselves with District Strategic plan & LCAP goals
- ★ Care for ourselves & each other throughout the process
- ★ Reflect on why we teach the way we do

SSFUSD

STRENGTHENING OUR SYSTEMS

the GAS TANK BENCHMARKS

checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

the STEERING WHEEL INSTRUCTION

guiding our learning objectives
ENGAGES US + TAKES US FORWARD

the GPS NAVIGATION

our goals
LCAP, DEPT.
SITE, TEAM, TCHR.

FFME - A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, & SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

the SEATS CURRICULUM

defines the skills to be taught
STANDARDS, RIGOR, RELEVANCE



the ENGINE PERFORMANCE MANAGEMENT MEETINGS

showcasing data + progress
ILTs, PLCs, DEPT. MEETINGS

EVERYONE DRIVES A CAR AT HIS / HER OWN LEVEL.

the WHEELS SYSTEMS OF ASSESSMENT

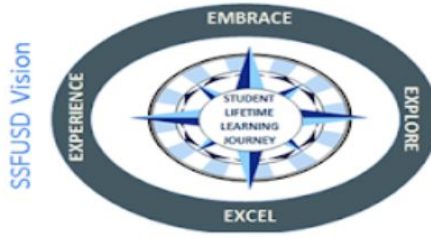
sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES OF PERFORMANCE?

EQUITY

the MIRRORS PROFESSIONAL LEARNING SYSTEM

reflecting + growing in our professional practices



LCAP GOAL 1

Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

LCAP GOAL 2

Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by

LCAP GOAL 3

Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as attendance sign in sheets.

District priorities

Improve Curriculum,
Instruction &
Assessment

Bolster Professional
Learning and
Collaboration

Strengthen
Leadership Capacity

WMS - Site Goals - 21 - 22

By the Spring of 2024, after receiving instruction guided by the district approved curriculum/programs, all Westborough students will demonstrate a 3% growth in ELA and math when compared to the 2020-21 schoolwide scores in both ELA and math.
(LCAP goal #1)



WMS - Site Goals - 21 - 22



By the Spring of 2024, after attending professional development opportunities, designated Westborough staff will demonstrate the ability to ...

- ★ support Common Core State Standards education aligned with our district priority standards initiative for all students,
- ★ integrate current educational technology practices- including digital citizenship,
- ★ create a safe and positive learning environment for all students

... as measured by CAASPP data, the California State Dashboard data, as well as Healthy Kids surveys, or other site-specific survey data. (LCAP Goal #2)

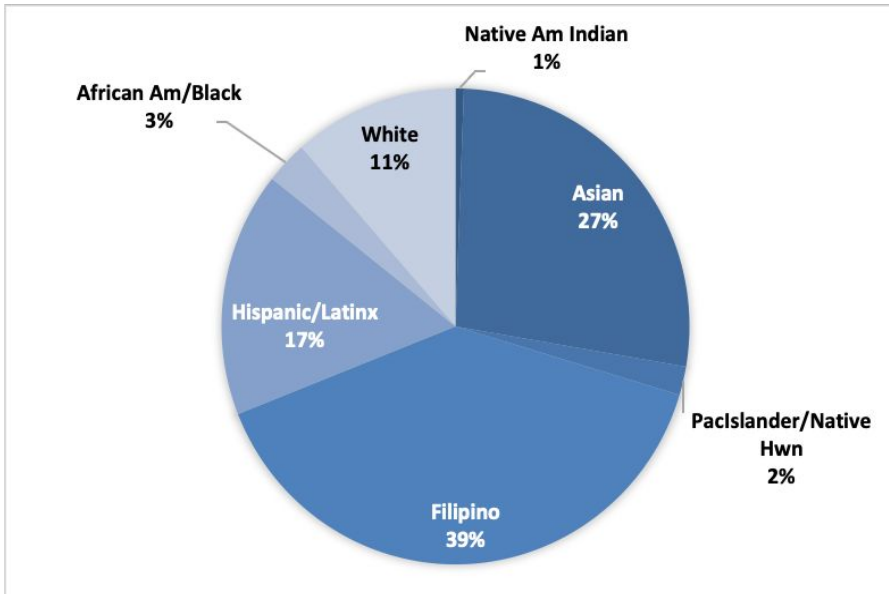
WMS - Site Goals - 21 - 22

By the Spring of 2024, all students will exhibit a 3% decrease in absenteeism and a 3% decrease in suspension rate after participating in trauma-informed instructional practices and counseling approaches, school extracurricular activities (e.g., clubs, concerts, intramurals, movie nights, etc.), and the school's PBIS program. (LCAP # 3)



Westborough Middle - student population

Students by Race/Ethnicity



As of 2/4/22, 10 students in Virtual Independent Study

Students by Grade Level

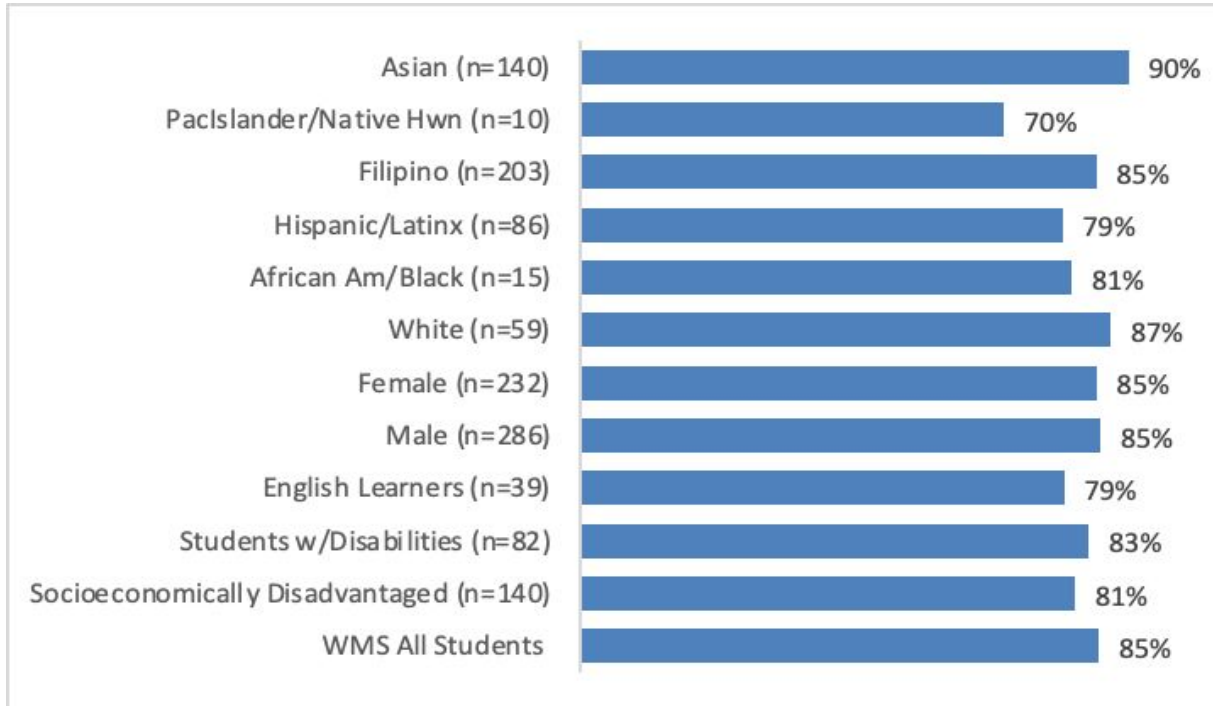
6th	7th	8th
176	167	175

Students by Program Group

Student Group	#	%
Female	232	45%
Male	286	55%
English Learners	39	8%
Students with Disabilities	82	16%
Socioeconomically Disadvantaged	140	27%
Total	518	

Westborough Middle - attendance snapshot

Average attendance by cohort group: (1/4/22 - 2/4/22)

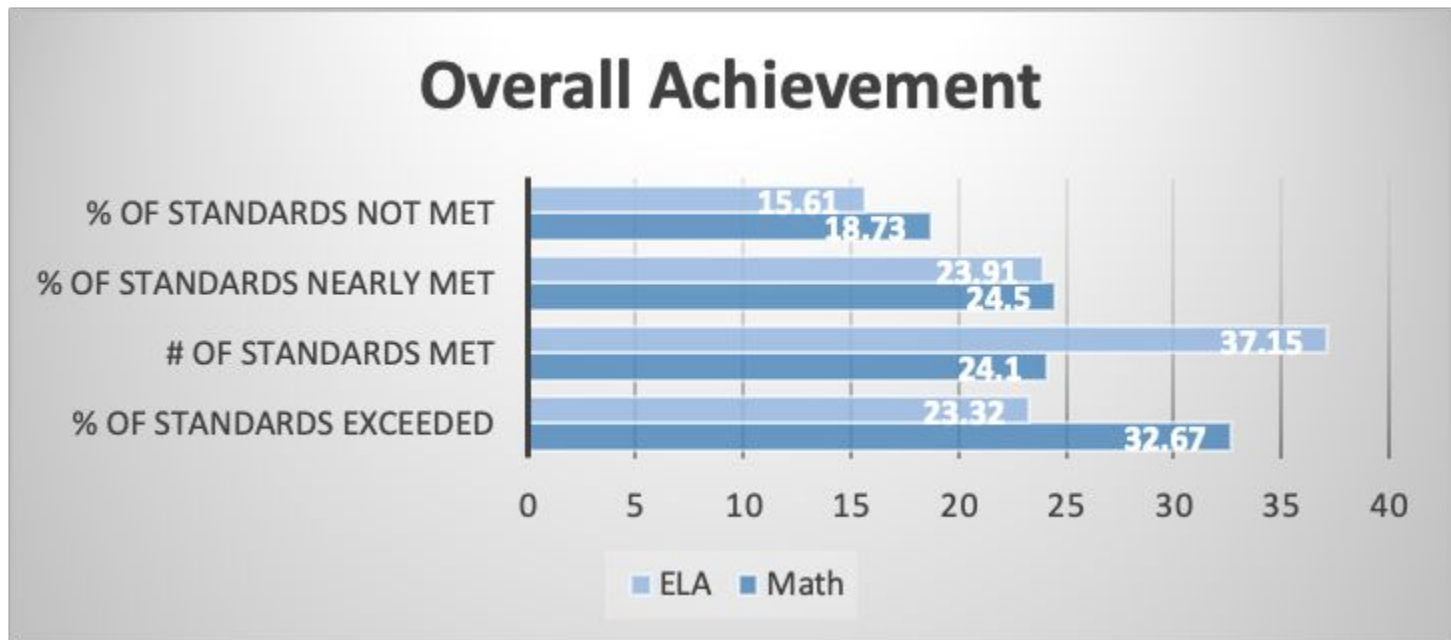


* To protect student privacy, data for student groups with fewer than 10 students is not displayed. For PES, this includes the Native American Indian/Alaska Native (n=3), Native Hawaiian/Pacific Islander (n=4), African American/Black (n=8), and Decline to State (n=1) groups.

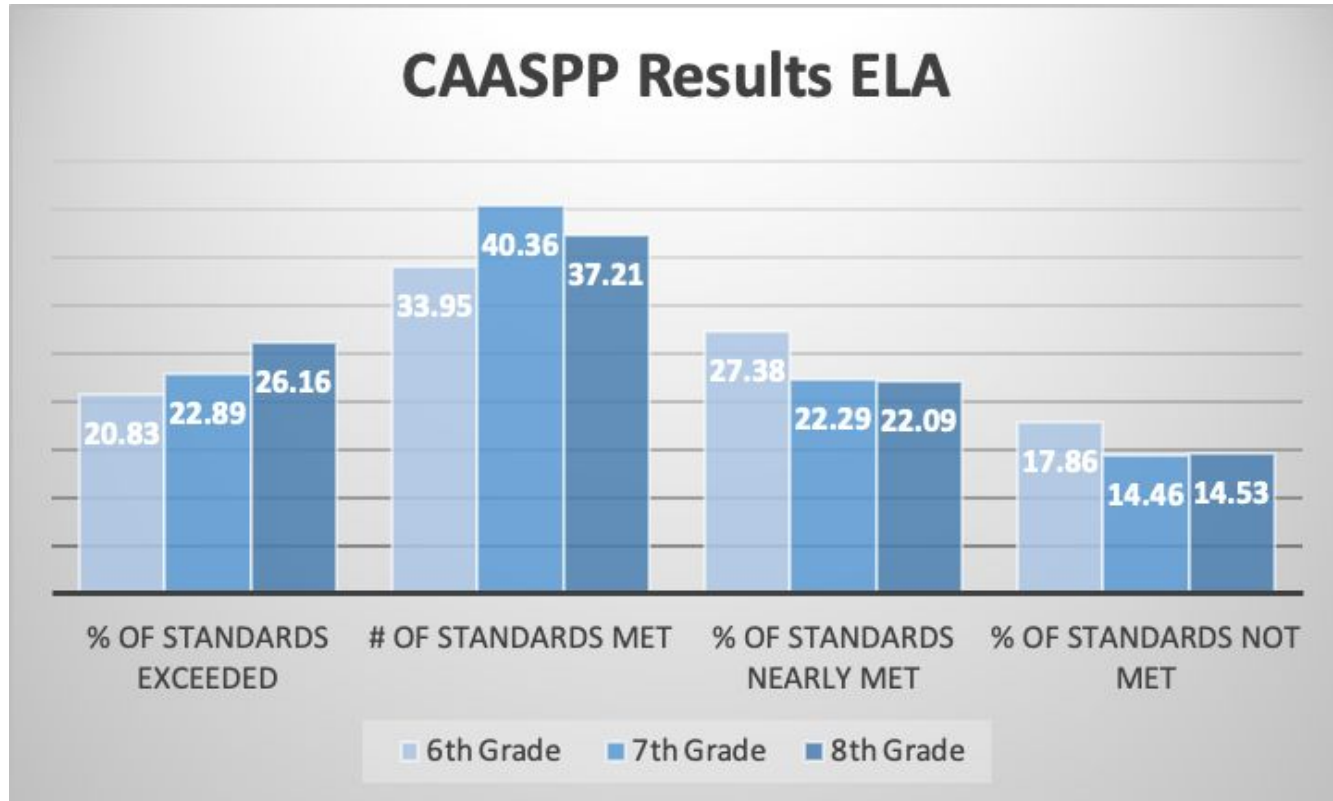
Students Tested in 20-21

Grade Level	# of Students Tested	Percent of Students Tested
6	177	95.50%
7	177	94.90%
8	179	97.20%

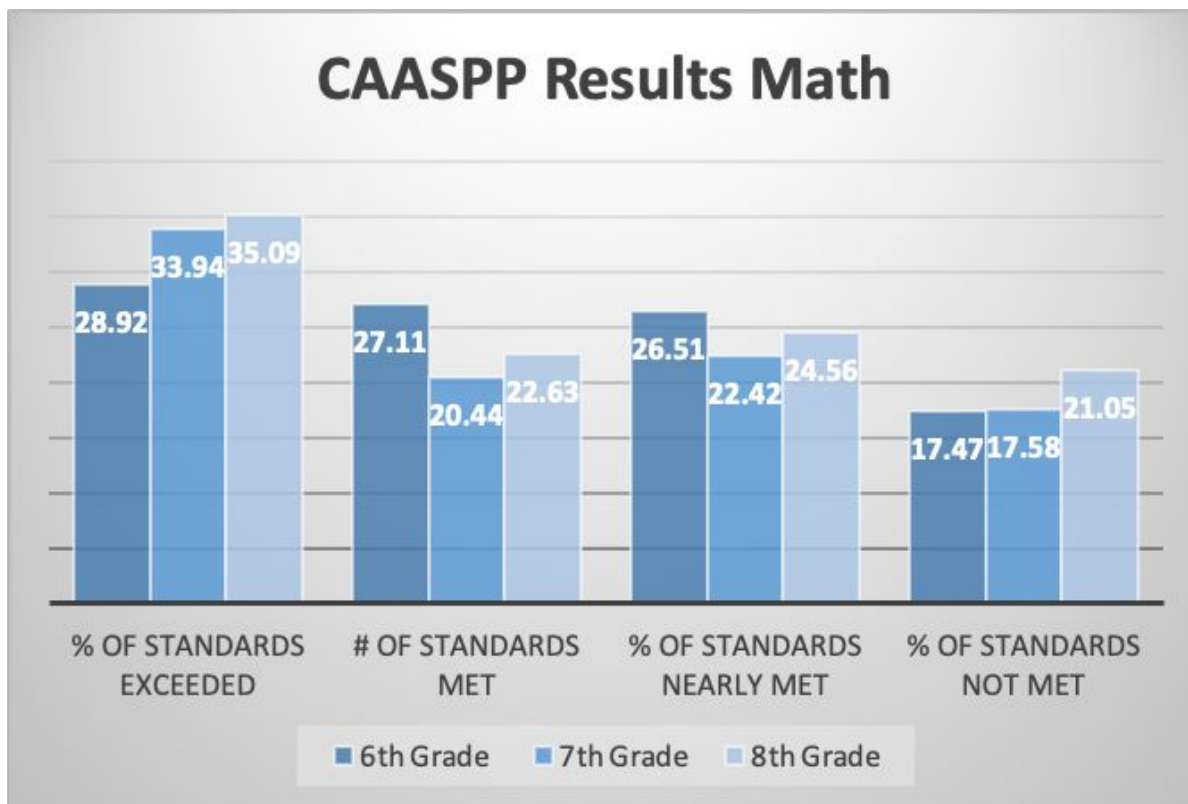
All Students ELA & MATH



CAASPP Results 20-21- English Language Arts



CAASPP Results 20-21- Math



2020-2021

Either "standard met" or "standard exceeded"

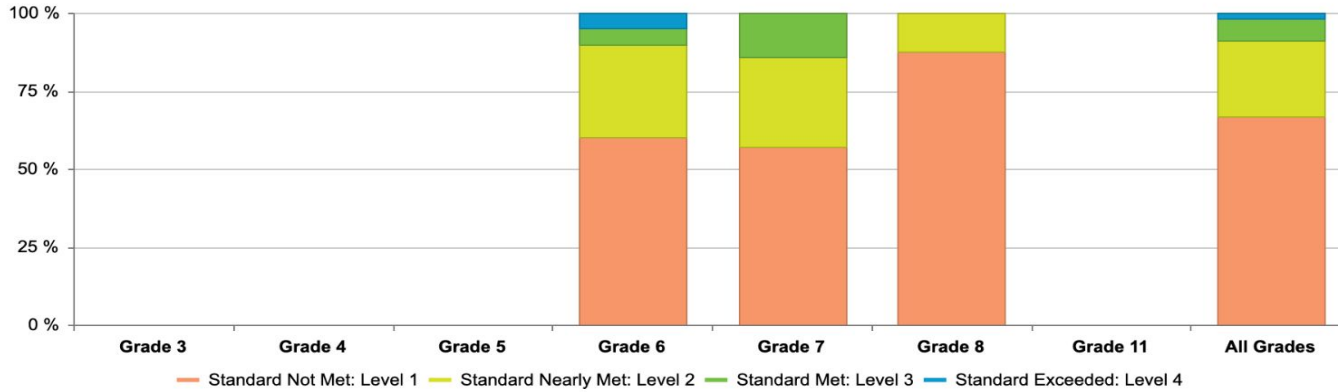
- ★ 6th Grade: 54.78% of students in ELA & 56.03% in Math
- ★ 7th grade: 63.25% of students in ELA & 54.38% in Math
- ★ 8th grade: 63.37% of students in ELA & 57.72% in Math
- ★ Overall: 60.47% in ELA & 56.77% in Math
 - 39.52% not meeting standards in ELA yet
 - 43.23% not meeting standards in Math yet

2020–21 Detailed Test Results Results by Disability Status

MATHEMATICS

▼ Reported disabilities

Achievement Level Distribution



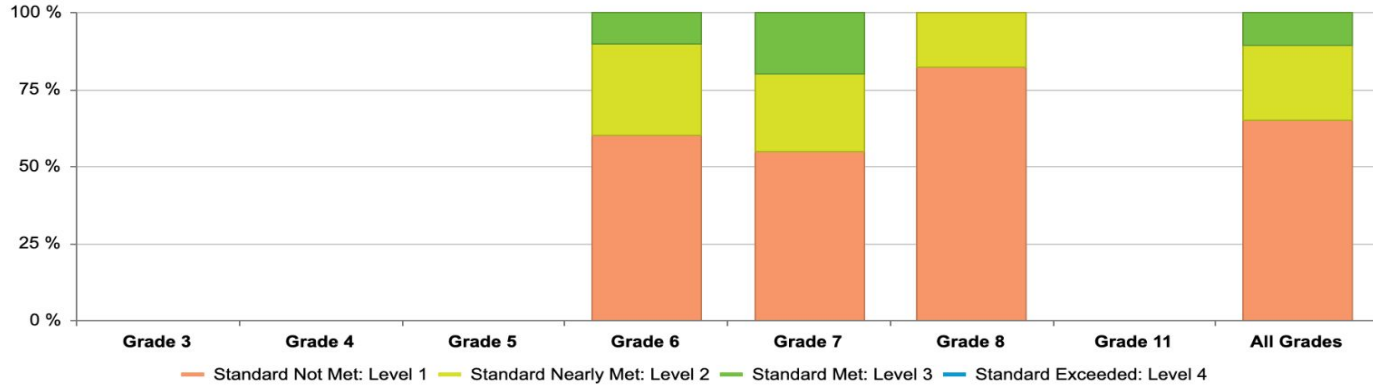
Standard Exceeded: Level 4 i	N/A	N/A	N/A	5.00 %	0.00 %	0.00 %	N/A	1.75 %
Standard Met: Level 3 i	N/A	N/A	N/A	5.00 %	14.29 %	0.00 %	N/A	7.02 %
Standard Nearly Met: Level 2 i	N/A	N/A	N/A	30.00 %	28.57 %	12.50 %	N/A	24.56 %
Standard Not Met: Level 1 i	N/A	N/A	N/A	60.00 %	57.14 %	87.50 %	N/A	66.67 %

2020–21 Detailed Test Results Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

▼ Reported disabilities

Achievement Level Distribution



Standard Exceeded: Level 4 i	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	N/A	0.00 %
Standard Met: Level 3 i	N/A	N/A	N/A	10.00 %	20.00 %	0.00 %	N/A	10.53 %
Standard Nearly Met: Level 2 i	N/A	N/A	N/A	30.00 %	25.00 %	17.65 %	N/A	24.56 %
Standard Not Met: Level 1 i	N/A	N/A	N/A	60.00 %	55.00 %	82.35 %	N/A	64.91 %

Resources to Support Our Students - All Students

Academic Center:

- ★ 3 days a week for an hour after school
- ★ Teacher supported
- ★ Peer Tutors available

IXL: Targeted support in Math, History, & ELA

- ★ Accessible through the student portal, adaptive

Tutorial Support

- ★ Paper Tutorial- 24/7/360 support w/ homework & writing assignments

Counseling Support

- ★ Check-in meetings, Student Study Team meetings, Home visits, Mental Health Resources (YSB, Care Solace, DayBreak)

Resources to Support Our Students - All Students

Response to Intervention (RTI)

What We Do: Grade levels meet to review student progress monthly

- ★ Linking RTI, Mental Health supports, & PBIS to help students succeed
- ★ Streamlined and maintain our RTI Tracking documents
 - Use of IXL Diagnostic data to track student progress in ELA/Math
- ★ Strengthen RTI & Student Study Team (SST) connection

Goals for 2022-23

- ★ Streamline Tier 1, 2 , & 3 supports (academic & behavioral) in all classrooms & across grade levels

Additional Supports for Students with Disabilities

- ★ SCC just approved a Specialized Academic Center
 - Facilitated by an Ed. Specialist
- ★ Push-in Program at the Resource level
 - Allows students equitable access to the General Education provided at Westborough
- ★ Mainstreaming program & needs based approach to placing students
- ★ District approved intervention curriculum
- ★ Individualized goal setting & case management (IEP)

Returning to In-Person Learning

Pros:

- ★ Engaging instruction
- ★ Stronger connection/ relationships w/ students
- ★ Stable learning environment
- ★ Partner and group work more easily facilitated
- ★ Frequent Informal assessments
- ★ Immediate supports for students available

Teachers report feeling more effective overall...

- ★ Human Connection: More ways to engage, support, Connect w/, & encourage students
- ★ Greater access to instructional materials
- ★ Easier Implementation of routines
- ★ Students in attendance can be held accountable for their work
- ★ Richer interactions & discovery opportunities for students (e.x. Labs & Class discussions)

Returning to In-Person Learning

Challenges:

- ★ Constant fear of catching COVID & bringing it home
- ★ Reteaching & relearning classroom behaviors
- ★ Engaging in instruction, class discussions, presentations, etc. w/ mask on & air purifiers on full blast
- ★ Extra work to manage absences due to quarantining- dual teaching to students at school & those at home
- ★ Lack of follow through & accountability from students quarantining
- ★ Trying to maintain distance & keep health protocols in place
- ★ Having to covering classes often due to a lack of substitute teachers
- ★ Burnt out from the Pandemic & pivoting to Distance Learning last year
- ★ Students appear to be less developed socially, less willing to take risks, higher frustration levels

Schoolwide Focus on Academics

- ★ Honor Societies
- ★ Honor Roll
- ★ Science Fair
- ★ Helix Cup
- ★ Geography Bees
- ★ Environmental Conservatorship opportunities



Positive & Engaging Environment

- ★ Two Counselors
- ★ YSB Program
- ★ PBIS Program
- ★ NCPP Partnership
- ★ Intramural Sports
- ★ Variety of clubs
- ★ Mini Course Day
- ★ Band & Choir Concerts
- ★ Strong Student Leadership



Thank you!

