

Section IV - School Improvement/Accountability Plan

CO-DIST Code and Name of LEA: 039141 Springfield Public Schools	Check appropriate box: ☒ Comprehensive Support and Improvement ***Requires a Regional School Improvement Team ☐ Comprehensive – No Exit from ATSI ☐ Targeted Support and Improvement ☐ Additional Targeted Support and Improvement
Building Code and Name of School or Charter: 3160 Westport Middle School	
Date: 6/23/2026	

Directions:

All plans for school improvement must be informed by the indicators that resulted in identification including academic achievement, academic achievement growth, graduation rate, attendance, and English language proficiency.

Strategies for improvement **must** include [evidence-based interventions](#) that demonstrate strong, moderate or promising levels of evidence at improving student outcomes.

Needs Assessment Completed (Date): 04/23/2026

What staff/stakeholders have been involved in the needs assessment and development of this plan? (the LEA must include principals, other school leaders, parents, and teachers)	Executive Director of Schools - Dr. Ken Carlisle-Davis Director of Schools - Dr. Andre Illig Principal - Dr. JoAnn Hite Assistant Principal - Alex Ross Assistant Principal - LaNese Samuel Counselor - Jolee Jordan Counselor - Nicole Baldoni Parent & Family Engagement Liaison - Dr. Terry Mitchell Behavior Specialist - Brad Harvey Parent - April Lincoln Parent - Paola Soto Parent - Carolin Simmons Parent - Shyla Rhodes
What are the three key issues identified from needs assessment and key indicators?	1. Academic achievement: ELA and math proficiency remain below targets. ELA MAP PF/ADV - 6th 17.3%, 7th 24.3%, 8th 9.7%; Direct Cert 14.3%. Math PF/ADV - 6th 15.7%, 7th 15.5%, 8th 11.8%; Direct Cert math remains low. 2. Academic growth/student group growth: MSIP 6 earned ELA growth 6/12 (50%) and math growth 9/12 (75%) for all students; student groups earned ELA 3/6 (50%) and math 4.5/6 (75%). 3. Attendance: 2024-25 proportional attendance for middle school was 55.0%, and APR attendance earned 0/4 points. Root causes include inconsistent Tier I/II instruction and limited attendance incentives/initiatives.

The Goals and the Plan

(Choose no more than 3 goals to focus on with your improvement plan)					
Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:					
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum	
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1					
By EOY, ELA MPI will increase from 325.1 to 381 (+55.9), and 48.4% of students will meet/exceed state ELA proficiency (78.6% on district assessment).					
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)					
ELA MAP PF/ADV: 6th 17.3%, 7th 24.3%, 8th 9.7%; Direct Cert 14.3%. FY26 plan shows ELA MPI at 325.1 and MSIP ELA growth at 6/12 for all students and 3/6 for student groups.					
Evidence-Based Strategies for Improvement – Strategies and/action steps must meet the requirements of federal law and guidance.					
Targeted reading instruction; weekly PLT data cycles; standard-level reteach/intervention; Pathways to Progress; coaching cycles; Seven Steps language-rich classroom strategies; master schedule supports.					
Funding Source(s): Title IA; Title I.A Comprehensive School Improvement; District; ELD; SPED; Curriculum/TMC supports.					
Action Steps	Resources	Start Date	Evidence of Effectiveness	Person Responsible	Completed/Date
30 days Review BOY Star, CFA, and MAP data; identify priority ELA standards, student groups, and intervention groups.	Renaissance Star; CFAs; MAP/APR data; MLS/SIG; ELA pacing guides.	Aug. 2026	Source of Evidence: Master Schedule (time for intervention); Pacing guides w/learning progressions & CFAs embedded. Level: Strong/Moderate	Principal/AP; ELA team; TMC	Sept. 25th
60 Days Implement weekly PLTs to analyze student work, calibrate Tier I instruction, and plan reteach/intervention.	PLT protocol; student work; CFA item analysis; coaching cycles; Seven Steps.	Sept. 2026	Source of Evidence: PLT Agendas, Lesson Plans, CWT data, CFA data Level: Strong/Moderate	ELA team; TMC; Admin	Oct. 25th
90 Days Monitor CFA/Star growth; adjust Pathways to Progress groups and intervention block for Direct Cert, SPED, and ELL students.	MOY Star; eduCLIMBER; intervention block; ELD/SPED supports.	Nov. 2026	Source of Evidence: PLT Agendas, Lesson Plans, CWT data, CFA data, and P2P drafting schedule Level: Strong/Moderate	ELA team; Counselors; Admin	Nov. 25th
Long Range Quarterly and EOY review of MAP, district assessment, and Star data; sustain effective practices and master schedule supports.	Quarterly BSIP reflections; EOY MAP/District/Star data.	Ongoing	Source of Evidence: BOY, MOY and EOY Star data, CFA and MAP data Level: Strong/Moderate	Guiding Coalition; Principal	Quarterly

Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:					
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum	
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2					
By EOY, math MPI for the Math Student Group will increase from 294.4 to 300.0 (+5.6), and 45.2% of students will meet/exceed state proficiency (49.0% on district assessment).					
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)					
Math MAP PF/ADV: 6th 15.7%, 7th 15.5%, 8th 11.8%; Direct Cert math proficiency remains low. MSIP math growth earned 9/12 for all students and 4.5/6 for student groups.					
Evidence-Based Strategies for Improvement					
Intentional lesson planning; curriculum coordinator support for pacing and lesson planning; PLC/PLT data cycles; Pathways to Progress intervention, reteach, and extension; Numeracy Specialist support.					
Funding Source(s): Title IA; Title I.A Comprehensive School Improvement; District; ELD; SPED; Curriculum/TMC supports.					
Action Steps	Resources	Start Date	Evidence of Effectiveness	Person Responsible	Completed/Date
30 Days Review BOY Star Math, CFA, and MAP data; identify priority math standards, prerequisite gaps, and intervention groups.	Star Math; CFAs; MAP/APR; MLS/SIG; math CIP; pacing guides.	Aug. 2026	Source of Evidence: Master Schedule (time for intervention), Pacing guides w/learning progressions & CFAs embedded. Level: Strong/Moderate	Principal/AP; Math team; Numeracy Specialist	Sept. 25th
60 Days Calibrate Tier I math instruction to the SIG; implement explicit instruction, representations, and math language routines.	SIG; curriculum coordinator PL; student work; coaching cycles.	Sept. 2026	Source of Evidence: PLT Agendas, Lesson Plans, CWT data, CFA data Level: Strong/Moderate	Math team; Coordinator; TMC	Oct. 25th
90 Days Use CFA/MOY Star data to adjust Pathways to Progress groups and reteach/extension in intervention block.	MOY Star; CFA item analysis; eduCLIMBER; intervention block.	Nov. 2026	Source of Evidence: PLT Agendas, Lesson Plans, CWT data, CFA data, and P2P drafting schedule Level: Strong/Moderate	Math team; Admin	Nov. 25th
Long Range Quarterly/EOY review of MAP, district assessment, and Star data; refine master schedule and supports.	Quarterly CIP reflections; EOY MAP/District/Star data.	Ongoing	Source of Evidence: BOY, MOY and EOY Star data, CFA and MAP data Level: Strong/Moderate	Guiding Coalition; Principal	Quarterly

Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:					
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum	
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3					
By EOY, 90% of students will maintain 90% attendance or greater; proportional attendance will improve from 55.0%, and APR attendance points will increase from 0/4.					
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)					
2024-25 DESE report card proportional attendance rate for middle school was 55.0%; Westport earned 0/4 APR attendance points. Q3 showed 379 students (61.7%) with 90% attendance or better.					
Evidence-Based Strategies for Improvement					
Monthly attendance team; early warning data review; parent communication; late-arrival check-ins; attendance buddies; intervention plans for students below 90%; year-long incentives and on-time motivation.					
Funding Source(s): Title IA; Title I.A Comprehensive School Improvement; District; ELD; SPED; Curriculum/TMC supports.					
Action Steps	Start Date	Person Responsible	Evidence of Effectiveness	Person Responsible	Completed/Date
30 Days Establish attendance team; review dashboard; identify students below 90%; create year-long attendance initiative calendar.	Aug. 2026	Principal/AP; Attendance Team	Source of Evidence: IES chronic absenteeism: data/EWS + family communication Level: Promising	Attendance Team	Sept. 25th
60 Days Implement parent contacts, late-arrival check-ins, attendance buddies, incentives, and student-specific attendance plans.	Sept. 2026	Attendance Team; Counselors	Source of Evidence: Attendance trends; contact logs; plan completion Level: Promising	Counselors; Family Liaison	Oct. 25th
90 Days Review monthly attendance data; adjust supports for below-90% students; connect families to wraparound/community supports.	Nov. 2026	Admin; Counselors; Behavior Specialist	Source of Evidence: Monthly dashboard; improved 90/90 attendance Level: Promising	Attendance Team	Nov. 25th
Long Range Quarterly/EOY review of attendance, discipline, and academic data; sustain effective incentives and intervention procedures.	Ongoing	Guiding Coalition	Source of Evidence: APR attendance points; proportional attendance; chronic absence rate Level: Promising	Principal/AP	Quarterly