Winter Hill Community Innovation School

School Improvement Plan 2022 - 2024

Be **R**espectful * Take **O**wnership * Be **A**ccepting * Be **R**eady

Vision

We, the WHCIS community, strive to create a warm, welcoming and nurturing environment where all students, of any race, country of origin, first language, sexual orientation, gender identity, socio-economic status or neurodiversity, develop into thoughtful, caring and engaged young adults and community members. We recognize the unique identity, personality and talent of each individual student and are committed to educating the whole child. Our school challenges all students to ensure they make continuous academic gains, develop socially and emotionally, take ownership of and responsibility for their learning, and thrive in a community that actively promotes inclusion, diversity, human rights, global responsibility and local action.

Mission

With that Vision as our guide post, our Mission describes our objectives and how we will meet them.

Winter Hill Community Innovation School is a Community of Learners where:

Every student receives high quality, standards-based instruction in all subject areas;

Every educator supports students in producing high quality work that meets or exceeds state standards and inspires students to learn;

Every student thrives in a fair and caring learning environment that fosters confidence, creativity, and a sense of belonging;

Every student actively participates in a challenging curriculum that applies their learning to the world around them, thereby enhancing students' intellectual, social, emotional and ethical development;

All staff share responsibility for educating, supporting and empowering all students.

Who Are the WH Wildcats?

Our School:

★ PreK - 8
★ Innovation School:
  ○ **Collaborative** decision-making model
  ○ "**Wildcat Way**" - integrated approach to social-emotional learning
  ○ **Theater** as a core specialist
  ○ **Adaptive** specialist classes
  ○ **Family Engagement** focus
★ 2 District Programs:
  ○ **A.I.M.** (Adapt^Include^Motivate) for students with autism
  ○ **Middle Grades (6-8) Newcomer Academy** including SLIFE*, SEI 1, SEI 2
★ *All **Inclusion & SEI** classes - All* of our general education classes have MLLs (SEI Gen Ed) and students with disabilities

Our Students:

★ First language not English: 58%
(Most common 1st languages: Portuguese, Spanish, Haitian Creole, French, Vietnamese, Nepali, and Arabic)
★ Economically Disadvantaged: 64%
★ Multilingual learner: 36%
★ Students with Disabilities: 26%
★ High Needs: 80%

★ Hispanic: 51%
★ White: 31%
★ African American: 12%
★ Asian: 5%
★ Other: 1%

★ Student Population: 428

Theory of Action

<u>We, at Winter Hill, believe that if we</u>:

★ Believe in a growth mindset and believe that all students can learn and achieve at a high level;
★ Build positive relationships with students;
★ Engage in a continuous process of reflecting on and improving our practices;
★ Provide high quality instruction in academic and non-academic learning, differentiated to meet the needs of all students;
★ Implement research-based social-emotional programs and supports;
★ And engage families actively in their children's education;

<u>Then</u>:

★ Our students will enter high school focused on college and career readiness, confident in their unique talents and identities and ready to be productive members of their school and greater communities.

<u>Instructional Focus:</u>

★ Success Criteria
  ○ what students are going to do to show that they have mastered the objective (learning intention)
  ○ compliment and further clarify for students what they will be learning, and most specifically, how they will show evidence of learning
  ○ shared with students
  ○ flexible- demarcating depths of understanding, creating student choice, or working as a list of tasks that must be completed (sometimes called "process" success criteria)

SIP Goals

Focus Area	Goals	Data Source
1 **Academic Language & Literacy**	1.1 All K - 3 students will demonstrate growth in reading and 85% will be at CORE. 1.2 ALL MCAS grades will increase their average ELA scaled score by 8 points.	Spring DIBELS 2024 MCAS 2024
2 **Equity Multilingual Learners**	2.1 All current LTELs will FLEP by the end of the 2024 school year.	ACCESS 2024
3 **Social-Emotional Connectedness**	3.1 The percentage of students agreeing with "I like coming to the Winter Hill school" and "If I have a problem, I can talk to a teacher or another adult at school" will increase by 50%.	Student Survey End-of-Year 2024

Social-Emotional - Recovery & Refocus Fall 2021 - Fall 2022

Potential Root Causes	Data to Support Claims about Root Causes
1. Impact of the Pandemic - learning	"Education in a Pandemic: The Disparate Impacts of COVID 19 on America's Students" * WHCIS has the second greatest percentage of high-needs students in the district; MCAS results show that WHCIS students' performance dropped more than district or state averages pre to post ESC.
2. Staff shortages	"What School Staffing Shortages Look Like Now" *There are some unfilled positions for paras and day-to-day substitutes and there have been challenges filling long-term substitute positions.
3. Food insecurity	Project Bread: latest data on food insecurity in MA * During the pandemic, WHCIS was strategically selected as a food distribution point because of the community's need. WHCIS also hosts monthly food pantry events.

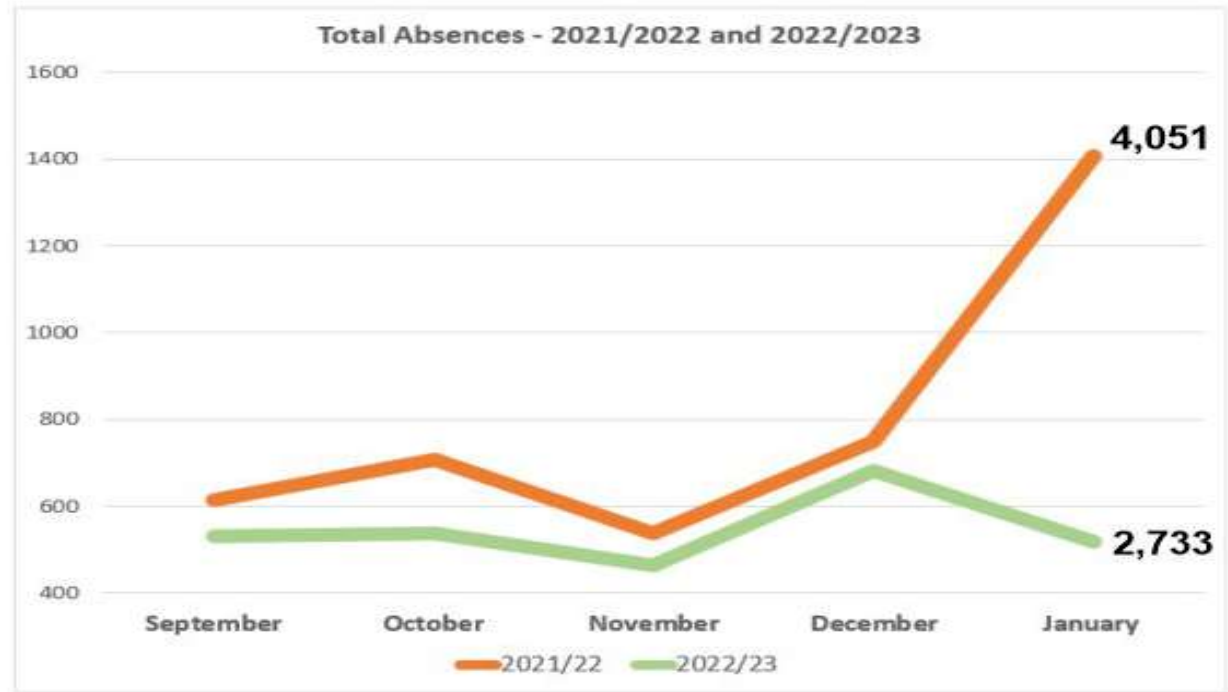# Social-Emotional - Recovery & Refocus Fall 2021 - Fall 2022

Potential Root Causes	Data to Support Claims about Root Causes
4. Impact of the Pandemic - overall	[Middle School is Always Hard and the Pandemic Made it Worse](#) (Washington Post) * At WHCIS, in both 2021-2022 and 2022-2023, the majority of conduct infractions have been in the middle grades.
5. Impact of the Pandemic - depression	[Depression and anxiety doubled in children during the pandemic](#) * WHCIS has more counselors (5.4), and all of them have full caseloads. There have been more instance of SI and SI ideation since the ESC.
6. Impact of the Pandemic - interpersonal	["More fights and class disruptions"](#) * At WHCIS class disruptions and minor pushing and shoving are down more than 50% this year as compared to 2021-2022.

Social - Emotional Refocus & Recover - ATTENDANCE

1,381 fewer absences =
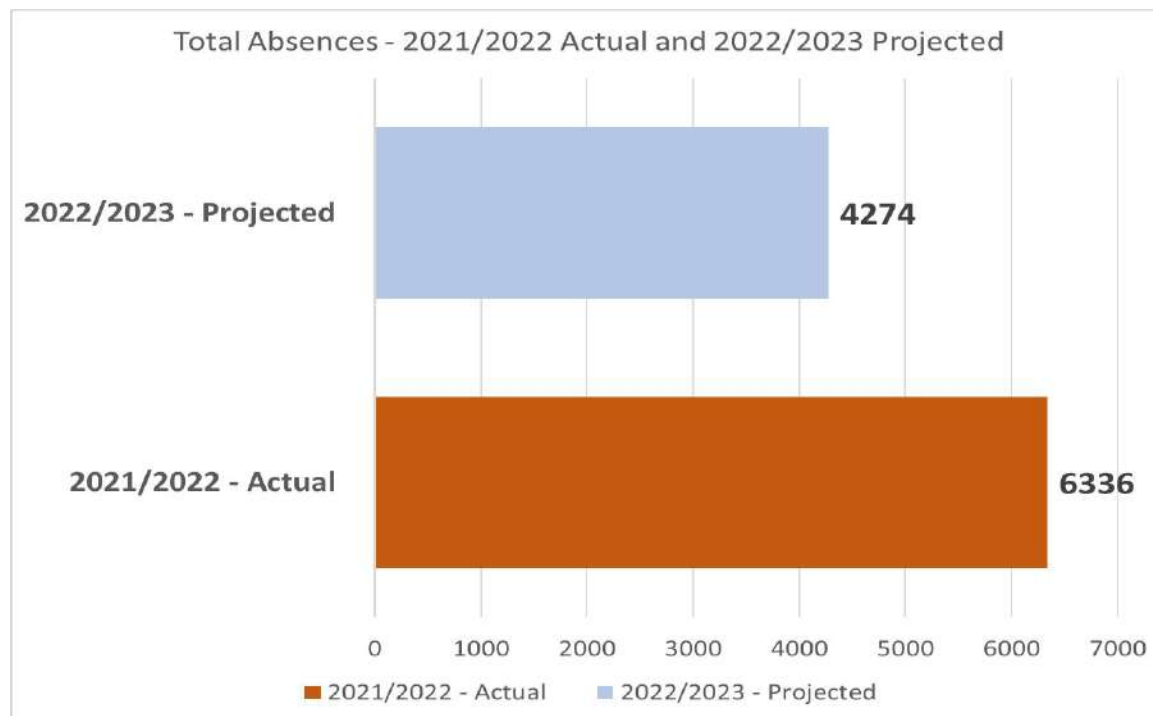
7,595 hours of instruction and services

Total Absences - 2021/2022 and 2022/2023

Social - Emotional Refocus & Recovery: ATTENDANCE

2,062 fewer absences   =

11,341 hours of instruction and services

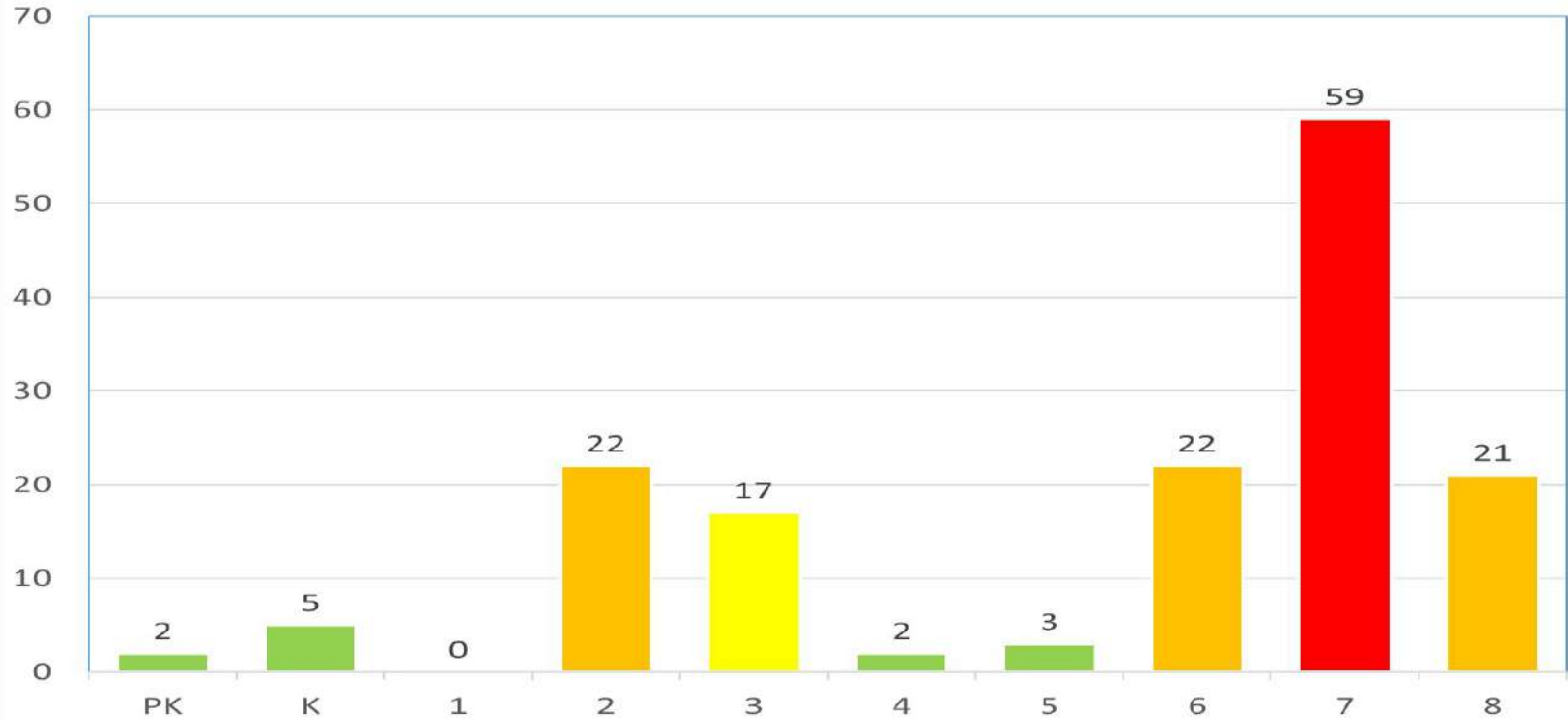Total Absences - 2021/2022 Actual and 2022/2023 Projected

2022/2023 - Projected	4274
2021/2022 - Actual	6336

0 1000 2000 3000 4000 5000 6000 7000

■ 2021/2022 - Actual ■ 2022/2023 - Projected

Social - Emotional Refocus & Recovery: CONDUCT

2021/2022 and 2022/2023 (current) Total Conduct Referrals

- 2021/2022: 409
- 2022/2023: 153
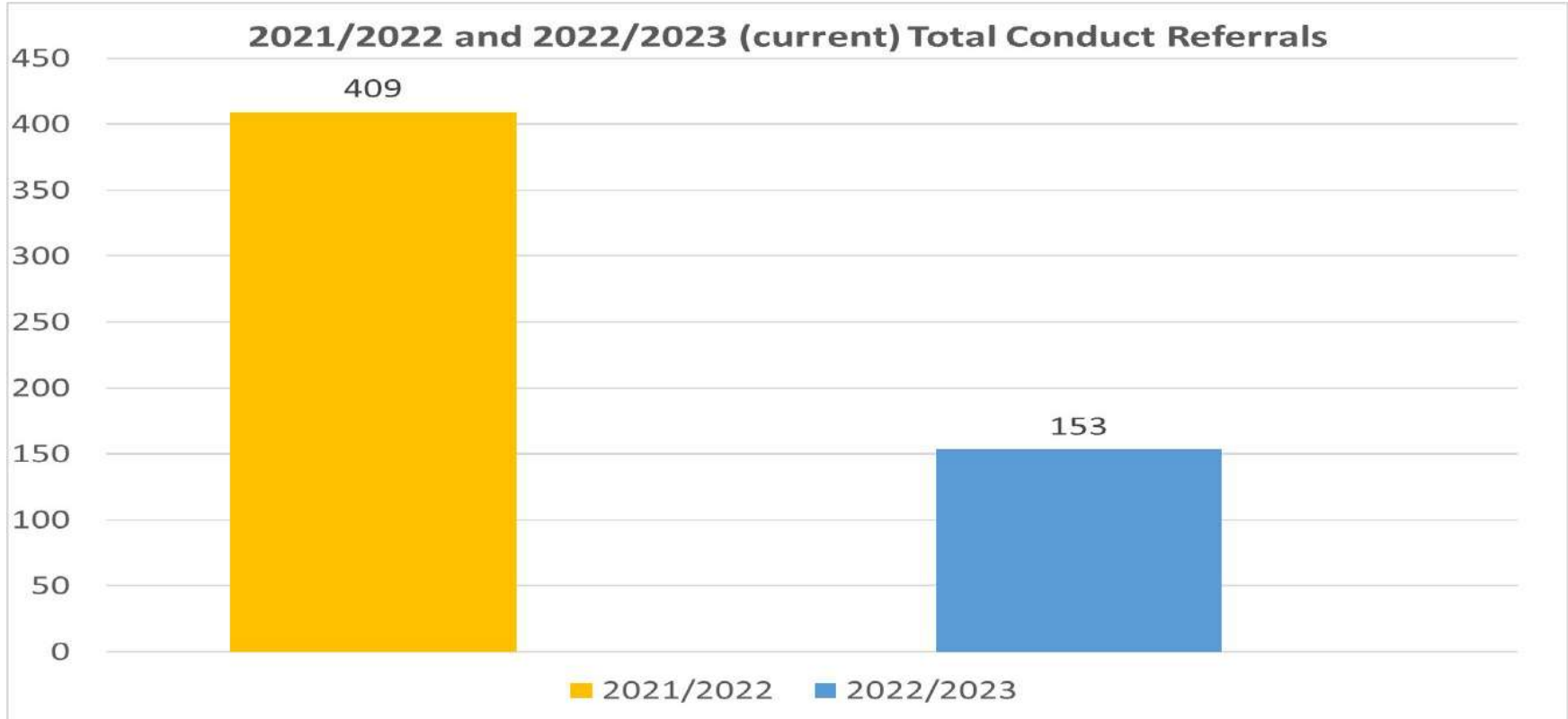
Social - Emotional Refocus & Recovery: CONDUCT

2022/2023 Conduct Referrals by Grade

Grade	Referrals
PK	2
K	5
1	0
2	22
3	17
4	2
5	3
6	22
7	59
8	21

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Social - Emotional Refocus & Recovery: CONDUCT

2022/2023 Conduct Referrals - First versus Second Quarter
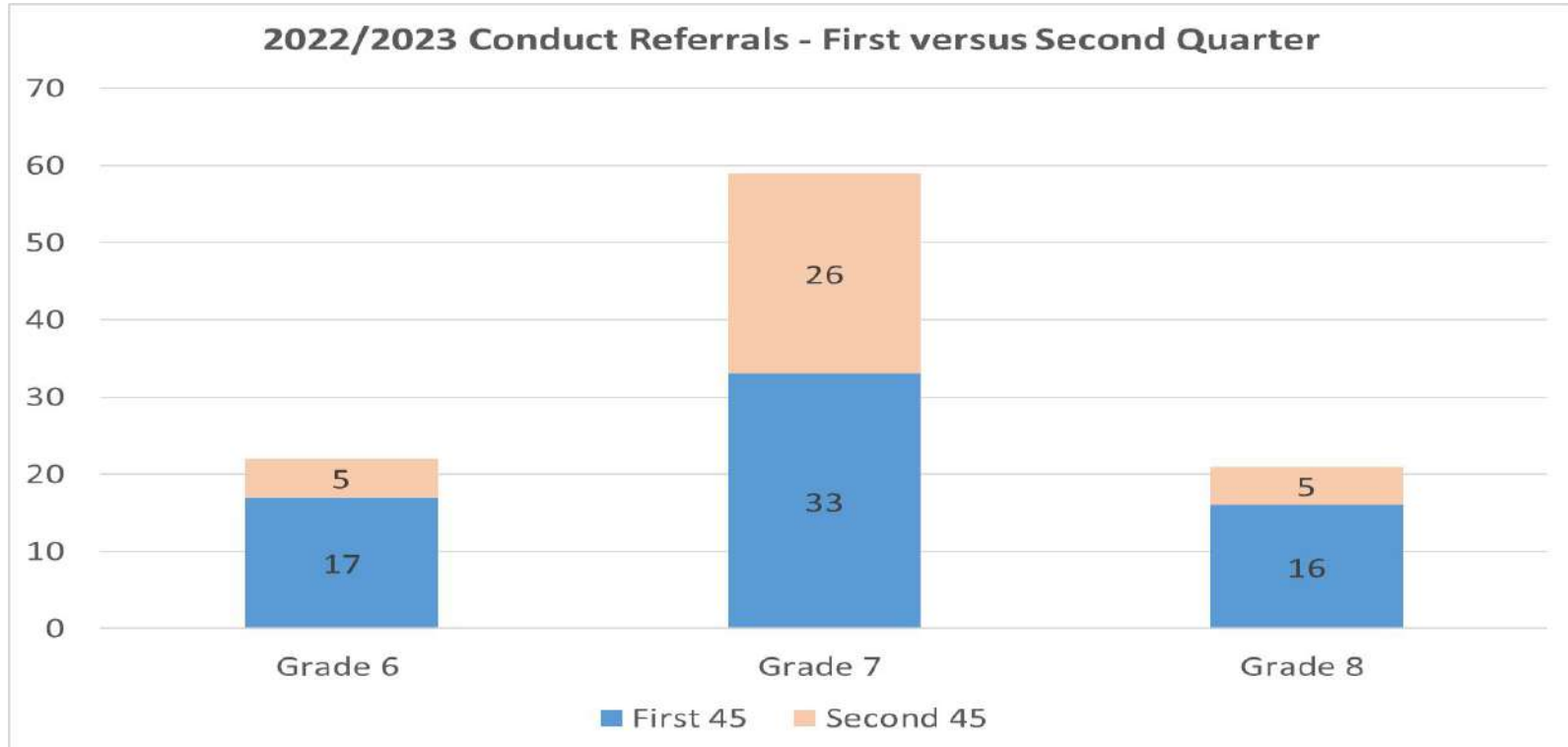
Social - Emotional Focus: CONNECTEDNESS

Grades 3 - 8 Students - Survey Data

Student Perspectives

Legend: Agree, Sometimes, Disagree

- I have friends at school.
- I like coming to Winter Hill.
- If I have a problem, I can talk to an adult at school.
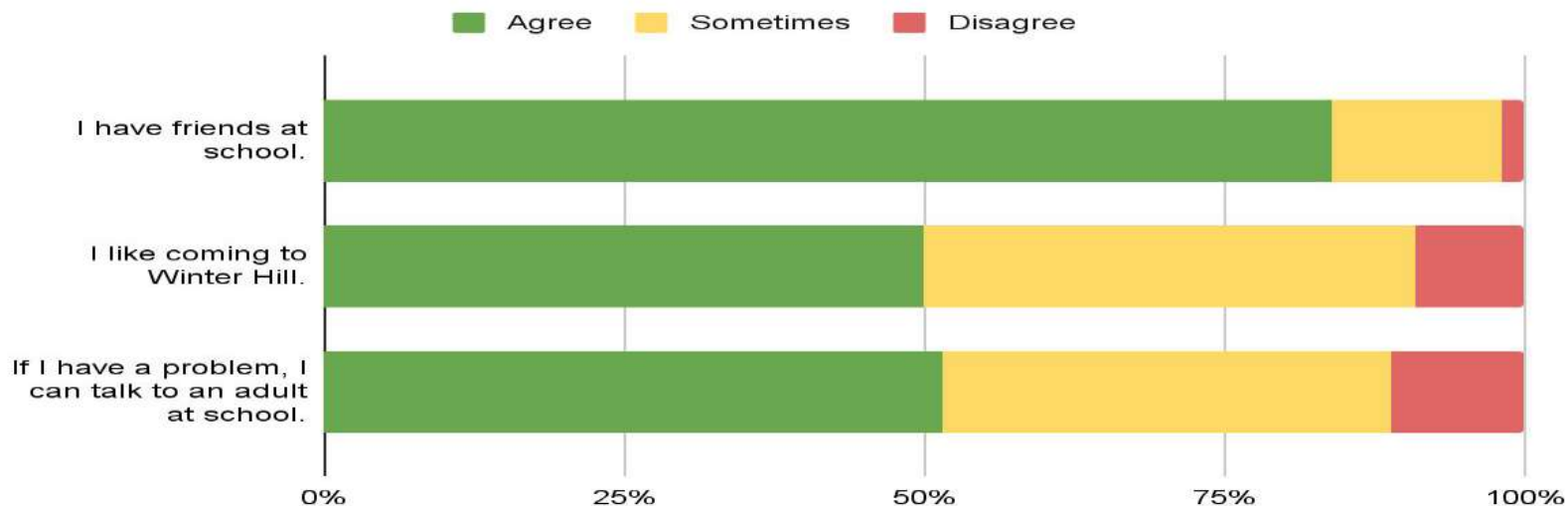
Social - Emotional Refocus: CONNECTEDNESS

<u>Grades 3 - 8 Students</u> - Pre-Pandemic Comparison % Agreeing

	<u>Spring 2019</u>	<u>Fall 2022</u>
I have friends at Winter Hill.	73%	85%
I like coming to the Winter Hill school.	54%	47%
If I have a problem, I can talk to a teacher or another adult.	52%	51%

WHCIS Student Survey: Fall 2022

"I like coming to the Winter Hill School"

Hover your mouse over charts to learn more about how students responded to this item.

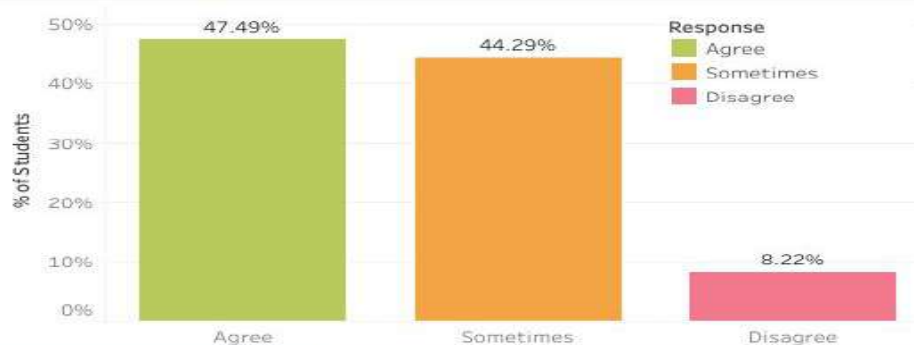| View by Grade	View by Years at WH
All	All

104 Agree

18 Disagree

97 Sometimes

Student Response Rates

Response by Student Program

Response by Student Race

Which catergory best des..

American Indian or Alaska Native(Eg: Navajo nation, Blackfeet tribe, Mayan, Aztec, Native Village or B..

Asian (Eg: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc)

Black or African American (Eg: African American, Jamaican, Haitian, Nigerian, Ethiopian, Soma..

Hispanic, Latino or Spanish origin (Eg: Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran,..

Some other race, ethnicity or origin

White (Eg: German, Irish, English, Italian, Polish, French, etc)

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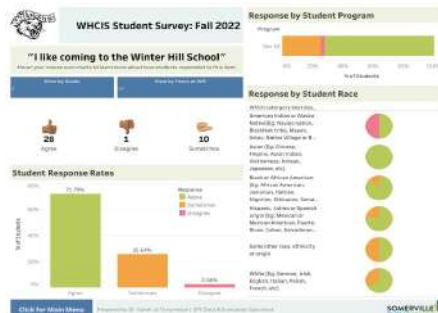
SOMERVILLE PUBLIC SCHOOLS 16
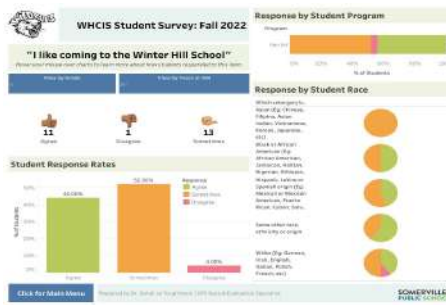
Social - Emotional Focus: CONNECTEDNESS
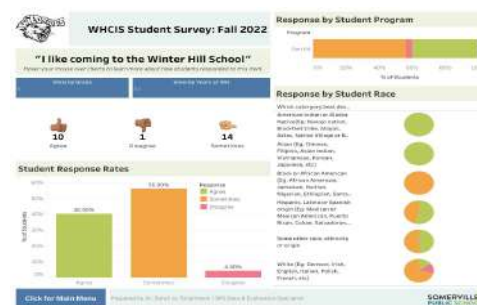

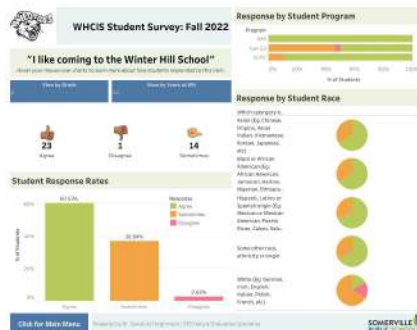"I like coming to the Winter Hill School."
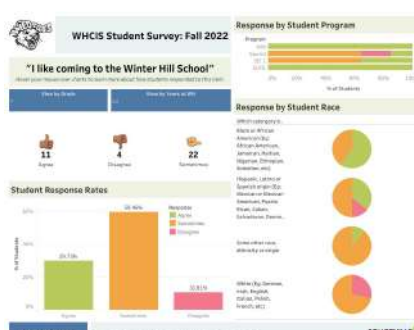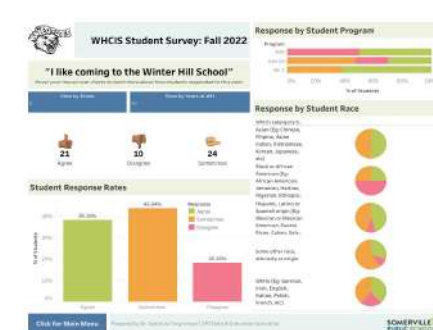
Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

WHCIS Student Survey: Fall 2022

"If I am having a problem, I can talk to a teacher or another adult at Winter Hill."

Hover your mouse over charts to learn more about how students responded to this item.

View by Grade	View by Years at WH
All	All

112 Agree

82 Sometimes

25 Disagree

Student Response Rates

Response
- Agree
- Sometimes
- Disagree

51.14% Agree
37.44% Sometimes
11.42% Disagree

Response by Student Program

Program: AIM, Gen Ed, SEI 1, SLIFE

% of Total Count of Support (copy)

Response by Student Race

Which catergory best des..

American Indian or Alaska Native(Eg: Navajo nation, Blackfeet tribe, Mayan, Aztec, Native Village or B..

Asian (Eg: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc)

Black or African American (Eg: African American, Jamaican, Haitian, Nigerian, Ethiopian, Soma..

Hispanic, Latino or Spanish origin (Eg: Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran,..

Some other race, ethnicity or origin

White (Eg: German, Irish, English, Italian, Polish, French, etc)

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Social - Emotional Focus: CONNECTEDNESS

"If I am having a problem, I can talk to a teacher or another adult at Winter HIll."

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Social-Emotional Focus - CONNECTEDNESS

Potential Root Causes for Lack of Connectedness	Data to Support Root Cause Claim
As students get older and approach middle school, there are increased social pressures and the academic works get harder, students may not like coming to school as much as when they were younger.	The data show that 3rd graders generally like coming to school more than the older grades. Note: students in SLIFE and AIM (programs with higher levels of support) report liking to come to school at higher rates.
As students get older and their peer groups become increasingly important to them, they may not want to confide in adults as much as they did when they were younger.	The data show that 3rd graders are more likely to have an adult that they can talk to. Note: the 7th grade has received the most support this year due to conduct referrals **and** a higher percentage report that they have an adult with whom to talk.

Social-Emotional Focus - CONNECTEDNESS

Rationale: (1) Students are more likely to engage in healthy behaviors, attend school more frequently, and succeed academically when they are connected to their school.
(2) Strong relationships with adults are critical for student success. ([Student Connectedness Helps Students Thrive](#))

Goal: By the spring of 2024, the percentage of students agreeing with "I like coming to the Winter Hill school" and "If I have a problem, I can talk to a teacher or another adult at school" will increase by 50%.

Progress Monitoring & Shorter-Term Goal: Administer survey in spring 2023, fall 2024 (expected increase of 8% per administration) and adjust practices according to aggregate and subgroup data.

Social-Emotional Focus - CONNECTEDNESS

Action Plan	Milestones of Success	Timeline
Fidelity to Tier One Practices		
(1) Responsive Classroom - Teach & Reteach Classroom Expectations	(1) First Six Weeks of School Explicit Instruction / Ongoing reteaching as Needed	(1) Ongoing
(2) Threshold	(2) Greet each student each day in school	(2) Ongoing
(3) Morning meeting & Closing Circle	(3) Built into each homeroom schedule & part of school day	(3) Ongoing
(4) Access to Student Supports in Native Language	(4) New positions: 2 bilingual counselors (1 Spanish / 1 Portuguese) & 1 multilingual dean (Spanish / Portuguese)	(4) Ongoing
(5) Teaching & consistently reinforcing PBIS ROAR expectations	(5) First Six Weeks of School / Ongoing reteaching	(5) Hired during 2021- 2023
(6) Student Support Team	(6) Meet weekly & complete self-assessment	(6) Ongoing

Social-Emotional Focus - CONNECTEDNESS

Action Plan	Milestones of Success	Timeline
Continuation & Implementation of Tier Two Practices		
(1) Referrals for counseling and social groups in English, Spanish, Portuguese	(1) SST Referrals & monitor student progress	(1) Ongoing
(2) Check-in / Check-out	(2) Monitor decrease in student behaviors	(2) January 2023
(3) Team Time - Grades 7-8	(3) Weekly Circles & team building activities	(3) Ongoing
(4) BAM (Becoming a Man) Grades 6-8	(4) Program Preparation and recruitment / Program Initiation	(4) Fall 2022 / February 2023
(5) Use of Restorative Practices by broader range of adults	(5) PD for admin, deans, middle grades teachers	(5) Fall 2022 / Spring 2023
(6) Groups Sessions for all Newcomers	(6) Weekly Group Sessions in Spanish & Portuguese	(6) Ongoing

Social-Emotional Focus - CONNECTEDNESS

Action Plan	Milestones of Success	Timeline
More Opportunities for Student Voice		
(1) Student Representative to Governing Board	(1) Student member attends monthly meetings	(1) January 2023 & ongoing
(2) Student Research Project (CPAR w/HGSE) - Dress code	(2) Weekly meetings & Recommendation to Governing Board on dress code policy	(2) September 2022 - May 2023
(3) Student Focus Groups	(3) Meeting 2x per month with student groups to share ideas about to how increase their joy of school	(3) April 2023 - April 2024
(4) 8th Grade Exit Interview	(4) Pilot in June 2022 & continue with subsequent classes	(4) June 2023 & June 2024

Academic Focus: LANGUAGE & LITERACY

Grades K - 3 Reading - Students made significant progress in reading in the 2021 - 2023 school year.

2021-2022 DIBELS	Fall 2021	Spring 2022
Core	41.9%	64.2%
Strategic	14.6%	12.4%
Intensive	43.4%	23.4%

Subtests:
K - 1 Phonemic Segmentation Fluency:
➤ Core 32.35% to 63.2%
➤ Intensive 41.18% to 28.1%
K - 1 Letter Naming Fluency
➤ Core 31.58% to 64.9%
➤ Intensive 47.37% to 22.8%
Grades 2 - 3 Oral Reading Fluency Accuracy
➤ Core 45.5% to 80.3%
➤ Intensive 32.8% to 13.6%

Academic Focus: LANGUAGE & LITERACY

Grades K - 3 Reading

2022-2023 DIBELS	Fall 2022	Winter 2023
Core	52.8%	62.79%
Strategic	15.65%	15.18%
Intensive	31.54%	22.04%

Subtests: Fall 2022 to Winter 2023

Grade 1 Phonemic Segmentation Fluency:
➔ Core 56% to 70%
➔ Intensive 32% to 20%
Grade 1 Letter Naming Fluency
➔ Core 56% to 72%
➔ Intensive 32% to 20%
Grades 2 - 3 Oral Reading Fluency Accuracy
➔ Core 61% to 63%
➔ Intensive 27% to 25%

Winter Hill Community Innovation School: 2019 & 2022 MCAS Scores

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2019

36.07%
Meeting or Exceeding Expectations
ELA

33.21%
Meeting or Exceeding Expectations
Math

23.76%
Meeting or Exceeding Expectations
Science

Subgroup Analysis

Scaled Scores for ALL Students

Average ELA — Select Grade — All
- 492.26
- 479.85

Average Math
- 491.30
- 478.82

Average Science
- 485.12
- 476.51

Legend: 2019, 2022

550
500
450

Math — **ELA Performance** — **Science**

2019

- 5.36% Exceeds
- 30.71% Meets
- 43.21% Partially Meets
- 20.71% Does Not Meet

2022

- 0.43% Exceeds
- 18.53% Meets
- 43.10% Partially Meets
- 37.93% Does Not Meet

% of Students

Legend:
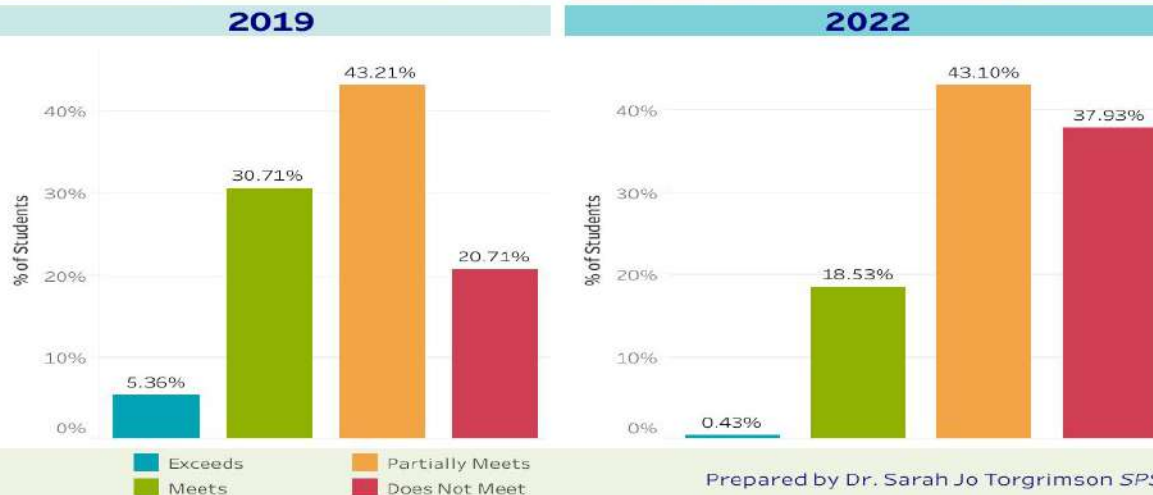- Exceeds
- Meets
- Partially Meets
- Does Not Meet

2022

18.97%
Meeting or Exceeding Expectations
ELA

12.39%
Meeting or Exceeding Expectations
Math

16.46%
Meeting or Exceeding Expectations
Science

Prepared by Dr. Sarah Jo Torgrimson *SPS Data & Evaluation Specialist*

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Academic Focus - Language & Literacy

Grades 3 - 8 English Language Arts - MCAS 2022 Data

	SGP	Exceeding / Meeting Expectation	Partially Meeting Expectations	Not Meeting Expectations
All Students	43	19%	33%	48%
Grade 3	N/A	19%	43%	37%
Grade 4	44	23%	43%	38%
Grade 5	40	12%	44%	41%
Grade 6	39	14%	44%	42%
Grade 7	50	18%	47%	35%
Grade 8	41	17%	40%	43%

Academic Focus - Language & Literacy

Potential Root Causes	Data to Support Claims about Root Causes
Focus for 2021-2022 School Year → Social-emotional supports for re-entry into school under strict covid protocols and managing student behaviors	*[Middle School Harder than Ever](#) (Washington Post) *Increased behaviors that disrupted the learning environment - see conduct slides *Lost hours of instructional time - see attendance slides
Science of Reading Approach to teaching reading in K - 8	*Research is demonstrating the need to provide a stronger foundation in phonics and may require adjustments to curriculum materials [Why Putting the Science of Reading into Practice is so Challenging](#)
Different needs of students in the middle grades for reading instruction	*In one 8th grade class, 79% of students scored intensive on the Oral Reading Fluency (currently gathering data for all 7th and 8th grade students to assess need)

Academic Focus - Language & Literacy

Rationale: Reading is foundational to school success and applicable across all content areas. → A long-term study by the Annie E. Casey Foundation found students who were not proficient in reading by the end of third grade were four times more likely to drop-out of high school than proficient readers. Overall, our students are not performing as well as students in Somerville / the state on MCAS. We must support students with language and literacy which will support academic achievement across content areas.

Goal: (1) All K - 3 students will demonstrate growth in reading and 85% will be at CORE.
(2) ALL MCAS grades will increase their average, scaled ELA score by 8 points.

Progress Monitoring & Shorter-Term Goals: (1) Demonstrate progress on DIBELS progress monitoring, winter and spring assessments for 2022-2023 and 2023-2024 school years.
(2) Demonstrate progress on district common assessments, SGP above 60 and an increase of 4 points in ELA for the 2022-2023 school year.

Academic Focus - Language & Literacy

MCAS Average Scaled Scores

Grade	Baseline from MCAS 2022	Target for MCAS 2023	Target for MCAS 2024
3	493	497	501
4	482	486	490
5	480	484	488
6	476	480	484
7	478	482	486
8	477	481	485

Academic Focus: Language & Literacy

Action Plan	Milestones of Success	Timeline
Strengthen Tier One Practices		
(1) The Science of Reading	(1) Continue explicit reading instruction in grades 3 - 5 and grades 6 - 8 as needed / Use DIBELS assessments through grade 8	(1) Pilot Grades 7-8 SY 2022-23 / Implement SY 2023-24
(2) Use of Data	(2) Continue DIBELS assessment and progress monitoring to monitor growth and deficits in reading / Use district common assessments and other district assessments to monitor progress and adjust practices accordingly	(2) Ongoing
(3) Small Group Instruction	(3) Utilize small group instruction to target explicit skills across all grade levels	(3) Ongoing
(4) Accessible, culturally relevant texts and opportunities to read across curricular areas	(4) Provide PD for all teachers on reading and writing in the content area / Review school and classroom libraries and add more texts as deemed necessary	(4) Ongoing

Academic Focus: Language & Literacy

Action Plan	Milestones of Success	Timeline
Strengthen Tier One Practices		
(5) School-wide routine for reading & vocabulary development that students can transfer grade-to-grade	(5) Develop routine and provide PD to teachers	(5) Develop Spring 2023 / Implement SY 2023-2024
(6) Culture of Reading & Writing at all Grade Levels	(6) Integrate reading for pleasure, interactive read-alouds, and opportunities to discuss books throughout the school year	(6) Develop Spring 2023 / Implement SY 2023-2024
(7) MCAS practice dates throughout the year that slowly build to end-of-year expectations	(7) Develop calendar and practice tests for fall, winter, spring	(7) Develop Summer 2023 / Implement SY 2023-2024

Academic Focus: Language & Literacy

Action Plan	Milestones of Success	Timeline
Tier Two Practices		
(1) Reading Intervention	(1) Continue with reading intervention with interventionist in grades 1 - 3	(1) Ongoing
(2) X Block Reading Intervention	(2) Use X block for targeted reading intervention in grades 4-8 based on DIBELS Oral Reading Fluency and the phonics screener / Train teachers in interventions as needed	(2) Ongoing in grades 4-5, Pilot grade 8 Spring 2023 / Implement grades 6-8 SY 2023-204
(3) MTSS Process	(3) Utilize the MTSS process for any students not making progress with tier two reading intervention to determine what additional tiered support is needed	(3) Ongoing

Equity Focus - Multilingual Learners

Long Term English Language Learners (LTELs) - English learner students who have have been enrolled in a U.S. school for six years or more and have not yet been reclassified as fluent English proficient.

Percent of English learners in each grade (SEI Gen Ed) that are LTELs
➔ Grade 5: 71% (5 of 7)
➔ Grade 6: 36% (5 of 16)
➔ Grade 7: 58% (7 0f 13)
➔ Grade 8: 38% (5 of 13)

➔ All are students of color
➔ 32% are dually identified as MLL and special education
➔ 1% of English learners are meeting expectations for ELA MCAS

Equity Focus - Multilingual Learners

Potential Root Causes	Data to Support Claims about Root Causes
1. Transition to Winter Hill	55% of our LTELs have transferred to WH since 5th grade during the pandemic
2. Transition from SEI-1 to General Education → academic and social concerns	32% began in SEI-1 (@ AFA) and transitioned to SEI General Ed (@ WH)
3. Dual-identification	32% of LTELs receive special education services which creates service-driven schedules

Equity Focus - Multilingual Learners

Rationale: The academic performance of MLLs is lower than that of their peers, especially for our long-term ELs.

★   Long-term English learners are more likely to dropout of high school.
★   MLLs need supports to continue making progress in English language development and to be ready for the rigor of general education classes.

Goal: All current LTELs will FLEP by the end of the 2024 school year.

Progress Monitoring & Shorter-Term Goals: All LTELs will will demonstrate one year's worth of growth on ACCESS 2023 and meet MLE department progress monitoring goals.

Equity Focus - Multilingual Learners

Action Plan	Milestones of Success	Timeline
Strengthening Tier 1 & Tier 2		
(1) The Science of Reading	(1) Use DIBELS assessments through grade 8 and provide small group intervention to target specific lagging skill	(1) Pilot Spring 2023 / Implement SY 2023-24
(2) "Double Dose" LTELs and MLEs not making progress	(2) Provide an additional ESL block (during X block) for grades 6 - 8 (This additional support was presented as a conversion in our budget collaborative.)	(2) Implement SY 2023-24
(3) Transitions	(3) Implement assessments when new students arrive to determine academic strengths and growth areas / Develop specific success criteria for transferring from Newcomers to Gen Ed	(3) Develop Spring 2023 / Implement SY 2023-24
(4) Content Supports	(4) Identify consistent supports for MLLs in content areas / Provide PD for staff to ensure present in all classes	(4) Develop Spring 2023 / Implement SY 2023-24
(5) Success Planning & Collaboration	(5) Develop success plan for each LTEL and monitor progress with MLED progress monitoring / Meet every other month with general education, ESL specialists and special education teachers to discuss student progress	(5) Implement SY 2023-24

Joint Statement of Governing Board, Equity Team & PTA

Winter Hill Community Innovation School is a wonderfully diverse school community and we believe our students and staff deserve to have a safe, appropriate and inspiring environment for learning.

In its current condition, the WHCIS building hinders student learning and meaningful progress.
Teachers and administration are spending time troubleshooting and attempting to resolve building issues or space constraints daily, thus taking time away from time on learning and educational planning. Additionally, research shows that students do best when school is safe, reliable and predictable. Despite our best efforts, space constraints and building issues lead to unpredictability nearly everyday.

Winter Hill Community Innovation School is home to the Newcomer Program, for students new to the U.S., and AIM, a program for students with autism. The state of the building impacts all students, but its impact is most apparent amongst our most vulnerable students including multi-language learners and students with disabilities. Paper thin walls, shared classrooms, and poor air filtration create distractions, sensory overload, potential privacy violations and unsafe conditions for staff and students.

While the School Improvement Plan presents a strategy for improving our student experience, our ability to deliver on this plan is deeply connected to the condition of the current building.

We believe our students deserve a learning environment that reflects their inherent worth.

SIP Goals

Focus Area	Goals	Data Source
1 **Academic Language & Literacy**	1.1 All K - 3 students will demonstrate growth in reading and 85% will be at CORE. 1.2 ALL MCAS grades will increase their average ELA scaled score by 8 points.	Spring DIBELS 2024 MCAS 2024
2 **Equity Multilingual Learners**	2.1 All current LTELs will FLEP by the end of the 2024 school year.	ACCESS 2024
3 **Social-Emotional Connectedness**	3.1 The percentage of students agreeing with "I like coming to the Winter Hill school" and "If I have a problem, I can talk to a teacher or another adult at school" will increase by 50%.	Student Survey End-of-Year 2024