Winter Hill Community Innovation School

**School Improvement Plan
2025 - 2027**

Mission

The Winter Hill Community Innovation School staff collectively strive to create a warm, welcoming and nurturing environment where all students, of any race, country of origin, first language, sexual orientation, gender identity, socio-economic status or neurodiversity, develop into thoughtful, caring and engaged young adults and community members.

We recognize the unique identity, personality and talent of each individual student and are committed to educating the whole child.

Our school challenges all students to ensure they make continuous academic gains, develop socially and emotionally, take ownership of and responsibility for their learning, and thrive in a community that actively promotes inclusion, diversity, human rights, global responsibility and local action.

Vision

With that Vision as our guide post, our Mission describes our objectives and how we will meet them.

Winter Hill Community Innovation School is a Community of Learners where:

- Every student thrives in a fair and caring learning environment that fosters confidence, creativity, and a sense of belonging;

- Every student receives high-quality, standards-based instruction, which is responsive to students' needs, in all subject areas;

- Every student actively participates in a challenging curriculum that applies their learning to the world around them, thereby enhancing students' intellectual, social, emotional and ethical development;

- Every educator supports students in producing high quality work that meets or exceeds state standards and inspires students to learn;

- All staff share responsibility for educating, supporting and empowering all students.

Core Values - A Culture of Achievement & Belonging

	Adult Learners & Achievers	Student Learners & Achievers
Respect by…	- Holding all learners to high academic and behavioral expectations with high support to meet expectations - Providing a warm, welcoming, and positive learning environment for all learners	- Striving to meet the high academic and behavioral expectations - Working with all learners to create a positive, learning environment
Ownership by…	- Setting high expectations and providing high support through well-planned, scaffolded, and engaging daily lessons - Providing a clean, organized, and visually pleasing space to learn - Owning the impact of our words and actions on others	- Striving to meet high expectations of being learners and achievers - Engaging in and being present for daily lessons - Taking care of our materials and keeping our spaces clean, organized and visually pleasing - Owning the impact of our words and actions on others
Acceptance by…	- Building relationships and being willing to learn about differences without bias or judgment - Meeting students where they are and providing differentiated instruction	- Building relationships and learning about differences - Recognizing that how we learn may be different from others and we may need something different
Readiness by…	- Being present everyday and providing clear routines and procedures, being prepared for each and every class - Approaching each day as a fresh start and maintaining a neutralizing presence and routine	- Attending school on time each day and following routines and procedures, being prepared for class with materials and required completed work - Focusing on class when in class and dealing with other issues at an appropriate time

The cat that ROARs!

Goal 1
Academic Excellence

Improve the quality of tier one instruction, tiered interventions, and actively promote a culture of achievement through an instructional focus on:

(1) grade level standards-aligned content in math and ELA
(2) high academic expectations through student oral and written discourse in the classroom, which demonstrates high quality student thinking

Each year, this goal will be measured by:

+iReady:
➢ students who are on grade level will meet their annual typical growth
➢ students who are below grade level will meet their annual reach goal

+ACCESS: 50% or more MLs will meet the target

Goal 1

Academic Excellence Data

Data Source: [DESE 2024 Accountability Data](#)

2024 Highlights	2024 Lowlights
*__*ELA*__ average scaled score increased by 1.8* *<u>Improved below target</u>: high needs, low income, ML/FEL, white *<u>Exceeded target</u>: black/AA *<u>No change</u>: Hispanic/Latino	*__ELA__ subgroup decline: SWDs, lowest performing *Overall SGP: 43.3 = typical growth - low *No subgroup SGP above 44
*__*Math*__ average scaled score increased by 1.5* *<u>Improved below target</u>: high needs, low income, ML/FEL, black/AA *<u>Met target</u>: lowest performing, white *<u>No change</u>: Hispanic/Latino	*__Math__ subgroup decline: SWDs *Overall SGP: 48.5 = typical growth - low *No subgroup SGP above 49
*__*STE*__ average scaled score increased by 1.3* *<u>Improved below target</u>: high needs *<u>Met target</u>: low income, Hispanic/Latino *<u>Exceeded target</u>: ML/FEL	*MLs reaching target on __ACCESS__ decreased by 7.6% (39% → 31.4%)

Action Steps and Outcomes for Goal 1

Action Steps

1.1 Develop and implement a comprehensive instructional focus for the school through school-based professional develop and CPT for 24-25 and 25-26

1.2 Implement high quality curriculum and instructional materials in grades 6 - 8 ELA, K-5 math, and K - 5 ELA and strengthen the implementation of a high quality curriculum in 6 - 8 math.

1.3 Implement an effective co-teaching model for students in content areas for SEI-Gen Ed students in ELA and math in grades 6 - 8 and NCA students in math, social studies, science.

1.4 Ensure that multilingual learners and students with disabilities have access to grade level curriculum with supports and scaffolds that target their specific needs.

1.5 Develop a robust MTSS progress monitoring system and Child Study Team for academic support and interventions (goal 2)

Outcomes by EOY 2024-2025

+ 1.A Scope and sequence for instructional focus that aligns with district PD and building-based CPT

+1.B Work with the *Learning Acceleration Network* the support the implementation of Fish Tank in grades 6 - 8 ELA

+ 1.C Bimonthly planning meetings to support co-teachers with key deliverables such as classroom routines, clearly defined roles for teachers and paras, expectations for students, agreements for collaboration

+ 1.D Review baseline findings of *School Progress Monitoring Report Equitable Access* and develop next steps (April 3, 2025)

+ 1.E Develop an MTSS school-wide calendar of data reviews and implement tiered supports and interventions. Data reviews include MCAS, DIBELS, iReady, ACCESS, unit assessments, progress monitoring / restructure X and FLEX block to provide targeted intervention

Goal 2

Equity & Access

Develop a comprehensive school-wide MTSS system that provides strong tier 1 and tiered interventions for all students by:

(1) ensuring all policies, procedures and practices are culturally responsive and promote a culture of belonging and achievement for all students, particularly for our traditionally marginalized groups
(2) integrating the academic and SEL work of district, departments, and school to strengthen the collective efficacy of all staff
(3) strengthening tier 2 and 3 supports for reducing absenteeism and office referrals as part of our MTSS overhaul (goal 1)

Each year, this goal will be measured by the following:

+increase in average daily attendance rate by 2% points each year

+reduction in chronic absenteeism by 5%, <10% by EOY 26-27

+reduction in office referrals for boys of color to be proportional to school demographics

Goal 2 Equity & Access Data

Data Source: [DESE 2024 Accountability Data](), current school data as of 3/19/25

2023-2024 Highlights	2023-2024 Lowlights
***Chronic absenteeism** decreased below target for lowest performing (16.7% → 12.5%)	***Chronic absenteeism** increased by 6% (19.9% → 26.7) *Across all subgroups except lowest performing ***Average Daily Attendance Rate** 92%

Fall 2024 Highlights	Fall 2024 Lowlights
***Average Daily Attendance**: September 96%, October 96%, March 94% (trend) Year-to-Date 94% (3/18/25)	***Average Daily Attendance Rates:** August 90%, November 94%, December 93%, January 92%, February 93%,
***Office Referrals** Incidents: 87% of students = 0 incidents, 3+ = 7%	***Office Referrals** Of the 27 students with 3+incidents, all but 5 are boys of color ***Suspensions** 91% of all suspensions are students of color

Action Steps and Outcomes for Goal 2

Action Steps

2.1 Engage in an ongoing review of policies and practices to ensure that they are not biased toward traditionally marginalized groups.

2.2 Solicit student voice around how to improve their school experience, especially marginalized students.

2.3 Continue to strengthen tiered supports for students including Wildcat Way, mediation, restorative justice as alternatives to traditional discipline.

2.4 Strengthen our core instructional SEL practices so that all students see themselves as achievers and are held to high academic expectations. (See Goal 1.)

2.5 Develop a robust MTSS progress monitoring system and Child Study Team for attendance, behavior and crisis support and interventions for general education students.

Outcomes

By EOY 24-25

+2.A Establish a yearly review cycle with Governing Board, SST, ILT, and FST to review and revise school-wide policies

+2.B Develop a plan for the 2025-2025 school year to systematically solicit student voice

+2.C Revise the Wildcat Way of Instruction to include more clearly defined tier 2 and tier 3 interventions

+2.D Develop a robust MTSS system to implement and sustain tier 2 and tier 3 supports and interventions re: attendance and office referrals

Goal 3
Wellness & Joy

Develop a comprehensive social-emotional program accommodation plan for the Newcomer Academy (NCA) that explicitly:

(1) defines the programmatic social-emotional supports that are integrated into Tier 1 practices
(2) adapts the Second Steps curriculum for newcomers
(3) provides language-affinity tier one support groups for all NCA students
(4) provides specific opportunities for NCA families to connect and be active participants in their student's education

This goal will be measured by:

+reduction in office referrals and suspensions for students in the NCA

+increase in positive social-emotional indicators (tool yet to be determined)

Goal 3 Wellness & Joy Data

Student Discipline:

+For 3+ office referrals – 36% are from newcomer homerooms

+For 6+ office referrals – 46% are from newcomer homerooms

+66% of suspensions are newcomer academy students

Data Source:
current school data

Action Steps and Outcomes for Goal 3

Action Steps

3.1 Define a tiered system of social-emotional support for Newcomer Academy students, WIDA levels 1 and 2, including SLIFE.

3.2 Make specific accommodations and modifications to the 2nd Steps curriculum to ensure access for all NCA students during RISE block.

3.3 Build out a comprehensive scope and sequence for school adjustment for NCA students during X block.

3.4 Develop clear protocols and procedures to ensure wrap-around services are integrated with school and families

Outcomes

By EOY 24-25

+3.A Develop a program description of the Newcomer Academy and the specific social-emotional tiered supports/interventions for MLs in the program including a family-facing summary

+3.B Convene a summer working group to develop the following to implement in SY 25-26:
-select tool to measure social-emotional indicators
-scope and sequence for NCA Rise block that includes language-affinity groups and adapted 2nd Steps lessons
-scope and sequence for tier 1 counselor whole classes sessions re: adjustment support
-delineation of specific supports for classroom teachers re: SEL for NCA students
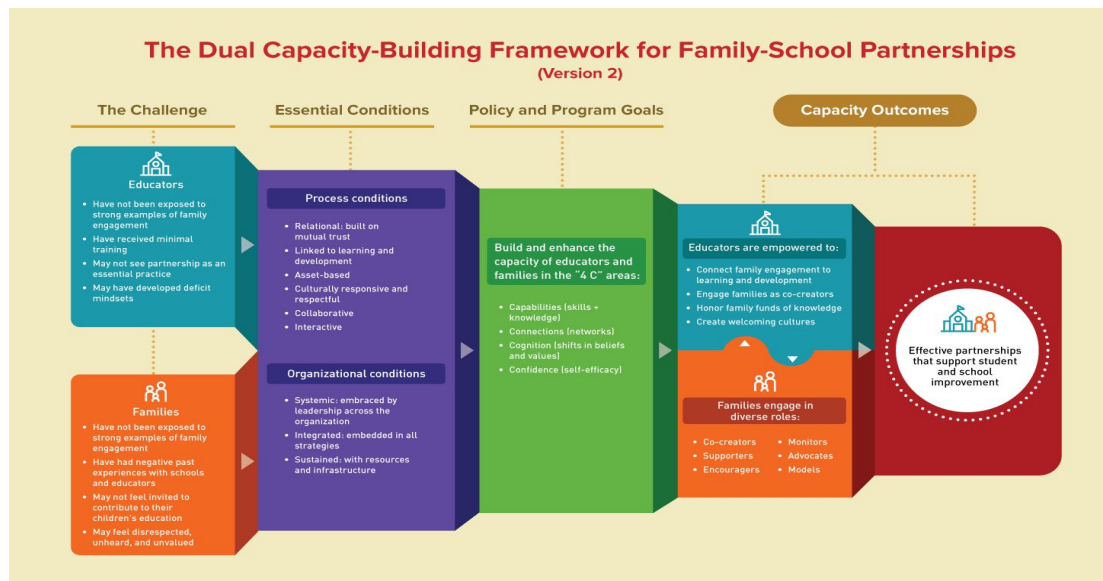
3.C Develop a comprehensive plan for engaging NCA families to implement in SY 25-26

Goal 4
Family & Community Engagement

Insert picture from the International Potluck

Develop family engagement initiatives and connect them to student learning and development. (Dual Capacity-Building Framework)

This goal will be measured by increased engagement in school-events (including parent-teacher conferences, showcase of learning, and back-to-school night) in grades 4 - 8 to be commensurate with grades PK - 3.

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

Goal 4
Family & Community Engagement Data

Data Source: current school data

Wildcat Kickoff (open house) September 2024	Student Forms Returned: 22% Student Volunteers: 10 students
Conferences Fall 2024	PK - Grade 3: 88% Grades 4 - 6: 38% - 53% (depending on content area) Grades 7 - 8: 24% - 44% (depending on content area) AIM: 75%
Showcase of Learning May 2025	TBD

Action Steps and Outcomes for Goal 4

Action Steps

4.1 Develop a guide for teachers to communicate with families around academics that honor and recognize families' existing knowledge, skills, and forms of engagement.

4.2 Design events that connect directly to student learning:
-Open House
-Showcase of Learning
-Student-Led Conferences (grades 6 -8)
-Leadership Day for grades 6th-8th
-Other

4.3 Support PTA events including the International Potluck Dinner

Outcomes

By EOY 24-25

+4.A Develop the educator guide for family communication re: academics to be utilized in SY 25-26

+4.B Review participation in current family engagement events and use to plan for SY 25-26 (including PTA events)
-Back-to-School Night
-Showcase of Learning
-Parent-Teacher Conferences
-Leadership Day for Grades 6 - 8
-International Potluck Dinner

+4.C Form working group to begin implementation of student-led conferences in middle grades

Conclusion & Acknowledgements

+A Wildcat ROAR to all who supported in the development of this plan: Instructional Leadership Team, Family Support Team, Student Support Team, Governing Board

+A Wildcat ROAR to our entire Somerville and Winter Hill community for transforming the Whedgerly and focusing on the continuous improvement of the quality of the education.