

School Improvement Plan



WARE MIDDLE SCHOOL

2008-2009

Ware Middle School
School Advisory Council Members
2007-2008

Carole St. Amand	Librarian
Debbie Benoit	Principal
James Larson	Community Representative
John Palmer	Parent
Michelle Sharron	Community Representative
Joann Smith	Parent
Jan Yardley	Director of Accountability/Educator

MISSION STATEMENT

In a safe, caring, and challenging environment, we strive to build a bridge between Elementary and Secondary learning. We encourage and support students to assume greater personal responsibility for their learning and behavior. Academic needs of the students determine the focus for learning. We encourage open communication, mutual respect, and good citizenship promoting life long learning and success.

**WARE MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2008-2009**

**File: CF-R
FORMS SIPS -1**

1. Assessment of student-teacher ratios as they impact student performance both academically and behaviorally.

Goal: Maintain student-teacher ratios at an average class size of 25 or lower in core academic classes whenever possible.

Strategies: To schedule class enrollments so that equity is consistent at grade levels/classrooms.

Responsibility: School Committee, Superintendent, Community, Principal

Budget: School, Grants – where appropriate

September 2007-2008

Enrollment

Gr. 5 (81) 4 core Teachers

Gr. 6 (97) 4 core Teachers

Gr. 7 (91) 4 core Teachers

Total Enrollment: 296

Projected 2008-2009

Enrollment

Gr. 4 (100) 4 core Teachers

Gr. 5 (100) 4 Teachers

Gr. 6 (91) 4 core Teachers

Projected Enrollment: 296

2. Enhancement of parental and community involvement in the school.

Goal A: A strong and active parent, community, and volunteer program in order to help parents and community members work with the school in educating children and providing opportunities for the academic success of all students.

Strategies:

- Family Math Nights (Title I Sponsor)
- Family Writing Workshop (Title I Sponsor)
- Family Reading Nights – (Bingo for Books, Reading Buddies, Author’s Night) (Title I Sponsor)
- Continue taking parents to Title I Dissemination Project Parent Days
- MCAS Family Workshop-Prep for MCAS (Title I Sponsor)
- Community Reading Day (Title I Sponsor)

- Continue Volunteer Coordinator Position (PTO)
 - Six Flags Reading Program
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Goal B: Communication

To improve communication among students, parents, educators, and the community regarding the school system’s responsibilities, policies, programs, and achievements.

Objectives:

1. Revise the student/parent handbook to be more reflective of the new reconfigured Ware Middle School and of the parental concerns for our middle school students.
2. Continue to work cooperatively and collaboratively with the WMS PTO as a means of providing monetary support for our students, financial assistance to classrooms, and funding buses for student educational field trips.
3. Continue to recruit parent volunteers to assist the school in many capacities, e.g., library coverage, book fairs, cafeteria/recess assistance, etc.
4. To utilize the Ware School Districts website and the Connect-Ed information system to better inform parents of pertinent information about the middle school such as updates and special events.

Responsibility: Principal, Teachers, Secretary
Budget: School, Title I funds and other grant funds

I. Strategies to maintain and ensure School Safety and Discipline.

Goal: As per handbook maintain discipline for dangerous weapons, bus conduct and student behavior.
As per safety handbook maintain procedures for fire drills, evacuations and lock Downs.

Strategies:

- Continue in house discipline program using the structured learning classroom.
- Adjustment Counselor will continue to develop safe environment where children can work out their problems and become more aware and accepting of the diversity in others in weekly luncheons in Integrated Peer Social Group.
- Collaborate with Police and Fire Departments to maintain crisis plan and to practice evacuation and Lockdown protocol
- Develop a formal plan for a school- based, child-created physical site in the school where children may sit together to talk about and resolve differences.

STUDENT NEEDS:

Goal: To provide a learning environment in which students feel safe and secure in order to maximize their learning experiences.

Objectives:

1. Continue the Bullying Prevention Assembly Program to include classroom lessons related to bullying prevention and other topics critical to students' feelings of well being at school
2. Hold assemblies that are of more interest and value to the needs of the middle school student.

Responsibility: Principal, Valley Human Services, Behavioral Intervention
Teacher/Team, Nurse, Teachers/Student/Parents

Budget: School, Title I funds and other grant funds

II. Establishment of a school environment characterized by respect and tolerance for all.

Goal: Develop an atmosphere /environment at WMS that is characterized by respect and tolerance for all.

Strategies:

- Provide school-wide assemblies centering on the theme of respect for self/respect for diversity.
- Continue to provide school-wide assemblies centering on the theme of bullying and appropriate reactions/behaviors.
- Continue with All Stars and 2nd Step Programs which address issues self respect, respect for other, peer pressure, and bullying.

Responsibility: Principal, Teachers/Student/Parents

Budget: School, PTO

III. Continue with social emotional and nutritional programs.

Goal A: Provide programs that focus on the whole child: Academic, social, emotional, physical, nutritional, and intellectual well-being.

Strategies:

Continue following and promoting the Ware Public School District Wellness Policy

Foster parent participation in achieving academic goals via targeted support at home - utilizing parents as partners in learning approach.

Summer Nutrition Program Fund code 542 is used to provide free breakfast and lunch for 6 weeks for all Ware children.

Look into offering an after-school Homework Support program, four days per week, utilizing volunteer support from Ware High School students and/or parents.

Continue to offer 5 week summer school program sponsored by Title I (budget permitting)

Counseling services are provided through the funding from the Department of Social Services Grant

Responsibility: Principal, Teachers, 21st Century after School Coordinator

Budget: School

IV. Continue to strive to meet the diverse learning needs of all children, including children with special needs, within the regular education programs at the school.

Goal: All students at WMS participate in all school activities.

Strategies:

- Continue with Inclusion Model at all grade levels
- Full time School Psychologist
- Full time Adjustment Councilor
- Title I Reading and Math Coach/Interventionists Services
- Student helpers/ Study Buddies - HS students act as mentors/student helpers/tutors with middle school students
- All students mainstreamed in school routine

Responsibility: Principal, Nurse, Behavior Intervention Teacher/Team, Teachers/Students, Title I Reading and Math Coach/Interventionists

Budget: School, Title I funds and other grant funds

V. Identification and description of other areas of school improvement, if appropriate.

ACCOUNTABILITY:

Goal: Teachers meet and analyze assessment data to determine instructional effectiveness and establish performance accountability for all students on MCAS, DIBELS, GRADE, and G-MADE Assessments.

Objectives:

1. Continue to strive to meet (and exceed) MCAS AYP targets of Participation, Performance, Improvement and Attendance in both the aggregate and subgroups in all tested subject areas.
 2. For 80% - 85% of all students to achieve stanine 5 or better on GRADE and GMADE testing.
 3. Identify students who do not reach the benchmark at the end of grades 3, 4 and 5 on Dibels Oral Reading Fluency and provide specific interventions in grade 4, 5 and 6.
 4. Students are tested using GRADE, GMADE and DIBELS in September of each school year. In October the results of these assessments are analyzed along with newly released MCAS data to determine which students are not making appropriate progress so that the necessary interventions will take place. Students are then progress monitored using the three- tier model throughout the year.
 5. Test data is analyzed to see the correlation between GRADE, DIBELS, GMADE and the MCAS (Massachusetts Comprehensive Assessment System).
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COLLABORATION:

Goal: Continue to increase collaborative efforts in the system and develop appropriate plan for implementation.

Objectives:

1. Visit the high school and set up times for 6th grade staff to visit the 7th grade staff and arrange for opportunities to have effective and meaningful dialogue between the groups.
2. Work with approved SES Providers in providing these services if applicable.
3. Implement monthly grade level meetings for each grade level during the year to collaborate on curriculum development, share effective instructional practices, and analyze student assessment data.
4. All children enrolled in 6th grade will visit the 7th grade wing at the high school with their 6th grade teachers in the spring prior to the end of the school year. During this visit students tour the 7th grade wing at the high school.

CURRICULUM:

Goal: To provide students with curricula and programs that will provide the knowledge attitude, and skills necessary for effective living in a complex, diverse world.

Objectives:

5. Develop a Content area Literacy Committee that would invite teacher participation in discussions concerning struggling readers for students in grades 4-6.
 6. Using data, continue to provide students with a math program that provides for adequate experiences in the development of key concepts for each grade level and one that is aligned with the Massachusetts Mathematics Curriculum Frameworks. (In conjunction with Title I Math Coach/Interventionist).
 7. Provide time throughout the year at faculty meetings for the Director of Curriculum to discuss with teachers areas of need/concern.
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8. Implement grade level meetings allowing teachers the time opportunities to meet and effectively collaborate on grade level curriculum development.
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STAFF DEVELOPMENT:

Goal: To provide education focused on growth and development for all public school instructional and support staff.

Objectives:

1. Continue with school based professional development focusing on math, reading and writing instruction.
2. Continue to establish study groups to focus on increasing reading fluency, and teaching comprehension strategies.
3. Provide professional development for all staff related to teaching and learning mathematics. (In consultation with Title I Math Specialist.)
4. In cooperation/consultation with the Special Education Director, provide informational meetings on referrals, curriculum accommodation plans, and 504 plans.
5. On a more global or district level, provide informational professional development on Differentiated Instruction for all staff.

Responsibility: Director of Accountability, Principal, Curriculum Coordinator, Coordinator, Teachers, Special Education Director, etc.

Budget: School, Title I funds and other grant funds

TECHNOLOGY:

Goal: Increase the utilization of technology in the Middle School.

1. Explore ways to expand the use of technology to support student learning in all content and special subject areas.
 2. Update the middle school's web pages on minimally a monthly basis.
 3. Look for district support to adequately train staff in the integration of technology into the daily program. Example: Smart Board training by district staff.
 4. Continue to use computerized student attendance, student assessments, and report cards as the consistent norm in the school.
 5. Utilize district staff to train another group of teachers in the use of the PLATO computer-based software for reading and math.
 6. Bring Trainers back from READ 180 to train teachers in the use of the READ 180 computer-based reading program
 7. Train Middle School teachers in the use of Lexia SOS software using district staff.
 8. Offer workshops on TestWiz for approved personnel.
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VI. Highly Qualified

- The District recruits highly qualified teachers from local colleges by attending college job fairs where representatives from the district talk to and collect resumes from prospective highly qualified candidates.
- The District recruits highly qualified teachers from the MECC Department of Education website
- Progress on hiring highly qualified teachers is monitored by documenting the number of highly qualified teachers hired from college job fairs, the MECC Department of Education website, and MASS Retirement/Recruitment Project.
- New teachers receive a full, year long program of induction and mentoring
- Highly qualified teachers are provided with leadership opportunities as curriculum team leaders, school advisory councils, professional development planning chair people and with opportunities to fill in as building administrators in their absence
- Teachers take leadership roles in providing in-house training to faculty in an area of their expertise. Examples are READ 180, PLATO Achieve Now, PLATO, Lexia, and Testwiz trainings that are planned and taught by highly qualified teachers.