WEST SIDE STEM MAGNET MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN
2017-2020

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VISION, PHILOSOPHY, and MISSON

West Side STEM Magnet Middle School

VISION

"Where Children and Learning Come First"

PHILOSOPHY

The purpose of Groton's Middle Schools is to provide an environment where the teaching-learning process occurs in a positive and humane atmosphere. Students are encouraged to feel good about themselves and to value learning.

The philosophy stresses the importance of learning, of independent study, and of critical thinking. This is accomplished in an atmosphere that promotes dignity, respect and cooperation in human relationships.

The curriculum is designed to meet the unique physical, emotional and intellectual needs of early adolescents. It also recognizes the individual learning styles of each student.

The middle school is recognized as a transition between elementary and high school. A support system, consisting of teachers, guidance counselors, administrators and parents assist students through this period of change.

MIDDLE SCHOOL MISSION

Groton Middle Schools Commit Themselves to:

1. Provide a gradual transition from the relatively self-contained elementary program to the departmentalized high school program.

2. Create an atmosphere which fosters optimum student growth in the basic subject areas by allowing for flexible scheduling of class time.

3. Provide exploratory programs in other academic and skill areas which capitalize on the natural intellectual curiosity of this age group.

4. Develop the physical, social and creative potential of the student.

5. Foster the development of responsibility through self-discipline and independent learning.

6. Enhance the student's self-concept and tolerance of others.

7. Provide special services to accommodate the unique needs of individual students.

8. Provide interdisciplinary activities to involve student in areas of their particular interests.

9. Encourage parents and community to become involved in the educational process.

Magnet Mission Statement

The West Side STEM Magnet Middle School takes pride in fostering a community of global learners through a rigorous and technologically enhanced, inquiry-based experience. Students are encouraged to become highly effective innovators and communicators who can creatively solve problems and become responsible, well-rounded citizens.

Standard 1: Demonstrate Self and Global Awareness

- Be responsible for their own learning behavior; follow procedures, processes and guidelines while demonstrating a willingness to be innovative and creative.
- Listen to, accept, and act on positive and corrective feedback in academic and social situations.
- Take ownership over their actions and reactions; demonstrate the ability to self-regulate their emotions.
- Use goal setting processes to initiate self-created goals independently and proactively.
- Increase global awareness to improve the efficacy and wisdom of decisions.

Standard 2: Demonstrate an understanding of diversity in various communities

- Seek diverse ideas and relationships to make collaborative and informed decisions.
- Communicate an understanding of how diversity impacts our physical, social and cultural environments.
- Act individually and collectively to positively impact our environment.

Standard 3: Demonstrate how Science, Technology, Engineering and Math skills impact individual and social actions and decisions in the global community.

- Use technology appropriately to inform and improve practice and to demonstrate learning in a variety of ways.
- Connect technology skills, media literacy, and 21st Century life skills to their learning.
- Know and use the inquiry process to generate ideas, test theories, create innovative artifacts, and solve problems in order to positively impact our future.

At West Side STEM Magnet School

We Believe……..

1. All people should feel safe, respected, and valued through culturally responsive instructions.

2. All students can learn and succeed.

3. In building strong relationships among home, school, students, and community.

4. Learning requires taking risks and making mistakes.

5. The school community will foster an environment that allows for meaningful opportunities and appropriate resources needed to support learning.

6. That children are naturally curious and can pose questions and conduct investigations to solve real-world problems.

7. Children will have the opportunity to participate in collaborative interdisciplinary experiences.

8. Students will demonstrate their growth and change through formal and informal assessments.

9. That our actions should reflect our beliefs.

SCHOOL RENEWAL PLAN FOR 2017-2020   **DATE: September 2017**
Performance Goal Area:

X Student Achievement   **Mathematics**

PERFORMANCE GOAL: 1A (desired result of student learning)	The percentage of students in grades 6-8 who scored level 3 and above in mathematics as measured by the SBAC will improve from **35%** in 2016-17 to **42 %** by 2020.
INTERIM PERFORMANCE GOAL: (first year's Growth- 2018)	The percentage of students in grades 6-8 who scored level 3 and above in mathematics as measured by SBAC will increase from **35%** in 2016-17 to **37%** by 2017-18.
DATA SOURCE(S):	SBAC Assessment

SBAC Achievement Levels	**Level 1-Novice**	**Level 2- Developing**	**Level 3 Proficient**	**Level 4 Advanced**

OVERALL MEASURES:

Average Baseline	**2018***	**2019***	**2020***
2017 35%	**Target 37%** *Actual Earned Average for grades 6-8 35%*	**Target 40 %**	**Target 42%**

* Represents projections of improvement
* **Overall our average percentage stayed the same in 2018 - We did not meet our first year target of 37%**

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ACTION PLAN: Student Achievement, Math					
STRATEGY: 1A.1 Analyze data to improve student achievement in mathematics.					
Activity	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1A.1.1 Analyze SBAC scores and data to determine if any of the following are needed: • Intervention Specialist Services • Regrouping • Reteaching • Differentiated instructional strategies	September - June	Principal Guidance Counselor Math Coach Teachers Computer Facilitator			Test and data analysis and conferences with teachers weekly
1A.1.2 Utilize SBAC math scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate	September- June	Principal Guidance Counselor Math Coach Teachers Computer Facilitator			Review SBAC math scores during Level I, II and III data team meetings
1A.1.3 Level I data teams (grade level) meet to analyze unit pre/post assessment data	September-June	Principal Teachers Math Coach			Data team minutes. Meetings with administration during scheduled weekly time
1A.1.4 Level II content level data teams meet to discuss 6-8 curriculum progression and alignment. Analyze raw scores due to wide ranges in each level.	September –June	Principal Teachers Math Coach			Data team minutes and meetings with administration during scheduled monthly times

ACTION PLAN: Student Achievement, Math

STRATEGY: 1A.2 Identify and implement effective instructional strategies to improve student achievement in mathematics.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1A.2.1 Continue to develop lessons that are scaffolded and authentic.	September – June	Teachers Math Coach Teacher Leader			Weekly review of lesson plans, analysis of assessments, and classroom observations
1A.2.2 Explore effective strategies that target differentiated instruction	September – June	Teachers Guidance Counselor Teacher Leader Math Coach			Weekly review of strategies and activities incorporated into lesson plans and classroom observations
1A.2.3 Utilize technology for Instructional purposes. (Pro-Board, interactive WB, Quizlet and Demos	September – June	Teachers			Weekly review of lesson plans and classroom observations
1A.2.4 Ensure the use of Math tutors and Specialist for Tier III instruction	September – June	Teachers Math Coach Tutors			Weekly review of lesson plans and classroom observations
1A.2.5 Utilize best practices and research based strategies in math (CMP3,Pre-Algebra and Algebra I	September– June	Teachers			Weekly review of lesson plans and classroom observation
1A.2.6 Continue to provide extra computer time for grades 6-8 to to utilize SBAC Interim assessments, MobyMax and Dreambox	September – June	Teachers Computer Facilitator			Classroom observation

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1A.2.7 Implement the CMP3 math program in grades 6-8	September – June	Principal Teachers Math Coach			Meetings to discuss and reflect on strategies observed. Class observations
1A.2.8 Continue to provide extended learning opportunities for student achievement (SBAC before school program/Math Blast 4-6 weeks and family Math nights	September – April	Teacher Leader Teachers	$ 2000.00	Title I	Review SBAC scores Program observations by administration
1A.2.9 Evaluate daily schedules to determine effectiveness and modify as necessary(more instructional time may be needed	September – June	Principal Teachers Math Coach			Copy of schedules and meeting with classroom teachers
1A.2.10 Utilize Math Specialist to focus on our high SBAC 2's for intensive intervention	September - June	Principal Math Specialist			Classroom observations Dreambox and Mobymax data
1A.2.11 Grade level math teachers meet weekly to develop common assessments	September – June	Principal Teachers			Copy of common assessments
1A.2.12 Provide opportunities for teachers to attend conferences and workshops	September – June	Principal Teachers			Professional development logs and agendas. Teachers share out at PD
1A.2.13 Use CMP3 math programs Digital resources	October-June	Teachers			Class observations
1A.2.14 Utilize SBAC Interim(5) Assessment blocks	October and March	Principal Teachers			Review data in data teams
1A.2.15 Math Specialist train Sped staff in CMP3, Dreambox and Mobymax.	October- May	Administration Math Specialist Teacher			Classroom observations

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SCHOOL RENEWAL PLAN FOR 2017-2020   **DATE: September 2017**
Performance Goal Area:

X Student Achievement   **Language Arts**

PERFORMANCE GOAL:1B (desired result of student learning)	The percentage of students in grades 6-8 who scored level 3 or higher on the ELA as measured by the SBAC will improve from **48.6%** in 2016-17 to **54%** by 2020.
INTERIM PERFORMANCE GOAL: (first year's Growth- 2018)	The percentage of students in grades 6-8 who scored level 3 or higher on the ELA as measured by the SBAC will improve from **48.6%** in 2016-17 to **50%** by 2017-18.
DATA SOURCE(S):	SBAC Assessment

OVERALL MEASURES:

Average Baseline	**2018***	**2019***	**2020***
2017 48.6%	Target 50 % **Actual Earned Average for grades 6-8 - 49.3%**	Target 52%	Target 54%

* Represents projections of improvement
* **We improved but did not meet our target of 50%**

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ACTION PLAN: Student Achievement, Language Arts

STRATEGY: 1B.1 Analyze data to improve student achievement in Language Arts

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1B.1.1 Analyze SBAC scores and data a to determine if any of the following are needed: • Intervention Specialist Services • Regrouping • Reteaching • Differentiated instructional strategies	September – June	Principal Guidance Counselor Literacy Coach Teachers Computer Facilitator			Data team minutes and action plan
1B.1.2 Utilize SBAC ELA scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate.	September – June	Principal Guidance Counselor Literacy Coach Teachers Computer Facilitator			Review scores during data meetings establish a plan to address needs
1B.1.3 Level I data teams meet weekly to analyze pre/post assessment assessment data	October-June	Principal Teachers Literacy Coach			Data Team minutes and data analysis of assessment results
1B.1.4 Level II content level data teams Meet to discuss 6-8 curriculum alignment and progression. analyze raw score and create scope and sequence	October-June	Principal Teachers Literacy Coach			Data Team minutes and weekly meetings with administration
1B.1.5 Utilize Literacy Specialist to work with high SBAC 2's for intensive intervention	October-May	Literacy Specialist			Classroom observation and assessment data

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ACTION PLAN: Student Achievement, Language Arts

STRATEGY: 1B.2 Identify and implement effective instructional strategies to improve student achievement in Language Arts

<u>Activity</u>	<u>Timeline</u> <u>Start/End Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Indicators of</u> <u>Implementation</u>
1B.2.1 Create lessons and assessments aligned with TCRWP	September-June	Principal Teachers			Lesson plans and classroom observations
1B.2.2 Explore effective strategies that target differentiated instruction	September-June	Principal Teachers			Classroom observations
1B.2.3 Utilize technology for instructional purposes	September-June	Teachers			Classroom observations
1B.2.4 Full implementation of TCRWP	September-June	Principal Teachers			Classroom observations
1B.2.5 Ensure that special education staff have the training to implement TCRWP in resource classes	September-June	Teachers Literacy Coach			PD for Resource staff to become familiar with TCRWP
1B.2.6 Implement SBAC Interim assessments (fall/winter)	October and March	Principal Teachers			Review results in data teams and establish a plan
1B.2.7 Facilitate opportunities across grade level content areas for staff to collaborate and effectively use data	September -June	Teachers Literacy Coach			Data Team minutes and plan
1B.2.8 Ensure that all staff have the materials to implement TCRWP	October-June	Teachers Literacy Coach			On-going dialog at weekly admin. meetings
1B.2.9 During SRBI period provide multi-grade level skill based instruction Tier II remediation	October-June	Principal, Literacy Math Specialist Guidance Teachers			Administrative observations

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SCHOOL RENEWAL PLAN FOR 2017-2020   DATE: **September 2017**
Performance Goal Area:

X Student Achievement   **Science**

PERFORMANCE GOAL:1C (desired result of student learning)	2018-19 will be the first year for the Next Generation Science Assessment. We will use our six year average from the CMT as a baseline. Because the SBAC is a harder assessment, the first year target is set at 50%. (50% of 8th grade students will achieve a Level 3 or Above)
INTERIM PERFORMANCE GOAL:	It is my hope that interim science assessments will be up and running this year on Tide so that all teachers can utilize them to progress monitor and expose students to Science SBAC type questions.
DATA SOURCE(S):	NGSS Assessment

OVERALL MEASURES:	7 year CMT Average At Goal or Above	2019 SBAC	2020 SBAC		
	Baseline Data **54.3%**	Target **50 %**	Target **52 %**		

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ACTION PLAN: Student Achievement, Science

STRATEGY: 1C.1 Analyze data to improve student achievement in Science.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1C.1.1 Analyze Science CMT scores to determine if any of the following are needed: • Intervention Specialist Services • Regrouping • Reteaching • Differentiated instructional strategies	September - June	Principal Guidance Counselor Teacher Leader Teachers Computer Facilitator			CMT scores and data analysis. Conferences with teachers
1C.1.2 Utilize NGSS pre and post grade Level assessments. (Bundles)	September - June	Principal Teacher Leader Teachers			Scores will be reviewed during Level I and Level II data teams
1C.1.3 Level I data teams will meet weekly to analyze pre-post assessment data	October-June	Principal Teachers			Data team minutes and analyze assessment results
1C.1.4 Level II data teams meet to create common unit assessments, create pacing guide and review raw SBAC scores	October-June	Principal Teachers			Data team minutes, copies of CUA's, and pacing guides monthly

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ACTION PLAN: Student Achievement, Science

STRATEGY: 1C.2 Identify and implement effective instructional strategies to improve student achievement in Science

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1C.2.1 Develop lessons assessments aligned with NGSS standards that are inquiry based	September - June	Principal Teachers			Classroom observations
1C.2.2 Continue PD in NGSS Why NGSS? NGSX CREC NGSS	September-June	Principal Teachers	$3580.00	EXPECT Grant	PD attendees will facilitate Training of best practices for NGSS
1C.2.3 Utilize best practices and researched based strategies in inquiry based science	September-June	Principal Teachers			Weekly review of lesson plans and classroom observations
1C.2.4 Implement the use of science interactive note books	September-June	Principal Teacher			Classroom observations
1C.2.5 Use Wildcat block to enhance understanding of NGSS principles	September-June	Principal Teachers			Weekly meetings with administration and classroom observations
1C.2.6 Teachers develop scope and Sequence for unit curriculum development	October -June	Principal Teacher			Copy of score and sequence

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SCHOOL RENEWAL PLAN FOR <u>2017-2020</u>   **DATE: <u>September 2017</u>**
Performance Goal Area:

☐School Climate (Student Behavior)

PERFORMANCE GOAL: 1D (desired result of student learning behavior strategies)	Office referrals will decrease from **<u>226</u>** in 2016-17 to **<u>165</u>** in 2020. *30% Reduction*
INTERIM PERFORMANCE GOAL: One Year after our baseline data	Office referrals will decrease from **<u>226</u>** in 2016-17 to **<u>203</u>** in 2017-18. *10% Reduction* **Not even close, we had 518 Office Referrals**
DATA SOURCE(S):	Review 360 and PowerSchool

OVERALL MEASURES:

Number of Office Referrals

Average Baseline	2018*	2019*	2020*
226	203 **518 total**	183	165

* Represents projections of improvement   **Did not meet our 2018 target**

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ACTION PLAN: **School Climate-Improving Student Behavior**

STRATEGY: 1D.1 Analyze data to improve student achievement in student behavior

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1D.1.1 Analyze Review 360, Power School and student complaint data to determine if any of the following are needed: • Tier II behavioral supports • Check-in's and Check-out's • Student point sheet or contract	September – June	Principal Teachers School Counselors School Psychologists			Number of given Tier II supports
1D.1.2 Revised Academic Behavior Support Room (ABS Room)	September-June	ABS Teacher Assistant Principal			ABS Data of repeat offenders
1D.1.3 Instruction Leadership Team meets monthly to analyze school wide behavior data	September -June	Principal Teachers			Meeting minutes and Student behavior plans
1D.1.4 Implement new school-wide discipline plan	September -June	All Staff			Monthly discipline data
1D.1.5 Revised SST/SRBI Plan	September -June	Administration			Discipline data

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ACTION PLAN: Student Achievement – **School Climate**

STRATEGY: 1D. 2 **Identify and implement effective strategies and programs to improve school climate with a focus on student behavior.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1D. 2.1 Continue monthly practice of PBIS expectations in all 8 areas of the building	September-June	Principal Teachers Para's Café workers Custodian staff			PBIS monthly practice; periodic check-in with students. (School-wide assemblies)
1D. 2.2 Continue to utilize Restorative Practices	September -June	Principal Teachers School Counselors			Log events when Restorative Practices were used include out-comes
1D.2.3 Continue Wildcat rewards Cards	September-June	All School Staff	$500.00	PTO Funds	Number of Wild-Cat Cards counted weekly. Weekly Rewards given out on Fridays
1D.2.4 Continue to implement the Second Step program in Advisor advisee twice per month	September-June	Teachers School Counselors School Social Worker School Psychologists			Scheduled lessons in Second Step. Yearly Student and Staff Survey
1D. 2.5 School Instructional leadership Team meets monthly	September-June	Principal Teachers			Minutes from meetings
1D.2.6 Behavioral Tutor	September-June	Administration	34,450.00	Title 1	Monthly discipline data. Behavioral coaching/parent contact

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SCHOOL RENEWAL PLAN FOR <u>2017-2020</u>
Performance Goal Area:

DATE: <u>September 2017</u>

☐Student **Physical Fitness**

PERFORMANCE GOAL: 1E (desired result of student learning)	The percentage of students passed all four fitness tests (sit and reach, push-ups, Sit-ups and mile run-walk as measured by the Connecticut State Physical Fitness Assessment will improve from the current (2016-17) of **32.0%** to an average of **50%** by 2020. *This is the average of grade 6 and 8 scores*
INTERIM PERFORMANCE GOAL:	The percentage of students who passed all four fitness tests as measured by the Connecticut State Physical Fitness Assessment will improve from the current **32.0%** (2016-17) to **40%** in 2017-18. *This is the average of grade 6 and 8 scores*
DATA SOURCE(S):	**Connecticut State Physical Fitness Assessment**

OVERALL MEASURES

2016-17 Average Baseline	* 2018	* 2019	* 2020	
32.1%	40% **48.7%**	45%	50%	**Exceeded the target goal for 2018**

*Represents projections of improvement

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ACTION PLAN: Student Achievement , **Physical Fitness**

STRATEGY: 1E. 1 **Analyze Physical Fitness Data**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1E.1.1 Analyze Fitness data To determine if any of the following are Needed: • Intervention Services • Regrouping • Reteaching • Differentiated Instruction	September-October	Teacher Principal			Test and data analysis and conferences with teachers
1E.1.2 Utilize fitness data to identify student needs; adapt curriculum and instruction as appropriate.	September-October	Teacher Principal			Fitness score data and data meetings with PE staff
1E.1.2 Use apps such as "My Fitnesspal" to record all your workouts and goals	October -June	Teacher			Students print out monthly workout data and submit to teacher for credit.
1E.1.3 Monthly School-wide Fitness Challenges	September-June	Teacher Administration			Participation levels of Students and staff. (Mile-Run/Walk, Push-ups, Curl-ups, Sit and Reach, Pull-ups and others.

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ACTION PLAN: Student Achievement- Physical Fitness

STRATEGY: 1E.2 Identify and implement effective strategies and programs to improve physical fitness

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1E.2.1 Utilize the PACER Test monthly and have students track their data.	September – June	Principal Teacher			Classroom observations and student data sheets used by students to track their growth over time
1E.2.2 Utilize our STEM/SRBI period offer Tier II and III supports	September – June	Principal Teacher			Classroom observations and teacher meetings. Evidence of planned program for each student at Tier III
1E.2.3 Implement classroom activities which consistently focus on the four components of fitness tested	September – June	Principal Teacher			Classroom observations and lesson planning
1E.2.4 Implement "ROMWOD" program to support mobility and flexibility	October - June	Teachers	$14.00/month	ROMWOD.com	Classroom observation and Pre-test data on flexibility
1E.2.5 Implement Cross fit Kids Intramural intervention program to foster lifelong health and wellness	October-June	Teachers	$300.00	Rogue Fitness	Classroom observation and review of pre-test assessment data with administration

SBAC Scores – First Four Years

Percent of Students at Level 3 or Above for Students at West Side Middle School (2014-15, 2015-16, 2016-17, 2017-18)

Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.

ELA/Literacy

Grade	Percent Level 3 or above 2014-15	Percent Level 3 or above 2015-16	Percent Level 3 or above 2016-17	Percent Level 3 or above 2017-18
Grade 6	39%	50%	48%	42%
Grade 7	47%	30% (-9)	57% (+7)	43% (-5)
Grade 8	36%	38% (-9)	41% (+11)	63% (+6)

Mathematics

Grade	Percent Level 3 or above 2014-15	Percent Level 3 or above 2015-16	Percent Level 3 or above 2016-17	Percent Level 3 or above 2017-18
Grade 6	24%	36%	32%	30%
Grade 7	27%	25% (+1)	35% (-1)	22% (-10)
Grade 8	24%	19% (-8)	38% (+13)	52% (+17)

Level 4-Exceeds grade-level performance standard with advanced progress toward college and career readiness.

Level 3- Meets grade-level performance standard with progress toward college and career readiness.

Level 2-Nearly meets grade-level performance standard, may require further development

Level 1-Does not meet grade-level performance standard, needs substantial improvement

Making Meaning of the Data: Growth of sixth graders through grade 8

ELA- Green Cohort- Six grade students in 2014-15 were at 39 % scoring at level 3 or above. In 2015-16, they dropped to 30% scoring at level 3 or above, and then in 2017-18 scored 41% at level 3 or above. (2 % improvement)

ELA- Yellow Cohort- Six grade students in 2014-15 were at 50 % scoring at level 3 or above. In 2015-16, they moved up to 57% scoring at level 3 or above, and then in 2017-18 scored 63% at level 3 or above. (13% improvement)

Math- Green Cohort- Six grade students in 2014-15 were at 24 % scoring at level 3 or above. In 2015-16, they moved up to 25% scoring at level 3 or above, and then in 2017-18 scored 38% at level 3 or above. (14%) improvement)

Math- Yellow Cohort- Six grade students in 2014-15 were at 36 % scoring at level 3 or above. In 2015-16, they dropped to 35% scoring at level 3 or above, and then in 2017-18 scored 52 % at level 3 or above. (16% improvement)

ELA-Blue Cohort- Six grade students in 2016-17 were are 48 % scoring at level 3 or above. In 2017-18, they dropped to 43% at level 3 or above (5% decrease). These are our current 2018-19 8th grade students.
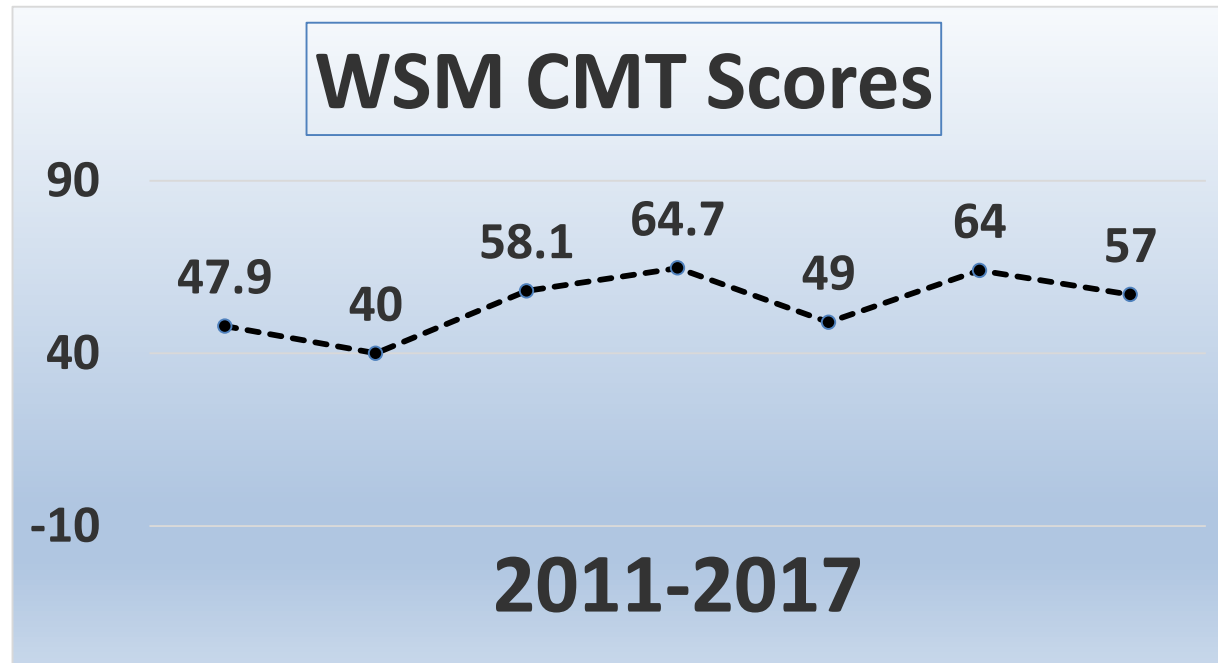
Math-Blue Cohort- Six grade students in 2016-17 were are 32 % scoring at level 3 or above. In 2017-18, they dropped to 22% at level 3 or above (10% decrease). These are our current 2018-19 8th grade students.

Connecticut Mastery Test

2011-2017

Science Data

West Side Middle School

WSM CMT Scores

90

47.9   58.1   64.7   64

40   49   57

40

-10

2011-2017

7 Year Average= 54.3

Years	Percentage of Students at Goal
2011	47.9
2012	40
2013	58.1
2014	64.7
2015	49
2016	64
2017	57

Physical Fitness
State Assessment Data

2014-2018

This state test is given in grades 4, 6 and 8.

Physical Fitness

YEAR	Estimated Participation Rate	Fitness Rate % Average of 6th and 8th grade scores
2017-18	98.0	48.7
2016-17	91.2	32.1
2015-16	98.5	38.3
2014-15	92.2	47.2

2016-18 School Discipline Data

West Side STEM Magnet Middle School

Discipline Data

2016- 2018

2016-17				2017-18			
ISS	OSS	In-School Referrals	Office Referrals	ISS	OSS	In-School Referrals	Office Referrals
79	25	1023	238	102	60	967	518

SBAC Math Results
2014-15-2017-18

Percent at or Above Level 3

Years
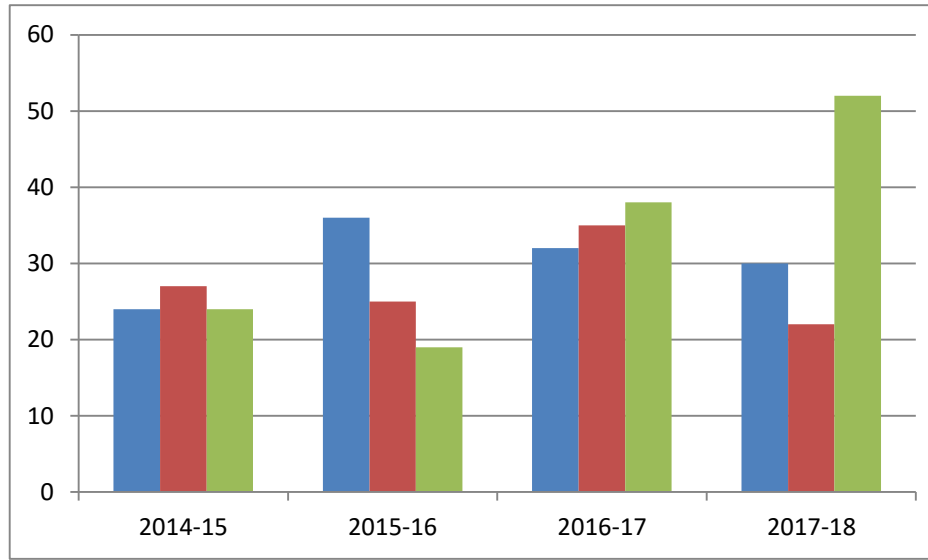
Grade 6
Grade 7
Grade 8

Grades	2014-15	2015-16	2016-17	2017-18
6	24	36	32	30
7	27	25	35	22
8	24	19	38	52

SBAC ELA Results
2014-15-2017-18

Percent at Level 3 or Above
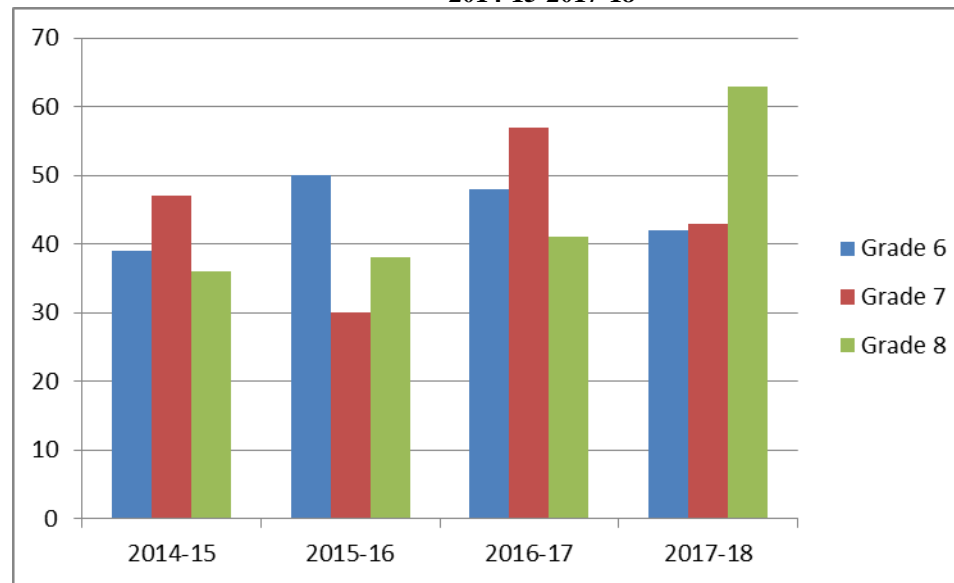
Years

Grades	2014-15	2015-16	2016-17	2017-18
Grade 6	39	50	48	42
Grade 7	47	30	57	43
Grade 8	36	38	41	63

Level 4-Exceeds grade-level performance standard with advanced progress toward college and career readiness.
Level 3- Meets grade-level performance standard with progress toward college and career readiness.
Level 2-Nearly meets grade-level performance standard, may require further development
Level 1-Does not meet grade-level performance standard, needs substantial improvement

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School Leadership Team - School-Wide Data Team

Level III Data Team

- The school-wide data team is comprised of at least one member of each academic, exploratory and world language team. Staff will elect members to this team every year. The goal is to review school wide academic and behavioral data to set SMART goals for student improvement, and focus on overall school improvement. The team will meet on the last Wednesday of each month.

Grade Level Data Teams

Level II Data Team

- Grade level data teams meet by content with colleagues throughout the district to develop common unit assessments, score and sequence performance assessments. Review assessment data and create SMART goals for student improvement. Meet during district department meetings once per month.

Content Level Data Teams

Level I Data Team

- Content level data teams are comprised of grade level content area teachers who work on developing common unit assessments, review content related data and set SMART goals for student improvement. Math, Social Studies, LA and Science. Meet once per week.