

Westborough Middle School

Teaching & Learning Presentation

April 11th, 2024

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District Goals

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 4

Special Education

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.



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 walkthrough observations and other evidence (artifacts and student work).

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 measured by attendance sign in sheets.

District Priorities

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

C) Strengthen Leadership Capacity

Site Goals 2021 - 2024

<p>By the Spring of 2024 Westborough students will demonstrate a 3% growth in ELA and math (LCAP 1).</p>	<p>Maintain or increase by 1.0% in schoolwide performance for both math and ELA when compared to the 2020-21</p>
<p>After attending PD opportunities, staff will demonstrate the ability to support CC SS, and district priority standards, integrate current educational tech practices, and create a safe and positive learning environment for all students (LCAP 2).</p>	<p>Maintain or increase by 1.0% in schoolwide performance for both math & ELA -90% of all students surveyed will indicate that they feel safe and have a positive experience at Westborough</p>
<p>Students will exhibit a 3% decrease in absenteeism and suspension rate after participating in relationship-based or trauma-informed instructional practices & counseling approaches, school extracurricular activities, & the school's PBIS program (LCAP 3).</p>	<p>At least 1.0% decrease in the rate of Chronic Absenteeism & maintain or improve or maintain Suspensions</p>
<p>After receiving instruction all students with an IEP will demonstrate a 3% growth in ELA & math* (LCAP 4)</p>	<p>Maintain or increase by 1.0% in schoolwide performance for both math and ELA</p>

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 THE 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



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
- 

Building Our Shared Understanding of Effective Instructional Practices

- » Staff Retreat in HMB to build our capacity for implementing Universal Design for Learning (UDL) principles
 - ◇ Partnership w/ SMC OED's Center for Access & Engagement
 - ◇ 1st Staff Book Club, *UDL Now* by Katie Novak
 - ◇ Multiple opportunities for the whole staff to collaborate
- » Leadership Team & Cycle of Inquiry work

Continued Focus on Relationships & Culture

- » Building a New Mentorship Program at WMS “Culture Keepers”
- » Special Olympics Event
- » ASB & Leadership Grade Level & Lunchtime Events
- » Spirit Weeks
- » Anti Bullying Awareness Events
- » Band Concerts
- » 2024 Color Run
- » Mini Course Field Trips

Focus on Academics & Community

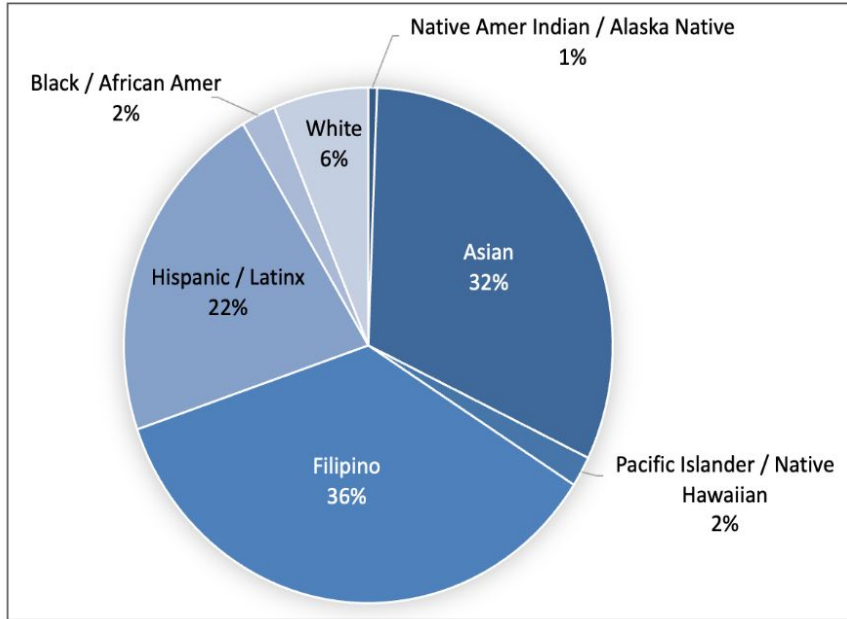
- » Honor Societies
- » Honor Roll
- » Science Fair
- » Helix Cup
- » Spelling &
- » Geography Bees
- » Environmental
Conservatorship
Opportunities



Positive & Engaging Environment

- » Two Counselors
- » YSB Program
- » NCPP, RTS Partnerships
- » Variety of Clubs & events
- » Mini Course Day
- » Strong Music/Arts Program
- » Strong Student Leadership (ASB)





Students by Grade Level

Grade Level	#
6th	189
7th	156
8th	180

Student Group

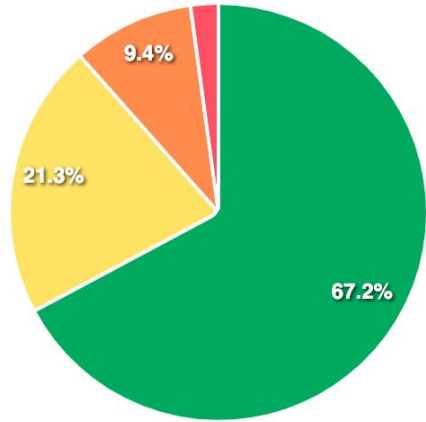
Student Group	#	%
Female	259	49%
Male	266	51%
English Learners*	31	6%
Students w/Disabilities	585	16%
Socioeconomically Disadvantaged	150	29%
All Students	525	





WESTBOROUGH MIDDLE-CURRENT STUDENT POPULATION

Chronic Absenteeism - Student Group

Student Group	WMS School 22-23		
	# students	Status	Change
Asian	102	2.9%	-2.3%
Filipino	194	12.9%	-5.1%
Native Hawaiian/Pacific Islander	6	No data	No data
Hispanic/Latinx	122	27.9%	-5.5%
African American/Black	10	No data	No data
White	29	31%	7.1%
English Learners	42	26.2%	-4.4%
Students w/Disabilities	84	35.7	-2.8%
Socioeconomically Disadvantaged	130	25.4%	-11.3%
All Students	499	16.4%	-4.6%

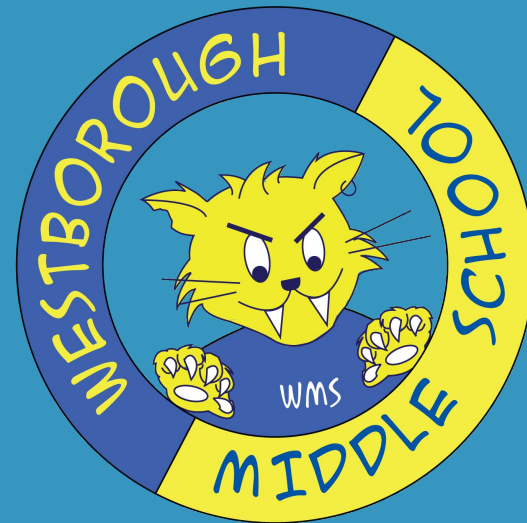
Westborough Attendance Snapshot (8/4/23 - 3/28/24)



TIER	%	TOTAL
 Satisfactory (<5%) ¹	67.2%	344
 At Risk (5-9%) ¹	21.3%	109
 Moderate Chronic (10-19%) ²	9.4%	48
 Severe Chronic (20-49%) ³	2.1%	11
 Extreme Chronic (>=50%) ³	0.0%	0

Satisfactory and At-Risk are MTSS tier 1; (2) Moderate Chronic is MTSS tier 2; (3) Severe and Extreme Chronic are MTSS tier 3.


2022-23 CAASPP DATA





Students Tested in 22-23

Grade Level	# of Students Tested	Percent of Students Tested
6	146	99.30%
7	169	98.80%
8	158	99.40%



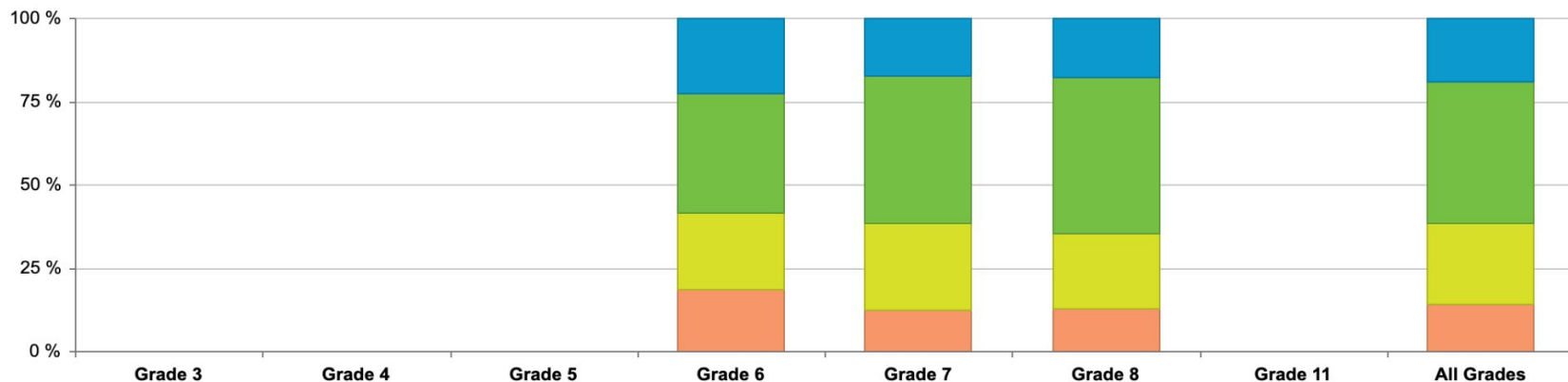
Cal Dashboard Summary 2022-23

Indicator	WMS School			SSFUSD		State	
	N	Status	Change	Status	Change	Status	Change
Chronic Absenteeism (K-8 only)	499	16.4 % chronically absent	-4.6%	21.3% chronically absent	-3.3	24.3% chronically absent	-5.7
Suspension	502	8.8 % suspended at least one day	+2.2%	3.9% suspended at least one day	+1.3	3.5% suspended at least one day	+0.4
English Language Arts	475	16.2 pts above standard	+2.7	3.3 pts below standard	-1	13.6 pts below standard	-1.4
Mathematics	475	6.0 pts above standard	-0.9	32.8 points below standard	-0.3	49.1 pts below standard	+2.6
Graduation Rate (HS only)		N/A		88.7% graduated	-3.3	86.4% graduated	-1
English Learner Progress	475	55.2% making progress toward proficiency	-22.6%	46.9% making progress toward proficiency	-6.3	48.7% making progress toward proficiency	-1.6
College/Career Indicator (HS only)		N/A		55.6% prepared	N/A	43.9% prepared	N/A

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution

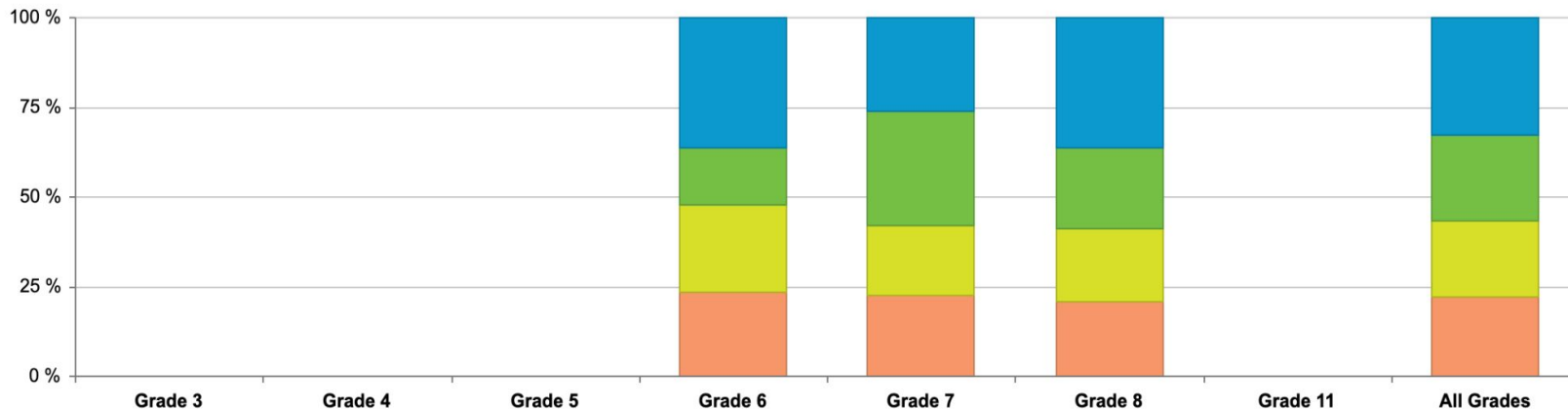


Standard Exceeded (Level 4) ⁱ	N/A	N/A	N/A	22.60 %	17.16 %	17.72 %	N/A	19.03 %
Standard Met (Level 3) ⁱ	N/A	N/A	N/A	35.62 %	44.38 %	46.84 %	N/A	42.49 %
Standard Nearly Met (Level 2) ⁱ	N/A	N/A	N/A	23.29 %	26.04 %	22.78 %	N/A	24.10 %
Standard Not Met (Level 1) ⁱ	N/A	N/A	N/A	18.49 %	12.43 %	12.66 %	N/A	14.38 %

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



Standard Exceeded (Level 4) ⁱ	N/A	N/A	N/A	36.30 %	26.04 %	36.08 %	N/A	32.56 %
Standard Met (Level 3) ⁱ	N/A	N/A	N/A	15.75 %	31.95 %	22.78 %	N/A	23.89 %
Standard Nearly Met (Level 2) ⁱ	N/A	N/A	N/A	24.66 %	19.53 %	20.25 %	N/A	21.35 %
Standard Not Met (Level 1) ⁱ	N/A	N/A	N/A	23.29 %	22.49 %	20.89 %	N/A	22.20 %

Either "Standard Met" or "Standard Exceeded"

Grade	20-21 ELA	22-23 ELA	% of Change	20-21 Math	22-23 Math	% of Change
6 th	54.78	58.78	7.30% increase	56.03	52.05	7.10% decrease
7 th	63.25	61.54	2.70% decrease	54.38	57.99	6.64% increase
8 th	62.37	64.56	3.51% increase	57.72	58.86	1.96% increase
Overall @ WMS	60.47	61.52	1.74% increase	56.77	56.45	= 0.56% decrease

2022-23 Math & ELA Data When Compared to 20-21



Resources to Support Our Students

UDL Professional Development for Staff


Academic Center:

- » 3 days a week for an hour after school
- » Teacher supported, including Specialized Academic Support
- » Peer Tutors available

IXL: Targeted support in Math, History, & ELA

- » Accessible through the student portal, adaptive

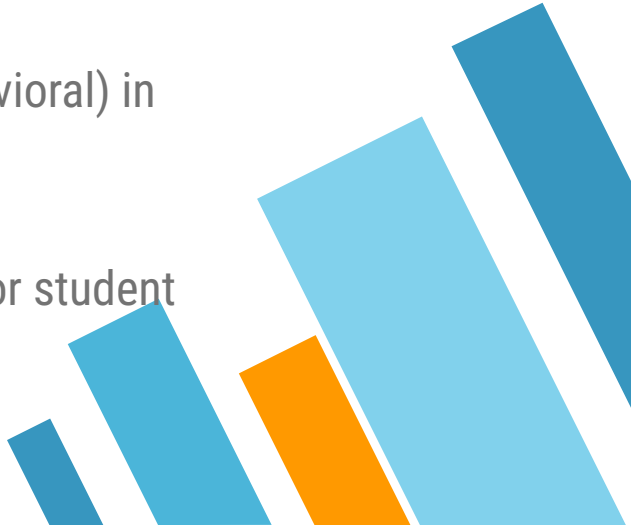
Counseling Support:

- » Check-in meetings, RTI program/Student Study Team meetings,
 - » Mental Health Resources (YSB, Care Solace, DayBreak),
 - » Home visits
 - » Culture Keepers Mentor program
- 



Resources to Support Our Students

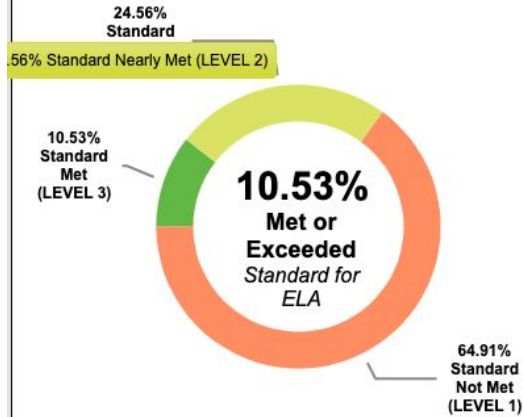
Response to Intervention (RTI)

- » Grade Levels Meet to Review Student Progress Monthly
 - ◇ RTI tracking documents by grade level
 - ◇ Use of common assessments to track student progress in ELA/Math
 - » Streamlining Tier 1, 2 , & 3 Supports (academic & behavioral) in All Classrooms & Across Grade Levels
 - ◇ Focus on UDL principles this year
 - ◇ Problem solving & designing consistent policies for student behavior that present.
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2020-21 Students with Disabilities Status

ELA

Percent of students within each achievement level

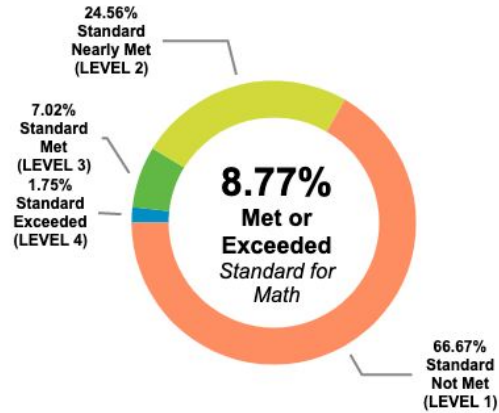


Standard Exceeded (LEVEL 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level

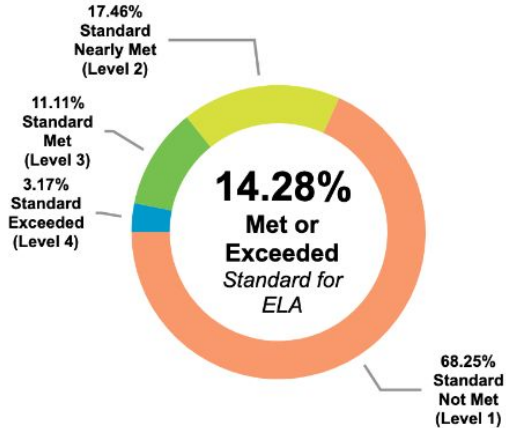


[VIEW MATH DETAILED TEST RESULTS](#)

2022-23 Students with Disabilities Status

ELA

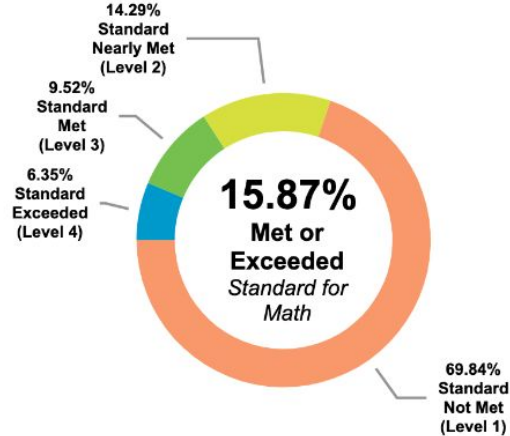
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)



Additional Supports for Students with Disabilities

Specialized Academic Center, facilitated by Ed. Specialists

Full Resource Program (push-in support and pull-out support)

- » Allows students equitable access to the General Education provided at Westborough

Mainstreaming Program

Use of District Approved Intervention Curriculum

- » *Spire* (reading), *Unique* (Multiple subjects), IXL, etc.

Team Meetings in Addition to Annual IEP (as needed)



Thank you!
Questions?

