

Comprehensive Progress Report

Mission:

The mission of Williston Middle School, in collaboration with our parents and community, is to provide children an excellent education in a healthy and safe learning environment where they are prepared with the critical skills to reach their full potential in a twenty-first century global society.

Goals:

Using EVAAS Data, all students will demonstrate one year's worth of growth in Reading and Math.

! = Past Due Actions		KEY = Key Indicator				
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently Williston is using PBIS in order to accomplish this task. We are employing some incentives to encourage staff members to utilize the the program.	Limited Development 10/19/2017		
<i>How it will look when fully met:</i>			PBIS should be employed by all teachers in order to positively reinforce good behavior at Williston.		Dan Petre	05/10/2018
Action(s)	Created Date			0 of 2 (0%)		
1	10/19/17	Mr. Braun will report ABE use stats to the staff at regular staff minutes and recognize members based on those stats.			Mr. Braun	05/25/2018
<i>Notes:</i>						

2	10/19/17	A ticket system similar to the tiger tickets that we currently use for positively reinforcing student behaviors will be modeled during the staff meetings to award staff members.	Mr. Braun	05/25/2018
Notes:				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Content area teachers meet weekly by grade level to develop standards-based lesson plans. Support staff collaborates with content area teachers to ensure all students' needs are met. Common planning time will be protected by Williston administration. Learning-focused strategies are in place schoolwide.	Full Implementation 04/04/2016		

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		During the 2017-2018 School Year, the SIT will use CFA Data and Benchmark Assessment Data to determine the students needing additional instructional support, or support to enhance what is being taught in Core Classes.	Limited Development 11/06/2017		
How it will look when fully met:		Students will receive additional support to Core Instruction during STAR time periods. Evidence will be provided by the Lesson Plans created for the STAR Period.		Wendy Mateos	01/22/2018
Action(s)	Created Date				
Notes:					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Targeted STAR groups have been created based on Universal screening data collected using aimsweb plus. Grouping is flexible to accommodate improvements in student performance. PBIS team meets monthly as evidenced by meeting notes housed in Google Drive. ABE reports are reviewed during meeting in order to attend to behavioral tiers. MTSS meets weekly to review universal screening in Google Docs for collecting and maintaining academic and behavioral data. Minutes are housed on Google Drive.	Full Implementation 04/04/2016		
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		1. Teachers document interaction with students and parents in ABE. 2. Teachers, support staff and administration are in contact with parents regularly for positive reinforcement as well as negative behavior. 3. Teachers are in direct contact with support staff via email, phone call, text, etc. as needed for immediate intervention. 4. Teacher connect students with programs through CIS and community-based resources to be sure that mentoring and tutoring are available to every student in need. 5. Teachers maintain communication within and among teams to share concerns about students' emotional health, attendance, and social concerns. Evidence can be found in ABE, phone logs, email, Google Docs, etc.	Full Implementation 03/03/2016		
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Once a nine weeks, grade level content areas plan to align instructional activities.	Limited Development 10/19/2017		
<i>How it will look when fully met:</i>		Vertically-aligned lessons that focus on particular grade-level standards will be in place.		Leyna Varnum	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/19/17	Protected planning time will be made available each quarter to enable teachers to vertically align curriculum goals and ensure no overlap.		Leyna Varnum	05/25/2018
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In addition to our school improvement team, we have regular district involvement in the areas of curriculum development, behavioral support, student support services, MTSS, ESL, beginning teacher, EC, and administrative. Committees will continue to meet as scheduled and as requested. Continuity and communication with district office staff.	Full Implementation 04/04/2016		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As well as a fully committed SIT that represents all grade levels and departments, the process manager is a member of many regular instructional team meetings that review and reflect on school practices.	Full Implementation 04/04/2016		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Not all teachers plan with their content teams. Some content teams have strong leads, some content teams do not have a leader. Next year, under the new framework, it will be a priority to have a dedicated content planning in all content areas led by a coach or content chair.	Limited Development 05/02/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Administration will encourage content grade level teams to plan together. All content areas will have scheduled weekly time to plan, which will enable EC staff to plan for attendance. Minutes will be recorded for the meetings and shared with administration. Time will be set aside for vertical alignment planning as well.	Objective Met 04/17/17	Leyna Varnum	05/31/2017
Action(s)	Created Date				
1	1/31/17	Administration will encourage content grade level teams to plan together. All content areas will have scheduled weekly time to plan	Complete 01/11/2016	Administration	05/31/2017
<i>Notes:</i>					

2	1/31/17	The EC department will have scheduled opportunities to meet and observe other EC teachers.	Complete 04/07/2017	EC Staff	05/31/2017
		<i>Notes:</i>			
3	1/31/17	ELA and Math will continue to have weekly SCA meetings to discuss data driven instruction and best practices.	Complete 01/16/2017	Leyna Varnum	05/31/2017
		<i>Notes:</i>			
4	1/31/17	Teachers will resume peer observations to encourage team building and foster opportunities for further collaboration.	Complete 04/04/2017	All Staff Members	05/31/2017
		<i>Notes:</i>			
5	1/31/17	Content areas will have regular vertical alignment meetings to encourage collaboration and consistency.	Complete 02/20/2017	All Teachers	05/31/2017
		<i>Notes:</i>			
Implementation:			04/17/2017		
Evidence	4/17/2017	Each EC teacher has an assigned daily schedule that allows them to collaborate with other grade level teachers, complete paperwork deadlines, observe other EC teachers, and conduct IEP meetings.			
Experience	4/17/2017	Paperwork process deadlines, staffing changes after the start of the school year, and student schedule changes created obstacles for the EC staff.			
Sustainability	4/17/2017	The EC department chair will continue to offer opportunities for the department members to observe other EC teachers, as well as provide encouragement for them to do so.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Principals regularly complete formal evaluations and give comments and feedback. Mentors give regular feedback to beginning teachers. Peers observe one another and provide feedback quarterly. A priority for this year includes more informal feedback from admin and all instructional support staff.	Limited Development 05/02/2016		

How it will look when fully met:		Teachers are asking for more feedback. Mentors should be provided with the opportunity to observe teachers in order to give regular feedback. More peer observation opportunities are needed. Encourage feedback from administration walk-throughs. Feedback on weekly lesson plans would be more helpful than daily.		Ron Villines	05/31/2018
Action(s)	Created Date		2 of 4 (50%)		
1	1/31/17	Mentors will give feedback to prospective teachers on a regular basis.	Complete 04/04/2017	Mentors	05/31/2017
		<i>Notes:</i>			
2	1/31/17	Provide mentors with the opportunity to observe.	Complete 02/27/2017	Ron Villines	05/31/2017
		<i>Notes:</i>			
3	1/31/17	Mentors will look over daily lesson plans or allow weekly plans instead of daily.		Ron Villines	05/31/2017
		<i>Notes:</i>			
4	1/31/17	Administration will do walk-throughs on regular basis and provide feedback.		Administration	05/31/2017
		<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
Initial Assessment:		What process will the LEA/school use to establish a quality induction program for those new to teaching? How will the LEA/school aim to increase new teacher competencies? How will the LEA/school increase new teacher self-efficacy and confidence? How will the LEA/school develop a mentor pipeline for new teachers? How will the LEA/school support and train mentors in that role? How will the LEA/school develop an induction program that promotes active administration involvement? How will the LEA/school integrate existing evaluation systems into the induction program?	Full Implementation 01/31/2017		

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
!	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make	Implementation Status	Assigned To	Target Date

		decisions about school improvement and professional development needs.(5159)			
Initial Assessment:		SIT team looks at EOG math and reading scores, but some school-wide PD decisions are made for us at the district level. Instructional leadership has some autonomy to develop implementation plan for school-wide PD. SIT looked at school wide behavior data to determine school wide classroom management PD (poverty sim.) and decided to implement in the fall. Teachers pursue individual PD based on content interests.	Limited Development 05/02/2016		
How it will look when fully met:		Our leadership team will consider both disaggregated student outcome data and data on patterns of professional practice (through walkthroughs) to determine professional development needs and to plan appropriate PD opportunities. During faculty meetings, teachers will be invited to share innovative approaches to learning, and Professional Development opportunities will be offered based on faculty interest and student success. SIOP and ELMS training will be provided for leaders in the ESL and general education departments based on needs of students as evidenced by documented success and areas of opportunity.		Leyna Varnum	05/31/2017
Action(s)	Created Date		3 of 5 (60%)		
1	1/31/17	Take inventory of the best practices in school and use these to create a google doc for walk-through visits.		Administration	05/31/2017
Notes:					
2	1/31/17	Administration will perform periodic walk-throughs and give feedback in a google document, in order to progress monitor and develop school-wide PD needs.		All Staff	05/31/2017
Notes:					
3	3/6/17	Instructional coaches (ELA and Math) and ESL staff will attend SIOP training.	Complete 02/20/2017	Angie McKinney	05/31/2017
Notes:					
4	3/6/17	PBIS will meet regularly to evaluate and implement positive behavior incentives and support.	Complete 03/01/2017	Angie McKinney	05/31/2017
Notes:					
5	3/6/17	A digital PD on PBIS will be developed and required of all staff.	Complete 04/04/2017	Angie McKinney	05/31/2017
Notes:					

Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Williston currently offers few incentives to teachers seeking employment in a low performing, focus, priority school. The district does pay for teachers to seek National Board Certification, but that is not unique to our school. Next year, Williston will work with the district to pursue a possibility of "impact pay," an incentive pay for agreement to maintain a 3 year commitment to employment at Williston.	Limited Development 05/02/2016		
<i>How it will look when fully met:</i>		An additional supplement or cash incentive should be offered to employees working at Williston through NHCS since Williston is a low performing, focus, priority school. A retention policy should be in place to discourage faculty transfers within the county, hopefully resulting in lower turnover rates for Williston. Williston will solicit reward programs from existing committees within the school, as well as organizations outside of school. Any staff replacements that need to be made should involve current staff members during the interview process.	Objective Met	Kim Loye	05/31/2017
Action(s)	Created Date		5 of 5 (100%)		
1	1/31/17	District will offer an increased supplement for teachers in priority schools.	Complete 08/02/2016	NHCS	08/02/2016
<i>Notes:</i>					
2	1/31/17	District will require 3 years of service before being eligible for a transfer.	Complete 01/09/2017	NHCS	01/31/2017
<i>Notes:</i>					
3	1/31/17	Williston will increase teacher recognition utilizing various committees, such as PTA, Sunshine, PBIS, Rotary Club, etc.	Complete 11/14/2016	Committee Chair Person	01/31/2017
<i>Notes:</i>					
4	1/31/17	Williston will increase involvement of relevant team members in the interviewing process.	Complete 01/09/2017	Ron Villines	01/31/2017
<i>Notes:</i>					
5	1/31/17	Williston will utilize the Teacher Working Conditions Survey, Letter of Intent, and/or School Climate Survey to determine if the above tasks increase teacher retention and morale.	Complete 04/04/2017	Ron Villines	05/31/2017
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers call home regularly to report on students behavior. Progress reports sent home mid-way through each grading period. Parents have 24/7 online access to students grades through PpowerSchool. Title I curriculum night. ESL information night. Rock the Test Fest. Weekly call from the principal; Williston App; Twitter Account; Facebook; PTA updates; Teacher Websites; "Middle Years" newsletter going home with student report cards in both English and Spanish.	Full Implementation 05/02/2016		