



# **Wamsutta Middle School**

## **School Improvement Plan 2018-2020**



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| Instructional Leadership Team<br>2017-2018 | School Council Members<br>2017-2018 | Instructional Leadership Team<br>2018-2019 | School Council Members<br>2018-2019 |
|--|-------------------------------------|--|-------------------------------------|
| Erin Chace, Gr. 6 Teacher                  | Joseph Connor, Principal            |  |                                     |
| Joseph Connor, Principal                   | Susan Conroy, Parent                |  |                                     |
| Julie James, Gr. 5 Teacher                 | Erin Croteau, Parent                |  |                                     |
| Richard Kelly, Gr. 5 Teacher               | Laura DeSimone, Parent              |  |                                     |
| Karyn McGee, Adjustment Counselor          | Jim Hawkins, Community Member       |  |                                     |
| Theresa Silva, Sp. Ed. Teacher             | Jennifer Hill, Gr. 5 Teacher        |  |                                     |
| Tovah Stevenson, Art Teacher               | Tamre Phillips-Ramos, Gr. 8 Teacher |  |                                     |
| Jennifer Woicik, Gr. 8 Teacher             | Carla Sarcione, Gr. 7 Teacher       |  |                                     |
|  | Stephen Withers, Community Member   |  |                                     |

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## School Improvement Plan 2018-2020

### KEY FINDINGS 2017 - 2018

#### CURRICULUM PLANNING AND ASSESSMENT

**The Instructional Leadership Team (ILT) will collaborate with the administration and standing professional learning communities to design and implement professional development that emphasizes relevancy, explains how to create relevant lessons, and provides time for teachers to create lesson plans.**

- This goal was altered in light of the changes made to Targeted Professional Development after the 2017-2018 School Improvement Plan's publication. The focus of this goal moved away from relevance specifically to engagement more generally in the #engageattleboro Professional Development series.
- On this goal, WMS has made significant progress uniting smaller and previously disparate professional learning communities to engage with one another and create new opportunities to engage our students, our families, and one another in a variety of ways, including increased use of performance assessments, explicit tolerance and diversity lessons, increased partnerships with community organizations, and a planned interdisciplinary student showcase in June.

#### TEACHING ALL STUDENTS

**The Positive Behavior Intervention and Supports (PBIS) Team, with staff collaboration, will utilize a proactive approach to establishing new building-wide behavioral expectations and supports to improve students' academic, social, and emotional skills and to strengthen school culture.**

- Significant progress has been made on this multi-year goal.
- Lessons for hallway and cafeteria behaviors have been implemented using common language across all grade levels.
- The incentive program ("Pack Prizes") has begun and there has been significant student enthusiasm and participation in it.
- Initial data points to the successes of the program with a 40 percent reduction in referrals from the 2016-2017 school year to date.

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## **School Improvement Plan 2018-2020**

### **PARENT AND FAMILY ENGAGEMENT**

**Our ILT will lead our staff to create a digital curriculum calendar for our families and the community-at-large that outlines the content and skills explored each month in every grade level and subject area.**

- This goal has been met.
- We published our curriculum calendar monthly since October and will continue to do so. It is both emailed to parents and available to all on our website.

### **PROFESSIONAL CULTURE**

**Educators will focus on increasing cross-curricular collaboration among teachers in diverse subject areas to design interdisciplinary student experiences.**

- WMS continues to show progress on this goal.
- From our interdisciplinary student showcase planned for June, to the cross-grade level collaboration of teachers working on social-emotional learning with an emphasis on tolerance, student experienced a greater number of opportunities to learn outside of content area restrictions.

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### **2018-2020 GOAL SUMMARY**

#### **STUDENT GROWTH AND OUTCOMES**

Develop and implement school-wide curricula that reflects current research in neurocognitive science to develop student metacognitive skill and awareness of their individual learning processes.

#### **SCHOOL ENVIRONMENT**

Improve the school climate to ensure all students, regardless of background or ability, feel safe, supported, and respected as an equally valued member of our learning community.

#### **FAMILY AND COMMUNITY ENGAGEMENT: OUTREACH AND CONNECTIONS**

Build upon the family and community engagement strategies employed in the 2017-2018 school year to increase opportunities for family and community members to participate in the academic and social lives of our students.

# Wamsutta Middle School

## School Improvement Plan 2018-2020

### Attleboro Action Plan for Strategic Objective One

| STUDENT GROWTH AND OUTCOMES   |   |
|---|---|
| Develop and implement school-wide curricula that reflects current research in neurocognitive science to develop student metacognitive skill and awareness of their individual learning processes. |   |
| Strategic Initiatives   | Process Benchmarks  |
| Establish a school-based version of the District's Brain-Based Learning Team  | Local team formed by December 2018                              |
| Provide professional development to staff regarding best practices  | Professional development delivered from January to October 2019 |
| Evaluate use of and effectiveness of best practices   | Peer-to-peer learning walks from November 2019 to May 2020      |

| Evidence/Outcome Year One:   |
|--|
| <ul style="list-style-type: none"> <li>Local PLC formed and delivering professional development</li> <li>Resources created to provide teacher access to best practices</li> <li>Teacher survey on effectiveness of professional development</li> </ul> |
| Evidence/Outcome Year Two:   |
|  |

# Wamsutta Middle School

## School Improvement Plan 2018-2020

Attleboro Action Plan for Strategic Objective Two

| SCHOOL ENVIRONMENT   |   |
|--|---|
| Improve the school climate to ensure all students, regardless of background or ability, feel safe, supported, and respected as an equally valued member of our learning community. |   |
| Strategic Initiatives  | Process Benchmarks  |
| Continue with year three of PBIS implementation  | PBIS school-wide routines established across all common areas, planning completed for common classroom routines and expectations  |
| Continue infusing curricula with tolerance lessons   | Explicit anti-bullying and tolerance lessons created for all grade levels   |
| Increase student participation in clubs and activities promoting diversity and inclusion   | <ul style="list-style-type: none"> <li>Continuation of HOPE (Help Obtain Peer Equality) Club and Classroom by Committee membership</li> <li>Creation of a Peer Buddies group</li> </ul> |

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**School Improvement Plan 2018-2020**

Evidence/Outcome Year One:

- Student and staff climate survey results
- Decrease in office referrals
- Disproportionate discipline data to reflect state averages

Evidence/Outcome Year Two:



# Wamsutta Middle School

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Attleboro Action Plan for Strategic Objective Three

| FAMILY AND COMMUNITY ENGAGEMENT   |   |
|---|---|
| Build upon the family and community engagement strategies employed in the 2017-2018 school year to increase opportunities for family and community members to participate in the academic and social lives of our students. |   |
| Strategic Initiatives   | Process Benchmarks  |
| Build on our first attempt at a student showcase this year to build a sustainable model going forward   | Improved student showcase with an emphasis on performance assessments     |
| Continue and grow partnerships with community organizations that are mutually beneficial  | Assess and codify all current partnerships and research new opportunities |
| Increase student, staff, and family attendance at student showcases already in the community and beyond   | Create master list of all events and track attendance                     |

| Evidence/Outcome Year One:   |
|--|
| <ul style="list-style-type: none"> <li>• At least one public showcase in school in 2018-2019</li> <li>• Collect, publicize, and honor all current partnerships</li> <li>• Baseline data collected for staff, student, and family participation in off-campus events</li> </ul> |
| Evidence/Outcome Year Two:   |
|  |

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School Improvement Plan 2018-2020**