



NATICK PUBLIC SCHOOLS



MIDDLE SCHOOLS SCHOOL IMPROVEMENT PLAN 2017-2018





GOAL 1 (WELLNESS)

Based on the Metrowest Health Survey and Wellness survey administered in 2016-2017 school year, there are **three** areas we will focus on improving:

1. **School attendance**
2. **Students talking to adults in the school about difficulties (personal problems, bullying, cyber-bullying, mental health)**
3. **Sources of stress**

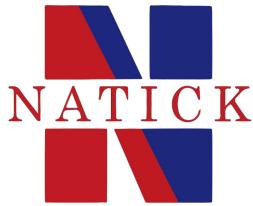
Measurement: Decrease the number of unexcused absences by 5%, increase the number of students who will talk to adult at school by 5%, and reducing stress for students by 5-10% as measured by the 2019 MetroWest Survey.



AREAS OF FOCUS

Goals	Actions Steps
School Attendance	<ul style="list-style-type: none">-Monthly attendance meetings with guidance & nurses.-Contacting families after 5 unexcused absences-School Resource Officer
Students talking to adults in the school about difficulties (personal problems, bullying, cyber-bullying, mental health)	<ul style="list-style-type: none">-Guidance lessons-SOS and depressions screenings-3 C's and PBIS-Fitness--Mentoring program
Sources of stress	<ul style="list-style-type: none">-Mentoring Program-Extra-Curricular Activities (Robotics, LEGO, Math team, Student Council, Journalism, Future City, ONE/Diversity, Peer Leadership, Student-led clubs, etc.-Homework review and new practices implemented

***The intended outcome is to promote a healthy, emotionally supportive, and positive climate and culture for students and staff.**



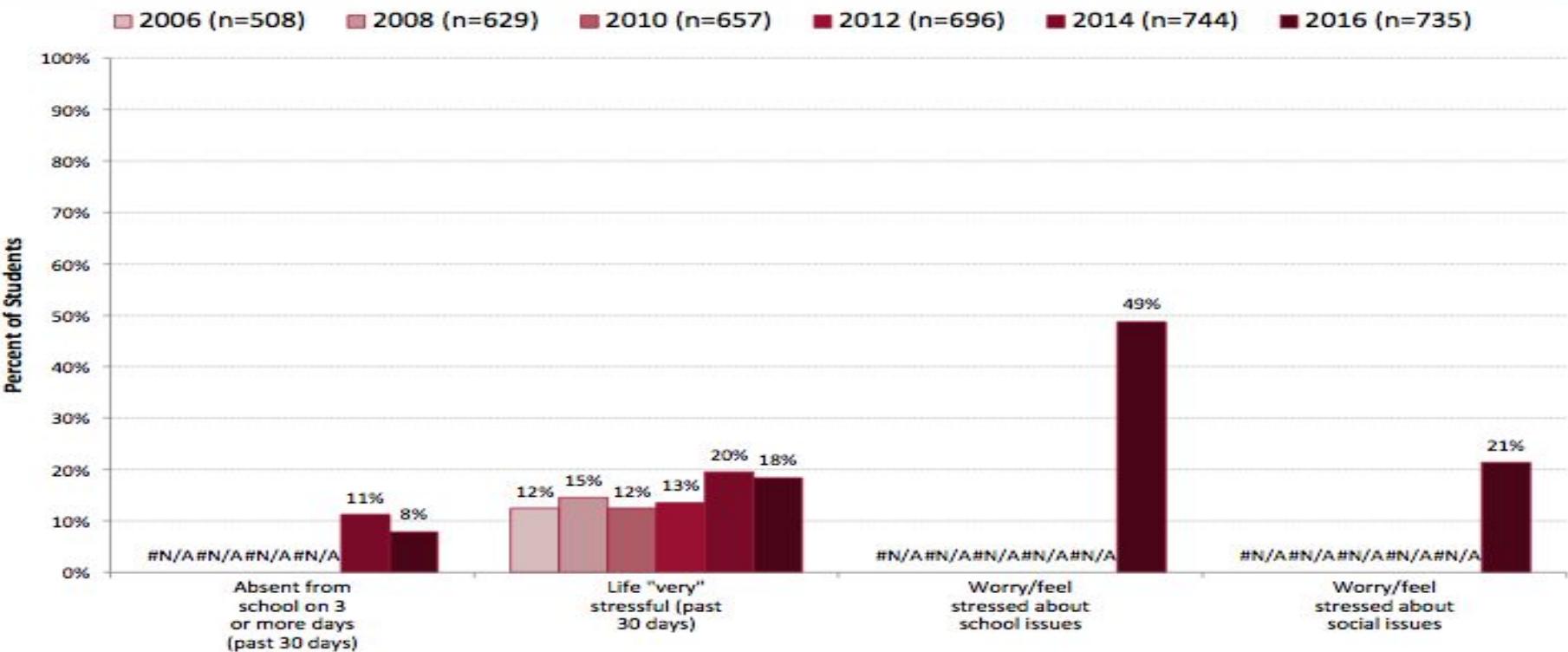
Trends in Middle School Behavior (Areas to Work On), 2006-2016

Natick Middle School Students (Grades 7-8)

Trends in Behaviors, 2006-2016

Natick Middle Schools (Grades 7-8)

MetroWest Adolescent Health Survey

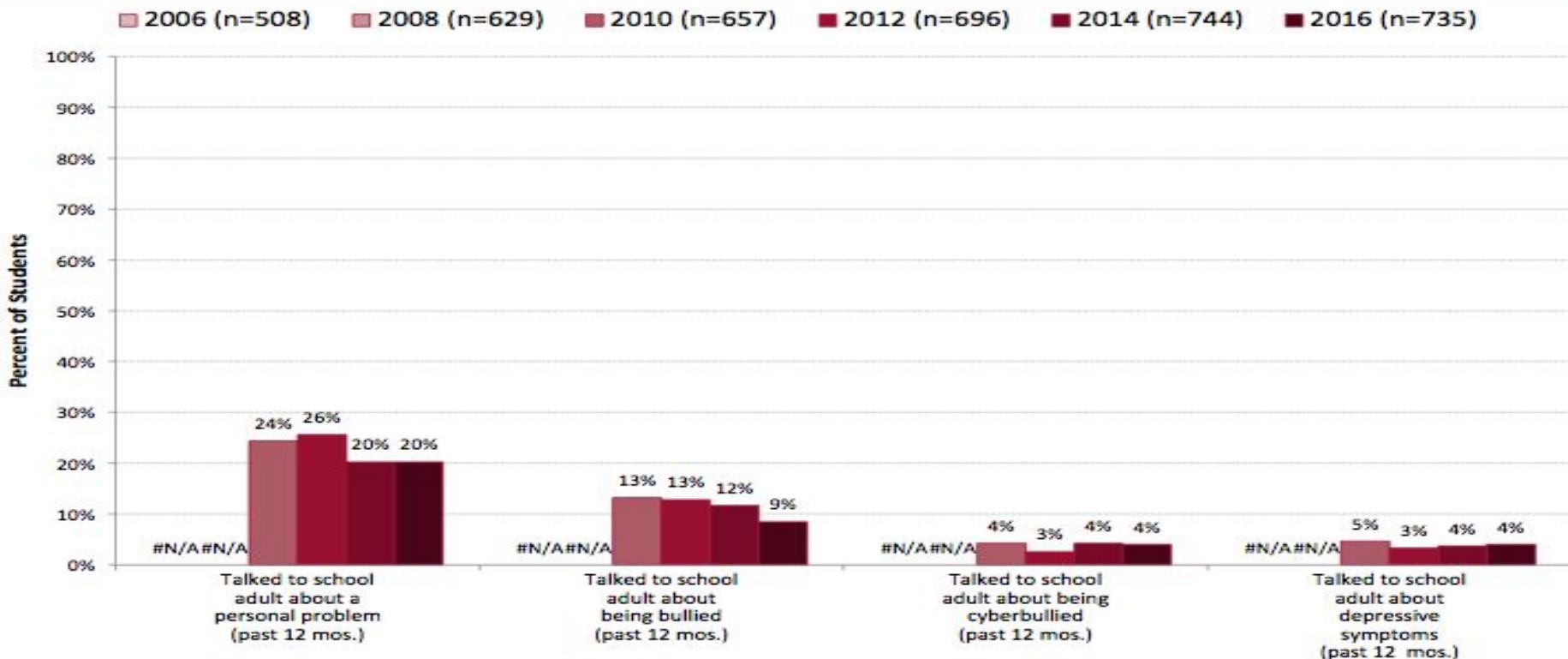




Trends in Middle School Behavior (Areas to Work On), 2006-2016

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Trends in Middle School Behavior (Positives), 2006-2016

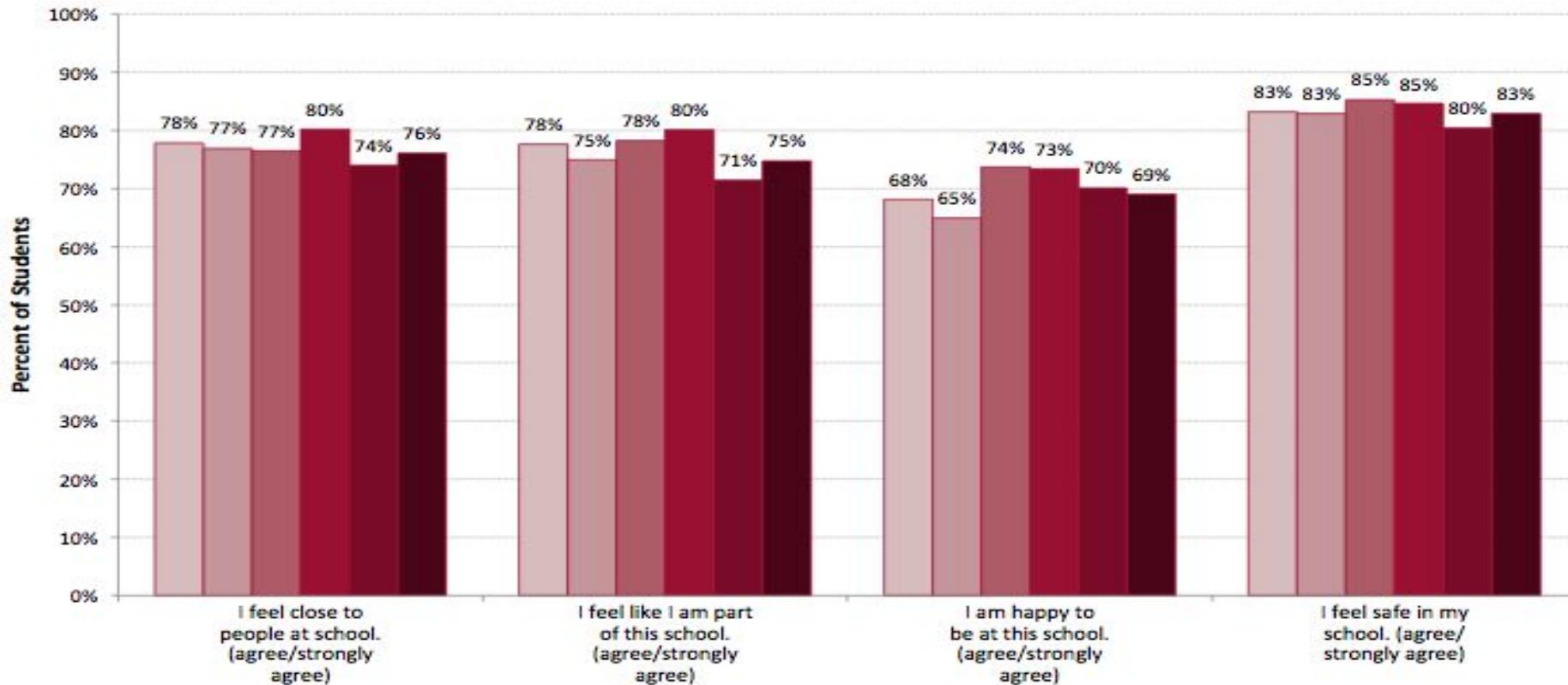
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Trends in Behaviors, 2006-2016

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MetroWest Adolescent Health Survey

■ 2006 (n=508) ■ 2008 (n=629) ■ 2010 (n=657) ■ 2012 (n=696) ■ 2014 (n=744) ■ 2016 (n=735)





Trends in Middle School Behavior (Positives), 2006-2016

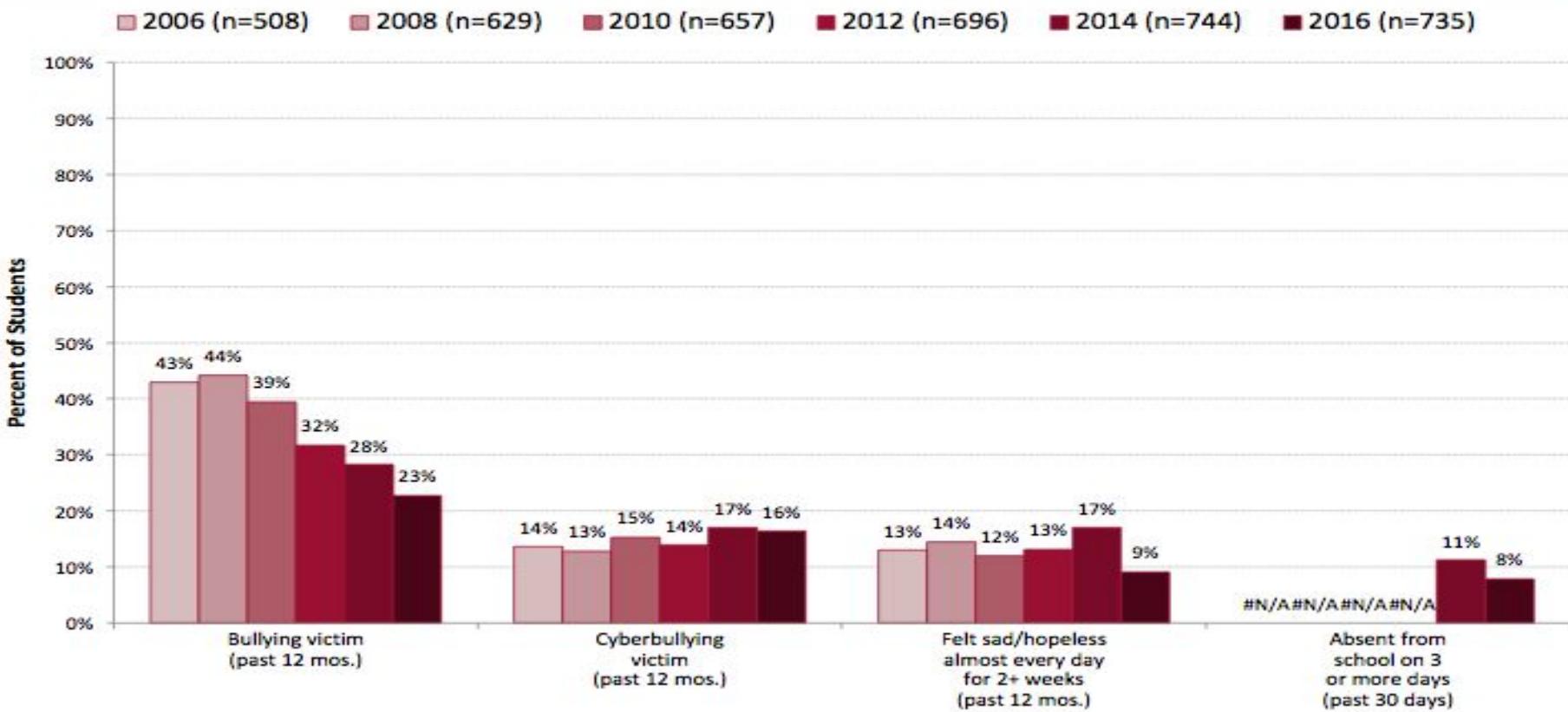
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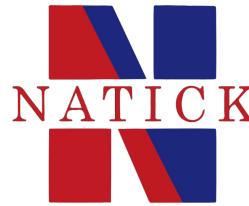
GOAL 1 SUCCESSES FOR 16-17

- Depression Screenings & SOS Discussions-Tracy Gladstone
- Laps after Lunch Program at both schools (expanded to every day)
- Expanded Mentoring & Advisory Programs (Wilson)
- 3 C's Advisory Group (Kennedy)
- Peer leadership program (grown at both schools and lessons in grades 5 & 6)
- Positive Behavior Support Systems (includes a system of rewards based on positive behavior outcomes)
- Increased opportunities for students to participate in extra-curricular activities (more sports added (volleyball), student led clubs (Pokemon, Chess Club), etc.

Metrowest Health Survey & Wellness Survey Results:

***Bullying, cyberbullying & depressive symptoms have gone down by 5%-10% in one year**

***Students feeling close to people at school, feeling safe at school, felt like a part of the school, happy to be at this school went up 2-3%**



GOAL 1 (ACTIONS STEPS FOR 17-18):

- School Resource Officer (attendance overview)
- Continue with Depression Screening & SOS (Signs of Suicide) video and discussion in grades 7 and 8.
- Alignment of Health and Support staff with focus on resiliency and leadership skills with new guidance lessons
- Principal/Student Advisory Committee (Wilson)
- Conduct a student survey to gather data on effectiveness of PBIS, 3C's program, 3 focus areas

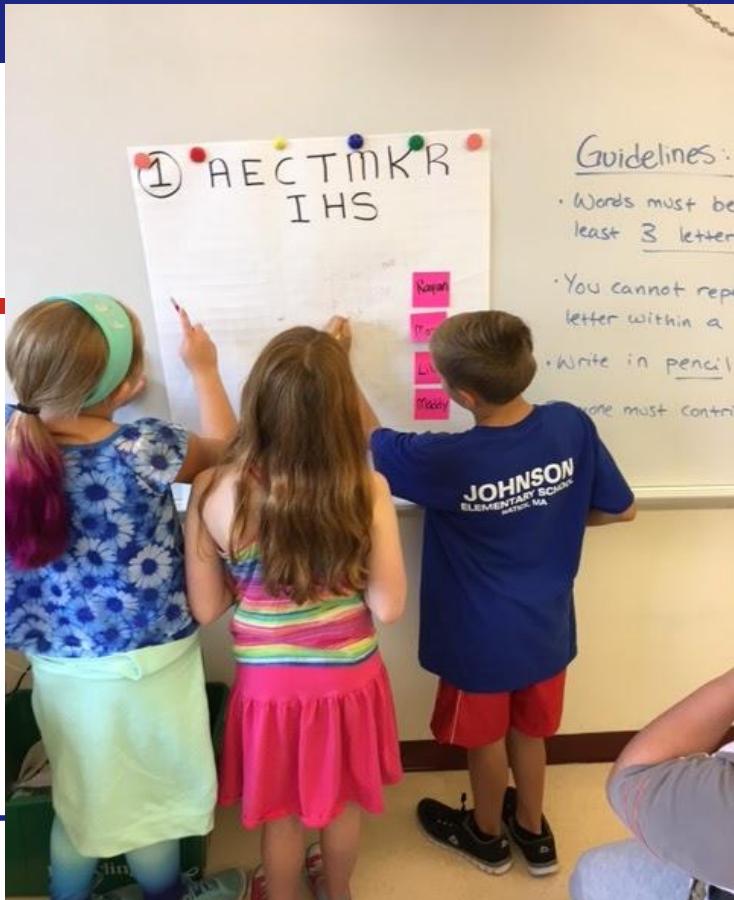


GOAL 2 (DEEPER LEARNING)

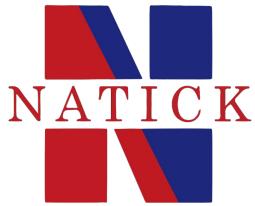
By the spring 2018, every student will engage in at least one deeper learning, project-based experience with learning outcomes linked to the 4C's (critical thinking, collaboration, communication, and creativity).



GOAL 2 SUCCESSES FOR 16-17



- PBL training for all MS staff was held last year
- Administrators model use of Blended Learning in Staff Meetings and PD
- Administrators received PBL training over the summer 2017 with district leadership
- Additional RTI extension units created by MS teachers
- Additional PBL units were created (Beyond the Text-Grade 7 L&L, New Science units, TED Talks in Grade 7 SS



GOAL 2

NEW ACTIONS

STEPS FOR 17-18



CONTENT MASTERY

Students apply new knowledge to real-world situations.



EFFECTIVE COMMUNICATION

Students demonstrate skills in active listening, clear writing, and persuasive presentation.



CRITICAL THINKING & PROBLEM SOLVING

Students consider a variety of approaches to produce innovative solutions.



COLLABORATION

Students work with their peers, assume leadership roles, resolve conflicts, and manage projects.



SELF-DIRECTED LEARNING

Students use teacher feedback to monitor and direct their own learning, both in and out of the classroom.



ACADEMIC MINDSET

Students feel a sense of belonging and the motivation to persist through their school work.

- Grade 7 1:1 Chromebooks deployment
- Increase deeper learning experiences for students by asking staff to have at least one PBL unit
- Staff workshops on deeper learning & blended learning
- Peer observations on best practices in Deeper Learning approaches
- Walk-throughs focused on
- 4 C's (Collaboration, Communication, Critical Thinking, and Creativity)
- Calibration of walk-throughs by evaluators



GOAL 3

(RESPONSE TO INTERVENTION)

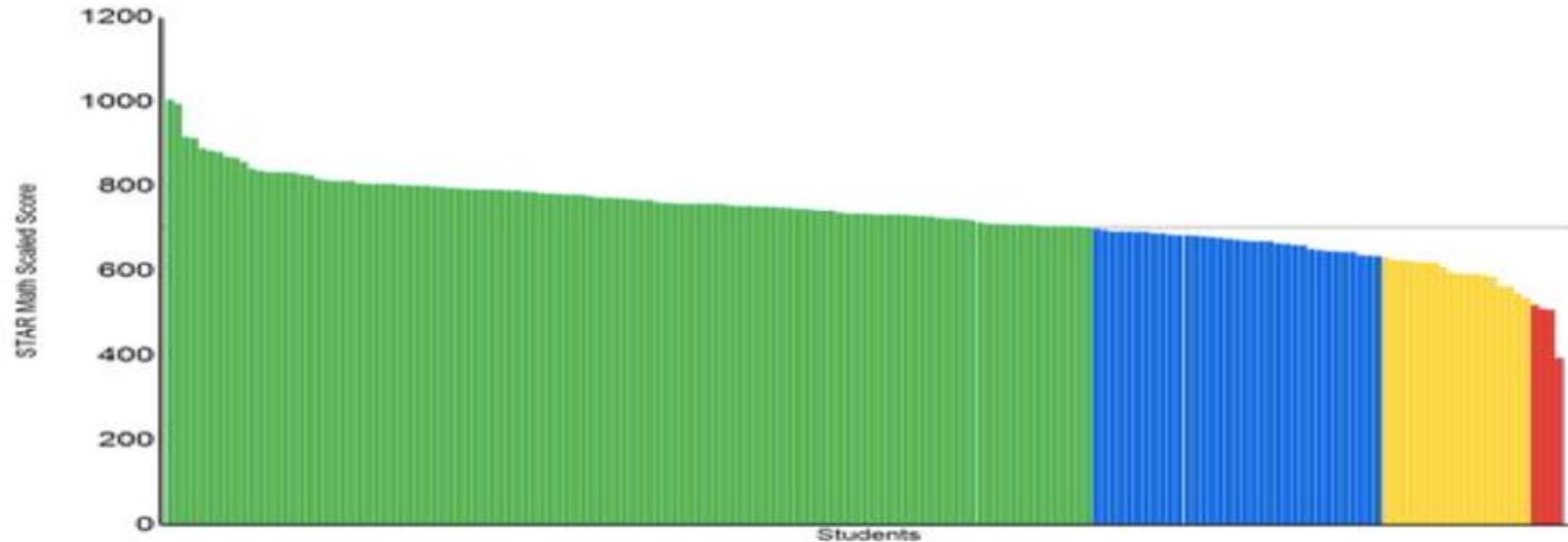
By the end of the 2017-2018 school year, we will decrease the percentage of students at risk by 10% as measured by the Renaissance STAR Assessments (Math & Reading).

Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Below 10	10-39	40-69	70+

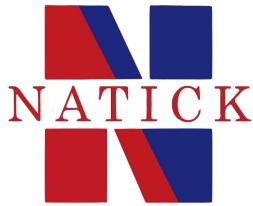


RENAISSANCE SCREENING REPORT EXAMPLE

Grade: 5

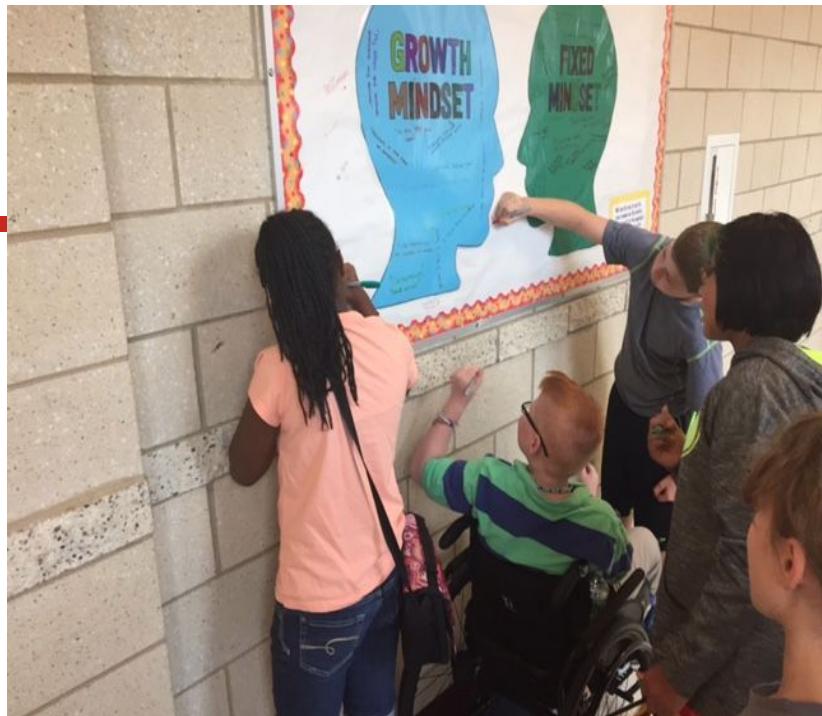


Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 703 SS	At/Above 70 PR	112	66%
Category Total			112	66%
Below Benchmark				
■ On Watch	Below 703 SS	Below 70 PR	35	21%
■ Intervention	Below 634 SS	Below 40 PR	18	11%
■ Urgent Intervention	Below 528 SS	Below 10 PR	4	2%
Category Total			57	34%
Students Tested			169	

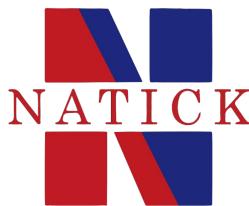


GOAL 3

SUCCESES FOR 16-17



- First year of RTI implementation with cycles of intervention/extension
- Math & reading specialists added to support RTI
- Common assessments
- PLC and data team structures
- Data reflection presentations
- Power Standards identified in each content area



RENAISSANCE GROWTH DATA 2017

(MEDIAN SGP FOR BOTH MS's)

READING

Gr. 5 Reading: 57%

Gr. 6 Reading: 57%

Gr. 7 Reading: 59%

Gr. 8 Reading: 59%

MATH

Gr. 5 Math: 68%

Gr. 6 Math: 64%

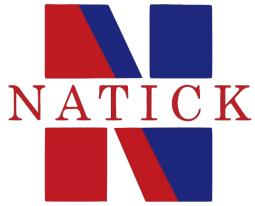
Gr. 7 Math: 60%

Gr. 8 Math: 68%



ACTION STEPS FOR 17-18

- Calibration of RTI model at both schools and more unified approaches will be implemented this year
- Renaissance assessments, RTI cycles, data meetings and focus areas established through the year (at least 3x this school year)
- Accelerated Math Training and resources for all math teachers
- ACT (Assisting Children & Teachers) Structure with Math & Reading specialists
- Monthly Data Meetings to determine intervention groups for skill development & enrichment opportunities
- Analysis of Renaissance universal screening tool for Math and Reading
- Teacher coaching from Math & Reading Specialists



GOAL 4 FOR 17-18 (FAMILY-SCHOOL RELATIONSHIP)

During the 2017-2018 school year, we will design and deploy a Family-School Relationship Survey to grade 5-8 families to determine community priorities of the future.



VISION (THE WHY)

Purpose of the survey:

To create a consistent tool to collect and analyze family perceptions related to our middle schools

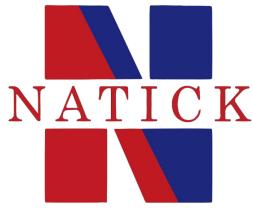
Primary focus areas:

- School Fit
- Learning Environment
- School Climate



GOAL 4 ACTIONS STEPS

1. Meet with school leadership teams & School Council to elicit feedback on the survey questions
2. Convene as a team to determine questions that will be distributed to middle school families
3. Report results to the superintendent, school councils, parents and the school committee.



QUESTIONS (?)

