

Walter Strom Middle School School Improvement Plan 2025-2026

Our Vision

Walter Strom Middle School is a place where individuals are known by name and by individual strengths. ALL Wildcats will achieve high levels of academics in a safe and supportive environment to prepare for future success.

Our Mission

We will ensure that ALL students learn at grade level or higher through consistent and strategic collaboration in order to provide meaningful and engaging learning.

The Wildcat Way

Respect Responsibility Safety

SY 2025–26 SMARTIE Goal #1:

Enhance Safety and Well Being of All Students

Subgroup: Students with High Rate of Absenteeism/Chronic Absenteeism (8%–14% emphasis)

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
- Weekly Data Team Mtgs. - BLT and to monitor PBIS/PBIS rewards, SWIS and Grades data and create next steps for TIER 1 and Tier II intervention Use District SEL surveys to determine needs for school climate needs - Fall, Staff to adopt individual and small groups of students to make connections and monitor SEL goals based on school and individual Goals	* Weekly * Bi-Weekly * Staff meetings bi-weekly	- Building Admin. - BLT - MTSS Data Team - Individual Staff Members - Heath and P.E. Teachers	- BLT Time - Staff Meetings - SWIS - PBIS/PBIS Rewards - Grants for Rewards and Recognitions - Homeroom with emphasis on: SWIS PBIS/PBIS Rewards Grants Attendance Rewards Recognitions	- Action Plans for students with High Absenteeism, Low Grades - Individual Interviews and follow-up surveys for student with high rate of 1s in SEL Survey - Decrease in chronic absenteeism by 10% - Establish a baseline fall '25 in the areas of safety, belonging, and a positive and inclusive environment emphasis on increase 10% in Relevance and having a Trusted Adult to connect to by Spring 2025 - Decrease # of safety related referrals by 10%

• Use District SEL surveys to determine needs for school climate needs – Fall, Winter, Spring • Conduct PBIS Tiered Fidelity Inventories to identify successes and next steps – Fall, Winter, Spring • Character Strong Lessons delivered by staff and student leaders to P.E./Health classes – Year-Long • Establish new forms of student recognition in social and academic achievements • Attendance Competitions • Homeroom to identify at risk students based on attendance and SEL. Make phone calls, identify barriers, and SEL instructions	* Fall, Winter, Spring 25 ' 26 * Fall '25/Spring '26 * Yearlong '25/'26 * Yearlong '25/'26 * Yearlong '25/'26 * Yearlong '25/'26	* Admin./District reviewed by BLT * Health/P.E. Teachers School Counselor * BLT * Admin * Admin./Staff		* Spring '26 * SY 25'26
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SY 2025–26 SMARTIE Goal #2: Increase ELA Growth

* Each cohort will see a 10% increase, year-to-year, of students who meet or exceed their growth projection as measured by MAP, Winter to Winter.

Subgroup:

* Students from 30th – 60th percentile in achievement and who did not meet their growth goal, as defined by MAP

* Students with Disabilities (IEP, 504), Ethnic Identity Groups

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
- Professional development around proficiency scales and descriptors - Development of proficiency level descriptors for each Essential Standard	* Yearlong 25 ' 26	- School Admin. - PLC Team Leaders and Facilitators	- PLC Fridays - Bi-Monthly Staff Meetings - Coordinators - TPEP Goal Setting and Student Growth Goal Templates - BLT and staff meetings focused on	1 Cycle of Inquiry by Feb. 17, 2026 - Power Standard Proficiency Scale Review for ALL Power Standards by May 15, 2026

• Identification of learning targets for intervention and extension using proficiency scales • Creation and Administration of common formative assessments for each essential standard • Analysis of Common formative assessments and identification of skill gaps • Common Tier I Instructional Practices focus on clarity and relationships/ possible classroom environment strategies across district • Data use in Homeroom to identify at risk students based on academic and social needs • Adopt individual and small groups of students with emphasis on increasing achievement and growth in Math and ELA • Teacher unit development time with coordinators • Analyze formative and Summative Assessments and identify skill gaps • Student Monitoring.	* Yearlong 25 ' 26 * Yearlong 25 ' 26 * Winter – Spring 25 ' 26 * Yearlong 25 ' 26	* School Admin. * PLC Team Leaders and Facilitators * WSMS Staff * Dist. Coordinators * WSMS Staff * WSMS Students * WSMS Staff	student data in the area of ELA • BLT – bi-weekly meetings * Instructional Coaches meeting with Collaborative teams * Homeroom, Coordinators, MTSS Team	* TPEP Planning Template and Student Growth Goal Planning Template * Fall, Winter, Spring MAP data collected for all students in the area of ELA * Admin Feedback * Monthly – “Adopt a Student” Profile Monitoring * Unit Planning Template
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Goal Setting, and Celebration of exceeding growth goals				

SY 2025–26 SMARTIE Goal #3: Math MAP

* Each cohort will see a 10% increase, year-to-year, of students who meet or exceed their growth projection as measured by MAP, Winter to Winter.

Subgroup:

* Students from 30th – 60th percentile in achievement and who did not meet their growth goal, as defined by MAP

* Students with Disabilities (IEP, 504), Ethnic Identity Groups

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
- Professional development around proficiency scales and descriptors - Development of proficiency level descriptors for each Essential Standard - Identification of learning targets for intervention and extension using proficiency scales	* Yearlong 25 ' 26	* School Admin. * PLC Team Leaders and Facilitators	- PLC Fridays - Bi-Monthly Staff Meetings - Coordinators - TPEP Goal Setting and Student Growth Goal Templates - BLT and staff meetings focused on student data in the area of ELA - BLT – bi-weekly meetings	* 1 Cycle of Inquiry by Feb. 17, 2026 * Power Standard Proficiency Scale Review for ALL Power Standards by May 15, 2026 * TPEP Planning Template and Student Growth Goal Planning Template

• Creation and Administration of common formative assessments for each essential standard • Analysis of Common formative assessments and identification of skill gaps • Common Tier I Instructional Practices focus on clarity and relationships/ possible classroom environment strategies across district • Data use in Homeroom to identify at risk students based on academic and social needs • Adopt individual and small groups of students with emphasis on increasing achievement and growth in Math and ELA • Teacher unit development time with coordinators • Analyze formative and Summative Assessments and identify skill gaps • Student Monitoring, Goal Setting, and Celebration of exceeding growth goals	* Yearlong 25 ' 26	* School Admin. * PLC Team Leaders and Facilitators	* Instructional Coaches meeting with Collaborative teams	
	* Yearlong 25 ' 26			* Fall, Winter, Spring MAP data collected for all students in the area of ELA
	* Winter - Spring 25 ' 26	* WSMS Staff * Dist. Coordinators * WSMS Staff	* Homeroom, Coordinators, MTSS Team	* Monthly - "Adopt a Student" Profile Monitoring
	* Yearlong 25 ' 26	* WSMS Students * WSMS Staff		* Unit Planning Template

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