

**Kennedy Middle School
School Improvement Plan
2018-2019**

Kennedy School Council

Voting in Process - Parent (1 yr term)

Voting in Process (Yr 2 of 2 year term)

Open Seat – Community (Voting in Process)

Becky Schneekloth– Faculty

Jaime Wolf – Faculty

David Lyth – Faculty

Andrew Zitoli – Principal

School Council – Statement of Purpose

The School Council, in serving as representatives of our larger school community, seeks to enrich and enhance opportunities for teaching and learning that result in improved learning outcomes for students. We strive to improve the supports available to teachers, students and their families as we work together to better meet the needs of all our learners.

Responsibilities of the School Council

As outlined in the Education Reform Act of 1993, the School Council is comprised of representatives from the parent body, the school staff, and the community at large. Elections are held to insure that all parents and staff have a full opportunity for representation. The council has specific responsibilities that include, but are not limited to, examining the following topics:

- **Class size and impact on student achievement**
- **School budget**
- **School climate, safety and discipline**
- **Enhancement of parental involvement**
- **Professional development**
- **Title I**

In addition, the council is charged with assisting the principal with the development of an annual *School Improvement Plan* that will identify areas of concern, establish explicit goals, state objectives, name persons charged with various responsibilities, and determine a timeline for measurable outcomes. In determining areas for improvement, the School Council takes guidance from the following sources:

- **Federal Mandates**
- **MA State Standards**
- **Natick Public Schools Strategic Plan And District Goals**
- **The school's core values and analysis of student learning**

School Improvement Plan

Kennedy Middle School

Andrew Zitoli, Principal

Goal #1	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: We have a strong support system in place at Wilson, but stress due to many factors has led us to investigate new ways to implement social competency and enrichment activities to enhance students' and staff's ability to learn in a safe and nurturing school environment. We have a system in place, but are looking to expand it to incorporate different methods for the various grade levels.</p> <p>District Goal : Develop a systematic, developmentally appropriate social-emotional learning (SEL) and healthy living framework for student learning and parent engagement and partnership.</p> <p>Strategic Objective: Build relationships with students, students with each other, and staff with each other</p> <p>School Goal #1: Based on the Metrowest Health Survey and Wellness survey</p>	<ul style="list-style-type: none"> Teacher visits-lesson autonomy-Building relationships-Lesson Sharing-UDL Lesson sharing, lesson calibrating, Personalize learning the 2019 MetroWest Survey. Model best practice/SEL to merge the two Continue to use the ROAR expectations matrix with all faculty, staff and students at beginning of the year grade level assemblies. The matrix outlines expected behaviors that reflect the ROAR (Respect/Ownership/Accepting/Responsibility) philosophy. This sends a message of high expectations for students' personal and academic behavior and includes a system of rewards based on positive behavior outcomes. Continue recognition program of Roar slips as part of the PBIS rewards program, showcasing and rewarding students and staff who embody the Kennedy Cougar ROAR (Respect/Ownership/Accepting/Responsibility) code of conduct. 	<p>Persons Responsible: KMS Administrators, all faculty & staff, guidance counselors and student support service staff. PBIS committee & 3Cs Committee</p>	2018-2019	<p>Improved school culture Student, parent and staff pre & post survey implemented in 3Cs groups – increased evidence of students developing a stronger sense of belonging to the Kennedy MS Community. Reports of bullying go down and all students feel they have a safe, secure environment in which to learn. Number of lunch and after school detentions reduced by 10% over last year. Continue to see improvement in students' physical health and well being tracked by the data assessments conducted in Fitness and PE classes. Staff reports of feeling less stress..</p>

<p>administered in 2016-2017 and 2017-2018 school year, there are three areas we will focus on improving:</p> <ol style="list-style-type: none"> 1. School attendance 2. Student connectivity with adults 3. Sources of stress <p>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% as measured by the 2019 MetroWest Survey.</p> <p>*The intended outcome is to promote a healthy, emotionally supportive, and positive climate & culture for our students and staff.</p>	<ul style="list-style-type: none"> • Implement the 3Cs program – every A day during 5th period, small grade level groups of students from mixed homeroom classes, will meet with an adult advisor to discuss topics important to middle school students. • Guidance counselors will administer a connectivity survey 2-times per year. These topics include ways to reduce social-emotional issues such as high anxiety, stress, social decision making, learning ways to organizing oneself for academic learning, expanding student understanding of traditional holiday observances & foster team building and a spirit of community service and connection with the Kennedy Middle School community. • Continue to develop the YouTube video library of classroom fitness breaks & implement them in general education classes. • Continue the “Laps at Lunch” fitness breaks during lunch periods in the fall and spring. • Incorporate a fitness experience at least once per cycle for all grades, not just the 7th & 8th grade fitness classes as part of the physical education curriculum. • Principal will foster the need for staff to build healthy positive relationships with all students so that deep learning can occur. 			<p>To reduce the number of unexcused absences.</p>
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	<ul style="list-style-type: none"> • Principal will share the components of best practice including personalized learning and Universal design for learning. • Teachers will lesson share and calibrate lessons at staff meeting. • Alignment of Health and Support staff. • SOS (Signs of Suicide) video and discussion in grades 7 and 8. Screen only those who show signs of depression. • Principal will begin the process of celebrating successes of staff. • Develop a program of activities for faculty that includes families, such as sports activities, golf outings, basketball games, Friday Club, all aimed at engendering a spirit of camaraderie between new and veteran staff. • Conduct a student and staff survey, beginning and end of year to gather data on effectiveness of PBIS & 3cs programs. • Monthly attendance meetings with guidance, nurses, and school attendance officer. Contacting families after 5 unexcused absences. • Guidance Lessons • SOS and depression screenings • Fitness • Mentoring Program • Extra-curricular activities • Homework review and new practices implemented. 			
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Goal 2	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Although RTI was implemented two years ago and growth was shown in every grade level in math & Reading, our next step is to ensure that our data team structures identify students' needs and that all students make significant growth.</p> <p>District Goal : Excel in academic achievement, and Profile of a Natick Graduate (POG) competencies for all groups and sub groups of students.</p> <p>Strategic Objective: Use assessment data to follow learners and make instructional decisions.</p> <p>School Goal #2: By the end of the 2018-2019 school year, each grade level will show at least a 3% increase in their median student growth percentile measured by the Renaissance STAR Assessments in both Math & Reading.</p> <p>*Established benchmarks:</p> <p>Urgent intervention = below 10%</p>	<ul style="list-style-type: none"> • Renaissance PD for all Staff • Increase deeper learning experiences for students by asking staff to have at least one PBL. • Staff workshops on deeper learning and blended learning. • Peer observations on best practices in Deeper Learning approaches • Walk-throughs focused on 4C's. • Calibration of walk-throughs by evaluators. • Calibrate teacher walk-throughs with deeper learning focus • Peer Walk-throughs • Continue to model blended learning teaching strategies • Renaissance training at October 2018 PD day • Data Meetings to use data to support all students and drive RTI • Teacher coaching by Math and Literacy specialist • Teacher spotlight at staff meeting 	All Kennedy Staff	School Year 2018-2019	Walk through data PLC collaboration with focus on PBL units Bright-Bytes data

Intervention = 10-39% On Watch = 40-69% At/Above Benchwork: 70% + High Growth= 66% to the 99% Typical Growth= 35% to 65% Low Growth= 1% to 34%				
Goal #3	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: We created a Profile of a Graduate last year with 6 competencies identified (Collaboration, Creativity, Critical Thinking & Problem Solving, Resilience, Empathy, Initiative & Self-Direction). We need to identify how to measure success in each of the competencies and find ways to teach areas of needed growth. Additionally, we have project based learning alive in our school, although we are looking for deeper learning opportunities for our students incorporating the 4 C's. We will utilize EdLeader21 rubrics and exemplars to provide on-going PD for staff. We will also utilize the RTI block for enrichment opportunities for our students using PBL.</p> <p>District Goal : Excel in academic</p>	<ul style="list-style-type: none"> • 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). • ACT (Assisting Children and Teachers) structure with Math and Reading Specialists. • Monthly Data Meetings to determine intervention groups for skill development and enrichment opportunities. • Analysis of Renaissance universal screening tool for Math and Reading • Teacher coaching from Math and Reading Specialists • Using common planning time (CPT), teachers will continue the practice of implementing the LASW (Looking at 	All Kennedy Staff	2018-2019	<p>Implement at least 3 six-week rotations of RTI intervention.</p> <p>Walk-through data</p> <p>Reduction of special education services</p>

<p>achievement, and Profile of a Natick Graduate (POG) competencies for all groups and sub groups of students.</p> <p>Strategic Objective: Use relationship knowledge to engage students and their passions</p> <p>School Goal 3: 100% of students will have deeper learning experiences with encounters in project based learning that are linked to our learning outcomes and incorporate the competencies of our Profile of a graduate (critical thinking & problem-solving, communication, collaboration, & empathy, resilience, initiative & self-direction).</p>	<p>Student Work) protocol to evaluate student performance & develop instructional strategies based on identified learning needs</p> <ul style="list-style-type: none"> • Utilization of digital tools to support 21st Century learning • STEM week • Breakout EDU Training • STEM school visits 		<p>October September</p>	
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