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| **DISTRICT STRATEGIC GOALS** |
| **Support High Academic Achievement**The Watertown Public Schools will ensure that each student becomes an accomplished learner in the arts, humanities, mathematics, physical sciences and social sciences. The school system will provide all students with a learning environment that sets high expectations and stimulates thinking, problem-solving, inquiry, creativity, and hard work. |
| **Foster Self Actualization**The Watertown Public Schools will ensure that each student develops a capacity for life-long learning through comprehensive skill development, exposure to a broad universe of knowledge and disciplines, and support for a diversity of learning styles, future plans, and personal interests. |
| **Promote Global and Local Citizenship**The Watertown Public Schools will ensure that each student becomes informed about and participates in local and world affairs. Students will strive to understand people of different backgrounds and cultures and the interconnectedness of the contemporary world. |

**MISSION STATEMENT: The Middle School in partnership with the community and family will provide a supportive and challenging learning environment where every student feels safe, respected, and valued. As a place for transition, the Middle School will nurture the development of self-esteem and the unique emotional, social, ethical and academic growth of each student.**

| **KEY STRATEGIES**  | **ACTIONS** | **RESPONSIBILITY** | **KEY MEASURES** | **MILESTONES 10/1/15** |
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| **Curriculum Development**Enhance curriculum in all subject areas to focus on developing student literacy skills, as outlined in the Common Core | - Adjust curriculum in all content areas to address Common Core literacy standards, including reading, writing, speaking and listening- Through job-embedded coaching and professional development opportunities, increase the faculty’s capacity to teach literacy skills, particularly written and spoken communication | Principal, curriculum coordinators in all subject areas, teachers | - 95% of students demonstrate improvement in literacy skills across the content areas as measured by pre and post assessments- Professional development for teachers planned by September, 2015 and implemented throughout 2015 and 2016 | - Much work has already been done in social studies, science, and foreign language classes- Professional development has been planned for teachers. Teachers have options of a number of Learning and Leadership courses during the full professional days. There was no room for job-embedded coaching in the budget |
| In science, math, engineering, technology, the humanities and arts, enhance curriculum to focus on developing student numeracy, inquiry and design skills, as outlined in the Common Core | - Adjust curriculum in STEAM content areas to address Common Core numeracy, inquiry and design standards- Expand Critical Explorers inquiry-based teaching practices across grade levels and departments- Expand project-based units across the disciplines that explicitly uses the design process | Principal, curriculum coordinators in all STEAM subject areas, teachers | - 95% of students demonstrate improvement in numeracy skills as measured by pre and post assessments- 10% increase in Critical Explorers units throughout the middle school- 10% increase in project-based units using the design process throughout the middle school | - District-level STEAM team created with significant membership of WMS teachers and administrators- Have yet to receive math PARCC results- Already an emphasis on project-based instruction |
| Begin a curriculum review and replenishment cycle where every five years, rotating among the disciplines, teachers and coordinators review and make recommendations to update the curriculum | - Work with the assistant superintendent to develop a district-wide curriculum review cycle- Form curriculum review committees for at least two departments- Review current texts, materials and technology applications to determine the how they support quality instruction- Set aside FY16 monies for new materials for the departments that underwent review | Assistant superintendent, principal, coordinators, teachers | - District-wide curriculum review cycle established in 2015- Two content areas reviewed during 2015-16- Money put aside for new materials to be purchased in the summer of 2016 | - Still in discussion phases |
| Finalize the expansion of Arabic as a middle school language | - Hire a full time Arabic teacher from the operating budget- Enhance Arabic curriculum for Arabic A and B classes. Develop Arabic C curriculum. | Principal, Arabic teacher, mentor teacher, foreign language coordinator | - A full time teacher teaching 5 sections of Arabic in 2015-16- Arabic A, B, and C, revised and developed by June 2016 | Full time Arabic teacher hired teaching 5 sections of Arabic A, B and C |
| **Common Assessments and Data Analysis**Support teachers in their development, administration, and analysis of common assessments | - Provide increased common planning time for teachers in grade level subject teams to collaborate in the development, administration, and analysis of at least three common assessments | Principal, coordinators, data team, teachers | - At least one period a week allotted for teacher collaboration over common assessments in 2015-16- All teachers successfully complete data-informed decision-making cycles of at least three common assessments in 2015-16 (one per term) | - 3 or 4 extra Monday common planning times devoted to common assessment work- At least three data-informed decision-making cycles planned by coordinators for all grade level subject teams |
| Identify technology tools that can quickly and easily capture and organize student assessment data for teacher analysis | - Determine what the district’s new student information system can do and how it can be helpful for data analysis- Identify at least two tools that can help teachers manage and analyze assessment data- Advocate for a data solution for the 2017 budget | Principal, coordinators, data team, teachers | - Analysis of student information system’s helpfulness in terms of managing assessment data by December 2015- Two tools identified by June 2016- Data solution advocated for in January 2016 | - District will move to PowerSchool in February 2016- PowerSchool reportedly has a suite of tools- Wider use of Google forms by administrators and teachers |
| **Homework** Develop comprehensive, balanced homework guidelines based on survey information from teachers, students and parents | - Form a working group of administrators, teachers and parents to analyze homework survey results and homework assignment data to develop homework guidelines for WMS- Develop a cluster-based system that can facilitate even distribution of homework and minimize overloads, especially during weekends and vacations | Principal, teachers, parents | - Working group formed by September 2015- Cluster mechanisms for balancing homework in place by October 2015- Homework guidelines completed by January 2016 | - District-wide survey to be conducted in fall, 2015- Working group to be formed after the October site council meeting- Cluster mechanisms for balancing homework on schedule |
| **In-School and After-School Enrichment**Strengthen and enhance enrichment opportunities for all students, touching upon a variety of learning categories and reaching students with a variety of learning styles | - Ensure that there is a balance in both in-school and after-school enrichment offerings, including classes and clubs that focus on the arts, STEM, physical activity, and service- Create a task force to identify and reach out to community organizations, providers, and funding sources for after school enrichment | Principal, teachers, PTO | - In-school enrichment offerings and fall after school programs finalized by September, 2015- Task force created by September, 2015 | - In school enrichment offerings finalized- Task force not created yet |
| **Teaching English Language Learners and Special Education Students**Continue to provide professional development for faculty teaching English language learners and special education students | - Offer state mandated RETELL training for as many teachers as possible- Offer a 15 hour ELL course for all middle school teachers who choose to enroll- Offer a 15 hour special education course for all middle school teachers who choose to enroll | Principal, ESL coordinator, district professional development council | - 10% increase in teachers receiving RETELL training- 10% increase in teachers who have completed their 15 hours of ELL and special education training | - After this year at least 80% of teachers will have had RETELL sheltered English immersion training- After this year, almost all teachers will have completed their 15 hours of ELL and special education training |
| **Technology Integration**Pilot a 1:1 laptop initiative for the eighth grade | - Prepare the infrastructure for the 1:1 computing initiative for the eighth grade. Redistribute eighth grade carts to sixth and seventh grade.- Create a professional development program for eighth grade teachers (both online and face-to-face) that focuses on Google Classroom and other Google tools, assistive technology, and best practices for incorporating technology into instruction- Communicate to students and families benefits, challenges, and expectations of 1:1 computing throughout the entire year- Provide a system of ongoing support for teachers as they integrate 1:1 technology into their curriculum and instruction- Develop a program assessment that determines the successes and areas of improvement for the 1:1 laptop initiative | Principal, assistant principal, technology coordinator, eighth grade teachers | - Infrastructure set by September 2015- Professional development in place starting in Summer 2015 and continuing throughout the year- At least 20 hours of classroom and job-embedded professional development about technology integration for every eighth grade teacher- Student and parent meetings about the 1:1 laptop initiative held in September 2015 and throughout the year- Program assessment developed by April, 2016 | - Program in place- Professional development and time to plan 1:1 curriculum integration in place- One 1:1 parent meeting in September 2015. More will be scheduled- Student survey scheduled for early November as part of program assessment |
| Develop keyboarding instruction for students who need it | - Assess sixth and seventh graders on their keyboarding skills- Develop a keyboarding enrichment class that teaches students touch typing and basic productivity software formatting | Principal, technology coordinator, library/media specialist | - Keyboarding assessments complete by September 2015- Keyboarding enrichment class developed by September 2015 | - Keyboarding assessments done- Keyboarding enrichment classes in place in Fall 2015 |
| Provide a range of professional development options designed to increase the quality of technology use in the classroom | - Professional development to include using technology for project-based learning, flipped classroom strategies, and promoting deep understanding |  | - Professional development offerings during 2015-2016 | - Professional development offerings as part of Learning and Leadership catalog |
| Introduce a new student information system for Watertown Middle School | - Operationalize a new student information system, complete with contact information, parent communication, attendance, grading, scheduling, medical and discipline systems- Train staff on the system, each according to his or her needs | Principal, assistant principal, technology coordinator, teachers, support staff | - New student information system in place by June 2016- Training plan in place by January 2016 | - New Student Information System, Power School, expected to go online in February 2016- Training starts in December 2015; all teacher training in February 2016 |

| **KEY STRATEGIES**  | **ACTIONS** | **RESPONSIBILITY** | **KEY MEASURES** | **MILESTONES 10/1/15** |
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| **Healthy School Culture**Enhance advisory curriculum and instructional practices | - Change the advisory system so that teachers individually have smaller advisory groups of about 12 students- Continue to revamp the advisory curriculum to be taught in advisory, capitalizing on the strengths of established curricula (especially 7th grade X-block)- Provide professional development for teachers on effective advisory practices | Principal, assistant principal, guidance counselors, coordinators, teachers | - Advisory system changed by September 2015- Continued advisory curriculum development from summer of 2015 on throughout the 2015-16 school year- Teacher advisory training in fall, 2015 | - Advisory reconceptualized by advisory team- Curriculum developed through November- Teacher professional development in the September faculty meeting |
| Conduct a school culture survey | - Develop or identify a school culture survey for students, parents and teachers that can be administered during the school year- Bring together a team of staff and parents to develop a plan to analyze the survey and present findings | Principal, assistant principal, guidance counselors, survey team | - Survey developed or adopted by November 2015- Survey administered by March 2016- Survey analyzed and presented by May 2016 | - District-wide school culture survey will be conducted in November, 2015 |
| Map and communicate emotional support and crisis management resources within the school and out in the community  | - Develop a systematic map, list, or diagram of all emotional support and crisis management resources in the school and community that could be available to families- Communicate to families the systems for support | Principal, assistant principal, integrated support program coordinator, guidance counselors | - Map developed by March 2016- Communication to families by June 2016 | - Assistant principal has started this outline |
| Improve the lunchtime experience for students | - Continue to work with district leaders to improve the quality and choice of school lunches- Find alternative lunch spaces for students, including a quiet lunch area and lunch affinity groups- Find space for a faculty lunch room | - Principal, assistant principal, cafeteria manager | - 10% more variety of lunches in 2015-16- At least two other options identified for some students other than the cafeteria in 2015-16- Faculty room established in September 2015 | .- There is at least 10% more variety of menu items already- Having difficulty identifying other options during the first trimester- Faculty room furniture ordered. It will be a slow development |
| Explore the impact mindfulness-based stress reduction exercises for students | - Identify a team of teachers who can receive mindfulness training- Pilot mindfulness activities by trained teachers in advisory | Principal, counselors, mindfulness team of teachers | - Mindfulness professional development for a small group of teacher in fall, 2015- Pilot of mindfulness activities in spring, 2016 | - Mindfulness an option for teacher Learning and Leadership professional development |
| Take initial steps to lessen the school’s environmental footprint | - Develop a team of administrators, teachers, students, support staff and parents to assess how WMS affects the environment- Plan at least one initiative that will result in the “greening” of the school in some way | Principal, assistant principal | - Team convened by November, 2015- Initiative developed by May, 2016 | - Team to be convened by the assistant principal |
| **Home/School Connections** Explore features of the new student information system that can improve staff / parent communication  | - Develop a plan for using the new student information system for communication by both administrators and teachers- Find a way that teachers can easily communicate to specific clusters or class sections about news, field trips, assemblies, or student showcase events | Principal, assistant principal, counselors, teachers | - Plan developed by October 2015- Implementation of classroom / cluster communication capacity by January 2016 | Training on the new information system starting in December 2015 |
| Improve the school and teacher web sites to better foster online learning communities | - Improve the web-based calendar of school events and update it regularly- Use web 2.0 tools such as Google Apps and ItsLearning to develop rich online classroom communities | Principal, assistant principal, librarian, teachers | - Calendar created by September 2015- A 50% increase of teachers extensively employing online classroom communities in 2015-16 | - Calendar created and regularly updated, although there are still some glitches- Big increase already of online classroom community usage, especially in the eighth grade as a result of the 1:1 laptop initiative |
| Create a school-wide standard for direct teacher/parent communication and guidelines for the use of face-to-face meetings, phone calls and emails | - Guidelines created and put into either the handbook or an addendum- Guidelines communicated to parents at back-to-school night | Principal, assistant principal | - Guidelines in place by September 2015 | - Conference guidelines will be considered in October, 2015 |
| **Partnerships**Expand partnerships to continue curricular and instructional innovations and enhancements, before and after school opportunities, and expand community service options | - Use the new student information system to compile a list of possible parent volunteers in various categories- Identify at least two new major corporate or organizational partners for WMS- Create a centralized information source of after school service providers- Take advantage of partnerships to develop a career-oriented event or curriculum for students, particularly for eighth graders | Principal, assistant principal, community providers | - Volunteer list compiled by January 2016- Two new partners by June 2016- Centralized information source of after school service providers created by September 2015- Career-oriented event or curriculum created by June, 2016 | Centralized information system of after school service providers under initial development |

**FRAMEWORK DEFINITIONS**

# Goal

# What is the over-arching Teaching & Learning Goal, or through-line?

* Each Teaching & Learning Goal aligns with one or more of the District Strategic Goals.

# Key Strategies

* What are the various sub-goals which are essential and important in order to accomplish the overall goal?
* Each key strategy is its’ own goal or specific target of accomplishment, but is tied to the overall goal.

# Actions

* What will you do to accomplish the sub-goal?
* This is a list of action steps that leads to accomplishing the target sub-goal.

# Responsibility

* Who will provide the leadership to assure that these strategies and action steps are accomplished?
* List who is primarily responsible.

**Key Measures**

* What will you use to know you have reached your sub-goal?
* What indicators/evidence will demonstrate progress in the implementation of these strategies and action steps?
* How will you gather the evidence needed to demonstrate progress of these strategies and action steps?
* This is a list of specific evidence that represents benchmarks.

**Milestones**

* What is the ongoing timeline for these strategies and action steps?
* This is a running record list of dates and benchmarks reached.