

# KING PHILIP MIDDLE SCHOOL IMPROVEMENT PLAN

2016-2017

## King Philip Regional School District Vision

The vision of the King Philip Regional School District extends our student-focused mission into a commitment to excellence. Our vision is that students reach their highest potential and are well prepared for the future because of a consistent set of 21st century standards and high expectations for teaching and learning. Teachers, administration, and staff work together as a professional team whose collective priority is the students' education. King Philip Regional Middle and High Schools are a hub, in a community of learners that extends from pre-K to higher education and career. The KP community understands and embraces the district's expectations and results. The district is widely recognized for excellence and as a model for educational leadership. Our mission is to foster an educational community where students come first and every child has the opportunity to achieve to his or her fullest potential. This will be accomplished by embracing the values of respect, individual and collective responsibility, creativity, and enthusiasm for learning. We will ensure a caring and supportive environment that balances academic rigor with the development of character and a strong sense of self.

## District Mission

Our mission is to foster an educational community where students come first and every child has the opportunity to achieve to his or her fullest potential. This will be accomplished by embracing the values of respect, individual and collective responsibility, creativity, and enthusiasm for learning. We will ensure a caring and supportive environment that balances academic rigor with the development of character and a strong sense of self.

## 21<sup>st</sup> Century Learning Expectations

The King Philip Regional student will be an effective listener, speaker, reader, and writer.  
The King Philip Regional student will demonstrate critical and creative thinking skills as well as technological skills.

## District Theory of Action

**If** the King Philip Regional School System ensures high quality teaching through implementation of an aligned instructional system; the hiring, training and retention of effective teachers; increased use of an information management system that provides access to diagnostic and summative data on student learning, teacher practice, and school performance; and by reinforcing a culture of open-mindedness and collaboration for high standards, accountability, and support; **then** students will progress through the system graduating from high school ready for college, career, and life as a contributing citizen.

## District Strategic Goals

### Curriculum, Instruction, and Assessment

- Support teachers in improving their classroom effectiveness by focusing on specific elements contained in the new teacher evaluation system
- Develop and implement District Determined Measures (DDM's) that align with the curriculum
- Establish an instructional environment that fosters critical and creative thinkers and effective communicators in a technological rich environment
- Support teachers in improving collaboration vertically and horizontally by adjusting schedules to provide time needed for such collaboration

### Teaching All Students

- Build district capacity to support English Language Learners in tandem with MA Department of Elementary and Secondary Education Efforts
- Promote use of differentiated instructional strategies relevant to content, process, and product
- Continue to cultivate classroom environments that are safe, effective, motivating, and responsive to students' diverse backgrounds

**Parent and Community Engagement**

- Encourage parent and community collaboration to support student growth and development
- Promote parent and community involvement in the classroom and school community
- Engage families in two way communication about student progress and performance

**Professional Culture**

- Ensure that time and resources are available for high quality professional development reflecting staff and program needs
- Promote collegiality and collaboration among faculty, staff, and administration
- Build parental and community support through effective communication with multiple opportunities for involvement in district programs
- Utilize the in house expertise of staff for professional development as well as leadership opportunities

**District Operations**

- Establish a building committee whose purpose is to improve the efficiency of our school facilities and who creates a 5-10 year facility improvement plan
- Build parental and community wide support and expanded commitment to financially support the school districts operations
- Build parental, community, and district governance support in fiscally supporting programs and practices that best promote student learning for all
- Review and revise current job descriptions and roles to reflect the current and future needs of the district
- Review, update, and provide staff and student training in districtwide safety protocols such that they reflect best nationwide safety practices

**King Philip Regional School Mission and Core Values**

King Philip Middle School will unite approximately 800 students each year from three (3) towns into a cohesive educational community which fosters the social, emotional, physical, and academic development of young adolescents in a safe environment. In doing so, we will ensure equality and respect for human differences in order to emphasize individuality and citizenship. We will equip our students with the skills and confidence to accept and meet the challenges of an ever changing world. We emphasize our core values of respect for others, taking opportunity to get involved in the school community, achievement where one strives to do their personal best, and taking responsibility for their actions. These core values are summed up in the acronym (R.O.A.R.).

**King Philip Middle School Highlights and Accountability**

We continue to celebrate the KP Pride and have a strong record of past achievements that have been recognized by our greater community. In 2016, our students were recognized for their 4<sup>th</sup> Gold Medal win in 6 years at the 2016 Massachusetts Institute of Technology Science Trivia Competition, the King Philip Marching Band won the US Bands Division 3 National Championship including caption awards for best percussion, and music, and three gold medals and a silver were awarded at the MICCA Concert Festival for the 7th Grade Band, 8th Grade Band, Wind Ensemble, and the Choir. Annually, three student representatives in Grade 8 are selected to represent the tri-town community as part of the Governor's Project 351 where 351 students come together across the state to work with the governor on various charitable initiatives. We have a variety of intramural sports programs in which our students can compete such as Cross Country, Track, Basketball, and Volleyball. Our 2016 Cross Country Team completed the season undefeated.

Past students have been recognized in the National Geography Bee Championship first place (2013), received Gold Medal recognition at the Scholastic Writing Awards, and earned the Massachusetts Association of School Committees Award for Excellence in Student Council Programming and Leadership (2012). We have a record of awe-inspiring drama productions that perform to sold-out crowds that have included: High School Musical (2016); The Sound of Music (2015); and Willy Wonka (2014). There are various clubs within our school that focus on ways to give back to our community. Our students have collected \$112,000 across 11 years for the patients of St. Jude's Children's Research Hospital to help families and children suffering from cancer and other childhood illnesses. Schoolwide we participate in a large food drive initiative that has sent tons of needed support to the food pantries in Norfolk, Plainville and Wrentham.

Several members of our faculty have been recognized for teaching excellence as finalists for the Massachusetts Teacher of the Year, Presidential Math Awards, Norfolk County Teacher of the Year, the New England Patriots Super Bowl Award for Super People, and the Massachusetts Association of the Women in Law Enforcement. Staff have presented at regional, state, and national conferences such as the New England League of Middle Schools, Massachusetts Music Educators Conference, and the National Council for Teachers of Mathematics.

District and School results are reason to celebrate the continued work that is being done to support student learning at 7-12 grade levels at King Philip. Longitudinal results on MCAS show that students in the district by the 10<sup>th</sup> grade level are strong performers. In ELA, 98% were proficient with 64% students in the advanced range. In Math, 91% were proficient with 73% of students in the advanced range. Students scoring in the advanced range on the Math MCAS has steadily increased by 13% from 2013. In science similar trends showed an 11% rise since 2013 with 60% scoring in the advanced range, with 94% proficient overall. For Middle School students participating in the second year of the statewide test drive of the online version of the PARCC assessment which has 5 levels, ELA Performance on the PARCC demonstrated that 84% in Grade 7 and 69% in Grade 8 met

or exceeded expectations scoring within the Level 4 and Level 5 range. Math Performance on the PARCC demonstrated that 65% in Grade 7 and 60% in Grade 8 met or exceeded expectations scoring within the Level 4 and Level 5 range. The MCAS 2.0 will be in the first year of administration to students in Grades 3-8 this spring.

The district accountability status is currently Level 2. The district improvement focus is on students in the high needs and students with disabilities subgroups. We continue to: 1) assess the percentage of our students that have achieved a proficient or better rating on MCAS within the aggregate; 2) assess the PARCC test drive results within the aggregate and subgroups based on the 5 levels in which the scores are reported; 3) prepare for the MCAS 2.0; and 5) use data analysis to determine implications for teaching and learning across the KPRSD district. Longitudinal trends indicate all King Philip students have been able to meet or exceed the proficiency level required to earn their HS Diploma. This has been accomplished with students taking the standard MCAS, MCAS retest, or through an Educational Proficiency plan.

**King Philip Middle School Strategic Goals**

Strategic Objective #1: Staff will support student engagement in effective and rigorous standards based units of instruction consisting of well-structured units with measurable outcomes. Classroom environments will be safe, motivating, and responsive to students' diverse backgrounds.

Strategic Goal #2: In order to support the professional growth of all of the teachers in the district, the building based administrative team will implement, supervise, and support all staff in their evidence gathering as required by the new DESE Educator Evaluation Model utilizing professional time to unpack all elements of the four standards.

Strategic Goal #3: Staff will support the engagement of students through the building of effective partnerships with families, community organizations, and/or other stakeholders that reinforce the mission of King Philip Middle School.

Strategic Goal #4: Staff will develop and execute effective plans, procedures, routines, and operational safety to address a full range of safety, health, and emotional and social needs.

Strategic Goal #5: The budgeting process will prioritize needs based on projected enrollment, instructional resource needs, school supply needs, and maintenance responsibilities.

Strategic Goal #6: Middle School Staff will build the capacity to be ready to respond to statewide directions in the standardized assessment process as well as the use of online assessment technology.

**ACTION PLAN – GOAL #1**

**Strategic Objective #1: Staff will support student engagement in effective and rigorous standards based units of instruction consisting of well-structured units with measurable outcomes. Classroom environments will be safe, motivating, and responsive to students' diverse backgrounds.**

Action Steps	Person(s) Responsible	Resources Needed	Date of Completion	Evidence of Implementation	Assessment of Progress
1.1 Support staff in reflective self - assessment and goal setting which are critical elements within Standard IV of the Teacher Evaluation Model (Reflective Practice and Goal Setting that includes student learning and professional practice goals as well as	CTLs with Departments MS Leadership Team	Forms for Educator Evaluation Process  School Improvement Plan  District Strategic Initiatives	End of November	Completed Action Plans	Admin reviews evaluation process with staff Admin meets with educators to develop educator plans (October 15) Use of goal setting and educator evaluation plans forms within Teachpoint by all teaching faculty (November 10)

outcome oriented action plans )					
1.2 Support written curriculum updates that reflect alignment with Massachusetts Frameworks and understanding of rigorous curriculum design	Assistant Superintendent Building Principals Curriculum Team Leaders	Curriculum Design Resources <i>New-2016 MA Science and Technology/Engineering Frameworks</i> <i>New-State review of 2011 MA ELA and Math Frameworks</i> Professional Training Substitutes ATLAS Environment	Ongoing updates as needed	Trainings Mapping Unit Plan Designs -	CTL updates ongoing Staff participation in training sessions ongoing Staff application of trainings ongoing Website ATLAS view for parents available on KP website
1.3 Focus classroom instruction such that it reflects the written unit design as well as the specific elements of the instructional framework	Building Principal Curriculum Team Leaders Teachers	ATLAS Unit Design Lesson Plan Skillful Teacher Training (Teachers that have completed the first and second year of teaching in KP District)	Ongoing thru June	Classroom teaching	Skillful Teacher Training (offered every 2 years in district to complete the induction program for first and second year teachers) Classroom Observation
1.4 Design, edit, and analyze common assessments, as well as standardized assessment with analysis directing instructional improvement	Assistant Superintendent Building Principals Curriculum Team Leaders Teachers	Testwiz- Data Analysis Tool (Science and History)  Galileo- Data Analysis Tool (Math)  Edwin- Data Analysis Tool for Standardized Assessments (PARCC and MCAS)	Ongoing  August	MCAS/PARCC results presentation- November 2016  School report regarding PARCC Accountability to parents- November 2016  Teacher report of formative assessments to parents and students	Release of mid-term progress reports and report cards per each discipline (quarterly intervals)  Review of individualized student progress at student assistance team meetings ongoing  PARCC result analysis – November School Committee and Staff Meeting Agendas

		<p>Time for Collaboration</p> <p>Substitute Coverage</p> <p>Professional Training District Determined Measures- October</p>			
<p>1.5 Ensure that all staff access professional development such that it focuses on Standard IV- Professional Culture with particular emphasis on professional collaboration, learning and growth</p>	<p>Assistant Superintendent Building Principals Curriculum Team Leaders Technology Director Teachers Teacher Representatives on District Technology Committee Teacher Representation on Future Ready Committee Staff Trainers- De-Escalation Techniques</p>	<p>Two way communication CTLS- Departments CTLS- Principal Principal to Principal School Level to District</p> <p>Reflection time to review data and determine needs</p> <p>Trainers and Webinars</p> <p>Participation in Future Ready Conference Initiative sponsored by the US Dept of Technology to Assess Technology Readiness</p>	Ongoing	<p>PD Topics</p> <p>Fine and Performing Arts Staff- K-12 Professional Development (10/11/16)</p> <p>K-12 Science Leadership Meeting (11/9/16)</p> <p>Unpacking Standard IV</p> <p>Technology Integration</p>	<p>Staff meeting agendas and PD Communication to staff</p> <p>Build Middle School Capacity to meet the state mandate to have representatives with De-Escalation Training</p>
<p>1.7 Discuss and evaluate progress as related to action plans</p>	<p>CTLs with Departments MS Leadership Team</p>	<p>CTL meeting MS Leadership Team</p>	Monthly meeting	<p>Department action plan completion</p>	<p>CTLs represent department progress Action Plan as part of Goal Setting Process Completed Annual Reflection of Accomplishment in May</p>

## ACTION PLAN – GOAL #2

**Strategic Objective #2: In order to support the professional growth of all of the teachers in the district, the admin team will implement, supervise, and support all staff in the four strands of the Educator Evaluation Model (Curriculum, Planning, and Assessment; Teaching All Students; Family & Community Engagement; and Professional Culture).**

Action Steps	Person(s) Responsible	Resources Needed	Date of Completion	Evidence of Implementation	Assessment of Progress
1.1 Engage staff in the final phase of the new Educator Evaluation Model ( Focus – Standard IV- Professional Culture)	Building Principal Curriculum Team Leaders Teachers	Training resources  Collaborative meeting time	Ongoing	Scheduled Trainings during professional development time on the newly introduced	Staff review of Educator Evaluation Model Expectations by September 15 Continued Professional Development
1.2 Involve staff in self-assessment, goal setting, and standard review of evidence (Standards I-IV)	Assistant Superintendent Building Principals Staff Technology Department	Collaborative meeting time  Use of Teacher Evaluation Training Materials as Reference  Teachpoint	June 2016	Completed forms and use of tools (e.g., Teachpoint) for evidence gathering  Development of Parameters for Goal Setting and Evidence Gathering that are reflective of district emphasis relative to student learning needs.	Materials (SIP, Technology Plan, District), PARCC results provided (if possible) to help with self-assessment and goal setting  Implementation goal setting and evidence gathering have been established across the district  Evidence gathering for Standards I-IV as needed within the Educator Evaluation System

<p>1.3 Ensure that all staff access professional development such that it focuses on Standard IV- Professional Culture with particular emphasis on professional collaboration, learning and growth</p>	<p>Assistant Superintendent Building Principals Curriculum Team Leaders Technology Director Teachers Teacher Representatives on District Technology Committee Teacher Representation on Future Ready Committee Staff Trainers- De-Escalation Techniques</p>	<p>Two way communication CTLS- Departments CTLS- Principal Principal to Principal School Level to District</p> <p>Reflection time to review data and determine needs</p> <p>Trainers and Webinars</p> <p>Participation in Future Ready Conference Initiative sponsored by the US Dept of Technology to Assess Technology Readiness</p>	<p>Ongoing</p>	<p>PD Topics Fine and Performing Arts Staff- K-12 Professional Development (10/11/16)</p> <p>K-12 Science Leadership Meeting (11/9/16)</p> <p>Unpacking Standard IV Technology Integration</p> <p>MCAS 2.0 Training</p> <p>Studying Skillful Teaching</p> <p>New Science Frameworkds</p>	<p>Staff meeting agendas and PD Communication to staff</p> <p>Proposals from staff for PD sessions</p> <p>Build Middle School Capacity to meet the state mandate to have representatives with De-Escalation Training</p>
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### ACTION PLAN- GOAL #3

**Strategic Goal #3: Staff will support the engagement of students through the building of effective partnerships with families, community organizations, and/or other stakeholders that reinforce the mission of King Philip Middle School.**

Action Steps	Person(s) Responsible	Resources Needed	Date of Completion	Evidence of Implementation	Assessment of Progress
<p>2.1 Involve community members in educational programming that addresses teenage wellness</p>	<p>CTLs with Departments MS Leadership Team</p>	<p>MS Space</p>	<p>Full year program</p>	<p>Coffee Chats that address topics such as bullying prevention, healthy reationships, teenage nutrition, and a showing of Sreenagers</p>	<p>Attendance of MS parents and community members with extended audience</p>

	School Resource Officer			(documentary to address how technology is changing the teen brain)	from elementary schools
2.2 Involve students, parents, and community members in school governance through the Ambassadors, Student Council, School Council, and through the Parent Teacher Student Organization	MS Leadership Team Main Office Staff; PTSO; School Council; Student Council Leadership	PTSO Executive Board (Re-formation)  Parent and teacher representation on Council  Student Ambassador  Student Council Advisors  Student Council representation	June	Handbook;  Student Council Implementation of Annual Activities  PTSO Activities (e.g., Open House, Fundraiser, EOY Activities)  3 Student Representatives chosen for the Governor's Project 351 Team  Amazing Race with Charitable Food Donations made to tri-town food pantries	PTSO Board formed with annual fundraiser and book fair )  Student Council Elections and Council Events held  Parent and Teacher representation secured on Council; Council meetings scheduled and in process
2.3 Involve parents through attendance at conference, IEP meetings, meetings with counselors, and Open Houses	MS Leadership Team; Faculty-School Based Teams Guidance and Main Office Staff	Technology to facilitate communications Space for Counselor Coffee Talks	September Open House; Conferences; June	Sign-in sheets, IEP attendance, logs, and head counts.	Event and meeting updates as needed with main office and guidance  Evidence of growth as reflected in Standard III for areas of parent and family engagement
2.4 Use technology to inform parents of student progress	MS Leadership Team; Faculty; and Main Office Staff	Student Management software; Tech Director ; Tech support	June	Completed progress reports and report cards	4 Mid-Term reports 4 Term reports  Districtwide Notification of Progress report and Report Card Availability Online
2.5 Use technology communications to inform parents of student progress and KPMS programming	MS Leadership Team; Faculty; PTSO; Council;	Connect Ed Website Tech Director support	Weekly Connect Ed	Parent Email	Daily and Monthly updates (MS Connect Ed Communications)

	and Main Office Staff		Website updates		
2.6 Staff involvement in schoolwide recognition program	Faculty coordinator	School letterhead; mailing cost Feedback from Faculty	June	Recognition Letter Mailings to student homes	Quarterly (In process) Ambassadors selected (October) Peer Leaders in place to assist with Adaptive Physical Education (October) Student nomination for Governor's Project 351

### ACTION PLAN- GOAL #4

**Strategic Goal #4: All building staff will develop and execute effective plans, procedures, routines, and operational safety to address a full range of safety, health, and emotional and social needs.**

Action Steps	Person(s) Responsible	Resources Needed	Date of Completion	Evidence of Implementation	Assessment of Progress
3.1 Use district and school emergency response plan	MS Leadership Team All Staff, and Public Safety Officials	Emergency response plan  Training in protocols  C system	At least 2 drills by the end of semester 1  At least 2 drills by the end of semester 2	Routine Drill completion;  Revisions to protocols as needed	Completion of two drills Training in new emergency response protocol Full Staff Training- Lockdown, Barricade, and Evacuation

3.2 Integrate School Resource Officer within the school's daily operation to promote good citizenship and safety	MS Leadership Team School Resource Officer	Continued funding for School Resource Officer	September- June	Grade 8 Students access LEAP as part of Health Curriculum Parent Communication Video and Live messages to student body SRO involvement in District Safety Team	Open House- Discussion of Role of SRO within the School  Integration of LEAP program following past years of the DARE program within the Health Program  Development of Student Stress Reduction Programming and LEAP Cadets  Presentation at the MASC Annual November Conference  SRO involvement in District Safety Team
3.2 Review, revise, and educate school community about schoolwide expectations	MS Leadership Team, School Council, Faculty, Students, and Administration	Technology-Connect Ed or Newsletter  School Council and Staff review	End of July  End of June	School Handbook Content  Assembly meetings with students	Notification to parents on completion of drill and information on schoolwide safety concerns
3.3 Monitor and maintain safety and security equipment	MS Leadership Team, Custodial Staff; Public Safety Officials; Security Monitoring Vendor	Head custodian meeting time with MS Leadership Team; Training Resources; Equipment	As needed; minimum weekly	Log of alarm calls; Material Specification Data Sheets (MSDS) Record; Use of maintenance technology	Weekly update reports ; Technology monitoring of building H.V.A.C. system with printouts as needed
3.4 Report, monitor, and upgrade maintenance requests and cleaning processes as well as forecast for Capital Maintenance Plan	MS Leadership Team, All teachers, cafeteria, and custodial staff, and business director.	Custodial Team; Maintenance Supplies and Equipment; Maintenance Repair Form; Technology	Ongoing	Completion of maintenance tasks; Continue to upgrade techniques to allow for "Green Cleaning"; Follow-up on building maintenance requests; Occupancy Permit Approval	Review of completed tasks ; Assistant Principal and Head Custodian Development of Capital Maintenance Plan; Building Walk Through; Meeting with State Building Authority to review the 10 year state of the building since construction

## ACTION PLAN- GOAL #5

**Strategic Goal #5: The budgeting process will prioritize needs based on projected enrollment, instructional resource needs, school supply needs, and maintenance responsibilities.**

Action Steps	Person(s) Responsible	Resources Needed	Date of Completion	Evidence of Implementation	Assessment of Progress
4.1 Obtain and use projected class size information to anticipate scheduling and program needs	MS Leadership Team	Meeting Time with district and school based leadership	March	Formation of schedule with allocated resources	Review with district leadership team (In process)
4.2 Review recommendations for personnel, instructional resources, and school supplies	Principal, Tech Director, SPED Director, CTL's, and Departments, School Council	Meeting Time with district and school based leadership	November and June	Inclusion in School Committee Presentation	Review with district leadership team (In process)
4.3 Review recommendations for maintenance (safety and security needs)	Principal, Head Custodian, and Business Director, School Council	Meeting Time with custodial team and school leadership	November- January	Inclusion in School Committee Presentation	Capital Plan development- Presentation on Current Status to Budget Subcommittee
4.4 Present recommended middle school budget	Principal	Committee meeting time	January	Presentation to School Committee and implementation with allocated resources (FY18)	MS Budget Presentation
4.5 Approve budget requests for personnel, instructional resources and supplies, and maintenance, with allocated resources	Principal	Budget Allocations	FY18	Receipt of resources and implementation	End of Fiscal Year within budget

## ACTION PLAN- GOAL #6

**Strategic Goal #6: Middle School Staff will build the capacity to be ready to respond to statewide directions in the standardized assessment process as well as the use of online assessment technology.**

Action Steps	Person(s) Responsible	Resources Needed	Date of Completion	Evidence of Implementation	Assessment of Progress
6.1 Educate faculty, parents, and students for MCAS 2.0	Assistant Superintendent District Leadership Team Leadership Team	Fusion Meeting Time/Space Assessment information via DESE	May, 2016	Open Houses School Committee Meetings School Council Meetings School based communications with parents	Published information
6.2 Ensure that there are multiple pathways to access and opportunities to prepare for local and standardized assessment	District Administrators Building Based Administrators Tech Director	Technology labs and Mobile Carts Galileo	Ongoing	Hardware and Software infrastructure in place that allows online assessment technology	Continued implementation of multiple assessments of varied forms