



## Wood Middle School Work Plan 2022-2023

**Data Summary Statements** (Look at data in these and added areas. Make a statement about student outcomes in each data area.)

What does the data tell us and how does it determine our focus?

- NWEA MAPS: number of students meeting their growth goals in Math (52.7%) and Reading (43.4%)
- Panorama Student SEL data: Belonging & Self-Efficacy
  - 47% favorable response on Self-Efficacy
  - 38% favorable response on Belonging
- Panorama Staff SEL data and feedback conversations: School Culture and Climate
- Number of clubs, events, celebrations, & recognitions: School Culture and Climate
  - 4 school clubs from 2021-22 (end of year)
  - Limited events, celebrations
  - Formal student recognition and rewards restructured and reinitiated in the spring of 2021-22

### Goals

School Vision Statement: ***Creating a sense of belonging, importance, and academic success/growth for all of our students.***

### Equitable Instructional Practices

Guiding Questions (5Ds): *How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?*

- GOAL: Educators will engage in professional development and collaboration on equitable instructional practices that provide students with clear feedback on their growth and proficiency. This focus will lead to:
  - Increased levels of student engagement
  - Opportunities for students to improve and build on their academic performance
  - Higher levels of growth in literacy across content, as evidenced by more students meeting their growth targets on the MAP test.

### Belonging & Collective Teacher Efficacy

Guiding Questions (5Ds): *What is the climate of learning in this classroom [and school]? How do relationships (teacher-student, student-student, [staff-staff]) support or hinder learning?*

- GOAL: All teachers will participate in at least two peer observations with a focus on equitable practices (student talk structures, language and literacy supports across content areas) in order to share skills and strategies that support students in their academic growth.
  - Teachers will share practices that support student literacy and student engagement during professional development sessions.

### Culture and Climate

Guiding Questions (5Ds): *How and to what extent do the systems and routines in the classroom [and school] reflect values of community, inclusivity, equity and accountability for learning?*

- GOAL: Educators will provide all students with high academic and social-emotional expectations by implementing elements of culturally responsive pedagogy, SEL lessons, and schoolwide activities targeting connection and school spirit. This focus will lead to a higher level of academic engagement and agency over their learning and be measured by students having increased scores on the School Climate and Sense of Belonging measures of the Panorama Survey.

Staff Learning Setting	Leadership Moves and Practices to Implement	Teacher/Specialist Practices to Work Towards and Observe
<p><b>Learning Communities - Setting</b></p> <ul style="list-style-type: none"> <li>● Whole Staff Learning</li> <li>● Grade Level / Subject Area PLCs</li> <li>● School Teams (Equity, Circles of Support, Leadership etc.)</li> </ul> <p><i>What will be addressed at whole staff learning sessions (staff meetings, whole staff at inservice and/or Professional Growth Wednesdays)?</i></p>	<ul style="list-style-type: none"> <li>● Structured rotation for grade level and subject area meetings to increase the amount of intentional, focused time that teacher teams are spending collaborating. (<i>Collective Teacher Efficacy</i>)</li> <li>● Using the Culturally Responsive Teaching &amp; the Brain as a book study for the year with staff (<i>Equitable Instructional Practices</i>)</li> <li>● New Teacher Onboarding program (<i>Culture and Climate &amp; Collective Teacher Efficacy</i>)</li> <li>● Positive Culture Team to help with student recognition, celebrations, events (<i>Culture and Climate</i>)</li> <li>● Continuation of Advisory lessons and activities targeting student skills and social-emotional health (<i>Belonging &amp; Culture and Climate</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development meetings led by administrators and a variety of staff members</li> <li>● Additional Counselor to provide more student and staff support.</li> <li>● All teachers leading Advisory lessons focused on building SEL skills and creating equitable learning environments.</li> <li>● Studio Teacher as a resource to implement new strategies and be observed by peers.</li> <li>● Goal setting and planning (individually and in teams/groups) towards improved instruction and outcomes.</li> <li>● Administrators participating in professional growth and learning with the Center for Educational Leadership</li> </ul>
<p><b>Learning Observations &amp; Walkthroughs</b></p> <ul style="list-style-type: none"> <li>● Look for practices teachers are working on from frameworks to provide feedback</li> <li>● Use lens of equity and inclusive practices for classroom instruction</li> <li>● Use generalized walkthrough data in school PD (whole staff &amp; groups)</li> </ul>	<ul style="list-style-type: none"> <li>● Regular classroom visits with feedback (<i>Equitable Instructional Practices</i>)</li> <li>● Coordinated structured walkthroughs with middle level admin team to discuss instructional trends each building and the instructional leadership moves/next steps to bring to building staff (<i>Equitable Instructional Practices</i>)</li> <li>● Classroom observation feedback based on building PD and 5 Dimensions of Teaching and Learning (<i>Equitable Instructional Practices</i>)</li> <li>● Piloting instructional rounds (<i>Collective Teacher Efficacy</i>)</li> <li>● Writing regular staff communication that highlights classroom walkthrough noticings,</li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers observing one another with structured feedback protocols based on the 5 Dimensions of Teaching and Learning</li> <li>○ Utilize studio teacher and TOSA to model instructional practices that support literacy, language learning and student engagement</li> </ul>

	<ul style="list-style-type: none"> <li>reflecting school focus and goals (<i>Climate and Culture</i>)</li> <li>Collaborating with the Studio Teacher (<i>Equitable Instructional Practices</i>)</li> </ul>	
<p><b>Mentoring &amp; Coaching - Observations</b></p> <ul style="list-style-type: none"> <li>Intentional connections between practices school is working towards and individuals' goals conference</li> <li>Leaders' instructional leadership learning and daily practices</li> <li>Make the feedback process a regular part of leadership and school learning</li> </ul>	<ul style="list-style-type: none"> <li>Collaborating with the Studio Teacher (<i>Equitable Instructional Practices</i>)</li> <li>New Teacher Onboarding program (<i>Culture and Climate &amp; Collective Teacher Efficacy</i>)</li> </ul>	<p><i>Determine how staff could be involved in the walkthrough and feedback process so there is shared understanding about what works and opportunities for teachers and specialists.</i></p>
<p><b>External Expertise: Book Studies, Guest Speakers, Workshops &amp; Courses</b></p> <ul style="list-style-type: none"> <li>Inform and influence district learning based on school learning needs</li> <li>Identify what we don't have the internal capacity to learn and practice, using it to seek external expertise</li> <li>Foster individual capacity-building that aligns with school learning</li> <li>Provide differentiated staff learning and options</li> <li>Forming cohorts for workshops or courses</li> <li>Connect workshops and outside learning to school learning</li> </ul>	<ul style="list-style-type: none"> <li>Guest presenters for Co-regulation and working with challenging behaviors (<i>Collective Teacher Efficacy &amp; Culture and Climate</i>)</li> <li>Parent Workshop on Social Media (<i>Culture and Climate</i>)</li> <li>Providing the book "Culturally Responsive Teaching and the Brain" to all staff so that it can be used throughout our professional development this year (<i>Collective Teacher Efficacy &amp; Culture and Climate</i>)</li> </ul>	<ul style="list-style-type: none"> <li>School counselors setting up Parent Workshop series</li> <li>Language Specialists ELD Coordinator and sharing student talk protocols for teachers to implement into their practice</li> </ul>