



John W. Wynn Middle School

2015-2016: Year in Review

2016-2017: Focus Areas

Wynn Middle School

15-16 Year End Summary

Student Assessment--Positive trend in subgroups from 2014-2015

- Grade 8 Science MCAS--Composite Performance Index High Needs Students +4
- Grade 8 Math PARCC--High Needs Students CPI +9
- Grade 7 Math PARCC-- Students with Disabilities CPI +5
- Grade 8 ELA PARCC-- High Needs Student Growth Percentile +10
- Grade 7 ELA PARCC--Students with Disabilities CPI +8

Google Accounts

- All students now have Google Accounts and these accounts are utilized for communication and classroom functions.
- Teacher leaders have presented staff with effective Google for Education Apps.

Career Day

- College to Career Initiative continues
- Over thirty presenters at first Career Day

Library/Media Center

- Remodeling and repair completed
- Staffed for minimum of ten hours per week by volunteers

MasteryConnect/WestEd PLCs

- Academic DDMs loaded on MasteryConnect
- Staff trained in Reading to Learn as well as lesson tuning, lesson planning and assessing student work protocols

Wynn Middle School

16-17 Goals

Professional Practice and Improvement Goals:

Increase time spent in teacher classrooms for walkthroughs and observations in order to meet the minimum average of two hours per week as measured by the TeachPoint data tool

Increase time on learning by making changes to the current schedule

- implement cascading schedule
- decrease disruption of teaching block by rescheduling lunches

Increase collaboration and communication with Ryan School community

- establish opportunities for extracurricular groups to meet
- share newsletter and events with Ryan students and families

Improve school climate by increasing art and murals in the school hallways

- establish mural club for this purpose
- provide opportunities for student groups/classes to enhance hallways

Wynn Middle School

16-17 Goals

Student Learning Goals:

Address achievement gaps in subgroup populations:

- consistently utilize MasteryConnect for Formative and Summative Assessment
- establish Professional Learning Communities(PLCs) that meet regularly with specific agendas and goals related to lesson planning, lesson tuning, looking at student work and interpreting data
- incorporate Universal Design for Learning strategies and increase opportunities for inclusive practices

Refine Delivery of Massachusetts Tiered System of Support (MTSS) model:

- employ consistent tiered interventions throughout the school
- utilize Positive Behavioral Interventions and Supports (PBIS) tools
- establish common tracking tools

Improve delivery, engagement level, and rigor of STEAM program:

- purchase new technology/materials to provide students with more hands-on science experiences
- continue process of curriculum mapping for the Next Generation Science Standards