

**Wayland Middle School  
Wayland Public Schools  
School Improvement Plan 2012 -- 2013**

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

**Goal 1:** Implement 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.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
1.1	Build capacity of teachers to effectively work collaboratively within Professional Learning Communities.	Gavron, Brennan, Curriculum Leaders, Dave Castelline	Through schoolwide Professional Development inservices we will develop trust, norms, and protocols for working in PLCs. PLCs will use skills to develop a common lesson(s) based on agreed upon essential, develop and implement a common assessment, review the assessment data, and articulate next steps for instruction based on the data. Teachers will then reflect on process to refine future work.	October - May
1.2	Implement an iReady universal screening for all 6 <sup>th</sup> grade math students and 7 <sup>th</sup> grade math boost students. Use data to differentiate instruction within math classes and identify 6 <sup>th</sup> grade students for short-term targeted instruction to remediate areas of weakness. Utilize 6 <sup>th</sup> grade RTI Math class blocks, 2x per week for interventions.	Kotin, Hagan, Gorsky, Broderick, Poulo (Math Coach), Monahan (technology)	Students identified as performing below grade level will attain grade level proficiency in the area of number sense and operations.	October - May
1.3	Implement differentiated FLEX groupings sizes based on (smaller groups for students who demonstrate a need for more intensive support – academic re-teaching or organizational support)	All teachers	More effective use of FLEX resources. Students who need more intensive support receive it and achieve better– leading to fewer students will be missing assignments and more effective remediation.	Sept. - June

**Goal 2:** Enhance health and wellness education, employing a systemic approach to curriculum, instruction, extra-curricular activities and school culture.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
2.1	Expand the WMS 6 <sup>th</sup> Grade Survey that assesses mental health risk factors and resiliency attributes to 8 <sup>th</sup> grade.	School Counselors	Counselors will use survey data, to track mental health trends comparing 6 <sup>th</sup> data to 8 <sup>th</sup> within the cohort. Counselors will also use survey to implement interventions as needed.	Fall or Spring
2.2	WMS wellness educators will participate in the district-wide curriculum review – aligning curriculum with the frameworks K-12	Wellness staff and outside consultant	WMS' curriculum will reflect K-12 district priorities around health and wellness allowing students to develop knowledge and skills for life long wellness.	By May

**Goal 3:** Increasingly employ instructional technology for the purpose of improving student proficiency with core content knowledge and skills.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
3.1	<b>Science Laptop Pilot</b> – one cart of macbooks is permanently assigned to each of the 8 <sup>th</sup> grade Science classrooms. Students will be assigned a laptop for class.	Jennifer Nichols and Rich Battaglia	Using a blog format, students are able to build comprehension by summarizing lesson content and publishing for an authentic audience. Students then use this blog in their daily assignments (warm-up tickets).  Students gain fluency, using a Learning Management System (LMS), enabling a seamless transition to blended classrooms at the high school. Classroom materials are easily accessible and organized in one location.  Students are able to access content via various media forms (text, photos, videos) to suit different learning styles.	Sept. - June
3.2	<b>English Laptop Pilot</b> - one cart of macbooks is permanently assigned to each of the 8 <sup>th</sup> grade English classrooms. Students will be assigned a laptop for class.	Meeghan Peirce and Angie Corbet	Students are able to build authentic conversations about their independent reading (IR) through postings online to a shared Google Site.	October, 2012
3.3	<b>Google Homework Calendars</b> – Teachers will post homework each night to a public calendar that is available on the school's website as well as in students' Google Apps account.	All teachers	Increase the communication between home and school regarding homework assignments. Improve students' organizational skills in the digital environment.	Sept. - June

**Goal 4:** Narrow the achievement gap as defined by the indicators of success, which comprise the system-wide measurement tool.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
4.1	Conduct analysis of CDF data. Use data to target support for our Black and Latino students who are on the CDF list in Q1, Q2 and Q3 in order to decrease the percentage of CDFs for this population to a proportional level.	Betsy, Karen, House leaders, Classroom teacher	Analyze CDF lists throughout the year. Target support. CDF's for Black and Latino students are proportional to population of this population.	Nov. - June
4.2	Build cultural proficiency capacity around stereotype threat through faculty Book Group - Reading- <u>Whistling Vivaldi</u> by Claude Steele	Betsy, Karen, Interested staff	Teachers better understand stereotype threat and build strategies to actively combat its' deleterious effects with our Black and Latino population.	October- June

**Goal 5:** Prepare to successfully implement the new state mandated Educator Evaluation Framework.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
5.1	Provide effective staff training around the new educator evaluation system, and	Betsy and Karen	Staff will understand the various components of the new evaluation cycle including the 5 step evaluation cycle, the educator evaluation rubrics, and SMART goals.	Fall and Winter
5.2	Implement a pilot for 8 middle school staff members of the new educator evaluation system	Betsy, Karen and 8 staff members	Staff will self evaluate, develop a plan that includes SMART Goals, Implement plan and gather evidence, engage in formative and summative assessment with evaluator, and reflect on the process.	October- June

**Building-Based Goal:** Expand World Language offerings

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
6.1	Pilot 2 <sup>nd</sup> language offering: Offer accelerated learners an opportunity to take a 2 <sup>nd</sup> world language in lieu of a study hall	Betsy Gavron, Klara Sands, World Language teachers	Provide an additional challenge for accelerated learners – allowing them to successfully complete the first year of a 2 <sup>nd</sup> language	Sept. - June
6.2	Launch Mandarin Program in grade 7	Konwen Yuen, Klara Sands	Students who choose Mandarin will begin a 2 year Mandarin program that will be equivalent to 1 year of high school Mandarin	Sept. - June