



School Improvement Plan Douglas Middle School 2017-18



Douglas Public Schools Mission Statement

The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. Decisions are made in the best interest of our students.

Our School Vision ~ Douglas Middle School

The vision of the Douglas Middle School community is to create a safe, welcoming, and challenging learning environment in which everyone feels valued and respected. Students are encouraged to ask questions and reflect upon their learning. We want our students to be 21st-century learners who think critically, creatively, and independently while participating in active, inquiry-based learning experiences designed to promote college and career readiness. Working as a team, and utilizing the talents and skills of all, we will collaborate in guiding our students to show initiative, take responsibility, read fluently, solve problems, synthesize information, and communicate ideas effectively, in order to become life-long, active learners. We expect our students to treat others with empathy and kindness, to respect diversity, and to demonstrate citizenship and service to their school, community, and world.

Administration

Kevin Maines, Superintendent; Brian P. Delaney, Principal



Our Core Values and Beliefs ~ Douglas Middle School

Students learn best when....

- 🐾 Everyone in the school community feels valued and respected in a safe and welcoming learning environment, where the talents and skills of all are recognized and used creatively.
- 🐾 Students are required to work effectively both individually and in teams, utilizing creative and critical thinking skills, in order to become 21st-century learners who possess a strong foundation for success in middle school, high school, college, and future careers.
- 🐾 Students are engaged in active, inquiry-based learning opportunities, applying what they already know and building upon prior knowledge and experience to achieve their highest potential.
- 🐾 Students feel safe to ask questions, practice self-advocacy, take risks, make mistakes, and reflect upon their learning, recognizing that these are all essential aspects of the learning process.
- 🐾 All educational stakeholders communicate effectively in order to maximize student engagement and foster a strong home/school/community connection.



Our Expectations for Student Learning ~ Douglas Middle School

Academic Competencies:

Students will:

-  Be fluent readers who enjoy reading for a variety of purposes.
-  Communicate effectively by expressing ideas clearly both orally and in writing, using formal and informal language appropriately.
-  Access, analyze, evaluate, synthesize, and manage new information effectively, using a variety of resources and technologies, in order to conduct research, make predictions, hypothesize, draw conclusions, and solve problems.
-  Think critically, creatively, and independently, utilizing a variety of multiple intelligences and learning styles in the development of authentic products that demonstrate learning.
-  Develop and use organizational and time-management skills in order to become self-confident learners who take ownership, try their best, and show pride in their work.

Social Competencies:

Students will:

-  Take responsibility for their actions.
-  Demonstrate courtesy, respect, and kindness when interacting with both peers and adults.
-  Show empathy, consideration, and respect for others and their ideas.
-  Exercise the character trait of grit to persevere in the face of adversity.

Civic Competencies:

Students will:

-  Stay informed regarding current developments in both their local and global communities, showing tolerance and respect for diversity.
-  Collaborate with others in order to demonstrate citizenship, contribute to their community, and bring about positive change.

SCHOOL IMPROVEMENT PLAN ~ 2017-18

The Douglas Middle School Improvement Plan will serve as the evaluation tool for the 2017-18 school year.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>Student Learning Goal</i>					
<i>By June, 2018, at least 25% of the students not yet scoring Proficient, will score Proficient</i>	<i>as measured by a Proficiency score (75% or higher and end of year benchmark assessments in Math, ELA, and Science</i>	<i>by implementing an intervention program for at-risk students to identify and track at-risk student performance on various assessments</i>	<i>In order to reach Proficiency</i>	<i>From September 2017 until June 2018</i>	<i>Evidenced by data, generated by formal assessments as well as Tier 2 “watch lists”. The school will also be looking at piloting formative assessment through NWEA MAP testing.</i>

Alignment with DESE Model Rubric for School-Level Administrators

 **Standard I: Instructional Leadership**

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

-Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.



Standard IV: Professional Culture

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Alignment with District Improvement Plan and Goals

District Student Learning Goal

Key Actions:

Students will accomplish the following academic outcomes:

- Promote Common Planning Time for each grade-level team (and with each subject-area team as needed) so that the teams, student support staff, and building administrators can meet to analyze assessment data, plan instruction, and track student progress. Common Planning Time will be provided through utilizing paraprofessional coverage, so that the teams can meet three times monthly - once during the school day, utilizing paraprofessional coverage; once during the monthly community meeting; and once at the monthly faculty meeting.
- Build a designated intervention period into the master schedule (such as WIN (Whatever Is Needed) period outside of core content instruction, in which to conduct targeted small group instruction.
- Provide targeted, small group instruction for one month (to be given by teachers and/or paraprofessionals) to at-risk students, to follow a continuum of Tier II Systems of Support that was established and promoted via all staff professional development during the 2016-17 academic year.
- Closely monitor student progress, analyzing assessment results and adjusting instruction accordingly, with teachers, student support staff, and administrators meeting during Common Planning Time for this purpose.

- Utilize assessment data during SAT referral meetings, with the SAT team considering intervention grouping as a possibility when determining how best to meet the academic and social/emotional needs of at-risk students.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>Professional Practice Goal</i>					
<i>Working collaboratively with faculty and staff, the building administrators will lead the implementation of a tiered intervention approach</i>	<i>As measured by staff and faculty implementing an intervention program for at-risk students</i>	<i>By staff tracking student progress through recording assessment results on an agreed upon platform as deemed appropriate by the Administrative team.</i>	<i>In order to adjust curriculum, instruction, and assessment to meet students' needs</i>	<i>From September 2017 to June 2018</i>	<i>Data which substantiates evidence of student growth.</i>

Alignment with DESE Model Rubric for School-Level Administrators

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-Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

 **Standard IV: Professional Culture**

 **-Indicator IV-A. Commitment to High Standards:** Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Key Actions:

- Formulate an assessment schedule prior to the start of the school year.
- Provide time in the master schedule for tiered intervention groups to meet. Provide for staffing of the intervention groups.
- Implement a consistent Common Planning Time for each grade-level team (as well as each subject area team as needed), with building administrators and student support staff meeting with the teams during this time three times per month to review assessment data, track student progress, plan necessary adjustments to curriculum and instruction, and provide support as needed.
- Offer and/or recommend professional development to the extent possible during faculty meetings, common planning time, professional days, and/or vertical team meetings to provide a knowledge base, engage in problem solving, and offer support regarding the implementation of a tiered intervention approach.
- Create and share a monthly intervention template for teachers to use in documenting the progress of at-risk students.
- Review the monthly intervention templates submitted by teachers at the end of each month, and meet with teachers as needed to provide feedback and support.

<u>Specific/Strategic</u>	<u>M</u> measurable	<u>A</u> ction-oriented	<u>R</u> igorous, <u>R</u> ealistic & <u>R</u> esults-Focused	<u>T</u> imed and <u>T</u> racked	Describe Possible Evidence
<i>School Improvement Goal #1 Improve Academic Rigor in ELA in all grades and proposed foreign language in Grade 8</i>					
<i>To improve the academic rigor of the school by focusing on three core areas of the ELA program of study, beginning with the addition of a 5th teacher in Grade 6 in ELA to teach writing, while re-establishing a Spanish in Grade 8</i>	<i>-Writing across the curriculum using the Empowering Writers method that all ELA teachers have received professional development over the past academic year.</i>	<i>-Adding the Sadlier Vocabulary and Grammar program across all three grades to offer a continuity to support the DHS implementation of Sadlier vocabulary.</i>	<i>-Increasing the number of age appropriate books, both fiction and non-fiction to each ELA program to foster a greater command of reading comprehension, provide a model of best practice for writing and promote a love of reading.</i>	<i>This is a full year focus that will be integrated within the first week of school in September and last until June.</i>	<i>Common Planning Time will set a goal of showing vocab and grammar being integrated weekly into lesson plans, submitting writing samples to the administration showing a consistency with the Empowering Writers program and obtaining at least one additional book (per grade) to the reading list for the year.</i>

Alignment with DESE Model Rubric for School-Level Administrators



--Standard I: Instructional Leadership

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-Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

-Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.

-Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

 **-Standard III: Family and Community Engagement**

-Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

-Indicator III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development at home and at school.

-Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

 **-Standard IV: Professional Culture**

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

<u>Specific/Strategic</u>	<u>M</u> easurable	<u>A</u> ction-oriented	<u>R</u> igorous, <u>R</u> ealistic & <u>R</u> esults-Focused	<u>T</u> imed and <u>T</u> racked	Describe Possible Evidence
<i>School Improvement Goal #2 Continued Focus on Tier II System of Support</i>					
<i>Distribute the responsibility of providing support to students that need additional academic support (outside of the SPED accommodations) through a school wide TierII System of Support, which will include a focus on ELA and Math,</i>	<i>by grade level recommendations, determined on a monthly basis during common planning time,</i>	<i>specific action around the role of the lead core class teacher will be required to execute Tier II support for identified students; while using available paraprofessional support as needed.</i>	<i>Grade level teams will keep an ongoing record of concern, assessment, action plan, support focus and results in a shared document with the Administration.</i>	<i>from September 2017 until June 2018</i>	<i>Students will have evidence in the form of work samples, benchmark data, or skill mastery included in said working document.</i>

Alignment with DESE Model Rubric for School-Level Administrators



Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- **Indicator I-C. Assessment:** Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

 **-Standard IV: Professional Culture**

-**Indicator IV-A. Commitment to High Standards:** Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all

<u>Specific/Strategic</u>	<u>M</u> easurable	<u>A</u> ction-oriented	<u>R</u> igorous, <u>R</u> ealistic & <u>R</u> esults-Focused	<u>T</u> imed and <u>T</u> racked	Describe Possible Evidence
<i>School Improvement Goal #3 Improve The Student Experience-Academically, Socially and Emotionally</i>					
<i>Improve student leadership capabilities through administration conducted development program. Improve student self-reliance through a promotion of the understanding of and focus on the character trait of grit.</i>	<i>The leadership program will be called Compass, focusing on where students want to go and what guides them on their path. Interested students are invited to a series of workshop during the year, starting in August before the start of school.</i>	<i>Leadership and grit will be implanted themes on a daily basis, with a focus on recognized behaviors in monthly community meetings and weekly newsletters. It will become a frame of mind and expectation of a DMS student.</i>	<i>By having the faculty read a common book over the summer, we will have a touchstone to center our expectations of students and speak a common language around leadership and self-determination.</i>	<i>These themes will be used daily, weekly and monthly. Compass events will take place on a monthly basis in the form of “Lunch and Learn” events, guest speakers, breakfast meetings and an end of year capstone event of reflection and planning.</i>	

Alignment with DESE Model Rubric for School-Level Administrators

 **Standard I: Instructional Leadership**

-Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.

-Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

 **-Standard IV: Professional Culture**

-Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

<u>Specific/Strategic</u>	<u>M</u> measurable	<u>A</u> ction-oriented	<u>R</u> igorous, <u>R</u> ealistic & <u>R</u> esults-Focused	<u>T</u> imed and <u>T</u> racked	Describe Possible Evidence
<i>School Improvement Goal #4 Restore Home School Connection and Involvement</i>					
<i>DMS would like to foster a greater sense of parental involvement in the way of volunteering, staff supported initiatives and community service outreach.</i>	<i>-Re-engage the PTO in school planning and shared goals. -Re-create a functioning school council. -Create opportunities to have parents come in for Principal sponsored “coffee talks” as a way to keep parents engaged and feel</i>	<i>The establishment of any of the aforementioned would be an action that is measurable as none currently exists.</i>		<i>Summer 2017important to reach out to interested community members that are interested in part of the restoration of these actions.</i>	

	<i>that they have access to the school</i>				
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Alignment with DESE Model Rubric for School-Level Administrators



Standards and Indicators of Effective Administrative Leadership Practice

Use of the School-Level Administrator Rubric

This rubric describes administrative leadership practice at the school level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of principals by the superintendent (or the superintendent’s designee). The rubric can also be used in the evaluation of other school based leaders (such as assistant principals, department heads, deans, etc.) by the principal or other district administrator.

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.

I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.

II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community’s effectiveness.

III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development at home and at school.

III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

