



Woonsocket Middle School
School Improvement Plan
2015-2018

Your plan must address ALL of the following requirements of Title I School Wide Program Planning:

1. Comprehensive Needs Assessment
2. Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement;
3. Provide instruction by highly qualified teachers;
4. Offer high-quality, ongoing professional development;
5. Create strategies to attract highly qualified teachers;
6. Create strategies to increase parental involvement;
7. Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs;
8. Identify measures to include teachers in decisions regarding the use of academic assessments;
9. Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
10. Coordinate and integrate Federal, State and local services and programs.

School Improvement Team

Please remember that you must have parents of students represented on the School Improvement Team.

Role	Printed Name	Signature
Principal	Steven Boss	
SIT Co-Chair	Ann Malbon	
SIT Co-Chair	Tonya Curt-Hoard	
Parent/PTO	Judy Wynne	
Parent/PTO	Alethea Forcier	
Teacher	Erica Jacobsen	
Teacher	Brigette Spina	
Teacher	Lisa DeSante	
Teacher	Neil Gagnon	
School Counselor	Lisa Tenreiro	
School Psychologist	Mary Silva	
Behavior Specialist	Jeannette Long	
Teacher	Matthew King	
School Counselor	Katie McKenzie	
Parent/CCF	Rebecca Davila	
Teacher	Colleen Booth	
Teacher	Carolyn Costello	
Teacher	Lynda Cox	
Teacher	Pauline Papino	
Teacher	Charlene Dwyer	

Who in addition to the School Improvement Team were involved in the process?

Role	Name	Affiliation
n/a	n/a	n/a

How were stakeholders involved in the development of the School Improvement Plan? How was the plan presented to parents and teachers for feedback?

The SIP was discussed and during several SIT meetings. During these work session, parents and teachers feedback on . After review, the school improvement team then reviewed at a second meeting for final approval. members of the school improvement team.

Requirement 1: Comprehensive Needs Assessment

Provide a brief synopsis from multiple data sources that captures key findings from the data collection and analysis. Include multi-year trends and comparison data.

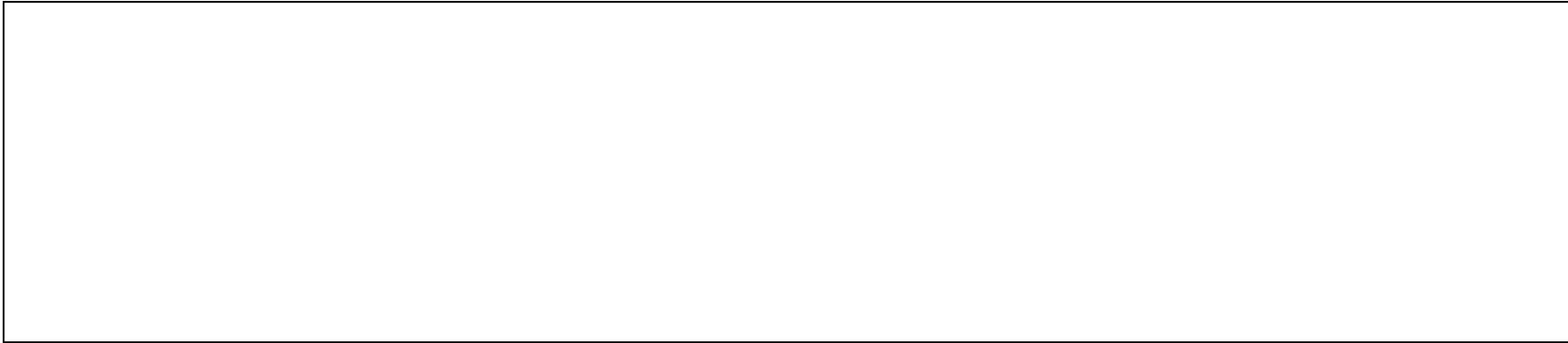
Provide a brief synopsis from multiple data sources that captures key findings from the data collection and analysis. Include multi-year trends and comparison data.	
Student Demographics	In 2014, the total population of Woonsocket Middle School was 1243 students. The population is composed of 52% male and 48% female. The race breakdown is 1% American Indian, 5% Asian, 10% African American, 33 % Hispanic, 46% White and 5% Two or More Races. 68% of the population receives free lunch and 7% are eligible for reduced lunch. The ratio of students to teacher is 15:1. *% of the students at the middle school receive ESL services and 18% receive special education support. The attendance rate for last year was 90% with a chronic absenteeism rate of 36%

<p>Student Achievement</p>	<p>In 2013-14, the students of Woonsocket Middle School scored the following way on the NECAP state test.</p> <p>6th Grade Math - 38% Proficient 6th Grade ELA - 56% Proficient 7th Grade Math - 42% Proficient 7th Grade ELA - 54% Proficient 8th Grade Math - 35% Proficient 8th Grade ELA - 57% Proficient 8th Grade Writing - 31% Proficient 8th Grade Science - 6% Proficient</p> <p>All of these are well below the state average by 15% or more for students in the same grades.</p>
<p>Student Behavior</p>	<p>During the 2013-2014 school year, Woonsocket Middle School had 2573 documented disciplinary incidents 288 of the documented incidents were out of school suspension while 2285 were in school suspension. The total number of students who were suspended was 469 students for 3471 days. The suspension rate for the population is 207.5 per 100.</p>
	<p>The Woonsocket School Department has a Parent Involvement policy that has been active since the school department began receiving Title I funds. Over the past two years the Middle School has created a parent involvement policy along with a home school compact to coincide with the district approved parent involvement policy. These policies have been approved by the school improvement team and the parent teacher organization for the school.</p>

Family Engagement	
Instructional Practice	The instructional practices that are being used are district wide approved curriculum for almost all content areas except social studies and a few of the encore classes. These curricula coincide with the Common Core Standards that are nation wide along that incorporate a wide variety of instructional practices to challenge all of the students at Woonsocket Middle School All of these curricula have been written and approved over the past 3 years under the supervision of the director of curriculum and instruction for the district.
Instructional Practice	
Highly Qualified Staff	In 2012-2013, the student to teacher ratio was 10 to 1 with a classroom ratio of 15 to 1. The number of staff during that school year who were on an emergency certificate was 3% of the population and 3% of the staff were not highly qualified was 3%
Professional Development	

Describe the process used to analyze the data:

During the 2013-14 school year a team composed of teachers, support staff and administrators under the supervision of the state of Rhode Island were trained to break down data through a state approved program. The staff worked with a consultant to learn how to look at data and analyze the data for all areas of concern. The staff who were trained then worked with leads from each content area to help them break down data for their content area along with school wide needs. During this time many sub groups were formed including disciplinary committee, attendance committee, grading committee along with content areas groups to study trends and patterns of our student population along with possible solutions on how to improve these areas of concern.



How have teachers been involved in decision making regarding the use of academic assessments, data analysis, and resulting changes in the academic program and School Improvement Plan?

All staff members have been able to actively participate in the decision making process for all content areas. The staff is continuously able to meet to collaborate on the data for their students through common planning time for their content areas and have made recommendations to administration and the school improvement team on how to improve areas of concern. The staff was also active members in the creation of the curricula being used in all of the areas being taught.

Identify the school planning team's assessment of the strengths and root cause(s) of the current school program.

Strengths:

District approved curricula for content areas

Staff willing to improve areas of concern

Continuous professional development for areas of concern

Root causes:

Lack of funds

Not enough staff to appropriately accommodate the students

Lack of motivation from some students

Identify the school planning team's assessment of the challenges and root cause(s) of the current school program.

Challenges:

How do you motivate the unmotivated learner

How do we get the funds to give the students the best education

Continuous professional development time

Root causes:

Mission and Vision Statements:

A mission statement is a statement of the purpose of a [company](#), [organization](#) or [person](#), its reason for existing.

Mission

The Woonsocket Middle School staff continuously strives to create a learning environments where everyone is engaged in acquiring a common core of knowledge through the use of technology, communication, problem solving, and real-life experiences.

A vision statement is a picture of what you want the school to look like at a certain point in time. It answers the question What are we working to become? A clear vision can keep a school and the efforts of its staff and students on target. A vision is critical to an organization's future because it provides the underlying foundation upon which all decisions are made.

Describe the school vision for student learning.

Vision

Our vision is to cultivate a safe, engaging learning environment for all students.

What are the school's Core Values?

Core Values

The Woonsocket Middle School Community believes:

1. Students benefit from curriculum that is engaging, relevant, and challenging.
2. A positive learning community is characterized by meaningful connections and mutual respect for one another.
3. Students benefit from multiple methods of learning in a differentiated classroom.
4. All students can achieve instructional standards given appropriate instruction and time.

Based on the Comprehensive Needs Assessment, identify 3-4 priorities for school-wide growth. Cite relevant evidence for each priority.

Priority 1: The Woonsocket Middle School will implement an action plan to increase the proficiency level for reading for all of the students based on standardized state assessment

For the 2013-14 school year, the Woonsocket Middle School failed to meet the target set by the Rhode Island Department of Education. According to the report card the areas of concern for the Woonsocket Middle School did not meet 7 out of the 11 targets reported on. The areas not met are in the following areas: All students, white, students with disabilities, English language learners, economically disadvantaged students, minority consolidated sub groups and program consolidated sub groups. The Woonsocket Middle School also did not meet the target for the Hispanic group but made sufficient progress in this area. Due to the school meeting only 7 out of 22 evaluated targets, The Woonsocket Middle School was in warning status based on the accountability summary and classification rating for the Rhode Island Department of Education.

Priority 2: The Woonsocket Middle School will implement an action plan to increase the proficiency level for the students based on a standardized state assessment

For the 2013-14 school year, the Woonsocket Middle School failed to meet the target set by the Rhode Island Department of Education. According to the report card the areas of concern for the Woonsocket Middle School did not meet 8 out of the 11 targets reported on. The areas not met are the following areas: All students, white, Hispanic, students with disabilities, English language learners, economically disadvantaged students, minority consolidated sub groups and program consolidated sub groups. Due to the school meeting only 7 out of 22 evaluated targets, The Woonsocket Middle School was in warning status based on the accountability summary and classification rating for the Rhode Island Department of Education.

Priority 3: The Woonsocket Middle School will implement a positive learning community through the use of multiple strategies, tools and supports to foster social, emotional and academic growth with all students.

During the 2013-14 school year, the Woonsocket Middle School has an overall attendance rate of approximately 90% with a chronic absentee rate of 36%. The suspension rate for the middle school is also very high. The Woonsocket Middle School had 2573 incidents of suspension during the 2013-14 school year which is a 207.5 to 100 students. According to the 2013-14 Survey Works report the students of the middle school reported 55% of the students at Woonsocket Middle School have been bullied at least once this past year and 14% have had at least 5 incidences of bullying. 61.6 % of the students also reported that they didn't report it to the school due to multiple reasons listed in the report. The survey also reports that 155 students reported they had been in a physical altercation on school property

Priority 4

Inquiry-Based Action Plan Meeting Requirements: 2, 3, 4, 5, 8, 9, 10

Priority 1:

The Woonsocket Middle School will implement an action plan to increase the proficiency level for reading for all of the students based on standardized state assessment. Through incorporation of multiple processes, the students will know

and be able to use various reading strategies to comprehend, analyze and interpret a variety of texts and make text to self, text to world and text to text connections.

Summary: Briefly describe the school’s comprehensive approach to produce gains in this priority area.

The Woonsocket Middle School will do the following list of things to reach the identified results:

1. Students will read regularly and frequently in all classes and beyond school hours.
2. Students will read independently, with partners, in whole-class, small groups.
3. Students will read a variety of texts/media (e.g. literature, novels, textbooks, periodicals, Internet, primary sources, or media across the curriculum).
4. Students will develop 3. their vocabulary by use of context clues.
5. Students will know and use reading strategies effectively – making predictions, connections to text, supporting conclusions with evidence, questioning self and text, infer meaning from texts, visualize what they read, have a purpose for reading.
6. Students will respond to text orally (e.g. presentations, debates, book talks).
7. Students will write in response to a variety of texts (e.g. reading response journals, reflections, summaries, character/data analysis, theme analysis, interpretations, reports, persuasive essay, letters, narratives).

Strategies: Identify a core set of strategies to achieve this goal.	Performance Measure	Funding Source
1.1 Identify and adopt school- wide reading strategies and activities, make them consistent throughout the school and throughout the curriculum		
1.2 Utilize the expertise in the building and consultants including the E-Learning teacher, Read 180 Teacher, Time Teacher and other reading staff		Title I

1.3 Provide ongoing professional development to all staff to help teachers succeed using reading in all subject areas (e.g. STEPS Program, WMS Reading Handbook)			Title II
1.4 Funds to purchase classroom libraries, library materials, and other texts/media to support reading along with Materials to support differentiation of teaching reading. 1.5 Incorporate a school wide RTI process to support the students who are struggling in reading through Intensive Reading or Read 180 Instructional programs.			Title I
Progress Monitoring:			
Baseline	2016	2017	2018
Annual Review Narrative:			
			Trend
			Target Met
2016			
2017			
2018			

Inquiry-Based Action Plan Meeting Requirements: 2, 3, 4, 5, 8, 9, 10

Priority 2:
The Woonsocket Middle School will implement a problem solving action plan to increase students effectively problem solve using a variety of strategies and be able to explain and justify their solutions both orally and in written form for science and mathematics.
Summary: Briefly describe the school's comprehensive approach to produce gains in this priority area.
The Woonsocket Middle School will implement the following strategies to help all students achieve the following priority:

1. Students will solve problems in a variety of ways across the curriculum.
2. Students will identify the important information and understand the problem presented.
3. Students will understand content- area vocabulary and be able to apply appropriate strategies to solve problems
4. Students will apply the process of inquiry to complex problems in all content-areas
5. Students will communicate their thought processes orally and in writing and justify their solutions in problem solving, using manipulatives when appropriate.
6. Students will use criteria charts, rubrics and meaningful feedback to improve and evaluate their work in problem solving.
7. Students will identify and make problem- solving applications to real life situations

Strategies: Identify a core set of strategies to achieve this goal.	Performance Measure	Funding Source
1. Implement the RTI process for mathematics to target students who are areas of concern.		
2. Use Math specialist and E-Learning teacher to help ramp students up who are targeted for assistance for Math RTI		
3. Professional development to help all teachers succeed in teaching problem solving in all subject areas by using the expertise in the building		
4. Create, assess, dissect the data and share findings through the use of common formative and summative assessments to measure student progress as appropriate.		

Progress Monitoring:

Baseline	2016	2017	2018	
Annual Review Narrative:			Trend	Target Met
2016				
2017				
2018				

Inquiry-Based Action Plan Meeting Requirements: 2, 3, 4, 5, 8, 9, 10

Priority 3:

The Woonsocket Middle School will provide a safe and supportive school through the creation of a positive learning community by using multiple strategies, tools that fosters social, emotional and academic growth with all students.

Summary: Briefly describe the school’s comprehensive approach to produce gains in this priority area.

The school will implement a school wide assertive discipline policy that will have all faculty and students demonstrating respect for themselves, others and school, be ready to learn and take responsibility for their actions.

The school will do this through the following steps.

1. Decrease the suspension rate and number of referrals through the incorporation of a school wide assertive discipline policy.
2. Decrease the truancy rate through the incorporation and implementation of a district wide attendance policy
3. Have all Students will demonstrate the 3 Rs: responsibility, respect, and readiness.

Students will demonstrate RESPONSIBILITY by:

- Taking ownership of their behavior

- Making positive choices in behavior and learning
- Completing all work assigned to them on time
- Cooperating and doing their share of teamwork
- Taking pride in themselves, their families, and their school
- Knowing and following all school rules

Students will demonstrate RESPECT by:

- Maintaining a positive, polite, and considerate attitude
- Recognizing that others have different viewpoints and work to develop a tolerant environment
- Using appropriate language
- Keeping hands, feet, and objects to themselves
- Taking/maintaining care of all school materials and property

Students will demonstrate READINESS by:

- Attending school daily, Being on time for school and class
- Adhering to the WED dress code policy as stated in the WMS student handbook
- Wearing photo IDs in a correct fashion every day
- Bringing their agendas to every class and using them appropriately
- bring assigned materials to class

Strategies: Identify a core set of strategies to achieve this goal.

Performance
Measure

Funding
Source

1.1 District and school will provide continued professional development in assertive discipline					
1.2 Work on implementing a school wide/ district wide attendance policy to decrease the truancy issue					
1.3 School will use the title I and IDEA funds to have staff to work with at risk students through Risk Prevention specialists and Social workers hired to work with regular education students along with other support staff					
1.4 Use a school wide assertive discipline policy to reduce the referral and suspension rate for the students					
1.5 Implementation of a behavioral RTI process which includes 3 Tiers of support for all students who are At-Risk					
Progress Monitoring:					
Baseline	2016	2017	2018		
Annual Review Narrative:				Trend	Target Met
2016					
2017					
2018					

Inquiry-Based Action Plan Meeting Requirements: 2, 3, 4, 5, 8, 9, 10



Requirement 6: Parent Involvement Strategies

How does the school propose to increase parent involvement in students' education?

Challenges	Plan	Resources needed
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Please attach the School Parent Involvement Policy.

**Woonsocket Middle School
Parental Involvement Policy
2014-2015**

Part I: General Expectations

Woonsocket Middle School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- a. that parents play an integral role in assisting their child's learning;*
- b. that parents are encouraged to be actively involved in their child's education at school;*
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Part II: Description of How the School Will Implement Required School Parental Involvement Policy Components

1. **Woonsocket Middle School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The following will be disseminated to parents for review through newsletters, informational meetings, opening day packets, advisory committees, and school site council:

- District Parental Involvement Policy;
- School Parental Involvement Policy;
- School-Parent Compact;
- Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance.

2. **Woonsocket Middle School** will convene an annual meeting during the first quarter of the school year at a convenient time to inform parents of the following:

- That their child's school participates in Title I, • About the requirements of Title I,
- Of their rights to be involved,
- About their school's participation in Title I.

3. **Woonsocket Middle School** will provide timely information about Title I programs to parents of participating children in a timely manner:

- Newsletters;
- Family Nights
- Parent-Teacher Conferences
- School Site Council
- First Day Packets
- PTO Meetings

4. **Woonsocket Middle School** will provided parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and an opportunity for parents of participating children to provide suggestions as practicably possible through:

- Parent-Teacher Conferences
- School Board Meetings
- SELAC Meetings
- Parent Advisory Council Meetings
- PTO Meetings
- Title I Annual Meetings

5. **Woonsocket Middle School** will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children. Submission of comments will be made to the Superintendent or Categorical Director and parent will be notified by the district for conference.

Part III: Shared Responsibilities for High Student Academic Achievement

1. **Woonsocket Middle School** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Newsletters;
- Parent-Teacher Conferences
- Family Nights
- First Day Packets;
- PTO Meetings

2. **Woonsocket Middle School** will incorporate the school-parent compact as a component of its School Parental Involvement Policy and will be disseminated in the “First Day” Packets at the beginning of every school year.

3. **Woonsocket Middle School** will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:

- The State’s academic content standards;

- The State’s student academic achievement standards;
- The State and Local Academic Assessments including alternate assessments;
- The requirement of Title I;
- How to monitor their child’s progress, and
- How to work with educators.

4. **Woonsocket Middle School** will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

Requirement 7: Early Childhood Transitions

How does the school plan to assist preschool students through the transition from early childhood programs to local elementary school programs?

Challenges	Plan	Resources needed
n/a	n/a	n/a