

Western Hills Middle School
School Improvement Plan
2009-2012
Success... One child at a time.



Western Hills Middle School Improvement Team

Action Committees

Shirley Lombardi , Lynn Murray: Professional Development

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Hank Maine: Technology

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Norma Cole: Curriculum and Instruction

Cathy Londardo, Janet Antonelli, Joanne Vincent: Science

Carol Cote, Lisa Gargaro, Carole Vierra, Deb Pjojian: Family Engagement

Western Hills Middle School Mission

Western Hills Middle School is a community of learners who work collaboratively as critical thinkers. Students are supported academically and social/emotionally with best instructional practices that provide meaningful learning experiences based on grade level expectations, academic rigor and personalization. Together with community partnerships, we ensure a nurturing learning environment and coherent curriculum that fosters student success.

Vision

Western Hills Middle School is committed to empowering our students through a coherent, rigorous curriculum and high expectations. Our students will acquire the resourcefulness that prepares learners for success in a world of change, transitions and continuous discovery.

Guiding Beliefs

We believe that:

Western Hills Middle School is a safe, secure and nurturing environment where all students can learn and everyone is treated with respect.

Structures that support personalization for students including; building relationships, helping students direct their own learning and responsible decision making are an essential component of the middle school model.

High academic standards/expectations and instruction based on student needs are the foundation of learning.

Learning is knowledge, comprehension, analysis, synthesis and evaluation of information. Instruction should reflect each domain.

Learning is a continuous lifelong process for everyone.

Parents are partners in their child's education.

Students learn in different ways and differentiated instruction, grouping, scheduling and prioritized instructional time are elements of an effective school.

A school wide response to intervention system for student success will ensure academic achievement for all students

A valid and reliable assessment system is necessary to monitor student progress

Research proven methods, material and program are necessary for effective implementation of the curriculum.

An integrated system of research-based professional development and resource allocation that is school based is necessary to improve teaching and learning.

Shared, effective leadership is essential in a professional learning community.

Goals for Western Hills

Goal 1 Personalization

WHMS students will actively participate in learning process that fosters life long skills and responsible citizenship, contributing to success in school and preparation for productive living and working in a diverse society.

Goal 2 Reading

WHMS students will demonstrate proficiency using skills and strategies of the reading process in a variety of literary and informational text in all content areas.

Goal 3 Mathematics

WHMS students will demonstrate proficiency in the ability to use a variety of strategies in the problem solving process, understand and apply the process of computation and demonstrate understanding of mathematical concepts both verbally and in writing and the relevance to the real world.

Goal 4 Writing

WHMS students will demonstrate proficiency in using the skills and strategies of the writing process in all content areas, including the stylistic and rhetorical aspects of writing as well as grammatical and conventions in written composition

Result Statement: *What will students know and be able to do?* **Personalization**

WHMS students will actively participate in a learning process that fosters life long skills and responsible citizenship contributing to success in school and preparation for productive living and working in a diverse society.

<p>Changes in student learning</p> <p>Students will: Create their own Individualized Learning Plans by:</p> <ul style="list-style-type: none">• Assessing their own talents and aspirations• Developing their own personal/social, career, and academic goals• Reviewing their progress periodically and reflecting on accomplishments and challenges <p>Work cooperatively with others in challenging tasks</p> <p>Maintain a portfolio of their learning</p> <p>Demonstrate their learning confidently using GLE's/GSE's (clear expectations)</p> <p>Take different approaches to learning and demonstrate it in different ways.</p>	<p>Changing in Instruction: Teachers will:</p> <p>Guide students in developing an Individualized Learning Plan where strengths, goals, and obstacles are documented</p> <p>Provide opportunities for students to learn about and exercise their responsibilities in a democratic society</p> <p>Provide differentiated instruction</p> <p>Assist students in compiling a digital portfolio of their work</p> <p>Provide technology to students to document achievements and interests</p> <p>Organize students in heterogeneous groups where individual strengths are celebrated in athletic, music, the arts and other accomplishments in a variety of ways.</p>	<p>Monitoring progress with timelines and adjustments:</p> <p>Explore additional opportunities for students in all areas of learning</p> <p>Develop a comprehensive plan to build capacity for student portfolios and use technology for presentation and storage</p> <p>Improve opportunity and efficacy in providing interventions for struggling learners</p> <p>Review and refine content of Advisory, activities and support for Individual Learning Plan development</p>	<p>Collaboration and Support</p> <p>Provide staff with professional development in advocacy lead by team leaders</p> <p>Arrange for opportunities for discussion/sharing/peer coaching in personalizing instructional practices</p> <p>Use department/faculty meetings to share, discuss, develop, and revise curriculum and instruction</p> <p>Provide professional development in differentiating instruction in every classroom</p>	<p>Resources, School and District Resources</p> <p>District level support through middle school reform initiatives</p> <p>Increase use of technology for student work products</p> <p>Dissemination of learning from Technology Grant participation</p> <p>Use Breaking Ranks in the Middle as a framework for ongoing PD and action plan development</p>	<p>Evaluation of Success and Reporting To Families and Community</p> <p>Measure efficacy of program in building advisory relationships through teacher/student surveys, student achievement and discipline data</p> <p>Family and community awareness of action plans in</p> <ul style="list-style-type: none">• Advisory• Flexible scheduling• Student portfolio
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Result Statement: *What will students know and be able to do?* **Personalization (2)**

WHSM students will actively participate in a learning process that fosters life long learning skills and responsible citizenship contributing to success in school and preparation for productive living and working in a diverse society.

<p>Changes in student learning Students will:</p> <p>Take different approaches to learning and demonstrate it in various ways</p> <p>Take part in challenging classes and high level learning activities</p> <p>Feel confident seeking support from adults in solving problems/conflicts</p> <p>Be willing to take risks to overcome challenges</p> <p>Demonstrate accountable talk by questioning and building on others knowledge</p> <p>Use technology effectively in all areas of learning</p> <p>Use technology safely and responsibly</p>	<p>Changing in Instruction: Teachers will:</p> <p>Provide opportunities for students to develop and work on personal learning goals</p> <p>Identify opportunities for students to use school wide resources to support their learning and social emotional needs</p> <p>Facilitate discussions and model expectations about student progress, behavior norms, homework guidelines and student motivation</p> <p>Provide consistent opportunities and require students to reflect, analyze and improve their work</p> <p>Use technology daily as a tool in instruction, projects and assessments</p> <p>Reinforce the importance of acceptable technology use including using reliable internet sources, communication and networking programs</p>	<p>Monitoring progress with timelines and adjustments:</p> <p>Team Meetings</p> <p>Faculty meetings</p> <p>Town Meeting with students</p> <p>Review of discipline and attendance data</p> <p>Review of ILP plans</p>	<p>Collaboration and Support</p> <p>Common expectations for academic rigor and supports for social emotional developments</p> <p>Professional development on differentiated instruction and styles of learning</p> <p>PD in inquiry based learning</p> <p>Use of “Essential Questions” to promote rigor</p> <p>Explore ways that guidance department can increase parent contact and connections</p>	<p>Resources, School and District Resources</p> <p>Common expectations for quality work and behavior norms</p> <p>Consistent homework expectations</p> <p>Development of a student support system for organizational and behavior needs</p> <p>Implement additional interventions / RTI for students of varying needs</p> <p>Provide professional development opportunities and equipment for technology use in classroom on a daily basis</p>	<p>Evaluation of Success and Reporting To Families and Community</p> <p>Progress monitoring of student success via new support systems</p> <p>Parent List serve</p> <p>Newsletters</p> <p>Outreach</p>
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Result Statement: *What will students know and be able to do?* **Reading**

Western Hills Middle School students will demonstrate proficiency using skills and strategies of the reading process in a variety of literary and informational text in all content areas. WHMS will meet YAP yearly including sub groups.

<p>Changes in student learning Students will; Demonstrate initial understanding of elements of literary text R-4.2 Paraphrase/summarize key ideas or lots R-8-5.3 Make inferences about cause/effect/conflict and interactions R-6 Demonstrate understanding of authors purpose R-8-16 Generate a persona response comparing to other text, and providing relevant details to support R-7 Demonstrate initial understanding of informational (expository and practical text) Obtain information from text features to answer questions and show understanding of relationships among facts, ideas and events R 8-8-2 Synthesize and evaluate information across text and content areas Draw conclusions by synthesizing information State and maintain a focus/controlling idea</p>	<p>Changing Instruction: Teachers will: Use GLE’s in ELA, Math, Science and Social Studies to establish academically rigorous essential learning Increase student achievement in comprehension of text of all genres Use multiple instructional strategies and a variety of assessments to make decisions about instruction Increase use of small group instruction and learning opportunities Direct and explicit instruction in vocabulary, comprehension, and fluency based on student needs. Use assessments that are in line with NECAP throughout the school year including Released Tasks and Practice tests provided by RIDE</p>	<p>Monitoring progress with timelines and adjustments: Teams use Looking at “Student Work” protocols and evaluation of student progress through student work Review number of students who require intensive and targeted literacy instruction Progress monitoring system for students who require interventions NECAP results Classroom observations Lesson objectives/tasks/assessments to match the GLE’s Use of common language and graphic organizers across disciplines.</p>	<p>Collaboration and Support Provide structured planning time for teachers to align teaching strategies and use of common assessments Provide professional development in analyzing and using a variety of forms of data Evaluate equity gaps in student performance Provide time for teachers to align GLE’s with curriculum, lessons, and materials</p>	<p>Resources, School and District Literacy coaching Professional development for teachers in content areas that includes best practice, comprehension strategies and vocabulary Use of Released Tasks and NECAP practice tests Article 18 RI Literacy policy Faculty meetings Department meetings</p>	<p>Evaluation of Success and Reporting To Families and Community NECAP results Report Cards Progress Reports Results of multiple forms of assessment District level assessments PLP and Targeted literacy progress Newsletters Web page Parent List serve</p>
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Result Statement: *What will students know and be able to do?* **Reading (pg. 2)**

Western Hills Middle School students will demonstrate proficiency using skills and strategies of the reading process in a variety of literary and informational text in all content areas. WHMS will meet YAP yearly including all sub groups.

Changes in student learning Students will;	Changing Instruction: Teachers will:	Monitoring progress with timelines and adjustments:	Collaboration and Support	Resources, School and District	Evaluation of Success and Reporting To Families and Community
<p>Interpret information from complex graphs requiring reading</p> <p>Use reasoning, planning, evidence of higher level thinking including complex and abstract concepts that require high cognitive demand.</p> <p>Make inferences about cause and effect/conflict interactions pro and con concerning various historical events</p> <p>Use informational text including textbook, graphs, charts political cartoons</p> <p>Answer “Essential Questions” as identified in the Social Studies GSE’s in a manner that demonstrates proficiency.</p>	<p>Use and display a common set of graphic organizers</p> <p>Use a common language in all disciplines</p> <p>Model the use of real life connections using text to text-self to world in all disciplines</p> <p>Model reading strategies such as “Think Alouds” and activating prior knowledge and guided reading.</p> <p>Provide wait time and encourage reflection through higher level questions</p> <p>Establish purpose and essential questions</p> <p>Differentiate instruction to meet the needs of all learners</p> <p>Plan and collaborate with special education teachers and reading consultant</p>	<p>Science NECAP results</p> <p>Classroom observations</p> <p>Lesson objectives to match the GSE’s</p> <p>Outlining Questions Discussions</p> <p>Match common assessments and tasks with Level 3 and 4 DOK</p>	<p>Use Course Alignment Templates in all content areas to ensure that the GLE’s are mapped and gaps are addressed</p> <p>Participate as a learning community in the DANA INTENSIVE work organized by the district to develop a coherent curriculum</p> <p>Provide time for to align GLE’s with curriculum, lessons, and materials</p> <p>Use Marzano’s work and research as a basis for PD</p>	<p>Commitment to DANA grant in Science and RIDE Technology Grant</p>	<p>See pg 1</p> <p>Evaluate student performance based on sub groups to ensure equity.</p>

Result Statement: *What will students know and be able to do?* **Writing**

WHMS students will demonstrate proficiency in using the skills and strategies of the writing process including the stylistic and rhetorical aspects of writing as well as grammatical and conventions in written composition across all content areas. WHMS will meet YAP yearly including sub groups.

Changes in student learning Students will:	Changing Instruction: Teachers will:	Monitoring progress with timelines and adjustments:	Collaboration and Support	Resources, School and District	Evaluation of Success/Reporting To Families and Community
<p>Write proficiently in a variety of genres W-11.4</p> <p>Apply a format and text structures appropriate to the purpose of writing W-1.4</p> <p>Select and summarize key ideas to set context connecting what has read W-8-2</p> <p>In informational writing select appropriate information to set context</p> <p>Draw conclusions by synthesizing information W-8-6</p> <p>State and maintain a focus/controlling idea</p>	<p>Use GSE’s to establish and identify a set of essential learning in written expression in all genres and curriculum areas</p> <p>Use writing process including graphic organizers, rough draft, editing, revisions, and publishing</p> <p>Establish a student portfolio system</p> <p>Explicit teaching, modeling of informational writing in science, math, social studies and research</p> <p>Focused lessons in 6 content clusters including Habit of Writing, Structures of Language, Reading/Writing connection, Expressive Writing, Informational Writing and Conventions</p> <p>Explicit instruction of literary elements of writing in all genres</p>	<p>Teams use “Looking at student” work protocol to calibrate proficient work</p> <p>Consistent use of a variety of rubrics that focus on specific areas of writing development</p> <p>Feedback to students using conferencing</p> <p>Portfolio pieces</p>	<p>Use of team planning time to look at student work</p> <p>Professional development using a variety of resources including “Reading Next” and “Writing Next”</p> <p>Modeling of lessons for teachers</p> <p>Teacher lead professional development and discussion in effective writing in all content areas.</p> <p>Use Marzano’s work and research as a basis for PD</p>	<p>Article 18</p> <p>Faculty Meetings</p> <p>Use of benchmarks papers</p> <p>Common assessments with rubrics</p> <p>NECAP Writing results/analysis and Teacher resource material</p>	<p>NECAP results</p> <p>Writing assessments included in student portfolios</p> <p>Results of common assessments</p> <p>Report cards Progress reports</p> <p>SIT meetings and parent informational meetings</p> <p>Newsletters</p> <p>Webpage</p> <p>Parent Listserve</p>

Result Statement: *What will students know and be able to do?* **Writing (pg2)**

WHMS students will demonstrate proficiency in using the skills and strategies of the writing process including the stylistic and rhetorical aspects of writing as well as grammatical and conventions in written composition across all content areas. WHMS will meet AYP yearly including all sub groups.

Changes in student learning Students will:	Changing Instruction: Teachers will:	Monitoring progress with timelines and adjustments:	Collaboration and Support	Resources, School and District	Evaluation of Success/Reporting To Families and Community
<p>Use the writing process across disciplines to improve their work Establish and maintain a clear focus using relevant supporting details Organize written responses and ideas drawing conclusions and demonstrate a connection to a broader world of ideas Use precise and descriptive language that indicates intent List and cite sources</p> <p>Use multiple research studies including primary sources Organize responses to “Essential Questions” in Social Studies Represent in word or diagrams scientific concepts Organize and interpret data</p> <p>Identify and answer research questions and form and write conclusions from experimental data</p>	<p>Maintain high common expectations for written expression in each instructional area</p> <p>Provide constructive feedback to hold students accountable for writing that meets expectations for grade level</p> <p>Use flexible grouping with a variety of criteria (interests, topics etc.</p> <p>Provide multiple ways for students to develop and demonstrate writing in each discipline that meets intent and is proficient</p> <p>Differentiate instruction to meet the needs of all learners through effective scaffolding</p>	<p>Administer common assessments in Science, Social Studies, ELA and World language requiring use of writing process per curriculum</p> <p>Match common assessments and tasks based on Level 3 and 4 DOK</p>	<p>Use Course Alignment Templates in all content areas to ensure that the GLE’s are mapped and gaps are addressed in writing</p>	<p>See pg 1</p>	<p>See pg 1</p>

Result Statement: *What will students know and be able to do?* **Mathematics**

WHMS students will demonstrate proficiency in the ability to use a variety of strategies in the problem solving process, understand and apply the process of computation and demonstrate understanding of mathematical concepts. WHMS will meet AYP including all sub groups.

<p>Changes in student learning behavior Students will: Accurately solve problems involving proportional reasoning M(N&O) 8-4</p> <p>Apply properties of numbers to solve problems, simplify computation and demonstrate conceptual understanding M(N&O) 8-8</p> <p>Demonstrate conceptual understanding of relationships, congruency and similarity by solving problems proficiently using mathematical reasoning and proof M(PRP 8-1 and 8-2</p> <p>Interpret representations of data to analyze and justify conclusions M(DSP-1)</p> <p>Analyze and display data to show patterns and trends (MDSP)-8-2</p> <p>Organize and display data using proficiently (MDSP) 8-3</p>	<p>Changing Instruction: Teachers will:</p> <p>Use GLE’s as the framework for instruction and text as the tool Assignments that ask students to</p> <ul style="list-style-type: none"> Organize and interpret information in addressing a mathematical concept, problem or issue Ask student to elaborate on their understanding, explanations or conclusions through prose, tables, equations or diagrams Address concept, problem or issue related to real life <p>Direct instruction in small groups/collaborative groups</p> <p>Differentiate instruction to meet the needs of all learners through effective scaffolding.</p>	<p>Monitoring progress with timelines and adjustments:</p> <p>Review of student work during team planning time</p> <p>Classroom assessments</p> <p>Classroom observations</p> <p>Math teachers’ assessment of progress</p> <p>Multiple assessments used to determine Algebra placement including; Algebra Readiness NECAP results Quarterly common assessments developed by teachers</p> <p>Data analysis used to make decisions about instruction and evaluation of progress</p>	<p>Collaboration and Support</p> <p>Use of grade level expectations in - numeracy, geometry, algebra and data in aligning curriculum and teaching practices</p> <p>Professional development in aligning GLE’s with curriculum, tools and books</p> <p>Vertical teaming in math instructional practice and in teaching concepts</p> <p>Math Coaches</p>	<p>Resources, School and District</p> <p>Teaming- vertical and horizontal opportunities to develop common assessments and expectation of proficiency in student work/district wide</p> <p>Faculty meetings</p> <p>District department meetings</p> <p>Article 18 resources</p> <p>Math Coaches</p>	<p>Evaluation of Success/Reporting To Families and Community</p> <p>NECAP test results</p> <p>Student portfolio pieces</p> <p>Report Cards Progress Reports</p> <p>Newsletters</p> <p>SALT reports</p> <p>Newsletters</p> <p>Web page</p>
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Result Statement: *What will students know and be able to do?* **Mathematics(2)**

WHMS students will demonstrate proficiency in the ability to use a variety of strategies in the problem solving process, understand and apply the process of computation and demonstrate understanding of mathematical concepts both verbally and in writing and the relevance to the real world.

WHMS will meet AYP including all sub groups.

Changes in student learning behavior Students will:	Changing Instruction: Teachers will:	Monitoring progress with timelines and adjustments:	Collaboration and Support	Resources, School and District	Evaluation of Success/Reporting To Families and Community
<p>Apply concepts of similarity to determine the impact of scaling on the volume or surface area of three dimensional figures, to determine the length of sides of similar triangles or to solve problems involving growth and rate. M(G&M)-8-5</p> <p>Demonstrate conceptual understanding of surface area of volume by solving problems of rectangular prisms, triangular prisms, cylinder, pyramids or cones and express all measure using appropriate units. (M&G) 8-6</p> <p>Identify and generalize patterns</p> <p>Demonstrate understanding of linear relationships and conceptual understanding of algebraic expressions</p> <p>Demonstrate and understanding of equality</p> <p>M(F&A) 8-1-4</p>	<p>Provide opportunities for students to communicate about mathematical concepts.</p> <p>Connect mathematical concepts to other disciplines and real world tasks</p> <p>Direct instruction in small groups/collaborative groups</p> <p>Differentiate instruction to meet the needs of all learners through effective scaffolding.</p> <p>Use problems, tasks and instruction that are Level 3 and 4 of DOK</p> <p>Teach multi step problem solving in each content strand</p>	<p>Compare progress in Geometry using assessment data</p> <p>Share strategies in using best teaching practices in math</p>	<p>Explore and develop opportunities for ramp up supports for students who need more intensive interventions in Math</p> <p>Use Marzano’s work and research as a basis for PD</p>	<p>Explore programs that can support struggling students</p> <p>Continue to use Odyssey Ware for some students</p>	<p>See page 1</p>