

**Wilson Middle School
School Improvement Plan
2018-2019**

Wilson School Council Members:

**Lata Jayaraman-Parent
Linsey Evans-Parent
Tracy Gleason, Parent
Kathy Wick, Parent
TBD, Community Member
Jack Sullivan, Teacher
Marti Neugarten, Teacher
Teresa Carney, Principal**

School Council – Statement of Purpose

The School Council, in serving as representatives of our larger school community, seeks to enrich and enhance opportunities for teaching and learning that result in improved learning outcomes for students. We strive to improve the supports available to teachers, students and their families as we work together to better meet the needs of all our learners.

Responsibilities of the School Council

As outlined in the Education Reform Act of 1993, the School Council is comprised of representatives from the parent body, the school staff, and the community at large. Elections are held to insure that all parents and staff have a full opportunity for representation. The council has specific responsibilities that include, but are not limited to, examining the following topics:

- **Class size and impact on student achievement**
- **School budget**
- **School climate, safety and discipline**
- **Enhancement of parental involvement**
- **Professional development**
- **Title I**

In addition, the council is charged with assisting the principal with the development of an annual *School Improvement Plan* that will identify areas of concern, establish explicit goals, state objectives, name persons charged with various responsibilities, and determine a timeline for measurable outcomes. In determining areas for improvement, the School Council takes guidance from the following sources:

- **Federal Mandates**
- **MA State Standards**
- **Natick Public Schools Strategic Plan And District Goals**
- **The school's core values and analysis of student learning**

School Improvement Plan

Wilson Middle School

Teresa Carney, Principal

Goal #1	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: We have a strong support system in place at Wilson, but stress due to many factors has led us to investigate new ways to implement social competency and enrichment activities to enhance students' and staff's ability to learn in a safe and nurturing school environment. We have a system in place, but are looking to expand it to incorporate different methods for the various grade levels.</p> <p>District Goal : Develop a systematic, developmentally appropriate social-emotional learning (SEL) and healthy living framework for student learning and parent engagement and partnership.</p> <p>Strategic Objective: Build relationships with students, students with each other, and staff with each other</p> <p>School Goal #1: Based on the Metrowest Health Survey and Wellness survey administered in 2016-2017 and</p>	<ul style="list-style-type: none"> Depression Screenings in Grade 7. SOS (Signs of Suicide) video and discussion in grades 7. Conduct a school connectivity student survey at the beginning and end of year. Implement creative changes to produce a healthier environment such as: <ul style="list-style-type: none"> identify and create booster lessons throughout the school year to instill our expectations and core values. Expand Student Mentoring Program for selected students Expanded Peer Leadership Program with lessons for Grade 5 & 6 students. Expanded enrichment activities before and after school (bike program, BOKS, student-led clubs, etc) Laps After Lunch (every day) Motivational videos will be shown in homeroom each week. Kindness Challenge (2nd year of implementation) Implementation of "green slips" (when 	<p>All staff</p> <p>Dr. Tracy Gladstone & staff</p> <p>Guidance Counselors, Health teacher, School Resource Officer, and Asst. Superintendent</p> <p>Student Support staff, Administrators</p> <p>Staff</p>	<p>2018-2019</p>	<p>To cultivate an environment that exemplifies our core values of Respect, Responsibility and Results for students where all students feel committed and safe to learn.</p> <p>To reduce the amount of stress for students and staff.</p>

<p>2017-2018 school year, there are three areas we will focus on improving:</p> <ol style="list-style-type: none"> 1. School attendance 2. Student connectivity with adults 3. Sources of stress <p>Measurement: Decrease the number of unexcused absences by 5%, increase the number of students who will talk to adult at school by 5%, and reducing stress for students by 5% as measured by the 2019 MetroWest Survey.</p> <p>The intended outcome is to promote a healthy, emotionally supportive, and positive climate & culture for our students and staff.</p>	<p>students show core values of Respect, Responsibility and Results, they can earn “green slips” for prizes.</p> <ul style="list-style-type: none"> Student Advisory Committee -Monthly attendance meetings with guidance & nurses. -Contacting families after 5 unexcused absences -School Resource Officer Homework review and new practices implemented Implement and model Social/Emotional Learning in all classrooms 	<p>Guidance Counselors, VP’s and school resource officer</p>		<p>To reduce the number of unexcused absences.</p>
Goal 2	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Although RTI was implemented two years ago and growth was shown in every grade level in math & Reading, our next step is to ensure that our data team structures identify students’ needs and that all students make significant growth.</p> <p>District Goal : Excel in academic</p>	<ul style="list-style-type: none"> Calibration of RTI model at both schools and more unified approaches will be implemented this year Establish pre and post assessments for every RTI group Utilize tracking mechanism for each students’ progress in RTI intervention and extension 	<p>All staff</p> <p>All staff</p>	<p>2018-2019</p>	<p>Implement at least three 6-week rotations of RTI intervention</p> <p>Identify students who are above grade level and gifted and offer enrichments activities during extension/flex block.</p>

<p>achievement, and Profile of a Natick Graduate (POG) competencies for all groups and sub groups of students.</p> <p>Strategic Objective: Use assessment data to follow learners and make instructional decisions.</p> <p>School Goal #2: By the end of the 2018-2019 school year, each grade level will show at least a 3% increase in their median student growth percentile measured by the Renaissance STAR Assessments in both Math & Reading.</p> <p>*Established benchmarks:</p> <p>Urgent intervention = below 10% Intervention = 10-39% On Watch = 40-69% At/Above Benchwork: 70% +</p> <p>High Growth= 66% to the 99% Typical Growth= 35% to 65% Low Growth= 1% to 34%</p>	<ul style="list-style-type: none"> Renaissance assessments, RTI cycles, data meetings and focus areas established through the year (at least 3x this school year) Accelerated Math Training and resources for all math teachers ACT (Assisting Children & Teachers) Structure with Math & Reading specialists using Renaissance data and progress monitoring. Monthly Data Meetings to determine intervention groups for skill development & enrichment opportunities Analysis of Renaissance universal screening tool for Math and Reading Teacher coaching from Math & Reading Specialists Grade level PLC's will continue to meet 3x cycle to plan lessons, calibrating lessons, reviewing student work, analyze data (DDM's, etc.). Hold monthly data meetings at each grade level. Administration of Star Reading and Math 4x times a year as a univrsal screening tool. Develop pre and post assessments for WIN (What I Need) blocks 	Leadership Team		Reduction in referrals for special education services
		Math and Reading Specialists and Grade Level Teachers		Improved median Student Growth Percentile (SGP) scores for Reading and Math in Renaissance Assessment.
		All Staff		

Strategic Objective: Use assessment data to follow learners and make instructional decisions.

School Goal #2: By the end of the 2018-2019 school year, each grade level will show at least a 3% increase in their median student growth percentile measured by the Renaissance STAR Assessments in both Math & Reading.

***Established benchmarks:**

Urgent intervention = below 10%

Intervention = 10-39%

On Watch = 40-69%

At/Above Benchwork: 70% +

High Growth= 66% to the 99%

Typical Growth= 35% to 65%

Low Growth= 1% to 34%

- Renaissance assessments, RTI cycles, data meetings and focus areas established through the year (at least 3x this school year)
- Accelerated Math Training and resources for all math teachers
- ACT (Assisting Children & Teachers) Structure with Math & Reading specialists using Renaissance data and progress monitoring.
- Monthly Data Meetings to determine intervention groups for skill development & enrichment opportunities
- Analysis of Renaissance universal screening tool for Math and Reading
- Teacher coaching from Math & Reading Specialists
- Grade level PLC's will continue to meet 3x cycle to plan lessons, calibrating lessons, reviewing student work, analyze data (DDM's, etc.).
- Hold monthly data meetings at each grade level.
- Administration of Star Reading and Math 4x times a year as a universal screening tool.
- Develop pre and post assessments for WIN (What I Need) blocks

Leadership Team

Math and
Reading
Specialists and
Grade Level
Teachers

All Staff

Reduction in referrals for special education services

Improved median Student Growth Percentile (SGP) scores for Reading and Math in Renaissance Assessment.

	<ul style="list-style-type: none"> • Use of Go Math, Big Ideas, Mobymax, TenMarks and CueThink Resources for Math Intervention and Extension • Using common planning time (CPT), every team will continue to the practice of reviewing all their students based on their academic/behavioral/social emotional needs, thus ensuring that students at every grade level are discussed on average two times per month by their team of teachers. Identified needs will be addressed through guidance counselors, additional instructional supports and after school help. 			
Goal #3	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our Reality: We created a Profile of a Graduate last year with 6 competencies identified (Collaboration, Creativity, Critical Thinking & Problem Solving, Resilience, Empathy, Initiative & Self-Direction). We need to identify how to measure success in each of the competencies and find ways to teach areas of needed growth. Additionally, we have project based learning alive in our school, although we are looking for deeper learning opportunities for our students incorporating the 4 C's. We will utilize EdLeader21	<ul style="list-style-type: none"> • STEM week for Grade 8 • Increase deeper learning experiences for students by asking staff to have at least one PBL unit each year • Staff workshops on deeper learning & blended learning • Peer observations on best practices in Deeper Learning approaches • Walk-throughs focused on • 4 C's (Collaboration, Communication, Critical Thinking, and Creativity) rubric • Calibration of walk-throughs with deeper learning focus by evaluators 	Grade 8 staff All staff	October 2018 2018-2019	-PLC collaboration with focus on PBL

<p>rubrics and exemplars to provide on-going PD for staff. We will also utilize the RTI block for enrichment opportunities for our students using PBL.</p> <p>District Goal : Excel in academic achievement, and Profile of a Natick Graduate (POG) competencies for all groups and sub groups of students.</p> <p>Strategic Objective: Use relationship knowledge to engage students and their passions</p> <p>School Goal 3: 100% of students will have deeper learning experiences with encounters in project based learning that are linked to our learning outcomes and incorporate the competencies of our Profile of a graduate (critical thinking & problem-solving, communication, collaboration, & empathy, resilience, initiative & self-direction).</p>	<ul style="list-style-type: none"> • Breakout EDU training • Staff utilizing of digital tools to support 21st century learning • Analysis of classroom walk-throughs on the use of technology • Ongoing walk-through to provide feedback in the areas of the 4 C's • Peer observations in the areas of deeper learning practices. • STEM school visits • Staff meeting workshop model (staff present various workshop on best practices) • Coaching model from the Math and Reading specialists as well as our technology literacy teacher. 	<p>Science curriculum leader, administrators, and science teachers</p> <p>Math & Reading Specialists, Technology Literacy teacher</p>		
--	---	---	--	--