

## Edgewood Middle School Improvement Plan 2019-2020

<b>School:</b>	Edgewood Middle School
<b>Annual Objective:</b>	All 5th - 7th grade students will achieve a minimum of one year's growth on the <a href="#">Value Added scale</a> to ensure the success of every child.
<b>Goal 1:</b>	All teacher-based-teams will complete the 5 Step Process at least four times a year to increase the use and understanding of evidence-based instructional strategies which will yield measurable results of the annual goal.

### What Principles of Practice will guide our approach?

Teacher Based Teams: co-plan and co-serve using proactive practices in curriculum, assessment and instruction for each and every student. Initial Core Instruction: within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students. Instruction is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Department TBTs identify skill-specific weaknesses via AIR test item analysis/common assessments (Steps 1 & 2)	Ready availability of data to non-tested areas.	TBTs	weekly TBT Meetings	9/13/19
Department TBTs will identify and implement appropriate instructional strategies and interventions (Step 3)	Staff participation Inconsistent implementation Lack of knowledge of research-based strategies Fixed paradigm	TBTs	weekly TBT Meetings  ongoing	1st round: 9/27/19
Department TBTs will develop/utilize common assessments to monitor growth in targeted skill-specific weaknesses identified in Step 1. (Step 4)	Time to plan and develop common assessments.	TBTs	weekly TBT Meetings ongoing	1st round: by end of quarter 1
Department TBTs will reflect on results of common assessments and continue to adjust instruction to meet student needs. (Step 5).	Fixed paradigm	TBTs	weekly TBT Meetings ongoing	1st round: by end of quarter 1
BLT members provide feedback with TBTs and review the implementation of the TBTs 5-step process, supporting TBTs to reach measurable goals.	Resistance to BLT feedback	BLT and TBTs	Monthly BLT meetings	monthly

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Monitoring Procedures	Evaluation Criteria
<ul style="list-style-type: none"> <li>TBT meetings/ form</li> <li>BLT meetings</li> </ul>	<ul style="list-style-type: none"> <li>BLT Notes</li> <li>TBT forms (process monitoring)</li> <li>AIR test item analysis results</li> </ul>

<b>Annual Objective:</b>	100% of staff will support the social, emotional, and physical health of all students.
<b>Goal 2:</b>	All students will receive equitable opportunities to address their social, emotional, and/or physical well being.

What Principles of Practice will guide our approach?
The Wooster Way: Empowers the whole person, creating a culture that embraces diversity and promotes the development of social, emotional and physical wellbeing of students and staff members.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	By when?
Guidance Lessons (Red Flags curriculum) during library special and exploratory	Schedule Conflicts Attendance	Counselors Students	Monthly, all year
Implement The Leader in Me/LEAD first year.	Time constraints Fidelity of implementation	All Staff and students	Monthly, all year
EWMS Leader in Me/LEAD Climate and Culture Student Survey	Attendance Participation	Students Teachers	twice yearly
Staff will recommend students for mentorship programs as well as support programs (i.e. O'Huddle, Boys and Girls Club, etc.).	Capacity/access to mentors Scheduling	All Staff (Teachers, Counselors, Administrators, etc.) Parents	All year
Access will be provided to all students to contact guidance counselors through a digital form linked to the school website.	Limited access to technology/devices Availability of Counselors	Teachers Counselors	All year
Establishing communication with families (newsletter, social media, phone calls, postcards, letters)	Reaching ALL families Time constraints	Teaching Staff	Monthly

## Edgewood Middle School Improvement Plan 2019-2020

Monitoring Procedures	Evaluation Criteria
<ul style="list-style-type: none"><li>• Weekly mental health roster meetings</li><li>• Monitor and analyze discipline data reports each quarter</li></ul>	<ul style="list-style-type: none"><li>• EWMS Leader in Me Student Survey data</li><li>• OHuddle/Mentoring Roster and Data</li><li>• Boys and Girls Club Roster and Attendance Data</li><li>• Building-Wide Data:<ul style="list-style-type: none"><li>○ Attendance</li><li>○ Discipline referrals and actions</li><li>○ Guidance counselor referrals and actions</li></ul></li></ul>