

Easton Public Schools

Easton, MA



Easton Middle School

School Improvement Plan



2018-2019

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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

2017 - 2018

Luke Carroll

Principal

Lindsay Whalen

EMS Faculty

Cindy Boyce

Parent

Suzanne Lynn

EMS Faculty

Deb Jennings

Parent

Maura Richards

EMS Faculty

Tara Vasiliou

Parent

Kirstie Wheeler

Parent



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

School Improvement Plan 2017-2018 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	<input type="checkbox"/> Discontinued- The job posting for the position was placed on hold.
Evaluate the current competitive opportunities that exist from other area middle schools	By June 2016	Leadership team Athletic Director	<input type="checkbox"/> Discontinued
Create two additional athletic programs at EMS	By June 2017	Leadership team Athletic Director	<input type="checkbox"/> Discontinued
Identify students for participation in the MIAA “Youth Lead” program or existing alternative	By June 2016	Leadership team Athletic Director	<input checked="" type="checkbox"/> 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	<input type="checkbox"/> Discontinued



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

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	✓Achieved Existing schedule has created departmental collaboration time in all areas and the new schedule will allow for departmental collaboration
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	✓Continued 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	✓Continued 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	✓Continued 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 2018, 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	☒ Ongoing Students will receive 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	✓ Achieved 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	☒ Ongoing All changes will be made
Identify opportunities to increase individualized student instruction within new schedule	Fall 2017	Leadership team	✓ Achieved Faculty has explored opportunities to use the Focus period in the 2018-2019 schedule to increase individualized instruction
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	☒ Ongoing-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	☒ Ongoing- IEP meetings and amendments documented



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	✓ Achieved- teacher leaders received training in June 2017
Provide professional development in differentiated instruction in all areas and all grades	By June 2018	Leadership team Asst. Superintendent	✓ Achieved Staff feedback reflects increased proficiency in differentiated instruction. Professional development will continue in the final phase of the initiative
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	✓ Achieved-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	✓ Achieved- Timeline established Core subject recommendations made
Eliminate Grade 8 leveled courses in ELA, Social Studies and Science	By September 2018	Leadership team Leveling subcommittee	☒ Ongoing- Master schedule will reflect grade 8 changes for 2018-2019 school year



Easton Middle School

School Improvement Plan 2018-2019 School Goals



School Goal #1: By June 2020, the Easton Middle School Adolescent Wellness Survey will show a reduction of both at-risk behaviors and student anxiety and improved emotional and physical well-being through increased opportunities for proactive intervention that addresses the social-emotional wellness of students.

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

Data Source/ Current Reality:

- Mental Health and Violence data from the current 2017 Adolescent Wellness Survey
 - Depression 16.9%
 - Self-Harm 6.8%
 - Suicidal Thoughts 10%
 - Planned Suicide 7.1%
 - Attempted Suicide 3.4%
 - Bullied 22.2%
 - Electronic Bullied 14.6%

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Implement a One School/One Book summer reading program with a variety of messages on positive social-emotional well-being	Fall 2018	Curriculum leader Grades 6-8 English department	Students and staff read and discuss <i>Restart</i> by Gordon Korman, which focuses on anti-bullying messages
Incorporate into educational programming materials from The Harbor, an online educational video resource that facilitates character development	June 2020	Leadership team Faculty Health education teacher Adjustment counselor	Feedback from staff reflects positive impact of educational videos, discussion questions and other curriculum
Explore opportunities for use of focus period to explore mindfulness, social-emotional well-being, anxiety and digital Citizenship	June 2020	Leadership team Guidance counselors Adjustment counselors Faculty	Creation of a shared resource list for use of focus period to address social-emotional well-being, and sharing of ideas at faculty meetings
Use the district's partnership with UMass Boston to form a targeted response to social-emotional needs and sexual health and safety of our students	June 2019	Leadership team Guidance counselors Adjustment counselor School Nurse Health Teacher	Creation of a shared document with feedback from each team



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 2019, 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 three units using the Understanding by Design process, and incorporating the Massachusetts State Frameworks and providing implementation feedback in the Google Drive.

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 in 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
- Full-day workshop for foreign language department 2017-2018
- Faculty participated in one early-release UbD professional development workshop 2017-2018

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Increase opportunity for departmental collaboration within the new schedule	Fall 2019	Leadership team	Use of common planning time and two PD days for foreign language for the development of units.
Complete the framing of all standards-based, vertically-aligned units and the full development of five units, using the UbD model	June 2019	Leadership team	The creation of all standards-based, vertically-aligned units using the UbD model in all subject areas
Implement three units completed in all three stages of the UbD process	June 2019	Curriculum Leaders	The implementation of three units using the UbD model in all subject areas
Provide feedback on unit implementation in the Google Drive	June 2019	Curriculum Leaders	Feedback for the three implemented units in all subject areas in Google Drive



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 - Carefully planned student advisory programs should be a high priority component of all middle level programming (48%) (HSMS 65%)

- 2018 vote approving the new schedule change for implementation



Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Create a new master schedule template in the Aspen student operating system	August 2018	Leadership team	Students will receive new schedule through the Aspen student portal on the “Go-Live” day
Update website, handbooks, bell system and school forms as needed based on schedule change	August 2018	Leadership team	All changes will be made
Identify opportunities to increase individualized student instruction within new schedule	Fall 2018	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 2019	Leadership team	One additional transition meeting takes place prior to the end of the 2018-19 school year.
Identify and implement necessary amendments to IEPs based on changes to the number of minutes involved in the delivery of service	Fall 2018	Leadership team	IEP meetings and amendments documented
Implement a new middle school schedule	September 2018	Leadership team	New schedule in place



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 - 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%
- Balanced class sizes of 21 students on average in grade seven in 2017-2018
- Significant reduction in percentage of high needs students in individual sections in grade seven 2017-2018
- 30% decrease in discipline referrals in grade seven



Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Provide professional development in differentiated instruction in all areas and all grades	By June 2019	Leadership team Asst. Superintendent	Staff survey reflects increased proficiency in differentiated instruction
Reviewing data from phase three	By March 2019	Leadership team Leveling subcommittee	Review of grade 8 data
Eliminate Grade 8 leveled courses in ELA, Social Studies and Science	By September 2018	Leadership team Leveling subcommittee	Master schedule reflects grade 8 changes
Create committee to explore and collect data and make a recommendation on standards based report cards	By June 2019	Standards Committee	Committee recommendation informing future school goal setting

