

**Wayland Middle School
Wayland Public Schools
School Improvement Plan 2015 – 2016**

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	Continue discipline-specific professional development through our work with Teachers21 around ways to best differentiate in Tier I classrooms to meet the range of student needs.	Betsy Gavron, George Benzie, and Curriculum Leaders	<ul style="list-style-type: none"> • In two PD sessions in January, teachers will learn a series of strategies to meet a range of learning needs, such as conferring during warm-up time, instructing small groups while others are engaged in group work, and providing differentiated learning experiences through use of the Chromebooks. • PLCs will integrate a number of these strategies into an upcoming unit. • Teachers will reflect on the resulting student work in PLCs and make instructional adjustments accordingly. 	Winter
1.2	Work with curriculum leaders to create a map to show where study skills are explicitly taught in grades 6-8. Develop a plan to fill any gaps that may exist.	Betsy Gavron, George Benzie, and Curriculum Leaders	<ul style="list-style-type: none"> • Leadership team develops study skills map. • PLCs begin to use the map in their lesson planning to focus on opportunities to explicitly teach specific skills. 	Spring

Goal 2: To enhance health 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	Complete implementation of ALICE safety protocol.	Betsy Gavron, George Benzie, Shane Bowles, and All Staff	<ul style="list-style-type: none"> • Discuss ALICE at parent coffee. • Complete training of staff. • Hold grade level assemblies to teach ALICE; debriefing in small groups. • Conduct ALICE simulation drills – one in fall, one in spring. 	Fall and Spring
2.2	Implement new, updated <i>Life Skills</i> curriculum.	Middle School Wellness Staff and Scott Parseghian	<ul style="list-style-type: none"> • Purchase new <i>Life Skills</i> curricula materials. • Implement evidence-based curricula in wellness in the classroom classes. 	Fall - Spring
2.3	Explore meditation and mindfulness as tools to manage stress/anxiety.	Amy Parker and Sixth Grade Staff	<ul style="list-style-type: none"> • Amy Parker will lead regular meditation for staff in cluster meetings and inservices to help them experience the benefits of the practice. • Amy Parker will lead meditations for students and teachers in org skills classes. • Interested teachers will try meditation with classes or HR. • Survey students and teachers who have engaged in meditation regularly about their experiences. 	Throughout Year

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	Provide ongoing tech PD for teachers to support the learning needs of students in the service of: <ul style="list-style-type: none"> • Personalized learning • Use of on-line tools • Digital citizenship 	Bethann Monahan, Leisha Simon, Betsy Gavron, and Tech Committee	<ul style="list-style-type: none"> • Create (summer) and implement (fall) Slice of the Pie a la Mode lessons. • Provide PD for teachers around ways to use the Chromebooks to differentiate (ex.: using ReadWrite app to support students' literacy needs) and challenge/extend learning (throughout year). • Support increased use of digital ecosystems (Google Classroom, Its Learning, and Edmoto), providing time to create and share together (throughout year). 	Fall - June
3.2	Building-based tech committee will work with administrators to draft three-year tech plan.	Bethann Monahan, Tech Committee, Betsy Gavron, and George Benzie	<ul style="list-style-type: none"> • Draft three-year tech plan and share with staff. • Make revisions based on feedback to finalize tech plan. • Betsy Gavron and Bethann Monahan attend three days of five-day blended learning training (extends into next year), and they will define blended learning and begin to develop a plan for implementing a vision at WMS (by May). 	By May
3.3	Explore ways within the schedule to offer more direct instruction for computer programming and other tech skills.	Betsy Gavron, George Benzie, Steve Murray, and Bethann Monahan	<ul style="list-style-type: none"> • Create a plan for FY17 or FY18 to offer computer programming and tech skills. 	Winter

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 two years' work with Grit. Offer a third year of PD and student work, " <i>Raising Achievement through Grit and Persistence – Year 3 – A Focus on the Deliberate Practice of Beginnings.</i> "	Ellen Jacobs, Betsy Gavron, and Maribel Valdes	<ul style="list-style-type: none"> • Continue work with eighth 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
4.2	Build on summer work "Countering Microaggressions through Conversation" to make our environment more welcoming and incorporate student voices.	Microaggressions Team	<ul style="list-style-type: none"> • Start a Student Voices newsletter. • Hold Friday morning affinity group conversations. • Photo installation – Hometown hot spots. • Cultural proficiency staff group meets 1x per month to discuss issues of diversity. 	Throughout year

Goal 5: To launch an exploration of potential enhancements to the School Department's offerings as identified and prioritized by the School Committee, Administration, and the School Committee Summit.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
5.1	K-6 World Language Exploration Committee will examine the advantages and disadvantages of implementing K-6 language instruction in Wayland.	Betsy Gavron, Jim Lee, and Committee	<ul style="list-style-type: none"> • Consider various World Language models, investigating costs, issues of equity, space, and time. • Share three possible rollout models with Superintendent and School Committee, identifying the pros/cons and costs of each. 	By May