



## Winfield Middle Strategic Plan Summary



**Goal 1:** By June 3, 2022, out of school and in schools suspensions reported for all students in grades 6-8, will be reduced by 3% from the 2020-21 school year.

**How will this goal be achieved:** Discipline Data will be pulled from 2020-21 year. We will look at the incidents that we had throughout the year and see which behaviors were more prevalent than others. Admins will meet with teams every 9 weeks to discuss current discipline records and how they need to be addressed. We will also address students who seem to be showing up more frequently and how to address them as well. In these meetings teachers will be able to discuss what strategies seem to be working, as well as which ones are not working.

Discipline data will be analyzed from the 20-21 school year and administration will determine what steps need to be taken to reduce discipline referrals in the 2021-22 school year. Steps that will be taken could be any of the following: student conferences, administration visibility, parent conferences, or rewarding students for good behavior. Also, providing clear expectations to students of what is expected of them is essential in reducing discipline incidents. We firmly believe that when students know what is expected of them, they will be more apt to follow those rules. Teachers could be offered a stipend to analyze the data after school hours.

**Goal 2:** Students will achieve annual growth of 3% in RLA and Math on the STAR benchmark. The initial benchmark will be given in the Fall of 2021, with the final benchmark given in the Spring of 2022.

**How will this goal be achieved:** STAR assessment, as well as interim assessments, will be given multiple times throughout the school year to obtain a baseline in the beginning of the school year and monitored after each assessment given. The goal is one benchmark per 9 weeks. These assessments will be used to analyze student growth and how they are progressing. They will also use these assessments to see which skills students are lacking, or which ones they already possess.

Staff will meet together in PLC at least once a week, as well as team meetings to target skills that are seen to be weak across the grade level in PLC. They will use the star assessment results, WVGSA results from 2021, as well as CBA assessments, to determine which skills need to be addressed further. Students who need enrichment will be able to get these necessary skills in enrichment, as well as after school tutoring. Staff will also use the interim assessments to gauge where students are with mastering our essential standards.

We will be looking at our special education students to see which students could possibly come out and be placed into inclusion classes. We know that according to data, some students will do better and achieve at higher standards when placed in general education classes. Our goal is to get between 3-5 students per grade level out in inclusion classes for ELA and Math. We will look at students who have been successful in resource rooms, as well as looking at their achievement scores to determine who the viable candidates to be moved to inclusion would be. If we find these students are struggling mightily, we will look at placing them back in resource rooms. Data from the implementation of inclusion could be done after school hours for a stipend.

Teachers will take the data from the 2020-21 WVGSA testing results to see what areas were strong, as well as which areas need improvement. They will also be meeting with other teachers to discuss if the essential standards chosen last year, are still the essential standards, when compared to the WVGSA. This information will help them guide instruction, as well as helping them focus on areas that need improvement, or just need to covered more thoroughly.

**Goal 3:** By the end of the 2021-22 school year, 95 percent of students will complete 95 percent of all assignments at the proficient level, that have been assigned to them.

**How will this goal be achieved:** Students will check their grades weekly for missing assignments on schoology. Any students missing 2 or more assignments will be assigned to study hall to complete those. If a student is repetitively assigned study hall, an administrator will meet with the student weekly to discuss why they are missing assignments, as well as offering support. Parents may also log in anytime to check their students grades.

Teachers will keep their gradebooks updated at least once a week, so that students may stay up to date on what assignments they are missing. Teachers will also contact parents when they notice a pattern of incomplete work. If a student continues to turn things in late or not at all, they could possibly be referred to SAT.

Students with 2 or more missing assignments will meet with an administrator weekly, and be assigned study hall until all missing work is turned in. Admin will also notify parents to see if there is anything that we can do to help.