



## **Middle School Improvement Plan 2024-2025**

Doherty Middle School  
West Middle School  
Wood Hill Middle School

### **MIDDLE SCHOOLS MISSION STATEMENT**

The Mission of the Andover Middle Schools is to ensure that all students acquire a quality education in a supportive environment.

### **MIDDLE SCHOOLS VISION STATEMENT**

The Andover Middle Schools will focus on the uniqueness and success of each student, fostering essential knowledge, skills and values that lead to life-long learning. By encouraging risk-taking, cultivating respect for diversity and by empowering teachers, students and parents, the middle schools will become a community of learners and leaders. All members of the community will feel that they have something to contribute, and that they belong. Cooperation, service, communication, and a positive school climate, will characterize all our efforts to serve students.

**Goal 1: Social Emotional Learning**  
**Aligns with District Operational Plan: Improve Student Supports**

**GOAL DESCRIPTION**

Implement Year II of RULER with school staff and students as the second step in consistently integrating SEL into classroom practices and curriculum content.

**CURRENT STATUS/DATA/REASON FOR THE GOAL**

A review of district Social Emotional Learning strategies has shown a lack of consistency in SEL implementation. The RULER approach will provide a common Tier 1 SEL foundation for all schools to build upon, which will lead to increases in emotionally accepting school cultures, consistency in classroom practices, deeper connections within the classroom, and to stronger academic performance. Year I (2023-2024) focused on education school-based teams and school staff on the RULER approach. As we begin Year II with trained staff, each school will focus on incorporating one of the four tools for consistent implementation with students.

**IMPROVEMENT BENCHMARKS**

Each Middle School will implement one routine of the RULER approach and anchor tools, and integrate them into daily practice. RULER Routines include:

- \*Charter
- \*Mood Meter
- \*Meta-Moment
- \*Blueprint

STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
Continue to Integrate RULER Anchors PD into Building Faculty Meetings	Building Implementation Team, Principals	2024-2025 Building Faculty Meetings
Continuous professional development to create consistency and cohesion around RULER implementation at the middle school level.	Julie Riley, District Implementation Team	2024-2025 Early Release Days & School-Based Meetings
Integration of additional elements/recommendations from building/district based RULER team into school operations.	Building Implementation Team, Principals, District Implementation Team	August 2024-June 2025

**OUTCOMES**

- Schools will incorporate the RULER structures into daily operations and building culture.
- Teachers will learn through the RULER approach, strategies to build a safe and

emotionally validating classroom environment and school culture.

- Teachers will learn how to incorporate RULER anchors into their practice and daily instruction.
- Students will participate in supportive, welcoming, and positive school-based experiences

**Goal II: New Middle School Schedule  
Aligns with District Operational Plan: Use Effective Resource Management and Operational Systems**

**GOAL DESCRIPTION**

By August 2024, Doherty, West and Wood Hill Middle Schools will finalize the core components of a new middle school schedule that better meets the developmental and academic needs of our middle school students. The new schedule will be finalized by August 2025.

**CURRENT STATUS/DATA/REASON FOR THE GOAL**

Current school schedule does not adequately meet the developmental and/or academic needs of middle school students. Analysis of trends and school-based data, through the Data Wise process, shows daily attendance rates for high-risk student populations are lower on average than their peers. In addition, MCAS and NWEA/MAP identified subgroups, illustrate persistent lower rates of achievement and growth in comparison to peers and an increase in the number of students displaying mental health needs.

As a district, we have participated in discussions throughout 2022-2024 school years with Team Leaders, faculty, and the New England League of Middle Schools (NELMS), reviewed the text, *This We Believe*, and participated in a district scheduling team process to ensure a clear vision and direction for our middle schools. In addition, staff, faculty, and student surveys were conducted and will provide us with additional input on the needs of our new schedule.

**IMPROVEMENT BENCHMARKS:**

- Identified structural frameworks
- Completed period & lunch schedules
- Formulated Program of Studies
- Identified Team best practices & compensation
- Developed school-wide blueprint
- Aligned scope and sequence of teachers' curriculum and assessments
- Planned professional development to support schedule/curriculum updates
- Projected enrollment and team needs
- Run of schedule pilots in schools to identify gaps, areas needing adjustment.
- Established communication plan and dates for sharing updates with all stakeholders (staff, students, families)

**STRATEGIES/ACTIVITIES**

**PERSON(S) RESPONSIBLE**

**TIMELINE**

Message upcoming schedule changes to staff, students, and families.

Middle school leadership teams.

August 2024-June 2025 through faculty meetings, student assemblies, and

		parent forums. Other opportunities for engagement will also be explored.
Address contractual impacts.	Middle school leadership team, program coordinators, and central office.	Complete before term 1 of the 2024-2025 school year.
Address operational impacts in the schedule build.	Middle school leadership teams.	Complete before term 1 of the 2024-2025 school year.
Assistant principals to draft Master Schedule in Aspen.	Middle school leadership team, program coordinators, and central office.	August 2024- February 2025
Organize and implement professional development to support the success of the new schedule.	Middle school leadership, teacher leaders, program coordinators, and central office.	August 2024-May 2025
<p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>● A schedule that supports student choice, growth, and exploration.</li> <li>● A schedule that supports coordinated planning among staff to implement and execute interdisciplinary learning opportunities.</li> <li>● A schedule that supports multi-tiered systems of support for students.</li> <li>● A schedule that ensures a sense of belonging for students.</li> </ul>		

**Goal III: Data Analysis and Strengthening the Instructional Core**

**Aligns with District Operational Plan: Reduce Variability in Curriculum and Instruction & Upgrade Data Systems**

**GOAL DESCRIPTION**

Increase the number of students meeting or exceeding expectations on ELA and Math MCAS by 5% during the 2024-2025 school year.

**CURRENT STATUS/DATA/REASON FOR THE GOAL**

Based on last year's MCAS data, an average of 69% of middle school students are meeting or exceeding expectations in ELA and 66% of middle school students are meeting or exceeding expectations in math.

**IMPROVEMENT BENCHMARKS**

Through data analysis using MAP, goal setting, curricular alignment, and professional development, middle school administrators, coaches, and teachers will support increased student progress through the following:

- Schedule of team-based data meetings after fall and winter MAP assessments
- Create a process for teacher and coach collaboration during common planning time
- Identification of targeted curricular and instructional supports
- Implementation and monitoring of targeted high leverage instructional practices & differentiation

**STRATEGIES/ACTIVITIES**

**PERSON(S)  
RESPONSIBLE**

**TIMELINE**

Scheduled regular data meetings at the school level	Shereen Rancourt, Katherine Richard, Steve Sanborn, Greg Hurley, Stacy Giggie Principals, Assistant Principals	Ongoing
Principals and coaches establish and implement meeting schedule to review data	Coaches, Principals, Assistant Principals	Ongoing
Coaches attend teacher team meetings at least once every other month to review student data, set instructional targets, and identify areas for differentiation and support.	Principals, coaches, team leaders, and teachers	September 2024-June 2025
Conduct classroom walk-throughs and visits to assess evidence of curriculum cohesion and use of targeted high leverage practices.	Julie Riley, Shereen Rancourt, Katherine Richard, Steve Sanborn, Greg Hurley, Stacy Giggie, Coaches, Principals, Assistant Principals	September 2024-June 2025
<p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>● Teachers will recognize the value of collaborating with coaches as a way to create a culture of continuous professional learning and collaboration.</li> <li>● Teachers will view instructional coaching as a highly effective support system to influence and support instructional change in healthy and productive ways.</li> <li>● Student engagement and achievement will increase across classrooms.</li> </ul>		