

**LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023**

**Dr. An Wang Middle School**

**Principal:** Matthew C. Stahl  
**School-Site Council Members:** Matthew C. Stahl, Katie Mahoney, Jillian Maguire, Kellianne Grady, Lisa Moiskas, Alison Kuzara, Tina Novo, Joannie Grillakis, Coralie Cote, & Matt LeLacheur

**School Mission**

The Dr. An Wang Middle School strives to ensure that our students are motivated and empowered to reach their full academic and social potential.

**School Vision**

The Dr. An Wang Middle School embraces a rigorous, dynamic, and diverse academic environment, which develops curiosity, love of learning, and a deep sense of personal accountability. We model our core values of **participation, respect, integrity, dedication, and empathy** through our daily practices. Our goal is to ensure that our students are motivated and empowered to reach their full academic and social potential.

**Core Values/Commitments**

**P.R.I.D.E.**  
**Participation Respect Integrity Dedication Empathy**

**School Strategic Objectives and Initiatives**

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	<u>Student-Specific Supports and Instruction to All Students</u>	<u>School Climate and Culture</u>
<p>Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team, grade-level, and vertical teams. Administrators and staff members are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p> <ul style="list-style-type: none"> <li>▪ Bi-Weekly Leadership Team Meetings</li> <li>▪ Weekly Teacher Team Meetings                             <ul style="list-style-type: none"> <li>○ Content Teams</li> <li>○ Grade-Level Teams</li> </ul> </li> <li>▪ Weekly Admin Team Meetings                             <ul style="list-style-type: none"> <li>○ Special Education</li> <li>○ Curriculum &amp; Instruction</li> <li>○ Student Support</li> </ul> </li> <li>▪ Constant visibility of Admin Team</li> <li>▪ Authentic shared decision-making with staff with a focus on developing shared accountability throughout the school</li> <li>▪ Professional Development designed, implemented, and run based on specifically identified needs from the staff</li> </ul>	<p>A top priority moving forward continues to be deepening the Social/Emotional work done with students by implementing an engaging, rigorous, and relevant program to meet the increased social, and emotional needs of each student. Our goal is to be more proactive moving forward in this work.</p> <p>School leadership will continue to identify a clear instructional focus and best practices that address clearly identified, student-specific instructional needs.</p> <p>Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development regarding developing effective practices and implementing the new practices developed that are identified as effective and making them a part of our daily operations.</p> <ul style="list-style-type: none"> <li>▪ Coaching focused on best practices                             <ul style="list-style-type: none"> <li>○ Individual classroom/ teacher coaching</li> <li>○ Team coaching</li> </ul> </li> <li>▪ Design &amp; implement intervention strategies to help</li> </ul>	<p>Administrators and staff will assess the social and emotional needs of the students utilizing the DESSA assessment system. Individual support for students will be developed and implemented to support students with increased social and emotional concerns. Incorporation of a proactive model including curriculum and instruction to address the growing social/emotional needs of our students.</p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and support.</p> <ul style="list-style-type: none"> <li>▪ Individual &amp; team coaching sessions</li> <li>▪ Benchmarks                             <ul style="list-style-type: none"> <li>○ iReady</li> <li>○ F&amp;P Testing</li> <li>○ WaR analysis</li> </ul> </li> </ul>	<p>Provide human and financial resources to support high quality, engaged learning and social/emotional support for students as a result of the significant increase in mental health concerns for our students..</p> <p>Ensure two-way, respectful communication, with families, and the LPS community.</p> <p>Establish a culture of shared responsibility and shared leadership among administration and staff members throughout the building.</p> <ul style="list-style-type: none"> <li>▪ Assessment and identification of mental health concerns</li> <li>▪ Targeted interventions for identified mental health needs &amp; concerns                             <ul style="list-style-type: none"> <li>○ Weekly Advisory sessions focused on SEL incorporating Second Step for all students</li> <li>○ Groups led by Social Workers for identified students to develop</li> </ul> </li> </ul>

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	<p>support students who are below grade-level expectations</p> <ul style="list-style-type: none"> <li>▪ Evaluation process:             <ul style="list-style-type: none"> <li>○ Data analysis (including social/emotional data)</li> <li>○ 3-6 Evaluative Observations with Constructive Feedback</li> <li>○ Conferences</li> </ul> </li> <li>▪ PD offered based on needs identified by staff             <ul style="list-style-type: none"> <li>○ Summer - Curriculum Adjustments</li> <li>○ Fall - SEL</li> <li>○ Winter - Coaching</li> <li>○ Spring - Technology</li> </ul> </li> <li>▪ PD offered based on data analysis of school's needs             <ul style="list-style-type: none"> <li>○ Fall - Remote Learning Strategies &amp; SEL</li> <li>○ Winter - Cultural Learning &amp; Equity</li> <li>○ Spring - Cultural Learning &amp; Equity</li> <li>○ Summer - Data Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Lexia</li> <li>○ Raz Kids</li> <li>▪ Supports Outside of Classrooms for Students             <ul style="list-style-type: none"> <li>○ Tutoring</li> <li>○ MCAS Academies</li> <li>○ 30 Day MCAS Challenge</li> </ul> </li> <li>▪ Summer Book Grab</li> <li>▪ Chronic Attendance Incentive Program</li> <li>▪ Add additional staff members to focus on addressing increasing social/emotional and mental health needs of our students</li> </ul>	<p>strategies for students with regard to SEL</p> <ul style="list-style-type: none"> <li>▪ Increase Social Worker positions at the school to try to provide more proactive approaches to mental health and social/emotional concerns for the students.</li> <li>▪ Reward Based Incentives             <ul style="list-style-type: none"> <li>○ PRIDE Tickets</li> <li>○ Weekly PRIDE Prize Drawings</li> </ul> </li> <li>▪ Progressive Consequence Structure</li> <li>▪ Consistent Implementation of Expectations for Students</li> </ul>
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School Data Profile

Dr An Wang School (01600345) Dr An Wang School

2021 General Students Teachers Assessment Accountability Trends – DART

Accountability Report  
2021 School Report Card

**Related Links:**

- Statewide Accountability Report
- School and District Performance Summary

**2021 Official Accountability Report - Dr An Wang School**

Organization Information	
<b>DISTRICT NAME</b> Lowell (01600000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Dr An Wang School (01600345)	<b>GRADES SERVED</b> 05,06,07,08
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> -

**Accountability Information \***

**Overall classification** Not requiring assistance or intervention

**Reason for classification**  
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
56% - Substantial progress toward targets	34

\*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021.

\*The above accountability information represents determinations from 2019.

**About this Report**  
The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021. For more information, visit our [Accountability Lists, Materials, and Tools](#) website.

As demonstrated in Figure 1, Wang School made “Substantial Progress Towards Targets” in 2018-2019, which was the last accountability assessment of the school by the state. The analysis is more challenging this year in isolation with the gap in testing from 2020, but it seems evident that our students are still demonstrating relative strengths in ELA and Math when compared to Science.

- Our growth score for students was in the upper part of the district in ELA and a bit higher in Math, so that does show that there was still some retention from the students despite the challenges they faced in the last few years
- We are still recognized as having made Substantial Progress Towards Targets and Not Requiring Assistance at this time, which are the second highest and highest designations (respectively) that a school can have within these new rating systems.

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- On the other hand, we did have pretty consistent slips in overall proficiency rates across the board in all grade-levels and content areas, which was to be expected given the prior 2 years
- We are still identified as having achieved a 56% rating of achieving our DESE set goals in 2019 and that designation has carried over

One issue that remains evident through our data analysis is a continued spike in mental health and attendance concerns among our student population. While our Chronic Attendance rate has risen to 24.74% through March of the 2021-2022 school year, it is still over 10% points lower than the district average of 35.65%. While comparatively to other schools that indicates success with regard to our attendance monitoring systems, it is very concerning that it is almost twice what our typical Chronic Attendance rate has historically been at this point of the school year. Similarly, although the data is not as easily quantifiable at this time, the increase in cases that require social worker support have increased exponentially over the last few years with this year requiring more social/emotional interventions than any of the prior years.

Based on our data review, the school has decided to maintain the majority of the academic focus established in 2021-2022 and continue addressing the following school goals with some instructional approach revisions and the incorporation of a new social/emotional goal to help ensure not only the academic growth of our students, but also tend to their social/emotional well-being:

**ELA Goal:** Students will continue to learn and apply close reading strategies to improve their ability to evaluate, compare, and make connections to all types of text with an emphasis on non-fiction. The new "wrinkle" to our goal this year is helping students develop effective strategies for being able to demonstrate these skills in a virtual/remote learning environment utilizing a variety of instructional platforms.

**Social Studies Goal:** Students will learn and apply close reading strategies for informational text and also improve their ability to evaluate, compare, and make connections to all types of text with an emphasis on non-fiction. The new "wrinkle" to our goal this year is helping students develop effective strategies for being able to demonstrate these skills in a virtual/remote learning environment utilizing a variety of instructional platforms.

**Math Goal:** Given access to real-world application problems, particularly involving fractions, students will learn to utilize close reading strategies to increase their ability to understand what a question is looking for, determine a strategy to accurately solve the problem, justify their reasoning, and persevere in order to defend their responses. The new "wrinkle" to our goal this year is helping students develop effective strategies for being able to demonstrate these skills in a virtual/remote learning environment utilizing a variety of instructional platforms.

**Science Goal:** Given access to real-world application problems and an improved understanding of grade-level academic vocabulary, students will learn to apply close reading strategies for informational text to show an understanding of the text and an ability to connect their understandings to new situations in a well organized and thoughtful written response. The new "wrinkle" to our goal this year is helping students develop effective strategies for being able to demonstrate these skills in a virtual/remote learning environment utilizing a variety of instructional platforms.

**Social-Emotional Goal:** Students will be provided a number of supports throughout the year to help them understand and learn to feel empathy towards their peers, manage their emotions more completely, take personal accountability for their actions, but also learn to set and work towards positive, personal goals. In addition, for those students suffering with significant and documented mental health issues, they will learn to access the support provided at the school to help them effectively navigate each school day. The new wrinkle will be establishing these supports in a virtual/remote learning environment.

**Technology:** Given the learning situation during the spring of 2020 and the majority of the 2020-2021 school year, the goal for our school will be to seamlessly incorporate new and effective practices with regard to digital learning and literacy within all content areas. The goal will be to establish high levels of equity, excellence, and empowerment among the students with regard to 21<sup>st</sup> century skills of critical thinking, collaboration, creativity, and communication. All students, regardless of ability, should be actively engaged in designing, creating & inventing, discussing ideas, and applying their skills to help close the "digital divide" by eliminating systemic barriers and providing equal access to knowledge, skills and opportunity.

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Reflection on Current Practices

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

Much like 2021-2022, our work during the 2022-2023 will continue to focus on the academic priorities outlined, but the breadth of our work will expand to incorporate more explicitly instructional strategies focused on social skill development and mental health support structures. Having been exposed to a wide range of new and effective instructional practices over the last few years, we will continue to focus on fostering and growing these new approaches to help revolutionize our approach to the classroom. On the other hand, our work in 2022-2023 will also continue to explicitly incorporate SEL instruction, structures, and supports to identify, assess, address, and support these concerns helping our entire school community to be able to effectively navigate every school day.

2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

Wang School made steady growth from 2015-2018 moving from the 34th percentile in the state to the 38th percentile in the state based on student achievement scores. In 2019, Wang School slipped back to the 34th percentile causing us to reassess our work and adjust our goals. During the 2019-2020 school year our school's priorities shifted to focus on building Remote Learning strategies and supporting our students as they lived through the pandemic. As a result, the specific academic data became more challenging to identify and our growth in those areas became more heavily weighted in qualitative data. With that in mind, while the relative strengths and weaknesses have shifted slightly over the years to indicate that Science is a significant area that needs attention, the academic focuses for the school have remained relatively consistent and are outlined in the goals contained within this Improvement Plan. However, reviewing the qualitative data from the spring of 2020 and the bulk of the 2020-2021 school year has exposed that our instructional practices are ready to be updated and adjusted to address more 21st century skills within our students. In addition, the qualitative data exposed that our students are now dealing with significantly more mental health issues that will need to be addressed in our school design moving forward. Utilizing the district-led initiative of DESSA to identify concerns will be a first-step in this process, but the work will also be done in the weekly Advisory with support from the new behavioral support position and increased Social Worker support. Incorporating effective practices that have worked in the past coupled with resources provided such as Second Step, the teachers will not only incorporate approaches to address these concerns with students collectively, but also identify those that need more individualized support and interventions.

3. Where are students making the greatest academic gains and why? The least academic gains and why?

Since 2015 our students have demonstrated not only incredible growth, but exemplary results and proficiency levels with regard to their writing in ELA. We have achieved averages in our ELA writing that have exceeded state averages over the last few years. In addition, our math results have historically been incredibly strong and have become even stronger in the last few years, outpacing state averages in the majority of standards in the upper grade-levels. While comparisons are challenging given the gap in testing, given that the average growth score for students was in the upper part of the district in ELA and a bit higher in Math, that does indicate that our students are still demonstrating relatively strong academic growth.

We continue to believe that the strength of our school comes from the flexibility given to teachers and the ownership they take with regard to what they implement in their classrooms and throughout the school. When given certain parameters or guidelines, our staff has demonstrated that they are not only willing, but comfortable and confident in their ability to build instructional approaches and make curricular adjustments that maximize student learning. In fact, when looked at through the frame of "value added" over a course of a 4-year cycle prior to the pandemic, Wang School students, particularly our upper grade special education students and ELLs students, have made considerably higher growth than any other middle school in the district. Our students overall have consistently demonstrated comparatively strong proficiency and growth levels in both ELA (particularly with regard to writing) and Math (particularly in the upper grades).

On the other hand, the data also indicates that our Adjustment Students are not making similar academic growth when compared to their peers at the same grade-level and that is an area of focus for us moving forward. In addition, the 5th grade students are not demonstrating the same levels of growth as the other grade-levels almost consistently across content areas. Therefore, the transition into middle school is something we will focus on moving forward in order to help our students have a stronger foundation to build from in subsequent years at Wang School.

Problem of Practice for 2022-2023

**Overall:** How do we tend to the increased mental health and social/emotional needs of our students and staff while also ensuring that our instruction remains tied to high standards and expectations?

**CLSP:** How do we effectively establish channels and systems for students to communicate their thoughts/feelings about their classroom and school directly to the staff?

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**Monitoring Progress - Process Benchmarks**  
*What will be done, when, and by whom*

<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Bi-weekly leadership team meetings	Entire Staff				
Weekly teacher team meetings (Content, Grade-Level, etc)	Teaching Staff				
Weekly Administrative Team meetings (SPED, Student Support, Curriculum & Instruction)	Admin Team				
Constant visibility of admin team	Admin Team				
Authentic shared decision-making opportunities w/ staff	Admin Team				
PD throughout the year - teacher led PD based on needs identified by staff	Entire Staff				
<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Individual & team-based coaching sessions	Literacy Specialist				
PD offered based on data analysis of school's needs	Admin Team				
Streamline and make more effective the evaluation process for staff to re-establish effective feedback consistently throughout the year	Principal & AP				
PD throughout the year - teacher led PD based on needs identified by staff	Entire Staff				
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Individual & Team-Based Coaching Sessions	Literacy Specialist				
Benchmark Assessments	Coaches				
Academic Supports Outside of Classrooms for Students	Admin Team				
Summer Book Grab	Literacy Specialist				
Chronic Attendance Incentive Program	Assistant Principal				
<b><u>School Climate and Culture</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Continue & expand reward based incentives	Admin Team				
Expand progressive consequence structure incorporating more completely Restorative Justice opportunities	Principal & AP				
Consistent implementation of expectations for students	Entire Staff				
Assess and identify high-Level mental health concerns among students (and staff)	Social Worker & Entire Staff				
Proactively address student mental health needs through consistent social skills groups	Social Worker & Entire Staff				
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Redesign Social Worker support hours to incorporate time to meet with and collaborate with teachers about specific cases & strategies	Social Worker				
Utilize the additional Guidance Counselor position to proactively work in classrooms on social/emotional strategies and curriculum to ensure they are consistently implemented throughout the school	Support Behavioral Personnel				
<b><u>School Climate and Culture</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Return to consistent culture & morale building events and activities for students	Teachers				
Return to consistent culture & morale building events and activities for students	Administration				
Increase the Spirit Day/Week opportunities for students	Entire Staff				
Increase student voice in how the school operates through multiple channels including surveys and Student Council Representatives	Entire Staff				

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<b>Measuring Impact</b>			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Bi-weekly leadership team meetings	Entire Staff		
Weekly teacher team meetings (Content, Grade-Level, etc)	Teaching Staff		
Weekly Administrative Team meetings (SPED, Student Support, Curriculum & Instruction)	Admin Team		
Constant visibility of admin team	Admin Team		
Authentic shared decision-making opportunities w/ staff	Admin Team		
PD throughout the year - teacher led PD based on needs identified by staff	Entire Staff		
<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Individual & team-based coaching sessions	Literacy Specialist		
PD offered based on data analysis of school’s needs	Admin Team		
Streamline and make more effective the evaluation process for staff to re-establish effective feedback consistently throughout the year	Principal & AP		
PD throughout the year - teacher led PD based on needs identified by staff	Entire Staff		
<b>Student-Specific Supports and Instruction to All Students</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Individual & Team-Based Coaching Sessions	Literacy Specialist		
Benchmark Assessments	Coaches		
Academic Supports Outside of Classrooms for Students	Admin Team		
Summer Book Grab	Literacy Specialist		
Chronic Attendance Incentive Program	Assistant Principal		
<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Continue & expand reward based incentives	Admin Team		
Expand progressive consequence structure incorporating more completely Restorative Justice opportunities	Principal & AP		
Consistent implementation of expectations for students	Entire Staff		
Assess and identify high-Level mental health concerns among students (and staff)	Social Worker & Entire Staff		
Proactively address student mental health needs through consistent social skills groups	Social Worker & Entire Staff		
<b>Student-Specific Supports and Instruction to All Students</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Redesign Social Worker support hours to incorporate time to meet with and collaborate with teachers about specific cases & strategies	Social Worker		
Utilize the additional Guidance Counselor position to proactively work in classrooms on social/emotional strategies and curriculum to ensure they are consistently implemented throughout the school	Support Behavioral Personnel		
<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Return to consistent culture & morale building events and activities for students	Teachers		
Return to consistent culture & morale building events and activities for students	Administration		
Increase the Spirit Day/Week opportunities for students	Entire Staff		
Increase student voice in how the school operates through multiple channels including surveys and Student Council Representatives	Entire Staff		