

Williamston Middle School

School Improvement Plan (Goals Summary) for 2021-2022

As of 24 May 2021

School Improvement Priorities:

- Integration of evidence based reading and writing instructional strategies in all content areas
- Curriculum alignment and instructional support
- Student and staff safety, mental health, and wellbeing
- Standardized grading and reporting practices

Mathematics:

Goal 1: All 6-8 students will be college or career ready in mathematics
Objective: Every student will meet the math growth target as measured by state, local, and/or benchmark assessments by June 2024
Strategy 1: 6-8 math curriculum will be revised to ensure vertical and horizontal alignment with state standards and appropriate levels of cognitive rigor in accordance with Multi-Tiered Systems of Support (MTSS)
Activity 1: Survey of Enacted Curriculum (SEC) will be completed at least once every two years by all math teachers and data will be used to initiate and monitor curricular alignment, mapping, and pacing guides. Activity 2: Differentiation will be provided in math classes and interventions Activity 3: Math interventions will be provided to all identified students as determined by state, local and/or benchmark assessments Activity 4: Multiple data sources will be used for monitoring student growth
Strategy 2: 6-8 math teachers will participate in professional development regarding the effective use of math curricular resources in accordance with Multi-Tiered Systems of Support (MTSS)
Activity 1: Teachers will receive coaching support in math including observational feedback. Activity 2: Teachers of ELL students will receive supplemental resources, equipment, and materials for instruction and/or intervention as needed. Activity 3: Teachers will receive coaching support with technology integration and blended learning

Reading:

Goal 1: All 6-8 students will be college or career ready in reading
Objective: Every student will meet the ELA growth target as measured by state, local, and/or benchmark assessments by June 2024
Strategy 1: 6-8 ELA curriculum will be revised to ensure vertical and horizontal alignment with state standards and appropriate levels of cognitive rigor in accordance with Multi-Tiered Systems of Support (MTSS)
Activity 1: Literacy focused interventions will be provided to all identified students as determined by state, local and/or benchmark assessments Activity 2: Multiple data sources will be used for monitoring student growth Activity 3: Literacy coach and administration will research and recommend new literacy intervention programming or structures as needed based on the results of the intervention effectiveness review
Strategy 2: Best practice reading and engagement strategies will be integrated into all 6-8 content areas in accordance with the district MTSS model
Activity 1: Incorporate technical/informational reading into content areas Activity 2: 6-8 teachers will deliver explicit instruction that promotes higher order thinking and text based responses Activity 3: Implement the Hattie strategy of accountable student talk Activity 4: Identify common academic vocabulary across content areas and integrate into instruction Activity 5: Technology integration will be incorporated as a tool for engagement and practice with reading skills
Strategy 3: 6-8 teachers will participate in professional development regarding the effective use of instructional practices in accordance with Multi-Tiered Systems of Support (MTSS)
Activity 1: Teachers will receive coaching support and observational feedback. Activity 2: Teachers of ELL students will utilize the district-provided supplemental resources, equipment, and materials for instruction and/or intervention as needed. Activity 3: Teachers will participate in professional development around explicit reading instruction and the use of academic and content vocabulary. Activity 4: Teachers Learning Together (TLT) / Learning Walk structure will be utilized to provide 6-8 teachers timely, non-evaluative feedback on reading and engagement practices

Writing:

Goal 1: All 6-8 students will be college or career ready in writing
Objective 1: Every student will meet the ELA writing (written expression) growth target as measured by state or local assessments by June 2024.
Strategy 1: 6-8 ELA curriculum will be revised to ensure vertical and horizontal alignment with state standards and appropriate levels of cognitive rigor in accordance with Multi-Tiered Systems of Support (MTSS)
Activity 1: Literacy focused interventions will be provided to all identified students as determined by state, local and/or benchmark assessments Activity 2: Multiple data sources will be used for monitoring student growth Activity 3: Literacy coach and administration at the middle school will research and recommend new literacy intervention programming or structures as needed based on the results of the intervention effectiveness review.
Strategy 2: Best practice writing and engagement strategies will be integrated into all 6-8 content areas in accordance with the district MTSS model
Activity 1: Common writing strategies within subject areas will be incorporated to demonstrate comprehension through strategies such as those from <i>The Writing Revolution</i> (TWR) and the use of content vocabulary. Activity 2: Explicit instruction that promotes writing to demonstrate higher order thinking and text based responses Activity 3: Technology integration will be incorporated as a tool for engagement and practice with writing skills.
Strategy 3: 6-8 teachers will participate in professional development regarding the effective use of instructional practices in accordance with Multi-Tiered Systems of Support (MTSS)
Activity 1: Teachers will receive coaching support and observational feedback. Activity 2: Teachers of ELL students will utilize the District-provided supplemental resources, equipment, and materials for instruction and/or intervention as needed. Activity 3: Teachers will participate in professional development around explicit writing instruction and the use of content vocabulary. Activity 4: The Teachers Learning Together (TLT) / Learning Walk structure will be utilized to provide 6-8 teachers timely, non-evaluative feedback on writing and engagement practices.

Science:

Goal 1: All students will be college or career ready in science
Objective 1: All students will demonstrate an annual proficiency increase in science as measured by state or local assessments by June 2024.
Strategy 1: Alignment of Michigan Science Standards (MSS), 6-8
Activity 1: Survey of Enacted Curriculum (SEC) will be completed at least once every two years by all science teachers and data will be used to initiate and monitor curricular alignment, mapping, and pacing guides. Activity 2: 6-8 curriculum mapping and implementation of science IQWST program
Strategy 2: Instructional practices consistent with those recommended within the K-12 Framework for Science Education and the Next Generation Science Exemplar System (NGSX)
Activity 1: Grades 6-8 implementation of Claim - Evidence - Reasoning (CER), accountable talk, and modeling and experimental design.

Social Studies:

Goal 1: All students will be college or career ready in social studies
Objective 1: All students will demonstrate an annual proficiency increase in social studies as measured by state and local assessments by June 2024.
Strategy 1: Integrate technology and blended learning into instruction
Activity 1: Blended learning will be incorporated by all 6-8 social studies teachers once per unit Activity 2: Develop progressive standards for use of blended tools and applications
Strategy 2: Adoption and alignment of new state social studies standards
Activity 1: K-12 social studies teachers will research state social studies standards, enroll in available professional development, and begin to construct an implementation plan in conjunction with school and district administrators Activity 2: Update curriculum maps, align standards with units, and update unit learning targets

MTSS: Behavior

Goal 1: All 6-8 students will be respectful, responsible, engaged, and safe.
Objective 1: Provide and improve upon the behavioral tiered supports for all students by June 2024
Strategy 1: Reinforce and expand PBIS programs and strategies
Activity 1: Explicit CHAMPS school-wide behavioral expectations communicated to all students Activity 2: TLT/Learning walks around MTSS strategies (CHAMPS) Activity 3: Buzz tickets will be given to students for demonstrating one of the four key PBIS behaviors. Activity 4: Teachers will nominate students for Student of the Month once a month to recognize them for exceptional work or behavior.
Strategy 2: Implement a tiered Positive Behavioral Interventions and Support system
Activity 1: MTSS team meets regularly to support Tier 2/Tier 3 behavioral needs. This includes collecting, monitoring, analyzing and problem solving students' attendance and academic progress. Activity 2: Teachers will support the MTSS system through accurate records of attendance and grades and documentation of strategies implemented with students. Activity 3: MTSS team and instructional staff will collaborate and communicate with stakeholders. Activity 4: Restorative Justice practices will be used

MTSS: Social Emotional Health

Goal 1: All students and staff will receive comprehensive mental health supports as measured by social and emotional indicators and/or rubrics.
Objective 1: Continue to provide and improve upon social, emotional behavioral, and academic tiered supports for all students by June 2024
Strategy 1: Provide resources, staffing, and professional development for social, emotional and behavioral skill competencies.
Activity 1: Integrate trauma informed practices Activity 2: Implement the be nice. mental health initiative Activity 3: Explicit lessons developed by the be nice. team to be shared with staff/students Activity 4: Implementation of mental health resources will continue with monthly student activities Activity 5: Implement Restorative Justice practices

Objective 2: Continue to provide and improve upon social and emotional (SEL) support for all staff
Strategy 1: Provide resources and professional development for social and emotional supports and competency
Activity 1: Incorporate self-care strategies to staff Activity 2: Integrate social emotional learning time (SEL) into staff meetings and/or professional learning communities

Standardized Grading Practices:

Goal 1: All teachers will implement a common, evidence-based grading system that includes feedback on non-achievement factors
Objective 1: Teachers will provide quality, timely, and consistent feedback to students and parents.
Strategy 1: Teachers will receive professional development on best practice student assessment strategies.
Activity 1: Ken O'Connor and Thomas Guskey research will be reviewed to support professional development and implementation.
Strategy 2: Teachers will universally implement established best practice grading measures to include feedback on student assignments and PowerSchool as determined by building principal.
Activity 1: Comments in PowerSchool denote original/retake scores.
Objective 2: Teachers will implement a standardized reporting system
Strategy 1: A common reporting system is used to provide feedback to students and parents
Activity 1: Teachers will include formative scores to communicate students' readiness for summative assessments. Activity 2: Categories and the formative scoring rubric are reviewed and recorded consistently in PowerSchool.
Strategy 2: Teachers will utilize common non-achievement factors that includes a descriptive rubric of non-achievement factors connected to student learning
Activity 1: Non-achievement scores are reported once a semester