

**Wayland Middle School
Wayland Public Schools
School Improvement Plan 2014 – 2015**

WPS Core Values: Teaching and Learning, Collegiality, Respect for Human Differences, Community

Goal 1: To expand and more fully realize a system-wide RTI program in a teaching and learning environment that integrates teacher collaboration, sharing of best practices, differentiated instruction, and the use of data to inform instruction.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Provide discipline-specific professional development around ways to best differentiate in Tier I to meet the range of student needs.	Betsy Gavron, George Benzie, and Curriculum Leaders	<ul style="list-style-type: none"> • Teachers will learn a series of strategies to meet a range of learning needs (such as conferring during warm-up time, instructing small group while others are engaged in student group work, providing differentiated learning experiences through use of the Chromebooks). • Implement these strategies in classrooms. • Reflect on the resulting student work in PLCs and make instructional adjustments accordingly. 	Winter - Spring

Goal 2: To enhance health and wellness education, with an emphasis on healthy relationships and violence prevention, employing a systemic approach to curriculum, instruction, extra-curricular activities and school culture.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Implement the <i>Signs of Suicide (SOS)</i> Curriculum with our 7 th grade students in conjunction with work done at WHS in Grade 10.	Middle School Wellness Staff, Nurse, Administrators, and Scott Parseghian	<ul style="list-style-type: none"> • Introduce the ACT acronym (Acknowledge, Care, Tell) for students, connecting it to many aspects of Wellness curriculum. • Hold a parent night to share and discuss curriculum and the ways in which parents can actively engage in suicide prevention. • Provide faculty SOS training. • Co-teach SOS lessons (counselor and wellness teachers) during Wellness Week (late April). • Students will know and be able to use the ACT protocol when worried about a classmate. 	Fall - Spring
2.2	Decide upon and purchase a new curriculum to replace <i>Life Skills</i> .	Middle School Wellness Staff and Scott Parseghian	<ul style="list-style-type: none"> • Complete review of curricula, particularly the <i>Second Step</i> curriculum. • Make a final decision on a new curriculum. • Secure funding and purchase the new curriculum to implement in FY16. 	Fall - Spring

Goal 3: To increasingly employ instructional technology for the purpose of improving student proficiency with core content knowledge and skills, while building technology related competencies – and to do so in conjunction with developing a comprehensive approach to science, technology, engineering, arts, and mathematics education.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
3.1	Implement the 1:1 Chromebook initiative thoughtfully and smoothly such that it will serve to enhance: <ul style="list-style-type: none"> • personalized learning, • the use of on-line tools, • and digital citizenship. 	Bethann Monahan, Leisha Simon, Betsy Gavron, Tech Committee	<ul style="list-style-type: none"> • Provide parent and student Chromebook training. • Deliver common discipline-specific “Slice of the Pie” lessons (e.g., Google calendar, spreadsheets, Google presentations). • Discuss best practices and share lessons/tools in PLCs and departments. • Provide ongoing discipline-specific professional development to teachers. 	Fall - June

Goal 4: To narrow the achievement gap through the use of culturally proficient teaching strategies, data-based analyses and, in general, by building on strategies that work.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
4.1	Employ culturally relevant curriculum and instruction and data analyses by expanding on last year's work with Grit offering a second one credit professional development course, <i>"Raising Achievement through Grit and Persistence – Year 2 – A Focus on Deliberate Practice."</i>	Betsy Gavron, George Benzie, Ellen Jacobs, Maribel Valdes, Mabel Reid- Wallace	<ul style="list-style-type: none"> • Continue work with 7th grade Boston resident cohort to develop gritty learning stances. • Use the language and skills developed last year and the racetrack rubric to help students self-monitor cognitive engagement and persevere around challenging assignments. • Build students' repertoire of strategies around task initiation through homework coaching. • Develop a notebook of effective strategies and tested focus lessons to help students initiate complex tasks. 	November 2014 –May 2015

Goal 5: To successfully, and fully, implement the new state mandated Educator Evaluation Framework.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
5.1	100% of the staff will use the new Educator Evaluation System.	Betsy Gavron, George Benzie, and Curriculum Leaders	<ul style="list-style-type: none"> • Craft meaningful SMART Goals and Action Plans – supported by the curriculum leaders. • Determine how to implement and score DDMs and use them formatively to improve student learning. • Consider ways to utilize student feedback into our continual quest for improvement. 	October 2014 - May 2015

Goal 6: Building-Based Goal: Explore standards-based grading at the middle school level.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
6.1	Pilot the use of standards-based grading/feedback around essential skills and content.	Grade 6 Math Teachers, Grade 7 and Grade 8 Science Teachers	<ul style="list-style-type: none"> • Provide summer work in Math and Science around standards-based assessment. • Math and Science teachers offer standards-based feedback for specific units. • Survey students/parents about the value of the feedback. • Provide introductory PD to all staff around standards-based assessment. • Launch a study group to look at the feasibility of shifting to standards-based grading. 	Summer, Fall, and Winter