

Weston Middle School Improvement Plan 2023-2024

WPS Strategy 1: Innovative Instruction For All Students		
Action Steps	Measurable Outcomes	Status
<p>A.</p> <p>i. Robotics/Engineering Lab — WEEFC proposal</p> <p>ii. Design a new Grade 6 Robotics Course</p> <p><u>DIP:</u></p> <p>Form a task force of administrators, teachers, and community members to examine Engineering curriculum, instruction, and programming K-12. Make recommendations for long-range planning.</p> <p>Construct the new Middle/High School Robotics and Engineering Lab and use the facility to enhance robotics and engineering opportunities for students both during and after school.</p>	<p>By the start of school in September, room 144 will be redesigned as a new robotics lab. It will be utilized by grade 7-8 robotics courses, the FLL teams and the WHS robotics teams before, and after school and on weekends as necessary.</p> <p>The entire staffing model for robotics will be reviewed this year to make recommendations by the POS timeline.</p> <p>For the 2024 POS, the middle school will propose an increase to robotics/engineering staffing by adding an additional robotics offering to grade 6 students, who currently do not have access to such a course. This will also include redefining the role of the robotics teacher to include the oversight and leadership of the robotics program including FLL and WHS teams.</p> <p><u>DIP:</u></p> <p>A subsequent action plan with timelines that follows the recommendations of the Engineering task force</p>	<p><i>Robotics classes have been utilizing the</i></p> <p><i>Planning for 2024/25 School Year.</i></p> <p><i>Proposed 2024/25 budget includes a robotics coordinator and added FTE to facilitate the new course.</i></p> <p><u>DIP:</u></p> <p><i>Budget pending</i></p> <p><i>Construction completed thanks to WEEFC grant!</i></p>

<p>B. Continue the STAR Assessment as a tool to support instruction.</p> <p>DIP: Refine MTSS systems and structures across all schools (academic, social-emotional-behavior) through academic and behavioral health cabinets</p> <p>Develop a 3-year plan to enhance and integrate academic, social-emotional, and behavioral supports across the district by December 2024.</p>	<p>The STAR Assessment will be implemented 2 times in the school year to all students in grade 6-8 in English and Math classes as determined by each department.</p> <p>DIP: Increased use of STAR assessment data in Middle School student support meetings.</p> <p>More choices for students during middle school flex block based on student outcome data. A broadening of supports and extensions during flex block.</p>	<p><i>2022-23 school year allowed for 2 STAR assessments. 2023-24 is set to be the same.</i></p> <p><i>This data was used to create FLEX groups and flag students for our support classes.</i></p> <p>DIP: Extensions are not up and running</p>
<p>C. Enhance the DSP Model by providing more intensive student support when STAR, MCAS, student data supports it.</p>	<p>Families will be offered the option to have more ELA or math supports by dropping 1-2 Arts courses and replacing them with Directed Support Program instruction, designed to remediate ELA and Math skills for students as identified using data.</p>	<p><i>DSP is up and running. DSP also has a FLEX section for students that need support getting homework done.</i></p>
<p>D. Scope and Sequence</p> <p>DIP: Continue to update the scope and sequence of curriculum in all departments at all grade levels. Articulate essential understandings, standards, and practices for each unit.</p> <p>Publish updated curriculum maps on the district website.</p>	<p>DIP: During the 2023-2025 school years 100% of content-specific educators will demonstrate proficiency evident in classroom observations that teacher teams are following the scope and sequence together.</p>	<p>DIP: <i>Some departments have completed this, some are still conducting their program reviews, some are still in progress.</i></p>

<p>E. Universal Design</p> <p><u>DIP:</u></p> <p>Introduce educators and administrators on best Universal Design for Learning (UDL) practices and how they fit with other equitable teaching practices from Responsive Classroom, Culturally Responsive Teaching, and Sheltered English Immersion</p>	<p><u>DIP:</u></p> <p>During the 2023-2024 school year 100% of educators will have been introduced to UDL through professional development.</p> <p>Attendance at training data</p>	<p><u>DIP:</u></p> <p>Full Day Professional Development Day on February 9th.</p>
<p>F. Student Voice in Leadership</p> <p><u>DIP:</u></p> <p>Involve students in the review of data and decision making processes where appropriate in the building.</p>	<p><u>DIP:</u></p> <p>During the 2023-2024 school year 7th and 8th grade students will have the option to join the Student Advisory Committee. The committee members will work with the Advisory Committee on generating ideas, creating content, and collecting feedback from all students.</p> <p>During the 2023-2024 school year students will be nominated by their peers to join our Sources of Strength program. Students in the program serve as cultural leaders for their grade level as well as in the building. Staff will work to make sure that the group of student leaders represents the diversity in our community.</p>	<p><u>DIP:</u></p> <p>Meetings during lunch and Flex blocks</p> <p>Meetings during lunch and flex blocks as well as a one-day training in the fall</p>

WPS Strategy 2: Diversity, Equity and Inclusion

Action Steps	Measurable Outcomes	Status
<p>A. Alternatives to Suspension will be programmatically designed at WMS.</p>	<p>Given the new direction in student discipline, the AP will lead a team to design an Alternative to Suspension model for student discipline at WMS.</p> <p>Collaborative Problem Solving (CPS) will be utilized by the AP to address the root causes of challenging behaviors. All staff will have the option to enroll in a two hour introductory course on CPS.</p> <p>Restorative Practices models will be explored with the intention to design one at WMS by the spring of 2024.</p>	<p><i>2022-2023: 0 Suspensions</i></p>
<p>B. SEL Outline for WMS</p>	<p>By the end of the first quarter, the MS will have an outline of SEL Themes for the school year that will be implemented across the grades by Grade Directors, using Morning Meetings, Community Meetings, and Advisories.</p> <p>The map for the year will be developed by grade level with staff input and shared with staff. Themes include: self awareness, self management, social awareness, relationship building, responsible decision making, and digital literacy.</p> <p>Ripple Effects software will be piloted to enhance social-emotional learning</p>	<p><i>Ripple Effects is up and running.</i></p> <p><i>We have mapped out the first half of the year for advisory.</i></p> <p><i>Student Advisory Committee is up and</i></p>

	throughout the building.	<i>running so students have more voice in the lessons.</i>
C. Improve the X-Block, and 3:20-4:20 after school time slot for student support programming.	The 3:20-4:20 time slot is used for student activities. WMS Grade Directors, Counselors and the METCO Liaison will create MTSS for all students where they can receive homework help, SEL support, and remediation. This time slot is valuable because of the existence of a 4:30 bus available to ALL students.	<i>HW Club has been running after school, Monday - Thursday, since the end of October.</i>
D. Design an English Topics Course and the staffing to support literacy skills in students who are identified using data.	Similar to Math Topics, which has been in our POS since 2002, we will design an ELA Topics Course to provide support to students who need additional reading and writing skills when identified by data.	<i>Requesting a reading interventionist for the 2024/25 budget.</i>
E. Differentiating Instruction for ALL Learners	Each grade level and content team will work collaboratively with special educators to design differentiation models. Each subject area will identify a list of accommodation strategies that will be employed to support students so that they can access the curriculum in an equitable way. Department Chairs, Grade level Learning Specialists, Team Chair, and Assistant Principal will meet bi-monthly to assess progress.	<i>Special educators and the instructional coach have helped to lead staff meetings that taught more about IEPs and best practice for accommodations. Staff will continue to work on this throughout the year at both the faculty level and the department level.</i>

WPS Strategy 3: Communication and Community Connections		
Action Steps	Measurable Outcomes	Status

A. A Boston/Weston parent/teacher/student/ admin team will be created to explore ways to	Participants will be invited to join a monthly team meeting bringing the METCO/Weston Middle School communities together to focus on improving the METCO/Weston student/family experience. The principal, METCO Liaison,	<i>METCO Program Review is currently underway. Action items will lead us in this.</i>
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<p>improve the METCO experience for the Weston Community.</p>	<p>METCO Director, and PTO reps. will lead this initiative.</p> <p>The Middle School will participate in METCO Inc. training and collaborative opportunities.</p>	<p><i>METCO Liaison is a valued member of the school's cabinet.</i></p> <p><i>Affinity groups have been occurring throughout the school year.</i></p>
<p>B. WMS will hold student led conferences in the winter of 2024</p>	<p>WMS will be moving to Student Led Conferences in the winter of 2024. This is being done to get more families involved in our conferences and the goal is to have 100% of families participate. Advisory will be the main time to get this work done for students.</p>	<p><i>Parent Coffee coming on 1/10/24. Invites for families coming in Mid-January.</i></p> <p><i>SLC's are running in February and March.</i></p>

Weston Middle School Improvement Plan 2022-2023 (With Status Outcomes)

WPS Strategy 1: Innovative Instruction For All Students		
Action Steps	Measurable Outcomes	Status
<p>A. Design a FLEX Block system that works as a MTSS structure for students. FLEX Block has become an important part of our Middle School support model. A faculty/administrative team collaborated last summer to design a model that both gives students direct, targeted support and flexibility to get support as the school year progresses.</p>	<p>Students will receive targeted instructional support specifically in Math and ELA in small groups in FLEX blocks throughout the year.</p> <p>FLEX support blocks will be adjusted by the grade level team at least 1x each quarter, allowing students to get support from content teachers.</p> <p>Counselors and support staff will use FLEX blocks to provide SEL support to students throughout the year.</p> <p>WMS Schedule with FLEX BLOCKS/Advisory</p>	<p><i>We are implementing the model this year and will assess progress each quarter.</i></p> <p><i>FLEX was used as a student support structure. It remained flexible, allowing students and teachers to meet, review, preview, and gave opportunities for 1:1, small group instruction.</i></p>
<p>B. Implement the STAR Assessment as a tool to support instruction. The STAR Assessment has been used successfully in our elementary school for a number of years and it provides us with snapshot data of student growth in reading and mathematics. We will begin to use the tool to support instruction at the Middle School level this year in all grades as an assessment tool that enables critical</p>	<p>3X during the 2022-23 school year we will have students in grades 6-8 take the STAR Assessment in Reading and Math.</p> <p>Teachers will be trained in implementation of STAR Assessments and data interpretation.</p> <p>Teachers will use STAR Data to better enhance instruction and adjust FLEX support groups during the school year.</p>	<p><i>MS Cabinet trained in October.</i></p> <p><i>MS Faculty meeting time and Grade Meeting time will be used to train faculty.</i></p> <p><i>The STAR Assessment was given 2 times this school</i></p>

<p>year-to-year comparisons and accurate measurement against academic-peer growth.</p>		<p><i>year to grade 6-8 students in ELA and Math. Student data will be used as part of their profile and to explore support opportunities for students who show low growth over the year. DSP, Topics, and increased 1:1 during FLEX blocks will be an outcome.</i></p>
<p>C. Continue to train all Middle School teachers on the principles of project-based learning (PBL): challenging problem/question; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision, public product</p> <p>Bring back J-Term for June, 2023, where course offerings follow project-based learning principles</p> <p>PBL Works Resource</p> <p>J-TERM Courses 2020</p>	<p>Train 30 teachers in Summer of 2022 and 30 teachers in summer of 2023 in PBL using the PBL Works Organization’s the PBL 101 Course.</p> <p>All teachers embed PBL into their curriculum areas and demonstrate evidence of PBL in at least one unit of study, either during the school year or in the J-TERM.</p>	<p><i>30 teachers were trained in the summer of 2022 by PBL Works facilitator.</i></p> <p><i>The entire focus of our March 10th PD day was on the principles of PBL, allowing faculty to strengthen their repertoire of PBL strategies, and design J-TERM projects for June 2023.</i></p> <p><i>30+ teachers received PBL 101 training June 21-23 from the PBL Works organization on site at WMS.</i></p>
<p>D. Deliver Job-embedded, personalized professional development and material support via the Instructional Coach.</p> <p>The Instructional Coach has become an essential part of our teacher support structure at WMS. Our coach has provided differentiated teacher support</p>	<p>Create and implement Learning Maps and Unit Graphic Organizers</p> <p>Creation of digital, content-specific learning games such as Gimkit, kahoot, blooket, Quizziz, Escape Rooms, and more with teachers to support learning.</p> <p>Act as a learning partner with teachers to learn and implement new best practices, by co-enrolling in courses or book study.</p>	<p><i>Several teachers participated in coaching cycles last year and this year.</i></p> <p><i>Positive Feedback has been strong from teachers.</i></p>

<p>that has fostered teacher growth and learning, having a significant impact on student learning as a result.</p> <p>The Instructional Coach position at WMS was part of a budget reduction and will be staffed at a .5 FTE for the 2023-24 school year. This will impact the amount of and level of coaching that can be provided.</p>	<p>Coaching Cycles</p> <p>Mini-Coaching Cycles</p> <p>Support Requests</p>	<p>Testimonials</p>
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WPS Strategy 2: Diversity, Equity and Inclusion

Action Steps	Measurable Outcomes	Status
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<p>A. Build a MTSS (Multi Tiered Systems of Support) Model at the Middle School level based on research and quality examples. The Middle School is part of our WPS initiative to build seamless MTSS systems in each of our schools.</p>	<p>Administration will lead the faculty in raising awareness through information sharing, implementing some changes to student supports, and providing training for faculty in UDL as necessary.</p> <p>Administration will build the MTSS Focus Areas into our strategic planning for the 2022-23 school year and beyond.</p>	<p><i>Any action steps concerning grading have been placed on hold for further discussion.</i></p> <p><i>WMS grading systems</i></p>
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<p>We will work toward creating Inclusive and Equitable Systems (Novak) that ensure that ALL students learn at high levels.</p>	<p>Teachers will provide high quality Tier 1 instruction in all classrooms, using UDL Strategies.</p>	<p><i>have remained the same for the 2022-23 school year. However, teachers have been given flexibility by departments to explore more equitable grading practices such as: eliminating Zero as the baseline for missing assignments, allowing open retakes on assessments, and the weight of homework toward a final grade.</i></p>
<p>B. Provide Professional Development and material support via Instructional Coach.</p> <p><i>The Instructional Coach position at WMS was part of a budget reduction and will be staffed at a .5 FTE for the 2023-24 school year. This will impact the amount of and level of coaching that can be provided.</i></p>	<p>Instructional Coach records quality audio for texts across content areas</p> <p>Instructional Coach creates Rosters-at-Glance to help teachers build relationships and drive instruction</p> <p>Instructional Coach creates MCAS Needs Profiles to drive and differentiate instruction</p> <p>Instructional Coach designs quality, innovative learning activities.</p> <p>Instructional Coach delivers professional development sessions.</p>	<p><i>Many teachers have received audio recordings.</i></p> <p><i>Many teachers have received rosters at a glance.</i></p> <p><i>Many teachers have received MCAS profiles.</i></p> <p><i>All MS teachers attended Standards Based Grading sessions in October.</i></p>
<p>C. Enhance student support process using our Instructional Support Team (IST)</p>	<p>IST creates a streamlined Referral Process for teachers, using a step-by-step intervention process</p> <p>Special Education referrals are reduced when appropriate and MTSS Tier 2 supports are adjudicated. (FLEX, DSP, Topics, etc.)</p>	<p><i>The IST Team met multiple times per month and refined the referral process for WMS. Special Education referrals decreased in 2022-23.</i></p>
<p>D. Implement the Positive Behavior</p>	<p>Faculty and Staff will use the PBIS process as a guide to positive behavioral</p>	<p><i>The PBIS approach was</i></p>

<p>Interventions and Supports Model (PBIS). School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.</p>	<p>interventions.</p> <p>Assistant Principal and team members create the WMS PBIS Handbook for use in the 2022-23 school year and beyond.</p>	<p><i>introduced and students had a voice in creating our expectation grid.</i></p> <p><i>This is a modified version at this point, but the grids and behavior expectations are clear.</i></p>
<p>E. Enhance our student support as part of our MTSS through our COMPASS Program. We have evolved our student supports to meet students where they are when faced with medical, mental health, and social-emotional challenges.</p>	<p>COMPASS staff will track student support provided annually with progress and outcomes.</p> <p>Assistant Principal will coordinate family outreach when necessary, working closely with our School Adjustment Counselor.</p>	<p><i>COMPASS programming was used to support students with adjustment needs at a variety of levels including: mental health, anxiety related, school engagement, work completion, creative scheduling, and safe space transitions.</i></p>

WPS Strategy 3: Communication and Community Connections

Action Steps	Measurable Outcomes	Status
<p>A. Reestablish weekly grade-level Community meetings led by Grade Directors. Community meetings have been an essential part of the Middle School positive climate initiative for years and were interrupted during Covid school.</p>	<p>Grade Directors will lead 15 minute weekly morning Community Meetings by grade level during the school year for the purpose of building a positive school climate.</p> <p>Grade Directors will lead 1x a month 30 minute Community Meeting alternating with Advisories on Wednesday afternoons during the school year.</p>	<p><i>Currently 1x a month grade-level Community Meetings are in place. After Thanksgiving, morning CM's will begin.</i></p> <p><i>Grade Directors reinstated weekly Morning Meetings with the entire grade of students and met monthly for longer FLEX blocks. These provided essential community meetings for school communication, tone setting, and school climate.</i></p>

<p>B. Increase communication and community connections through in-person forums and topical zoom presentation. This year we are experimenting with a hybrid communication model that combines both formats to increase community participation post Covid school.</p>	<p>Administration/Grade Directors will provide grade level focus FORUMS at least 1x during the year.</p> <p>Principal will lead at least 3 Coffees during the school year for families in-person and virtual combination.</p> <p>Administration will provide virtual forums on suggested topics like MCAS results, VOCAL Survey Results, transitions, PBL/J-Term, to name a few.</p>	<p><i>Two Coffees have been held this year through the end of October.</i></p> <p><i>3 Coffees were held this school year in a hybrid format focusing on a variety of topics. An additional coffee was added to present J-TERM to parents. Attendance was low for all coffees this year both In-person and virtually. We averaged 20-30 total participants.</i></p>
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Weston Middle School Improvement Plan 2021-2024

WPS Strategy 1: Innovative Instruction For All Students		
Action Steps	Measurable Outcomes	Status
<p>A. Plan and provide at least eight WMS Faculty CRE training sessions focusing on building learning partnerships and supporting students' information processing.</p> <p>CRE Lesson Example</p> <p>CRE Lesson Example</p> <p><i>(Principal, CRE leadership team, MS CRE Team)</i></p>	<p>At least eight school-based CRE sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRE training sessions, May 2022</p> <p>CRE strategies for building learning partnerships and supporting students' information processing observed in visits of practice in 2021-2022</p>	<p><i>All WMS faculty incorporated CRE principles into their lessons, and have designed goals accordingly in 2022-23. CRE Faculty training will continue 1x a month lead by our CRE teacher leaders at faculty meetings.</i></p>
<p>B. Incorporate CRE, Responsive Classroom, and Teaching for Equity and</p>	<p>80% of teachers incorporate at least one of these strategies in either their</p>	<p><i>All WMS Faculty have incorporated some</i></p>

<p>Inclusivity strategies into goal setting and coaching playbooks. Provide support for teachers practicing these strategies.</p> <p>SMARTIE GOALS</p> <p>Focus Areas for Professional Practice Goals</p> <p><i>(Coaches, Principals, Directors, Department Heads)</i></p>	<p>professional practice or student learning goals, Fall 2021</p> <p>Playbook of key practices constructed in summer 2021</p> <p>Increased number of coaching cycles with teachers on these key practices in 2021-22</p> <p>Evidence of increased use of these practices when observing classroom instruction in 2021-22</p> <p>Teachers develop one main CRE practice for each quarter and demonstrate it for an instructional coach, colleague or administrator?</p>	<p><i>aspects of CRE, RC and TEI, and supervisors have noted these in classroom observations.</i></p>
<p>C. Refresh Middle School teachers on the principles of project-based learning (PBL): challenging problem/question; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision, public product</p> <p>Bring back J-Term for June, 2022, where course offerings follow project-based learning principles</p> <p>PBL Works Resource</p> <p>J-TERM Courses 2020</p> <p><i>(Asst. Superintendent for Teaching and Learning, Middle School Principal/Asst. Principal, Directors and Department Heads, MS PBL Think-Tank, MS Teachers)</i></p>	<p>Teacher training and preparation completed in winter/spring 2022.</p> <p>June Academy and J-Term program implemented in June 2022. All courses meet at least four PBL principles.</p> <p>Faculty meeting and PD time devoted to refresh/trainings in the spring 2022</p>	<p><i>WMS Cabinet reviewed the PBL/J-TERM plans for Spring of 2022. J-TERM was changed for 2022, allowing teachers to keep their sections, rather than dividing up students into groups where they selected courses. Teachers created a PBL experience during the J-TERM period with their assigned sections.</i></p>
<p>D. In accordance with DESE guidelines, continue to develop and enhance eighth grade and ninth grade civics projects</p>	<p>Eighth and ninth grade civics projects created and taught for all students in the 2021-2022 school year</p>	<p><i>Full curriculum alignment is underway for Grade 8 Civics.</i></p>


<p><i>(Asst. Superintendent for Teaching & Learning, Social Studies Department Head, eighth and ninth grade social studies teachers)</i></p>		
<p>E. Implement a FLEX Block at the Middle School that provides support to students in multiple areas: Multi-Tiered Systems of Supports, Student choice and Agency, and Social & Emotional Learning and Connections</p> <p><i>(Principal/Assistant Principal, MS Leadership Team, MS Faculty)</i></p>	<p>Grades 6-8 have FLEX Block 4x a week from 12:30-1:00 in Advisory Groups.</p> <p>FLEX Block Overview</p> <p>FLEX Block Student/Faculty Surveys in May 2022</p> <p><i>Faculty and Students were surveyed about FLEX block in the spring of 2022. Data was used to improve FLEX block, and a team of faculty and administration met over the summer to redesign FLEX block, focusing on logistics, scheduling, and class time and transitions.</i></p> <p><i>Students were scheduled into smaller, focused FLEX block classes to start the school year in ELA, math and with Learning Specialists.</i></p>	<p><i>FLEX groups were redesigned to target Tier 2 support for ELA and Math in smaller groups fall of 2022.</i></p>

WPS Strategy 2: Diversity, Equity and Inclusion		
Action Steps	Measurable Outcomes	Status
<p>A. Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021. These practices include</p>	<p>Introduction of practices at August faculty meetings.</p> <p>Grade level teams will collaborate to support and plan for continued use of practices starting in Fall 2021.</p>	<p><i>All teachers welcomed students back to school in the fall of 2021 with a theme of Belonging and</i></p>

<p>knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities. https://www.cultofpedagogy.com/relationship-building/</p> <p>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, MS Leadership Team, Faculty/Staff)</p>	<p>Creation of a School-Wide Orientation Day and Interactive Slide Presentation WMS Orientation Program</p> <p>Creation of a Getting to know students resource for all teachers.</p>	<p><i>Connectedness. Students and faculty created slides highlighting their qualities, and shared them in Advisories. In the fall of 2022, faculty and students shared slides in Advisories focusing on the Joys in their lives. Faculty made a concerted effort to know their students, understand their backgrounds, and pronounce ALL student names accurately.</i></p>
<p>B. Re-establish all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p>(Principal/Assistant Principal, Grade Leaders)</p>	<p>For each school, schedule of all-school / all-grade assemblies created in September 2021</p> <p>Grade level meetings shifted to FLEX Blocks to not impact instructional time.</p> <p>Students surveyed about the impact of school/grade assemblies on their sense of belonging in May/June, 2022</p>	<p><i>John</i> <i>Returning from COVID school, it was essential for our school to reestablish community. We began to assemble by grades for monthly and at times weekly grade level meetings. In 2022-23, we have begun to assemble in Community meetings and at times, in FLEX blocks. Such meetings are essential to maintaining a positive school climate.</i></p>
<p>C. Reboot and enhance the Middle School Advisory Program so that every teacher is an advisor, all advisors are involved, trained and prepared, and that</p>	<p>Advisory systems, structures and schedules created by August 2021</p> <p>Advisory teams regularly planning advisory sessions and supporting</p>	<p><i>Advisory planning team continues to meet throughout the school year to plan Advisory</i></p>

<p>there is a system of providing relevant, engaging advisory lessons throughout the school year.</p> <p>Sample Advisory Activity WMS</p> <p>Advisory Lesson 4 Identity Web Template</p> <p><i>(Director of District Advancement, MS Principal/Asst. Principals, Advisory Teams)</i></p>	<p>educators with materials in 2021-22</p> <p>School-wide advisory professional development in Fall, 2021</p> <p>Students surveyed on the impact of advisory in May/June, 2022</p>	<p><i>Lessons.</i></p> <p><i>Student survey results were used to refine the Advisory plans for 2022-23 and the faculty team met over the summer to design the scope and sequence for 2022-23.</i></p>
<p>D. WMS establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators. Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p>Example:</p> <p>https://drive.google.com/file/d/1x4qmiSZw2swCKsu9HDkMicuKUvEMDiSf/view?usp=sharing</p> <p><i>(Director of District Advancement, School Principals and leadership teams)</i></p>	<p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by June, 2022</p> <p>Teachers/Staff/Administration use the Responsive Classroom Tiers of Support as a guide across all grades.</p>	<p>Here is the school's PBIS Handbook.</p> <p>Last year, in advisory, students helped to create the school's positive behavior matrix, which is a key component of the handbook.</p> <p>Our VOCAL data on students feeling like they had a voice in the rules was more than double the positive response than in previous years.</p>
<p>E. Utilize Responsive Classroom practices that promote democracy in the classroom; for example, student voice, including providing academic choice, including students in developing rules and guidelines, and providing interactive</p>	<p>Evidence of democratic classroom practices found in over 80% of visits of practice during the 2021-22 school year</p> <p>Creation of a TEI Look Fors when visiting classes.</p>	<p><i>The WMS VOCAL Data for 2022 reveals that the MS has made progress in these areas.</i></p> <p><i>Evaluators noted RC</i></p>

<p>learning structures</p> <p>Responsive Classroom Principles</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, Directors and Department Heads, educators)</i></p>		<p><i>practices in VOPs during the school year.</i></p>
<p>F. Review student government at the Middle School and enhance the student government system, as appropriate to increase effectiveness and hear voices from all student constituents.</p> <p><i>(Principals, student council advisors, student council leaders)</i></p>	<p>Self-studies from student governments for each school completed and presented by June, 2022</p>	<p><i>All grades have student councils open to ALL students that meet at lunches each week. A structure for involvement has been reestablished.</i></p>
<p>G. Build Anti-Racist Practices into our programming at WMS</p> <p>How do we better engage our diverse members of our community? What steps can we take to better serve our families and invite participation, engagement, and dialogue? (Specifically POC and AAPI constituencies)</p> <p><i>(Principal/Assistant Principal, MS Leadership Team, Faculty/Staff)</i></p>	<p>Infuse anti-racist activities into 2-3 Advisory Lessons a year. Engage faculty in Anti-racists readings using our WMS Google Classroom articles, a school-wide read, 1-2 focus activities using a text protocol for discussion and reflection.</p>	<p>During advisory, students and teachers will do a common read and have a protocol to reflect and share.</p> <p>CRE faculty meetings continue monthly.</p>

Action Steps	Measurable Outcomes	Status
<p>A. Celebration Event: In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity.</p> <p>(Principals, event organizers, PTO)</p>	<p>National Blue Ribbon School (NBRS) Honor/Celebration including community stakeholders, Winter/Spring of 2022</p> <p>NBRS School Profile 2021</p> <p>US Department of Education Announcement</p> <p>Community-building events for each school scheduled throughout the 2021-22 academic year.</p>	<p>John</p> <p>The MS did not host a celebration for the NBRS Award. However, our faculty, staff and community were acknowledged in press releases and various communications. The school reestablished grade-level Fun Nights for grade 6 and 7 in the spring of 2022, and also held our WMS Art Show.</p>
<p>B. Use the Tool for Evaluating School Sponsored Events to examine them for inclusivity. Make changes to school-sponsored events as necessary to promote belongingness for everyone</p> <p> Copy of Tool to Evaluate School Spo...</p> <p>(Director of District Advancement, Principals, Event Coordinators)</p>	<p>Each school-sponsored event in 2021-22 reviewed for inclusivity prior to the event occurring</p>	<p>Amy John</p>
<p>C. Hold more WMS parent/community remote webinars throughout the school year for information sharing and connecting.</p> <p>(Principal/Assistant Principal, Grade Leaders, Faculty)</p>	<p>Aug 24, 2021 , (Recorded)</p> <p>WMS Welcome Back Webinar</p> <p>Sep 14, 2021, New Family Webinar</p> <p>Sep 22, 2021, Virtual BTSN</p> <p>Oct 7, 2021, Principal's Virtual Coffee</p>	<p>John</p> <p>The MS has increased communication forums using virtual formats in 2021-22, especially post Covid. We are continuing with Virtual Parent Conferences in</p>

	<p>Nov 3, 2021, Virtual Parent Conferences</p> <p>Nov 18, 2021, Principal's Virtual Coffee</p> <p>Dec 1, 2021, Virtual Parent Conferences</p>	<p><i>2022-23, and adding Virtual forums on more focused topics for enhanced communication.</i></p>
<p>D. The WMS Identity Project: With the implementation of our new Strategic Plan, this work will be linked to the Strategic Planning initiative district-wide. Who are we? This project will start at the school council level and ask this essential question to help us get to a point of identifying our core values and publicly share a unified, Mission Statement, Vision and Key Values. These will be tastefully displayed banners on our campus and in our school, timed to be ready for the Fall of 2022.</p> <p><i>(Principal, Leadership Team, School Council, Faculty/Staff/Students)</i></p>	<p>Work will begin on this project in January of 2022 by a Middle School focus group.</p> <p>Spring of 2022, a draft will be presented to the MS Cabinet for review, and changes will be made to our Mission, Vision, and Key Values over the summer.</p> <p>In the Fall of 2022, the final draft will be uploaded to our POS, Website and banners will be placed on our campus highlighting our key values.</p>	<p><i>Work on this has begun and is delayed until the spring of 2023. School council has collaborated on the project and it will now move to our faculty and student levels late fall and early spring of 2022-23. A draft of the new statements will be shared in early June 2023.</i></p>

**Weston Middle School
School Council
2022-2023**

Parents:	Current WMS Grade Affiliation	YEAR
Delphine Liston	7	2

Nadine Marcellus	7	2
Jamey Friel	7	1
Mai Luo	6	1
Theresa Nibi	7	1

Community Representative:

Susan Gula Multiple

<u>Faculty/Staff Members:</u>		<u>Role</u>	<u>YEAR</u>
John Gibbons	6-8	Principal	Multiple
Chris Brown	6-7	Science Teacher	1
Cyril Kakulu	6-8	METCO Liaison	1
Jane Ortiz	7	Learning Assistant	1
Matt Cedrone	7	Learning Specialist	1
Open Seat			

*Terms are for 2 years

22-23 Meeting Dates:

School Council Dates

All 3:30-5:00 P.M. @ WMS Library

All Tuesdays: 10/25, 11/29, 12/20, 1/31, 2/28, 3/28, 4/25, 5/30

**Weston Middle School
School Council
2021-2022**

Parents:	Current WMS Grade Affiliation	YEAR
Anna Berger	8	2
Delphine Liston	6	1
Jeff Lucas	6	1
Nadine Marcellus	6	1
Ed Soares	7	2

Community Representative:

Susan Gula Multiple

Faculty/Staff Members:		Role	YEAR
Phoenix Aiello	6	School Counselor	2
John Gibbons	6-8	Principal	Multiple
Peggy Payne	6	Learning Specialist	2
Jody Salisbury	8	Science Teacher	1

*Terms are for 2 years

21-22 Meeting Dates:

10/26, 11/16, 12/14, 1/25, 2/17, 3/29, 4/26, 5/24

**Weston Middle School
School Council**

2020-2021

Parents:	Current WMS Grade Affiliation	YEAR
Kristin Asadourian	7	2
Anna Berger	7	1
Jane Ortiz	8	2
Jonathan Rosen	7	2
Ed Soares	6	1
Tiao Xien	7	2

Community Representative:

Susan Gula Multiple

Faculty/Staff Members:		Role	YEAR
Phoenix Aiello	8	School Counselor	2
Chris Brown	7	Science Teacher	2
John Gibbons	6-8	Principal	Multiple
Cyril Kakulu	6-8	METCO Academic Liaison	2
Peggy Payne	6	Learning Specialist	1
Lorraine Sousa	6-8	Library/Media Specialist	2