



**BAINBRIDGE  
ISLAND**  
SCHOOL DISTRICT No. 303

STRONG MINDS, STRONG HEARTS, STRONG COMMUNITY

**Bainbridge Island School District  
School Improvement Plan  
2022 - 2023 School Year**

**School:** Woodward Middle School

**Principal:** Jeannie Donoghue

**Associate Principal:** Annalisa Sanchez

**Leadership Team:**

Scott Orness

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### **School Improvement Plan Context & Rationale:**

Students at Woodward Middle School (WMS) need intentional and thoughtful instruction in transitioning to middle school. WMS is the beginning of more independence for students. They are working with six different teachers, have increased expectations academically, and are navigating hallways and passing time on their own. Middle school students are expected to be more independent academically, while dealing with changes in physical growth and increased concerns around finding their place socially and emotionally. The changes and adjustments can be easier for students with clear, consistent and intentional teaching of expectations that will reduce the distractions that can interfere with academic learning. In addition, opportunities to honor all voices have been limited with multiple transitions in the last few years. Middle school students need to have a platform where they can give input and feedback and see results of their work.

WMS is committed to teaching behavior expectations and social skills with a focus on core values. This teaching is aimed to reduce the number of mild and moderate discipline referrals, reduce class tardies, and increase feelings of safety, belonging, and connection within the school and in the world outside. Ultimately, with these emotional and behavior strategies in place, students will have fewer distractions to interfere with their academic success.

**Focus Area: Teaching & Learning**

All students will engage in learning experiences that empower them to become productive citizens of a diverse society who are committed to social and environmental justice.

**Teaching & Learning Goal:**

Clear expectations and common values (social and behavioral) will be taught to all students in order to bring consistency to classrooms, halls and all areas of the school.

**We will measure success through:****Comparison of 2021-2022 discipline and attendance data to 2022-2023 data**

- Minor and moderate discipline referrals, **reduce total number by 50% or more**
- Student tardies (late to class), **reduce total number by 50% or more**

**Comparison of 2021-2022 CEE survey responses to 2022-2023 CEE survey responses**

- All students are held to the same behavior rules and expectations
  - 77% of students responded positively, **increase by at least 10%**
- I understand the expectations of this school
  - 91% of students responded positively, **increase by 9% to 100%**

**Action Plan:**

- Agreed behavior expectations developed in August and taught to all students in September, reviewed in October and consistently reviewed over the year.
- Through monthly leadership team, grade level, and staff meetings, expectations will continue to be discussed, emphasized, and calibrated.
- Develop a flow chart for student support, including interventions, to be consistently used by staff as they make plans for students who have difficulty understanding and following school expectations.
- New discipline referral process and form developed for clearer communication to students and families and to highlight the use of restorative practices.
- Attendance and tardies will be monitored and a committee to address these will be put in place.
- The leadership team, staff and Student Advisory Team will create ways to celebrate positive student choices and actions on a more consistent basis.
- A Student Advisory Team will be created to highlight a range of student voice within the school and to provide direct input on the systems listed above.

**Focus Area: Equity, Anti-Racism, Inclusion, Diversity & Justice:**

Create an inclusive community where all students feel safe, are honored and see their identities represented

**Focus Area: Equity, Anti-Racism, Inclusion, Diversity & Justice:**

Through education in Seminar Lessons, administrator teaching, focused assemblies, and student ideas and input, we will create a more inclusive environment where all students feel welcome, connected and a part of WMS.

**We will measure success through:**

**Comparison of 2021-2022 CEE survey responses to 2022-2023 CEE survey responses**

- Our school engages in difficult conversations about race, gender, oppression discrimination
  - 82% of students responded positively, **increase by at least 10%**
- Most students are respectful of others at this school
  - 52% of students responded positively, **increase by at least 10%**
- The rules against bullying are enforced by all adults at this school
  - 73% of students responded positively, **increase by at least 10%**
- I feel good about my cultural or ethnic background
  - 90% of students responded positively, **increase by 10%**
- My school has effective equity practices for all
  - 88% of students responded positively, **increase by at least 10%**

Additionally, teachers will develop understanding of equitable grading practices and assess our commonalities and differences as a starting point for aligning grading practices across the school.

Data will be gathered via staff surveys and structured group discussions, through pre- and post study sessions in October and May.

**Action Plan:**

- Developed core values will be taught throughout the year and applied throughout the school to teach students how to respond with integrity, compassion, and connection.
- Seminar Lessons on anti-racism and harassment, intimidation, and bullying will be continued and modified to meet the changing needs of our student body.
- The administrative team and counselors will teach and review definitions of terms, strategies for taking action and the reporting process to all students.
- Provide assemblies and guest speakers throughout the year that speak to anti-racism,

social justice and inclusion.

- Student Advisory Teams created to guide our work in this area including how to apply and celebrate success in these areas
- Teachers will review the book Grading for Equity across professional development days and meetings.
- Teachers will Use Grading for Equity to begin assessing our commonalities and differences in grading practices across disciplines at WMS and review grading practices that ensure equity and for all students.

### **Focus Area: Health, Well-Being & Safety**

WMS will focus on and develop students' social and emotional skills to lead positive and healthy lives with strong connections, feeling of belonging, and a sense of hope.

### **Health, Well-Being & Safety Goal:**

WMS is dedicated to increasing our focus on creating a school that is a safe and welcoming place for *all* students and has started a renewed, concentrated effort to establish and incorporate our core values of Integrity, Connection and Compassion. Through these values, we will teach students how to take care of themselves and others, practice integrity on a daily basis, and provide more ways for all students to be connected to WMS and the world around them.

### **We will measure success through:**

- A visual re-branding of the school to highlight the three core values (ex. Increased visuals, new letterhead, etc.)

### **Comparison of 2021-2022 CEE survey responses to 2022-2023 CEE survey responses**

- I feel safe at school
  - 83% of students responded positively, **increase by at least 10%**
- Student success is celebrated at this school
  - 60% of students responded positively, **increase by at least 10%**
- I enjoy coming to this school
  - 56% of students responded positively, **increase by at least 10%**
- My parents/family feel welcome to visit this school
  - 74% of students responded positively, **increase by at least 10%**
- There is at least one adult in this school I can talk to if I have a problem
  - 74% of students responded positively, **increase by at least 10%**
- I feel proud of my school
  - 63% of students responded positively, **increase by at least 10%**
- In this school, there is at least one adult who knows and cares about me
  - 86% of students responded positively, **increase by at least 10%**

### **Action Plan:**

- WMS created Core Values that help teach social and emotional skills to all students. Through consistent teaching, modeling and celebrating these values in action, students and staff can internalize the key values and concepts as they relate to creating classrooms and a school where students feel connected.
- Develop ways to recognize student demonstration of core values in action.
- Engage Leadership/ASB in teaching values.

- Establish student advisory groups as a way to honor more voices in decision making.
- Work with a graphic designer to create visuals that announce and celebrate the values throughout the school and community.
- Establish Student Advisory Teams in 7th and 8th grades to gain insight from students and give a diverse group of students a voice in creating ways to integrate and practice the values. what we are doing well and where they see ways to improve their school experience. Students serving on these will give written feedback to be evaluated.