

**Kennedy & Wilson Middle Schools
School Improvement Plan
2020-2021**

Kennedy School Council Members:

Dave Lyth

Cara Russell

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Andrew Zitoli

Wilson School Council Members:

**Elie Saint, Parent, Linsey Evans, Parent, Yves Henry, Parent
Debbie Knapik, Parent, Kathy Wick, Parent, Eric Fries,
Teacher, Marti Neugarten, Teacher, Teresa Carney, 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 and Wilson Middle School

Goal #1	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: We have a strong support system in place at Wilson & Kennedy, but we recognize the need to do more to meet the needs of all of our students during this complicated year.</p> <p>Strategic Objective: Build relationships with students, students with each other, and staff with each other.</p> <p>School Goal #1: During the 2020-2021 school year, staff will increase their understanding of culturally proficient teaching practices and implement these practices to promote a healthy and safe learning environment for all of our students. This will be assessed by delivering professional development in this area, teacher reflection, student surveys and formal and informal observations.</p>	<p>-Refine our vision and plan for enhancing and sustaining a positive school climate across all learning platforms.</p> <p>-Survey staff to determine baseline understanding and implementation of equity practices in their teaching</p> <p>-The Admin Team will participate in a series of trainings by Kalise Warnum on the topics of diversity, equity and microaggressions.</p> <p>-The MS staff will participate in a training by Kalise Warnum on the topics of diversity, equity and microaggressions.</p> <p>-Staff Book Group created to read and discuss books on the topic of equity. (Stamped, White Fragility, & Heavy) More book titles and articles to follow.</p> <p>-Creation of a Schoolwide Anti-Racism Committee (meeting once a month)</p>	<p>School Council Admin Team Student Support Staff</p> <p>Admin Team</p> <p>Admin Team</p> <p>MS staff</p> <p>8 staff members signed up for this. Meets every 2-3 months.</p> <p>15 staff members (volunteered)</p>	<p>SY 20-21 (this is for all action steps)</p>	<p>To cultivate an environment that exemplifies our core values of Respect, Responsibility and Results for students where all students feel committed and safe to learn.</p> <p>Training docs and meeting notes.</p> <p>Training docs and meeting notes.</p> <p>Discussion items will be shared with the staff at large.</p> <p>Identification and sharing resources and strategies for more culturally responsive</p>

<p>The intended outcome is to promote a healthy, emotionally supportive, and positive climate & culture for our students and staff.</p>	<p>-Building Based Professional Development focused on Culturally Responsive teaching (4 times this year: October 2020, December 2020, February 2021, April 2021)</p> <p>-Depression Screenings in Grade 7 (January & February 2021).</p> <p>-Conduct a school connectivity student survey two times a year (November 2020 and April/May 2021)</p> <p>-Administer the Metrowest Health Survey (online this year) to students in Grades 6-8</p> <p>-Implement creative changes to produce a healthier environment such as:</p> <ul style="list-style-type: none"> • identify and create booster lessons throughout the school year to instill our expectations and core values. • Virtual Student Mentoring Program • Provide virtual enrichment activities for students • Motivational videos and community meetings in homeroom each week. • “Green slips” (when students show core values of Respect, Responsibility and Results, they 	<p>Dr. Tracy Gladstone & staff</p> <p>Guidance Counselors,</p> <p>Health teachers</p> <p>Student Support staff, Administrators</p> <p>Guidance Counselors, VP’s</p>		<p>teaching and support systems in place for staff and students. PD documents and results from exit tickets re: effectiveness from staff.</p> <p>Data will be shared with staff and support services will be provided to families who opt in. Data will be shared with the staff at large and targeted support will be offered to students in need.</p> <p>Survey will be administered and data will be collected and shared in Fall 2021</p> <p>Review of Connectivity survey results</p>
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	can earn “green slips” for prizes.	and school resource officer		
Goal 2	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Although RTI practices were implemented three years ago and growth was shown in every grade level in math & Reading each year, we need to establish our protocols for this year with the hybrid and remote model. We need to ensure that our data team structures identify tangible methods for staff to support students who are below meeting expectations.</p> <p>Strategic Objective: Use assessment data to follow learners and make instructional decisions.</p> <p>School Goal #2: By the end of the 2020-2021 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: Urgent intervention = below 10% Intervention = 10-39%</p>	<p>-Calibration of RTI model at both schools and unified approaches will be implemented this year.</p> <p>-Utilize the small class sizes to provide targeted instruction and/or intervention during class time.</p> <p>-Utilize the WIN (What I Need) block and Office Hours to provide targeted instructions in skill deficits.</p> <p>-Utilize support staff to focus on SEL and executive functioning skills for students who struggle in these areas.</p> <p>-Literacy and Math specialists, and the RTI interventionist will provide targeted instruction and support to specific students during remote weeks.</p> <p>-Utilize tracking mechanism for each students’ progress in RTI intervention and extension</p> <ul style="list-style-type: none"> Set growth goals for every student in Reading and Math (50% growth goals) 	<p>Leadership Team</p> <p>All staff</p> <p>Leadership Team</p> <p>Support Staff</p> <p>Math and Reading Specialists and Grade Level Teachers</p> <p>All Staff</p>	<p>SY 20-21 for all action steps</p>	<p>Implement at least two 6-8-week rotations of RTI intervention *(this is limited this year because of the hybrid model and seeing students every other week)</p> <p>Identify students who are above grade level and gifted and offer enrichments activities during extension/flex block and TECCA classes for Identified Gifted students..</p> <p>Improved median Student Growth Percentile (SGP) scores for Reading and Math in Renaissance Assessment.</p>

<p>On Watch = 40-69% At/Above Benchwork: 70% + High Growth= 66% to the 99% Typical Growth= 35% to 65% Low Growth= 1% to 34%</p>	<ul style="list-style-type: none"> • Conference with students on growth goals at least 3 times a year • Child Study Team structure with Math & Reading specialists using Renaissance data and progress monitoring. • Data Meetings (3 times a year) to determine intervention groups for skill development & enrichment opportunities • Teacher coaching from Math & Reading Specialists • Administration of Star Reading and Math 3x times a year as a universal screening tool. • Using common planning time (CPT), every team will continue to the practice of reviewing all their students based on their academic/behavioral/social emotional needs, thus ensuring that students at every grade level are discussed on average once a month by their team of teachers. Identified needs will be addressed through guidance counselors, additional instructional supports and after school help. 			
Goal #3	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: During this school year, we have several learning model options for students; hybrid, interactive learning center</p>	<p>-Survey staff as a baseline to determine needs and opportunities to share with each other.</p>	<p>All staff</p>	<p>SY 20-21 for all action steps</p>	<p>-Survey results</p>

<p>(for students on IEP's and Remote Learning Academy. Staff are finding it difficult to manage and support the 3 different groups. There is a need to create engaging learning opportunities for students in all of these models while balancing the workload and time devoted to each group.</p> <p>School Goal 3: By the end of the 20-21 school year, staff will implement and design remote learning experiences that will increase student engagement during the remote learning week.</p>	<p>-Provide opportunities for staff to collaborate and share next practices in this area.</p> <p>-Offer workshops and trainings during NILS, building based PD, PLC and team meetings</p>	<p>PD, PLC and team time</p>		<p>-PD documents and lesson sharing</p>
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