

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



**SCHOOL IMPROVEMENT PLAN
2018 - 2019**

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Freetown Lakeville Middle School**

District Goal #2

Based on the use of multiple data sources which assess student learning, we will provide challenging, research based instruction and curriculum that meets the needs of all our students

FLMS SMART GOAL #1

FLMS will improve the percentage of the students in the High Needs subgroup scoring at or above the *meets expectations* level of our school by 5 percent on the 2019 ELA, Science/Technology, and Math MCAS

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>Next Generation MCAS assessment requires students to do more writing and explain their thinking to support answers. This is in all three areas of testing, not ELA only.</p> <p>New MCAS focuses on students' critical thinking abilities, application of knowledge, and ability to make connections between reading and writing</p> <p>MCAS ELA - All Students 6th Grade ELA - 51% Meeting or above 7th Grade ELA - 46% Meeting or above 8th Grade ELA - 50% Meeting or above</p> <p>Math - All Students 6th Grade Math - 51% Meeting or above 7th Grade Math - 52% Meeting or above</p>	<ul style="list-style-type: none"> - Share 2018 MCAS results with staff - Identify areas where we performed significantly lower than the state - Examine current curriculum and identify how the underperforming areas can be addressed in our 2018-2019 instruction - Teaching and Learning Alliance - continue a long-term partnership with TLA. The partnership will begin their focus on the Writing Curriculum and Instruction and gradually address writing in all content areas - Implementing a LAB classroom for ELA teachers that is supported by the TLA - Social Emotional Learning: Book Talk with FLMS staff. <u>No Such Thing as a Bad Kid</u> by Charlie Appelstein - MCAS math teacher will provide intervention support for underperforming math students who are not already receiving additional services 	<p>(Weekly) Submission of minutes from weekly common planning meetings that focus on student work, curriculum, and instructional practices</p> <ul style="list-style-type: none"> - Updated common assessments in all subjects - Updated Science/Engineering and Technology Curriculum to meet new standards --Updated Social Studies Curriculum to meet new standards - Monthly department meetings and curriculum leader meetings focusing on teaching and learning in areas of need - By January 2019 ELA and Math teachers will utilize Chromebook carts and/or computer labs for students to practice typing skills and MCAS type questions -The use of Leveled Literacy Intervention (LLI) for students identified with specific needs in reading. -Use of school math assessment data 	<ul style="list-style-type: none"> - Keys to Literacy: Keys to Content Writing - Consultants from Teaching and Learning Alliance(TLA) -Curriculum Leaders - SPED teacher trained in LLI this summer. 	<ul style="list-style-type: none"> -TLA Consulting (grant funded) -Training (grant funded)

<p>8th Grade Math - 59% Meeting or above</p> <p>Science/Eng - All Students 8th Grade S/E - 37% Meeting or above</p> <p>MCAS ELA - High Needs 6th Grade ELA - 28% Meeting or above 7th Grade ELA - 17% Meeting or above 8th Grade ELA - 29% Meeting or above</p> <p>Math - High Needs 6th Grade Math - 23% Meeting or above 7th Grade Math - 20% Meeting or above 8th Grade Math - 42% Meeting or above</p> <p>Science/Eng - All Students 8th Grade S/E - 20% Meeting or above</p>	<p>-Identify areas where non-MCAS subjects can support all students in targeted areas of improvement</p> <p>-TLA provides professional development training with all ELA staff to discuss launching units and build community with new consultants</p> <p>-TLA continues to provide professional development training in writing instruction and use of the gradual release of responsibility model with all ELA staff; work begins in LAB class with demonstration lessons & co-teaching</p> <p>-TLA will complete professional development via workshops and coaching for all ELA staff</p> <p>-TLA will provide consultation to ELA staff as they revise curriculum units and design a calendar of mini-lessons for each unit</p> <p>- Begin work on updating Social Studies curriculum to include Civics</p> <p>- Update new literacy standards to non-ELA/math subject areas during common planning and ½ day professional development</p> <p>- Science/Engineering provide PD on the new science/engineering standards</p> <p>- Teachers use weekly common planning to look at student work; discuss instructional practices; and evaluate student progress</p> <p>- ELA and Math teachers will identify targeted MCAS type</p>			
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	<p>questions and take students to the computer labs and/or utilize the Chromebook carts to help the students practice their computer/typing skills</p> <ul style="list-style-type: none">- Leveled math classes in all grades- Expand our Robotics Program to 6th graders and provide more challenging learning opportunities for our advanced and science-driven students (LEGO Team)- Implementation of STEMscopes. STEMscopes places problem-based learning, engineering challenges, scientific investigations, math and literacy connections, and culminating claim-evidence-reasoning assessments- Identify Math Assessment (iReady/STARR math) program that we can utilize to identify the strength and weaknesses of student and provide the teacher with clear areas to address for improvement			
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District Goal #1

We will foster a culture of professional responsibility, collaborative decision making, and shared practice where all members are collectively committed to our shared vision

FLMS SMART GOAL #2

By June of 2019 we will have reduced the number of students who are have been identified as chronically absent by 3%

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>The schools Accountability Report now includes a measure of students who have been identified as chronically absent. A chronically absent student is a student who is absent more than 10% of the time.</p> <p>Percent of FLMS students identified with chronic absences</p> <p>2017 - 18: 7.8%</p> <p>2016 - 17: 5.9%</p> <p>2015 - 16: 6.5%</p> <p>2014 - 15: 6.6%</p>	<ul style="list-style-type: none"> - Create an Attendance Committee at FLMS - Meet bi-weekly to discuss student absenteeism - Identify interventions we will use to improve student attendance -Inform FLMS parents/community of the new state method of assessing each school - Track students at-risk for being chronically absent - Meet with students and parents of students at-risk of being identified as chronically absent 	<p>November - % of students with 5 or more absences</p> <p>January - % of students with 7 or more absences</p> <p>March - % of Students with 10 or more absences</p> <p>May - % of students with 15 or more absences</p>	<ul style="list-style-type: none"> - FLMS Administration - FLMS Nurse - FLMS Guidance Team - District SRO 	

District Goal #1

We will foster a culture of professional responsibility, collaborative decision making, and shared practice where all members are collectively committed to our shared vision

FLMS SMART GOAL #3

By June of 2018 STEMscopes will be fully implemented in 6th grade science classrooms and introduced at the 7th and 8th grade levels with the goal of expanding them to the two grades in the next two years

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>Next Generation MCAS assessment requires students to do more writing and explain their thinking to support answers. This is in all three areas of testing, not ELA only.</p> <p>New MCAS focuses on students' critical thinking abilities, application of knowledge, and ability to make connections between reading and writing</p> <p>FLMS has been underperforming on the Science/Engineering MCAS in particular our High Needs students</p>	<p>- 3 year rollout plan starting with 6th grade in order to cover all standards addressed on the 8th grade science MCAS. Once the 3 years is up, all 6-8 science classes will be integrated.</p> <p>-PD provided to staff by STEMscopes</p> <p>-Students will learn science by doing rather than observing and using inquiry-based scientific investigations</p> <p>-Teachers will use the 5E model of science pedagogy (engage, explore, explain, elaborate, evaluate)</p> <p>-NGSS science practices are embedded into curriculum in order to prepare students for college and career</p>	<p>- (Sept - June) 6th grade science teachers will have implemented all units</p> <p>- (Sept - June) 7th and 8th grade science teachers will introduce a couple STEMscope lessons</p> <p>-(Aug 2018) Grade 6 science teachers wrote curriculum and aligned it to STEMscopes units.</p> <p>- (Sept - June) Notes from weekly common planning meetings that focus on student work, curriculum, and instructional practices</p> <p>-(Sept - June) Develop and update common assessments using STEMscopes curriculum</p> <p>-(Sept - June)Updated Science/Engineering and Technology Curriculum to incorporate STEMscopes lessons</p>	<p>- PD from STEMscopes</p> <p>- materials for STEMscopes units</p> <p>-curriculum writing</p>	

	<p>-Students will complete CER assessments (claim-evidence-reasoning) which allow them to critically think about scientific arguments and how to use data to support those arguments.</p>			
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