

## Vision For Windham Middle School

### Three Year Plan

The following areas will be highlighted over the next three years as part of the overall vision for Windham Middle School: (1) Advisory, (2) Response To Intervention (RTI), (3) Transitions, (4) Literacy/Reading, (5) School Wide Climate, (6) Standards Based Reporting, and (7) Facilities. These are the significant areas I plan to focus on as Principal of Windham Middle School in an effort to improve the overall effectiveness of our school programs establishing Windham Middle School as one of the leading educational systems in Southern NH. The mission of Windham Middle School is committed to providing a safe learning environment, where individuals are encouraged to be life long learners, respectful of themselves and others, and to be challenged to maximize their growth emotionally, socially, and intellectually. As an administrator and as the educational leader of the building, it is critical we realize this mission statement for all students. Consequently, I plan to work collaboratively with all stakeholders to ensure Windham Middle School focuses on these targeted areas of improvement to become a school of excellence, and I fully realize this has to be a team effort with everybody doing their part.

Advisory program-- As we move into year three we continue to monitor the strengths of the program and make adjustments as necessary to build positive relationships between students and staff. We recognize after the first two years, we still have a ways to go getting students to fully buy into the process of advisory and its impact on student achievement and school climate. To ensure that forward momentum, the advisory program, the advisory committee, as well as the building administrative team, will review data to observe trends in student achievement (NECAP, NWEA and AIMS Web) and school climate. Periodic reviews throughout the year will help us recalibrate the focus and direction of advisory.

Response To Intervention model (RTI)-- Another area of focus will be specifically AIMS Web being used as a monitoring tool for teachers to screen, monitor and assess students' progress in reading and mathematics. Our department heads, will be reading RTI From All Sides: What Every Teacher Needs to Know to develop protocols during department meetings and PLC times that will help to effectively monitor students' academic progress. During PLC time and department time, departments will review common summative assessment data and common formative assessment data to examine students' understanding and mastery of concepts and learning objectives.

Literacy/Reading—teachers will use the RTI model to embed and reinforce reading strategies that improve reading proficiency, support reading comprehension and fluency. Mrs. Hope (Reading Specialist) will be working with the Reading/Language Arts department during Professional Learning Community (PLC) time, to embed informational text lessons, reading comprehension, and fluency lessons into their instruction. As part of our Literacy Plan, Grade

six teachers will use their TGIF proposal to implement informational text to improve student literacy. Also, sixth grade teachers will collaborate with the Special Education department on strategies such as, Wilson and 6-Minute Solutions, to work on students' fluency skills. In grades seven and eight, teachers will utilize the McDougal Littell series to improve literacy in regards to reading fluency and comprehension. Yearly, as a school, we will review NECAP testing results in the area of reading to improve on our instructional strategies to increase student achievement.

School Climate-- Committee will be formed to combat bullying and decrease the number of bullying instances as a school. The committee will be made up of teachers, parents and community members creating a forum to constantly improve the school culture. During the course of the school year they will provide updates for faculty on how we can improve school climate. As part of strengthening school climate, I will continue to work with teachers on best practices in regards to grading philosophy and teaching pedagogy to ensure we continue to move towards student-centered classrooms. One approach will be to utilize staff meetings, team leader meetings, department head meetings and department meetings to inform teachers on best grading practices and instructional methods that focus on a student centered classroom. During team leader meetings and department head meetings, professional reads such as Bill Ribas' book on best instructional practices that maximize student achievement will further develop and shape teachers' philosophy in grading practices and instructional practices.

Standards Based Reporting—following up on the research and in support of the newly adopted grading policy, continued reform efforts throughout the building will help us move to an implementation of a standards based report card. The district wide standards based committee was helpful in setting this in motion and as chair of the committee; I plan to continue this work on a district wide basis thus making it easier to implement this at Windham Middle School. This will be a two-three year process with PLC time dedicated for staff to implement core standards to be addressed on the report card. There will be workshops and training for staff on best practices of a Standards Based Report Card to create a well designed document. Lastly, there will be parent forums dedicated to inform and obtain parent feedback on changing to a Standards Based Report Card.

Facility—Windham Middle School is at capacity or beyond. In short term, we are looking at the possibility of a portable or consolidation of classroom space which will have a direct impact on school programming. Long term plans will include a design of new middle school which could be 7-8, 6-8 or 5-8. Regardless, the focus will be to build a new middle school that has 21<sup>st</sup> century science labs, World Language classes with auditory lab stations for students to have conversations in Spanish and French, integrated technology such as Polyvision boards and netbooks in the classrooms, add a technology course that uses CAD software for students to design/draft as a Unified Arts option and build for the future enrollment as the school district continues to grow.

Transitions—We need to focus more directly on transition issues both entering Windham Middle School and exiting Windham Middle School and entering Windham High School. Working with Center School the past two years I developed a transition team made up of teachers between both schools as well as administration. As part of these meetings we discussed curriculum articulation and alignment, math placement and transition for students. The transition team will work collaboratively to continue to develop activities such as the Windham Middle School luncheon for Center School students and a locker activity to assist students with their comfort level as they transition to middle school. This will continue to be an area of focus and working with all transition team members will be crucial for students as we want all students to have a great educational experience. Lastly, the transition-- between Windham Middle School and Windham High School is important, and Windham Middle School will continue to foster the emerging relationship with Windham High School. As the Principal working with Administration and the Deans at Windham High School, it will be critical to articulate curriculum between the two schools for vertical alignment. This year we had the Dean of Mathematics work with our math department head and the math department on the math placement for students' transition to Windham High School. It is my belief those conversations are important and should happen quarterly with both schools across all curriculums for articulation and alignment. Next year, I would focus on the Language Arts/Reading department at the middle school working with the Humanities department at the high school to have those curriculum discussions. In doing this curriculum work between schools the transition will be seamless for the students.

Windham Middle School will continue to move forward under my leadership. As previously mentioned the target areas will be the focus for the next three years. However, it is important as a leader to be flexible and realize there will be times to adjust based upon the educational reforms that exist as a school district, throughout the state and the national reforms. In many of these targeted areas I have initiated change at the middle school, but also realize it is being part of a team and when possible building consensus is crucial to have any lasting school reform. My leadership style is one of being a good listener, patient and thoughtful with important decisions, however as principal I realize I will be asked to be make the tough decisions and do what is in the best interests for students here in Windham. I believe I am ready for this opportunity and I am up to the new challenge. Windham Middle School will not stay stagnant, fostering change is necessary, and under my administration that will continue to be the case.

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