



SHERWOOD MIDDLE SCHOOL
OAK MIDDLE SCHOOL
2015-2017 SCHOOL IMPROVEMENT PLAN

OAK MIDDLE SCHOOL

2014-2015 SCHOOL COUNCIL

| PARENTS/COMMUNITY MEMBERS | STAFF |
|----------------------------------|------------------------------------|
| MICHAEL BARRY | ERIN BARRELL |
| SABRINA COUTURE | MICHAEL GEARTY |
| MICHELLE DUKE | MAURA EGAN |
| HANNAH KANE | JENNIFER MICARELLI-WEBB |
| MICHAEL KEOHANE | MICHELLE READ |
| DEBRA MOONEY | SERENITY SULLIVAN-JACQUES |
| SARAH O'CONNELL | CARMEN TOMLINSON |
| GAYLE VIGEANT - COMMUNITY MEMBER | ANN M. JONES - PRINCIPAL |
| | ANNE KOERTGE - ASSISTANT PRINCIPAL |
| | SCOTT YONKER - ASSISTANT PRINCIPAL |

Oak Middle School Demographics

Enrollment and Class Size Information

| | 2009-2010 | 2014-2015 |
|---------------------------|-----------|-----------|
| Grades Served | 7 & 8 | 7 & 8 |
| Total School Enrollment | 906 | 1007 |
| ENROLLMENT BY GRADE LEVEL | | |
| Seventh Grade | 467 | 529 |
| Eighth Grade | 439 | 478 |

Oak Middle School Student Information

| 2009-2010 | | 2013-2014 | | |
|---------------------------|--------------------|-----------------|--------------------|-----------------|
| SUBGROUPS | Number of Students | % of Population | Number of Students | % of Population |
| Native American | 2 | 0.2% | 2 | 0.2% |
| African American | 13 | 1.4% | 16 | 1.6% |
| Asian | 98 | 10.8% | 206 | 20.5% |
| Hispanic | 33 | 3.6% | 62 | 6.2% |
| White | 754 | 83.2% | 697 | 69.2% |
| Other/Mixed Race | 6 | 0.7% | 24 | 2.4% |
| Special Education | 155 | 17.1% | 147 | 14.6% |
| Low Income | 112 | 12.4% | 176 | 17.5% |
| English Language Learners | 15 | 1.7% | 16 | 1.6% |

Oak and Sherwood School Assessment Data

See Appendix A

SHERWOOD MIDDLE SCHOOL

2014-2015 SCHOOL COUNCIL

| PARENTS/COMMUNITY MEMBERS | FACULTY |
|-----------------------------|-------------------|
| ALICE BRENNAN\COMMUNITY REP | ERIN LARGESS COOK |
| ANNMARIE DEANGELIS | MOIRA CRISTY |
| GRETCHEN MONOPOLI | KAREN GUTEKANST |
| LORRAINE DAIGNAULT | LAURIE KRUEGER |
| JIM ROCHE | JANE LIZOTTE |
| MARK ADLER | VICTORIA MCCARTHY |
| BRETТА KARP | CHERYL STOYCHOFF |
| ANNEMARIE BIRD | JESSI WALSH |
| MICHAEL FORD | |
| | |

Sherwood Middle School

Demographics

Enrollment and Class Size Information

| | 2009-2010 | 2014-2015 |
|---------------------------|-----------|-----------|
| Grades Served | 5 & 6 | 5 & 6 |
| Total School Enrollment | 908 | 956 |
| ENROLLMENT BY GRADE LEVEL | | |
| Fifth Grade | 473 | 487 |
| Sixth Grade | 435 | 469 |
| | | |

Sherwood Middle School Student Information

| 2009-2010 | | 2013-2014 | | |
|---------------------------|--------------------|-----------------|--------------------|-----------------|
| SUBGROUPS | Number of Students | % of Population | Number of Students | % of Population |
| Native American | 2 | 0.2% | 4 | .04% |
| African American | 13 | 1.4% | 17 | 1.8% |
| Asian | 113 | 12.4% | 253 | 26.5% |
| Hispanic | 45 | 5.0% | 68 | 7.1% |
| White | 725 | 79.8% | 581 | 60.8% |
| Other/Mixed Race | 10 | 1.1% | 33 | 3.5% |
| Special Education | 141 | 15.5% | 131 | 13.7% |
| Low Income | 101 | 11.1% | 152 | 15.9% |
| English Language Learners | 17 | 1.9% | 21 | 2.2% |
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Sherwood School Assessment Data

See Appendix A

Outcomes of 2013-2015 School Improvement Goals

Engage and Challenge All Learners

| SCHOOL GOALS | OUTCOMES |
|---|---|
| <p>PROFESSIONAL PRACTICE During the fall 2013 to spring 2015 time period, Sherwood and Oak Middle School faculty will develop and analyze common writing assessments and rubrics by grade level departments. The developed assessments and rubrics will be in alignment with the 2011 Massachusetts Standards (Common Core) and will document student growth.</p> | <ul style="list-style-type: none"> ● Design common assessments - Complete ● Implement common assessments - Complete ● Provide professional development on alignment of writing assessments to common core standards – Complete ● Middle School Writing Manual iBook – Published and sent to all students and families |
| <p>STUDENT OUTCOME By spring of 2015, 80% of students across all grade levels will be proficient in district common writing assessments.</p> | <ul style="list-style-type: none"> ● Data Collection has begun using beginning of the year assessments. End of year assessments will be completed before the end of the school year 2015. |
| <p>PROFESSIONAL PRACTICE Working in grade-level content groups, regular education and special education teachers will develop a common assessment to use as a benchmark assessment in each of the grade level content groups. By the end of 2015, 100% of core content area teachers will gather and report proficiency level data on these assessments.</p> | <ul style="list-style-type: none"> ● Design/refine benchmark assessments - Complete ● Administer benchmark assessments - Ongoing ● Analyze and report out student proficiency data – in process |
| <p>STUDENT OUTCOME By spring of 2015, 80% of students will be proficient in core content area benchmark assessments.</p> | <ul style="list-style-type: none"> ● Analyze and report out student proficiency data – In process |

Using Technology to Enhance Instruction

| SCHOOL GOALS | OUTCOMES |
|--|--|
| <p>PROFESSIONAL PRACTICE By spring 2015, 95% of teachers in grades 5 through 8 will submit evidence through the evaluation process (Standard 2) that demonstrates technology being implemented in their classrooms at the "Modification" or "Redefinition" levels of the SAMR model.</p> | <ul style="list-style-type: none"> ● iPad orientation – incoming 5th grade students -Complete ● Provide technology integration professional development - Ongoing ● Collaborate on integrating technology into lessons and student work products - Ongoing ● Survey given by curriculum coordinators in fall of 2014 indicated that more than 70% of our staff were using iPads in the Modification /Redefinition zone. Given the percentage of new staff this year, this number is expected to have increased over the course of the school year. ● Provide professional development on the SAMR model - After school workshop complete |
| <p>STUDENT OUTCOME By spring 2015, 80% of students in grades 5 through 8 will receive a proficient score on a content area, grade level specific common writing assessment that requires students to gather relevant information from multiple print and digital sources.</p> | <ul style="list-style-type: none"> ● Collaborate on media research unit of instruction – Ongoing ● Science, Social Studies, and ELA teachers developed MA 2011 Framework aligned writing assignments to give students multiple opportunities throughout the year (in content areas) to improve their writing skills. The plan for this year is to refine and adjust as necessary in Social Studies and Science. ● In ELA, teachers are working to address literary analysis writing pieces- Ongoing ● Teams worked together last year to develop benchmark assessments at the end of the year (on-demand assessments). All teams administered the benchmark assessments and collected the data/results-Complete in 2014. in 2015 students take the PARCC writing assessment-Ongoing ● Assignments and assessments listed above included multiple print and digital sources for students to use to gather information for their writing piece-Complete ● Research Unit of instruction and persuasive writing assignments are in place and all have been administered. |

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| <p>STUDENT OUTCOME By spring 2015, 80% of students in grades 5 through 8 will demonstrate proficiency on a learning experience that requires the use of the iPad at the modification or redefinition level of the SAMR model.</p> | <ul style="list-style-type: none"> • After school presentation to all middle school staff by Shawna Powers on SAMR model including a video of examples of current projects and student work using the iPad at the modification and redefinition levels. • 2015 Summer Institute offerings |
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Promote Health and Wellness

| SCHOOL GOALS | OUTCOMES |
|--|---|
| <p>PROFESSIONAL PRACTICE Starting in the spring of 2014, all psychologists, counselors, nurses, and other related service providers will participate in data collection procedures targeted at students' self assessment of their social and emotional well being on a bi-monthly basis with 50% of their students.</p> | <ul style="list-style-type: none"> • All school psychologists, adjustment counselors, and nurses were trained in Mental Health First Aid in the spring and fall 2014 • School Psychologists are in the process of developing the self-assessment tool for the fall 2015. • School Psychologists identified a cohort of students in January 2015, and implemented the tool in March 2015. |
| <p>STUDENT OUTCOME Based on a targeted cohort of students across all grade levels, students will create self directed goals related to social emotional well being as measured by a pre and post assessment. 80% of these students will self report that they have met their goal on the post assessment.</p> | <ul style="list-style-type: none"> • Students were selected to serve as a cohort were identified in January 2015 and participated in the pilot of the new data collection tool in March, 2015. |
| <p>PROFESSIONAL PRACTICE During the 2013-2014 school year, physical education and health teachers will provide opportunities for classroom teachers to gain a better understanding of the overall wellness programs and how these programs may integrate with academic work.</p> | <ul style="list-style-type: none"> • The Physical Education staff presented a preview of this material at an early release day in the spring of 2014. Their department has created an Activity Breaks program, along with instructional practices, which they shared with our faculties in January, 2015 for use in all classrooms. Feedback from teachers has been extremely positive! |
| <p>STUDENT OUTCOME By the spring of 2015, students in 6th grade will increase their performance to 65% of students meeting the benchmark for a minimum of 60 minutes of physical activity for three consecutive days from 55% calculated during the 4 data collection cycles recorded during the 2011-2012 school year.</p> | <ul style="list-style-type: none"> • This data has been collected and will be presented in the Carol M. White Physical Education Program grant report. |

Sherwood School Specific Goals

| SCHOOL GOALS | OUTCOMES |
|---|--|
| <p>Professional Practice Goal: Continue to implement ways to consistently and effectively communicate with families via the SMS school website. 100% of all SMS teaching faculty will use an easily accessible, web-based vehicle for home-school communication by October 1, 2013. Communication will be updated on a monthly basis (minimum expectation) and more frequently, as needed. Information regarding daily homework will be easily accessible to students and parents.</p> | <ul style="list-style-type: none"> ● 100% of teaching teams reported using web-based tools to communicate with families on a monthly basis (minimum expectation). Homework and newsletters are posted daily, weekly and monthly on team websites, as well as through Edmodo, Wikis, Blogs, Weebly, Schoology and group e-mails sent through PowerSchool- COMPLETE |
| <p>Student Outcome Goal: By June of 2014, 100% of SMS students in grades 5 and 6 will have participated in a minimum of 10 hours of digital citizenship experiences.</p> | <ul style="list-style-type: none"> ● Students participated in a minimum of 10 hours of instructional experiences focused on digital citizenship – COMPLETE ● Digital Citizenship experiences were facilitated by team, Allied Arts, Curriculum Connections and Foreign Language teachers- COMPLETE ● Administrators introduced a new Digital Citizenship lesson each month during Community Meetings- COMPLETE ● Teachers share ways in which the iPad is being used in the classroom during Curriculum Nights, Conference Day, and through on-going classroom communication with families. COMPLETE ● Parent and student education iPad workshops were offered to new students and families in August. COMPLETE ● Additional iPad workshops to be offered by SMS faculty during the winter, 2015. ONGOING |

Oak School Specific Goals

| SCHOOL GOALS | OUTCOMES |
|---|--|
| <p>Professional Practice Goal: In the fall of 2013, a committee of Oak Middle School teachers, parents, and students will develop programming that explores issues of character education and digital citizenship. Programming will include curriculum-based components for use during team teaching time as well as presentations for families and community members outside of school hours.</p> | <ul style="list-style-type: none"> ● Create organizational committee and determine needs – School Council fulfilled this role ● Schedule Evening events – Complete – see below ● Assistant Principals provided professional development to all faculty on digital citizenship curriculum components. These were implemented on teams in the spring 2014-Complete ● Solicit feedback - Positive feedback regarding programs. OMS family survey 2015 indicates there is a continued need for this type of programming. |
| <p>Student Outcome Goal: By spring 2014, develop and present three evening programs in which students and their families can participate to enhance their awareness of digital citizenship and character education.</p> | <ul style="list-style-type: none"> ● Schedule evening events – Complete in 2014 <ul style="list-style-type: none"> ○ Dr. Robert Brooks presentation on resiliency in adolescents. ○ Mr. Rich Brooks presentation on teens and social media. ○ Officer Faucher and Detective Finacom, Shrewsbury PD, Task Force on Internet Crimes Against Children. ○ Assistant District Attorney Julie Lesure, Keeping Your Child Safe Online. |
| <p>Student Outcome Goal: By spring 2014, 100% of Oak Middle School students will participate in curriculum-based components of the program and complete a survey.</p> | <ul style="list-style-type: none"> ● OMS faculty trained on curriculum resources for teaching digital citizenship. – Complete ● All students participated in at least one lesson on team – Spring 2014 ● Feedback from OMS Family Survey indicates a need for continuing programming in this area. |

School Improvement Goals

2015-2017

Engage and Challenge All Learners/Enhance Learning Through Technology

| SCHOOL GOALS | ACTION PLAN |
|---|--|
| <p>PROFESSIONAL PRACTICE BY THE END OF THE 2016-17 SCHOOL YEAR, ALL GRADE LEVEL AND DEPARTMENT TEAMS WILL HAVE REDESIGNED AND IMPLEMENTED AN EXISTING LEARNING EXPERIENCE FOR STUDENTS THAT INCLUDES:</p> <ul style="list-style-type: none"> * AN OPEN-ENDED QUESTION THAT REQUIRES STUDENTS TO THINK CRITICALLY ABOUT AN ENGAGING TOPIC * A SPECIAL INTRODUCTORY EVENT TO THE LEARNING EXPERIENCE THAT GENERATES CURIOSITY AND MOTIVATES STUDENTS TO LEARN MORE ABOUT THE TOPIC * MULTIPLE PATHWAYS TO DEMONSTRATE LEARNING * OPPORTUNITIES FOR STUDENTS TO SHARE THEIR THINKING AND COLLABORATE WITH OTHERS * WORK SHARED WITH AN AUDIENCE BEYOND TEACHER AND CLASSROOM * TECHNOLOGY INTEGRATION THAT ENHANCES LEARNING AT THE MODIFICATION AND/OR REDEFINITION LEVEL (SAMR MODEL) <p>THE RESOURCES FOR THIS LEARNING EXPERIENCE WILL BE ORGANIZED DIGITALLY TO SUPPORT TEAM AND DEPARTMENT COLLABORATION AND INNOVATION.</p> | <ol style="list-style-type: none"> 1. CURRICULUM COORDINATORS WILL WORK WITH GRADE LEVEL CONTENT AREA TEACHERS TO REVIEW CURRENT CURRICULA AND CREATE A FOCUS AREA FOR THIS EXPERIENCE. (FALL/WINTER 2015/16) 2. DEVELOP MATERIALS, INSTRUCTIONAL STRATEGIES, OPTIONS FOR SHARING WITH VARIOUS AUDIENCES, TECHNOLOGICAL TOOLS, ASSESSMENTS AS RESOURCES FOR TEACHERS. (WINTER/SPRING 2016) 3. AFTER IMPLEMENTATION, SHARE STUDENT WORK AT GRADE LEVEL MEETINGS. (FALL 2016) 4. COLLABORATE ON NEEDED REVISIONS. (16/17 SCHOOL YEAR) |
| <p>PROFESSIONAL PRACTICE BEGINNING IN 2015-2016, ALL STUDENTS IN GRADES 5 THROUGH 12 WILL RECEIVE EXPLICIT INSTRUCTION IN <i>DIGITAL CITIZENSHIP</i> EACH YEAR, AND THE MIDDLE AND HIGH SCHOOLS WILL COLLECT FEEDBACK AND DATA TO BEST TARGET THIS INSTRUCTION.</p> | <ol style="list-style-type: none"> 1. CREATE A COMMITTEE OF EDUCATORS FROM BOTH SCHOOLS TO REVIEW AND REFINE EXISTING DIGITAL CITIZENSHIP CURRICULUM RESOURCES. INVESTIGATE NEW RESOURCES FOR CURRICULUM MATERIALS. (FALL 2015) 2. COLLECT AND ANALYZE STUDENT DATA IN ORDER TO DEVELOP AREAS FOR INSTRUCTIONAL FOCUS. (FALL 2015) 3. DEFINE LEARNING TARGETS AND INSTRUCTIONAL EXPERIENCES FOR EACH GRADE SPAN BASED ON THAT DATA. (FALL 2015) |

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|---|---|
| | <ol style="list-style-type: none"> 4. DEVELOP A BANK OF RESOURCES TO SHARE WITH THE PARENT COMMUNITY. (WINTER 2016) 5. DEVELOP A FEEDBACK TOOL AND ANALYZE RESULTS TO INFORM FUTURE INSTRUCTIONAL PRACTICES. (SPRING 2016) |
| <p>STUDENT LEARNING IN SPRING 2017, THE NUMBER OF STUDENTS MEETING THE PROFICIENCY BENCHMARK ON PREK-12 COMMON WRITING ASSESSMENTS WILL INCREASE BY AT LEAST 5% IN EACH GRADE LEVEL COMPARED WITH THE BASELINE ESTABLISHED IN 2016.</p> | <ol style="list-style-type: none"> 1. ANALYZE MOST RECENT ASSESSMENT RESULTS TO DETERMINE AREAS FOR GROWTH. (FALL 2015) 2. DEVELOP LESSONS TO STRENGTHEN THESE AREAS. (FALL/WINTER 2015/16) 3. SHARE STUDENT WORK AT GRADE LEVEL MEETINGS AND REPORT RESULTS. (WINTER/SPRING 2016) |
| <p>STUDENT LEARNING IN SPRING 2017, THE NUMBER OF STUDENTS MEETING THE PROFICIENCY BENCHMARK ON PREK-12 COMMON MATHEMATICS ASSESSMENTS WILL INCREASE BY AT LEAST 5% IN EACH GRADE LEVEL COMPARED WITH THE BASELINE ESTABLISHED IN 2016.</p> | <ol style="list-style-type: none"> 1. ANALYZE MOST RECENT ASSESSMENT RESULTS TO DETERMINE AREAS FOR GROWTH. (FALL 2015) 2. DEVELOP LESSONS TO STRENGTHEN THESE AREAS. (FALL/WINTER 2015/16) 3. SHARE STUDENT WORK AT GRADE LEVEL MEETINGS AND REPORT RESULTS. (WINTER/SPRING 2016) |

Promoting Health and Wellness

| SCHOOL GOALS | ACTION PLAN |
|---|--|
| <p>PROFESSIONAL PRACTICE BASED ON SURVEYS AND OBSERVATIONS, EACH SCHOOL WILL ENSURE A SYSTEMATIC RESPONSE TO ADDRESS THE NEEDS OF STUDENTS WHO ARE AT-RISK FOR BEHAVIORAL OR MENTAL HEALTH ISSUES, ESPECIALLY THOSE WHO ARE IDENTIFIED AS LACKING A CONNECTION TO A CARING ADULT IN THE SCHOOL ENVIRONMENT.</p> | <ol style="list-style-type: none"> 1. COMPLETE PILOT SCREENING IN ONE CLASSROOM IN GRADES 5 THROUGH 8. (SPRING 2015) 2. IMPLEMENT UNIVERSAL SCREENING USING THE MENTAL HEALTH CHECK AND REFLECT ASSESSMENT. (FALL 2015) 3. DEVELOP A RESPONSE PROTOCOL BASED ON THE DATA COLLECTED. (LATE FALL 2015) 4. IDENTIFY AND IMPLEMENT INDIVIDUALIZED AND SCHOOL-WIDE INTERVENTIONS. (WINTER 2016) |
| <p>STUDENT LEARNING ALL STUDENTS WILL BE ABLE TO IDENTIFY AT LEAST ONE ADULT IN THE SCHOOL ENVIRONMENT WHOM THEY FEEL BELIEVES IN THEM AND TO WHOM THEY ARE ABLE TO GO TO FOR SUPPORT AND GUIDANCE.</p> | <ol style="list-style-type: none"> 1. IDENTIFY STUDENTS VIA UNIVERSAL SCREENING ASSESSMENT WHO ARE IN NEED OF ASSISTANCE IN MAKING A CONNECTION WITH AN ADULT. (FALL 2015) |

Middle Level Specific Goals

| SCHOOL GOALS | ACTION PLAN |
|---|---|
| <p>PROFESSIONAL PRACTICE 1. CLOSE THE PERCEIVED COMMUNICATION GAP BETWEEN HOME AND SCHOOL, AS PARENTS CONTINUE TO COMMUNICATE THAT THEY ARE EITHER NOT RECEIVING COMMUNICATION OR DO NOT KNOW HOW TO ACCESS SCHOOL INFORMATION.</p> | <ol style="list-style-type: none"> 1. SEND MONTHLY REMINDERS (MINIMUM EXPECTATION OF ALL PROFESSIONAL FACULTY) TO FAMILIES THAT INCLUDES INFORMATION REGARDING WHERE TO LOCATE THE MOST UPDATED INFORMATION FOR THEIR COURSES/PROGRAMS. (SEPTEMBER 2015) 2. PROVIDE LINKS ON SCHOOL WEB PAGES THAT DIRECT FAMILIES TO EACH TEAM AND SPECIALIST WEB PAGE OR MODE OF COMMUNICATION. (SEPTEMBER 2015) 3. GATHER FAMILY FEEDBACK TO MONITOR EFFECTIVENESS OF COMMUNICATION EFFORTS.(WINTER, 2016) |
| <p>PROFESSIONAL PRACTICE 2. BRIDGE THE DIGITAL DIVIDE BETWEEN HOME AND SCHOOL.</p> | <ol style="list-style-type: none"> 1. PROVIDE THREE OPPORTUNITIES FOR PARENTS TO LEARN ABOUT THE WAYS IN WHICH THE IPAD IS BEING USED AS A LEARNING TOOL IN THE CLASSROOM. (2015-2016 SCHOOL YEAR) 2. CREATE VIDEOS AND WEBINARS THAT CAPTURE WAYS IN WHICH STUDENTS ARE LEARNING IN OUR CLASSROOMS AND PUBLISH ONLINE. (FALL 2015) 3. PUBLISH A REFERENCE GUIDE THAT EDUCATES PARENTS REGARDING WAYS IN WHICH TO ACCESS STUDENT WORK ON THE IPAD. (FALL 2015) |
| <p>PROFESSIONAL PRACTICE 3. ALL PROFESSIONAL FACULTY WILL USE SCHOOLGY BY THE BEGINNING OF THE 2016-2017 SCHOOL YEAR.</p> | <ol style="list-style-type: none"> 1. PROVIDE PROFESSIONAL DEVELOPMENT FOR TEACHER TO LEARN HOW TO USE SCHOOLGY AS A LEARNING MANAGEMENT SYSTEM.(2015-2016 SCHOOL YEAR) 2. IMPLEMENT SCHOOLGY SCHOOL-WIDE. (SEPTEMBER 2016) |

Appendix A:

School Assessment Data

found on the Oak and Sherwood website at

http://schools.shrewsbury-ma.gov/egov/docs/1431625530_457702.pdf