Wayland Middle School
School Improvement Plan 2018-2019

Goal 1: **U**sing Data Wisely

To strengthen the achievement of each learner through ongoing access to and use of data so that resources (funding, staffing and time) are allocated efficiently, accurately and effectively.

Goal 2: **N**urturing Early Childhood Development

To nurture early childhood development by fostering community structures and support services to meet the growing social, emotional and education needs of the children and families in Wayland.

Goal 3: **I**nfusing Technology and Design

To infuse technology and design throughout the curriculum with an emphasis on students building the skills they need to solve real world problems as they create, model and learn.

Goal 4: **T**raining Global Citizens

To train students to be productive global citizens of their country and the world by developing requisite skills, which include civility and proficiency.

Goal 5: **E**levating Achievement

To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

Goal 6: **D**eepening Wellness Skills and Insights

To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

UNITED Area: Elevating Achievement—To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

District Target Goal #1: Across the district, identify ways in which we can improve our knowledge of our students' individual academic strengths and weaknesses; develop school-based plans to institutionalize the practices that help us better know our students; and use our improved understanding of our students' academic strengths and weaknesses to increasingly individualize the supports, interventions and challenges we provide so that all students can engage in rigorous and engaging study and achieve maximum growth.

School Target Goal #1: The entire staff will begin a multi-year process of transitioning WMS to standards based reporting in order to offer more specific, actionable feedback about students' academic growth and performance.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Summer work day with curriculum leaders to plan for stage one of the transition to Standards-Based Reporting		- Solidify the philosophical rationale for the reporting transition - Develop a list of questions to consider, explore and answer as we engage in this multi-year process Ex: • What to report out upon in each discipline (content and skills? • What does meeting and exceeding expectations looks like? • What common language will we use in our reporting? - Create individualized, concrete plans for each department. Each curriculum leader delineates what her/his department will accomplish this year. Possibilities include • Trying a SBR unit using common assessments -	August 2018 With follow up by end of September

			● Gathering data around a skill over time & reporting out to students and families ● Determining systems for collecting data and reporting out	
1.2	Curriculum leaders Investigate other models and perhaps visit other schools		Look at models and learn how other schools' experiences can inform our transition	September - November
1.3	Schoolwide Inservice		Share out the vision and rationale (the why) of Standards Based Reporting - Feedback that moves learners exercise - Philosophy of Standards Based Reporting - share and discuss - Making Sense of Standards Based Assessment - Q and A	November 7th
1.4	Curriculum learning team continue to meet to problem solve together and support one another in this journey		Determine number and altitude of standards to report on. Decide on draft of reporting language.	CL meetings over the year
1.5	Curriculum leaders run 5 inservices. Administrators engage in a learning walk (of department meetings)		Each department completes year long professional departmental plan. Administrative learning walks inform Betsy and George and their work with CLs	12/5, 1/23, 3/13, 4/24, 6/5
1.6	Reflect and plan next steps for year two		Identify what went well and what progress was made. Determine challenges and hurdles to be problem solved Plan next steps for Year 2	June 2019
Assessment of Progress (as of June, 2019):				

UNITED Area: **D**eepening Wellness Skills and Insights—To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

District Target Goal #2: Over the next three years, build a vertically-aligned, embedded social-emotional learning experience for all students, PreK-12.

School Target Goal #2: Identify and support school-based personnel, who will participate in a district-level committee to assess current PreK-12 student social-emotional needs, existing school-based structures/supports, and current capacities.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Identify school-based personnel to participate in a district-level committee	Principals	Finalized district-level committee that balances expertise, experience, work function, and school representation	10/1/18
2.2	Complete application for Safe & Supportive Schools grant funding	Richard Whitehead	Finalized grant or funding applications (Safe and Supportive Schools Grant: 335)	10/1/18
2.3	Depending on funding and time available, committee members visit other districts and participate in professional development opportunities	Committee members	District visits Improved sense of what district-wide SEL programs can/should look like	10/1/18 through 4/1/19
2.4	Using the Behavioral Health and Public School (BHPS) Framework and Self-Assessment tool,	Richard Whitehead and	The following areas will be addressed in the self-assessment process: Leadership, professional development, access to resources and services,	12/1/18

	district-level committee conducts an assessment of SEL capacity	District committee members	academic and non-academic activities, school policies, procedures, and protocols, collaboration with families.	
2.5	District-level committee develops an SEL mission and vision statement for the district	District committee	Draft district SEL mission and vision statement	1/1/19
2.6	District-level committee provides recommendations to Superintendent for district SEL alignment, curriculum, and PD	District committee	Formal recommendations	2/1/19
2.7	Upon approval of recommendations, district-level committee develops roll-out and professional development to support SEL	Richard Whitehead District committee	Formalized district plan, including mission, vision, implementation, and professional development	4/1/19
Assessment of Progress (as of June, 2019):				

Activities in non-target goal areas

UNITED Goals	Examples activities
Using Data Wisely	Year 2 of eSchool - How can we use it most effectively as we transition to Standards Based Reporting?
Nurturing Early Childhood Development	N/A
Infusing Technology and Design	- Implement FUSE model - focusing on ways we personalize learning - Year 3 of Coding project
Training Global Citizens	Work to Implement - **Global Citizens Plan for 2018-2019** - Plan for Student Track - Three PD sessions for Teachers (December, February, April)