

Wickford Middle School

School Improvement Plan 2017-18

Mission

Wickford Middle School is committed to providing our students with pathways for academic and personal success through rigorous and diverse educational opportunities and to challenge them to become responsible, contributing members of a global society.

Vision

All students at Wickford Middle School will achieve rigorous learning goals. They will continuously improve in their academic, social, emotional, creative, and physical growth. In order to do this, WMS will provide a learning environment that meets the diverse needs of every student. Each student will have access to high quality, rigorous curriculum with multiple and varied opportunities. With the help and engagement of our staff, families, and community members, our students will begin to develop the skills, strategies, and knowledge necessary to be successful in high school, college, career choices, and ultimately their roles in a global society.

Belief Statements

- All students can learn and succeed; learning is a lifelong process.
- Hands-on learning, social learning, and emotional well-being are key components of the middle school philosophy.
- Blended learning and personalization are critical to student achievement
- Student responsibility and effort are key components of academic success.
- Reflective practice is vital to learning.
- Equal opportunity within a diverse learning environment promotes individual achievement and success.
- Respect is imperative for a productive community.
- Students need to feel safe, supported, and valued.
- Collaboration and open communication among all stakeholders are essential for student success.
- Healthy lifestyles are conducive to growth, development, and learning.
- Education in the fine arts is an integral element for student success.
- Engaging families and the community will improve student achievement.
- Highly effective staff lead students to achieve their goals.

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Goal 1: Mathematics

GOAL: To support student achievement of rigorous learning goals and continuous growth in math.

Action Steps	Person(s) Responsible	Timeline	Evidence
Implement a math curriculum that is aligned to the Common Core State Standards; Continue to explore new resources	Teachers and Administration	September through June	District and School Content Area Meetings, Common Units, Formative and Summative Assessments, RICASS and STAR results
Continue to develop and use assessments that align to the Common Core State Standards and closely model format, skills, and expectations for RICASS	Teachers and Administration	September through June	Student Work, Formative and Summative Assessments
Provide access to academic supports and interventions for all students.	All Staff	September through June	IEP's, Rtl, Formative and Interim Assessments, Math Lab, Math Homework Club
Consistent use of vocabulary and math processes to address the mathematics Common Core Standards	All Staff and Students	September through June	Classroom Observations, Assessments, Anchor Chart/Word Wall posted in classrooms
Identify instructional gaps and address areas of need	Math Teachers and Special Educators	September through June	STAR, Rtl, Classroom Observations, Formative Assessments
Teachers will continue to use planning time to analyze data to drive instructional decisions	Teachers	September through June	Rtl Team Meetings, PD days

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Goal 2: ELA/Literacy

GOAL: To support student achievement of rigorous learning goals and continuous growth in literacy.

Action Steps	Person(s) Responsible	Timeline	Evidence
Continue to provide English Language Arts (ELA) curriculum that is aligned to the Common Core State Standards	Teachers	September through June	District and School Content Area Meetings, Common Units and Lesson Plans, Common Assessments, Professional Growth Goals
Continue to develop and use common assessments that align to the ELA CCSS and closely model format, skills, and expectations for RICAS	Teachers	September through June	Student Work, CFAs and Common Quarterly Assessments
Provide access to academic supports and interventions for all students (i.e. Reading Support Classes and Flexible/ Small Groups as needed)	All Staff	September through June	IEP's, Classroom Observations, Formative and Interim Assessments, Reading Support Classes, Personal Literacy Plans, Oral Reading Fluency
Focus instruction on students' understanding and ability to analyze and interpret literary and informational text	All Staff and Students	September through June	Classroom Observations and Assessments, Common Quarterly Assessments, Professional Development Sessions, Student Learning Objectives
Focus instruction on text citation to support analysis, reflection and research of text	Teachers	September through June	Formal Writing Pieces, State Testing Data for Analysis and Interpretation, Grade-level Writing Rubric, Classwork, Formative Assessments
Students will read widely and extensively for a variety of purposes	Teachers	September through June	Access to Library and other Reading Resources
Teachers will continue to use planning time to analyze data to drive instructional decisions, including STAR data.	Teachers	September through June	Minutes from Meetings, Common Planning Time/Content Area Meetings, and RTI Meetings will be recorded

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Goal 3: School Climate

GOAL: Provide a school environment that addresses the social, emotional, and creative needs of all students while engaging families and community members to support student achievement and well being.

Action Steps	Person(s) Responsible	Timeline	Evidence
Educate students about Respect, Responsibility and Reliability through classroom discussions and daily interactions with students. .	Staff/PTO/ and Community	September through June	Observations and Student Interaction and Feedback. Displays promoting these ideas throughout the school grounds
Continue to provide a wide variety of extra and co-curricular activities after school.	Staff/PTO and Community	September through June	Attendance Data, Data on Programs Offered, Make master list of all current programs and discuss other opportunities for more offerings.
Provide students an environment with sufficient time and opportunity to support student achievement in the academic, personal/social domains	All Staff and Students	September through June	Individualized Learning Plans, Electronic Gradebook, Report Cards, Guidance Involvement, RTI Referrals, After School Clubs
Continue to foster communication between faculty/staff and parents in the WMS community	WMS Community	September through June	ASPEN, Weekly List-Serv emails, Open House, PTO Meetings, email Communication with Parents, WMS Website, PTO facebook page, social media platforms, parent/teacher conferences
Promote and foster a culture of giving back and supporting our community members in times of need	WMS Community	September through June	Turkey Tort, Pennies for Patients, Adopting families for the holidays, Blessings in a Backpack, Community Service opportunities