

Easton Public Schools

Easton, MA



Easton Middle School

School Improvement Plan

2017-2018

Table of Contents

- **Easton Middle School Core Values**
- **Vision Statement**
- **Theory of Action**
- **EPS Core Values**
- **EPS Strategic Plan 2016-2018**
- **EMS School Council Members 2016-2017**
- **EMS School Improvement Plan Accomplishments 2016-2017**
- **EMS School Improvement Plan 2017-2018**

Easton Middle School

Core Values

Positive Attitude

Academic Excellence and Equity for All

Work Ethic and Perseverance

Promoting Community Engagement

Respecting and Valuing Diversity

Individuality

Non-discrimination

Teaming



Through the Easton Middle School's Core Values, we encourage students to leave their "paw print" of excellence within the school community.



Easton Public Schools

Easton Public Schools Vision Statement:

In collaboration with the community, the Easton Public Schools will provide an intensive focus on the whole child and advance programs to inspire each unique learner to attain his/her fullest potential.

Theory of Action:

If we further engage the community in the education of all Easton children, ensure the physical, social and emotional well-being of our students, maximize resources, secure increased and necessary funding, and advance programs and initiatives in state of the art learning facilities, then we will inspire each unique learner to attain his/her fullest potential.

Easton Public School Core Values:

- Academic Excellence and Equity for All
- Cooperative and Caring Relationships
- Respecting and Valuing Diversity
- Commitment to Community

Strategic Plan 2016 – 2018

The Easton Public Schools has a strategic plan which includes the goals for the district for the next three years. They are as follows:

Family and Community Engagement

Build transparency through improved communication, better use of technology, establishment of a Family and Community University, and strengthening of relationships with community partners.

Ensuring the Social and Emotional and Physical Well being of All Easton Students Grades pre-k to 12

Deepen our focus on student well-being both social-emotionally and physically and ensure program enhancements, curriculum development and improvement, and faculty support in these areas.

Resource Efficiency and Attainment

Evaluate district practices and protocols for managing human and capital resources and secure funding to ensure that all students are receiving the educational services they need in the most efficient and productive manner possible.

Advancing Student Achievement

Provide an unyielding commitment to meeting the unique needs of all students through the strengthening and expansion of programs and offerings that will prepare *all* of our young people for life in the 21st century.



Easton Middle School

School Council Members

2016 - 2017

Luke Carroll

Principal

Rebecca Brooder

EMS Faculty

Lisa Branagan

Parent

Suzanne Lynn

EMS Faculty

Joanne Nickla Teliszewski

Parent

Maura Richards

EMS Faculty

Tara Vasilou

Parent

Mary Visnauskis

EMS Faculty



Easton **M**iddle **S**chool

School Improvement Plan 2016-2017 Accomplishments



School Goal #1: The Easton Middle School will enhance students' identification as members of a global society by encouraging students to *Make Their Mark* through positive contributions to both the school and local community. By June 2018, EMS will create equitable athletic opportunities for students through the addition of two programs and implementation of character development training and outreach initiative for student athletes.

Ensuring the Social and Emotional and Physical Well being of All Easton Students Grades pre-k to 12

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Explore a middle school athletic leadership position	By June 2016	Leadership team Athletic Director	☒ Ongoing- An established leadership position at the middle school level responsible for athletic programs
Evaluate the current competitive opportunities that exist from other area middle schools	By June 2016	Leadership team Athletic Director	☒ Ongoing- The collection of data from other area middle schools
Create two additional athletic programs at EMS	By June 2017	Leadership team Athletic Director	☒ Ongoing- The establishment of the new athletic offerings
Identify students for participation in the MIAA "Youth Lead" program or existing alternative	By June 2016	Leadership team Athletic Director	✓ Achieved- Grade 7& 8 students have attended "Youth Lead" and The Harbor
Establish an outreach program for the school community around positive choices, utilizing leadership program participants	By June 2017	Leadership team Athletic Director	☒ Ongoing- An expanded partnership with primary and elementary schools to develop education outreach programs



School Goal #2: The Easton Middle School will continue the implementation of the Understanding by Design planning process and structure, to guide new curriculum and reorganize existing curriculum. By June 2017, all departments will complete the framing of all vertically-aligned units and the full development of three units in all stages using the Understanding by Design process, and incorporating the Massachusetts State Frameworks (CCSS).

Advancing Student Achievement

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Provide faculty opportunities to continue UbD process through attending Easton University	Summer 2016	Asst. Superintendent	✓ Achieved- Enrollment data reflects number of faculty that attend the training offerings
Create increased opportunity for departmental collaboration in all areas within the existing schedule	By June 2017	Leadership team	✓ Achieved- Needs assessment survey data reflects increased common planning time needed in foreign language
Continue unpacking the Massachusetts State Frameworks	By June 2017	Asst. Superintendent	✓ Achieved- Professional development program resulting in an increase in standards-based lessons and units
Complete the framing of all standards-based, vertically-aligned units and the full development of three units, using the Understanding by Design model	By June 2016	Leadership team	✓ Achieved- The creation of one standards-based, vertically-aligned unit using the Understanding by Design model in all subject areas



School Goal #3: EMS will implement a new schedule that maximizes time on learning, promotes a balanced schedule, and creates opportunities for student advisory and intervention while maintaining the teaming model as a core value. By June 2017, a final proposed schedule, additional needed resources, and programmatic changes will be presented for School Committee approval. *Advancing Student Achievement and Resource Efficiency*

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Collect parent feedback around potential new course offerings	September 2016	School Council Leadership team	✓ Achieved- Parent survey data collected at Back to School Night
Identify new course offerings, length of courses and additional staffing needs and implications	By October 2016	Schedule Committee	✓ Achieved- New offerings added into schedule ✓ Achieved- Staffing needs addressed and course length
Identify obstacles to the selected schedule and recommend adjustments	By October 2016	Schedule Committee	☒ Ongoing- Implementation of a new schedule
Review strengths and weaknesses of proposed schedule against multiple sources of data	By November 2016	Schedule Committee	✓ Achieved- Use data to make adjustments or validate recommended schedule
Increase intervention program	By September 2017	Leadership team	✓ Achieved- Intervention and data collection model moved from RO to EMS
Implement a new middle school schedule	By September 2017	Leadership team	☒ Ongoing- New schedule in place



School Goal #4: EMS will promote high academic expectations for all students, by phasing out the practice of leveled grade seven and eight core subject classes and through the expansion of heterogeneous grouping of students. By June 2019, these changes will enable equity for students, balanced class sizes, increased opportunities for flexible grouping and opportunities for improved differentiated instruction. *Advancing Student Achievement*

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Identify professional development needed to implement heterogeneous grouping	By September 2016	Leadership team Asst. Superintendent	<ul style="list-style-type: none"> ✓ Achieved- Two full day PD have taken place for grade seven core subject area teachers ✓ Achieved- Five Gr. 7&8 teachers selected for differentiated instruction training program in Chicago in June
Math committee will review the current vertical alignment of the middle school math program	By December 2016	Math curriculum leader Department chair	<ul style="list-style-type: none"> ✓ Achieved- Math committee formed ✓ Achieved- Recommendations made keeping the current Gr. 7&8 sections and plan established for course placement
Develop a comprehensive timeline for steps in years two and three by reviewing data and making recommendations	By June 2017	Schedule subcommittee	<ul style="list-style-type: none"> ✓ Achieved- Timeline established for three year phasing ✓ Achieved- Phase one complete ✓ Achieved- Gr. 7 Social Studies, Science and ELA will be heterogeneously grouped
Eliminate leveled courses in grade 7	By September 2017	Schedule subcommittee	<ul style="list-style-type: none"> ✓ Achieved- Master schedule will reflect grade 7 leveling changes and balanced class sizes
Eliminate leveled courses in grade 8	By September 2018	Schedule subcommittee	<ul style="list-style-type: none"> ☒ Ongoing- Master schedule reflects grade 8 changes



Easton **M**iddle **S**chool

School Improvement Plan 2017-2018 School Goals



School Goal #1: The Easton Middle School will enhance students' identification as members of a global society by encouraging students to *Make Their Mark* through positive contributions to both the school and local community. By June 2018, EMS will create equitable athletic opportunities for students through the addition of two programs and implementation of character development training and outreach initiative for student athletes.

Ensuring the Social and Emotional and Physical Well being of All Easton Students Grades pre-k to 12

Data Source/ Current Reality:

- Currently there are no athletic offerings for grade six boys and only one for grade six girls
- During the spring season we have no team opportunities for grade six, seven and eight
- Currently EMS has three girls' field hockey teams for grade six, seven and eight
- At present the middle school soccer program has one boys' and one girls' team for both seventh and eighth grade
- Boys' and girls' basketball currently supports four teams: one for each gender in grades seven and eight
- The 2013 and 2015 needs assessment survey data reflected 20% of the students want increased athletic opportunities
- Successful management of middle school sport budget completely from user fees 2015-2016 and 2016-2017

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Explore a middle school athletic leadership position	By June 2016	Leadership team Athletic Director	An established leadership position at the middle school level responsible for athletic programs
Evaluate the current competitive opportunities that exist from other area middle schools	By June 2016	Leadership team Athletic Director	The collection of data from other area middle schools
Create two additional athletic programs at EMS	By June 2017	Leadership team Athletic Director	The establishment of the new athletic offerings
Identify students for participation in the MIAA "Youth Lead" program or existing alternative	By June 2016	Leadership team Athletic Director	Grade 7&8 students have attended "Youth Lead" and The Harbor Live
Establish an outreach program for the school community around positive choices, utilizing leadership program participants	By June 2017	Leadership team Athletic Director	An expanded partnership with primary and elementary schools to develop education outreach programs



School Goal #2: The Easton Middle School will continue the implementation of the Understanding by Design planning process and structure, to guide new curriculum and reorganize existing curriculum. By June 2018, all departments will complete the framing of all vertically-aligned units and the full development of five units in all stages and the implementation of two units using the Understanding by Design process, and incorporating the Massachusetts State Frameworks and providing implementation feedback in the Google Drive or Rubicon Atlas (CCSS).

Advancing Student Achievement

Data Source/ Current Reality:

- EMS Faculty has completed three half-day training programs in 2014-2015
- Faculty participated in two full-day and three early-release UbD professional development workshops 2015-2016
- Faculty participated in one full-day and two early-release UbD professional development workshops 2016-2017
- EMS curriculum leaders and administration have completed training program 2014
- Previous curriculum work to be expanded upon and incorporated into Understanding by Design model
- Summer training opportunities being provided through Easton University
- Planning time in 2015-16 schedule for core subject areas and special subjects in grade six, seven and eight

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Create increased opportunity for departmental collaboration in all areas within the existing schedule	Fall 2017	Leadership team	Needs assessment survey data reflects increased common planning time needed in foreign language
Complete the framing of all standards-based, vertically-aligned units and the full development of five units, using the UbD model	June 2016	Leadership team	The creation of one standards-based, vertically-aligned unit using the Understanding by Design model in all subject areas
Implement two units completed in all three stages of the UbD process	June 2018	Curriculum Leaders	The implementation of two units using the UbD model in all subject areas
Provide feedback on unit implementation in the Google Drive and/or Rubicon Atlas	June 2018	Curriculum Leaders	The written feedback for the two implemented units in all subject areas in Google Drive and/or Rubicon Atlas



School Goal #3: EMS will implement a new schedule that maximizes time on learning, promotes a balanced schedule, and creates opportunities for student advisory and intervention while maintaining the teaming model as a core value. By August 2017, a final proposed schedule, FOCUS period, and programmatic changes will be presented for School Committee approval. *Advancing Student Achievement and Resource Efficiency*

Data Source/ Current Reality:

- 2013-2014 EMS Goal to evaluate new schedule was created
- 2014 EMS Schedule Committee established
 - 1.) Structure Subcommittee
 - 2.) Advisory Subcommittee
 - 3.) Leveling Subcommittee

- 2015-16 Schedule Committee visited other high-performing middle schools and made recommendations
- Departmental planning time projected in core subjects areas and specials in grades six, seven and eight
- Current time on learning hours: 1012.133 (997.33 excluding announcements); requirements: 990 hours

- Research on programs and practices crucial to middle level schooling, taken from the survey results of 827 randomly selected middle schools and the national survey of 101 Highly Successful Middle Schools (HSMS) to determine the extent to which nationally recognized schools were using recommended middle school practices and what lessons could be learned
 - Interdisciplinary teaming at the middle level is crucial (72%) (HSMS 90%)
 - All team teachers should have a common planning period (10 periods per week 28%) (HSMS 40%)
 - All schools at the middle level should adopt some form of flexible scheduling (14%) (HSMS 30%)
 - Middle schools should maintain an emphasis on the core subjects while offering a rich selection of required/non-required elective subjects (avg. core subject minutes a day EMS GR.6 246 /Gr. 7&8 196 min.) (HSMS Gr.6 240 /Gr.7&8 234 min.)
 - Carefully planned student advisory programs should be a high priority component of all middle level programming (48%) (HSMS 65%)

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Create a new master schedule template in the Aspen student operating system	August 2017	Leadership team	Students will receive new schedule through the Aspen student portal on the “Go-Live” day
Implement universal grading period for all classes through use of trimesters	August 2017	Leadership team	Report cards issued for all classes based on 60-day trimesters
Update website, handbooks, bell system and school forms as needed based on schedule change	August 2017	Leadership team	All changes will be made
Identify opportunities to increase individualized student instruction within new schedule	Fall 2017	Leadership team	Areas identified and shared with EMS and grade 5 special education faculty/staff
Increase opportunities to communicate with grade five staff on the advantages of the new schedule and its impact on special education students	June 2018	Leadership team	One additional transition meeting takes place prior to the end of the 2017-18 school year.
Identify and implement necessary amendments to IEPs based on changes to the number of minutes involved in the delivery of service	Fall 2017	Leadership team	IEP meetings and amendments documented
Implement a new middle school schedule	September 2017	Leadership team	New schedule in place

School Goal #4: EMS will promote high academic expectations for all students, by phasing out the practice of leveled grade seven and eight core subject classes and through the expansion of heterogeneous grouping of students. By June 2019, these changes will enable equity for students, balanced class sizes, increased opportunities for flexible grouping and opportunities for improved differentiated instruction. *Advancing Student Achievement*

Data Source/ Current Reality:

“Students will modify their behavior to meet expectations that we hold for them.”
(Flowers, Mertens, Mulhall, Krawczyk, 2007)

External Data

- Subcommittee on course leveling recommends elimination of the leveling practice at EMS 2015-16
- The committee collected information the following ways:
 - Site Visits
 - Email surveys
 - Phone interviews
- The committee targeted schools in the following ways:
 - The highest performing middle schools in the state
 - DART analysis schools (District Analysis Review Tools)
 - MSAA (Massachusetts Secondary Schools Administrators Association)
 - Schools with similar per pupil expenditure
 - Schools based on a variety of factors are considered like communities

Internal Data

- Standardized assessment data shows the highest achievement levels at EMS come in Gr. 6
- - No level results in greater opportunities for flexible grouping and teaming
- **We currently have two heterogeneously grouped classes in the Gr. 7&8 core subject area classes**
 - Current system promotes inequalities in class size, diversity, disabilities, and economic status
- Upward mobility is restrictive after placement
 - Almost 40% of math and ELA students are not staying in honors (Figure A&B)
- Historically EMS honors classes contain more students than the Advanced MCAS scores reflect
 - College prep classes are showing students with Advanced MCAS scores in Math, ELA and Science, some with perfect MCAS scores of 280
 - Gr. 8 - 38% in honors science, 7% of which are scoring advanced (21 out of 105)
 - Gr. 8 Average ELA Honors MCAS Score 255 and College ELA MCAS score 246
 - Gr. 8 Average Math Honors MCAS Score 262 and College Math 246
 - ELA and Math college classes have high growth and outgrow the honors sections by between 4% and 10%

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Train teacher leaders in differentiated instruction	Summer 2017	Leadership team Asst. Superintendent	PD Schedule
Provide professional development in differentiated instruction in all areas and all grades	By June 2018	Leadership team Asst. Superintendent	Staff survey reflects increased proficiency in differentiated instruction
Math committee will review and make changes to the current student identification process for the different pathways	By March 2018	Math curriculum leader Department chair	Math committee formed Recommendations made
Reviewing data from phase two and use it to inform phase three of the unleveling process	By March 2018	Leadership team Leveling subcommittee	Timeline established Core subject recommendations made
Eliminate Grade 8 leveled courses in ELA, Social Studies and Science	By September 2018	Leadership team Leveling subcommittee	Master schedule reflects grade 8 changes