

# ***Jonas Clarke Middle School School Improvement Plan 2015-2016***

## **Site Council Members:**

Anna W. Monaco, Principal  
Elizabeth Murphy, Social Worker  
Sonya Austin, Special Education Teacher  
Sarah Fattal, Teacher  
Andrew Boni, Parent  
Amy Selinger, Parent  
Naomi Priver, Parent  
Jennifer Roney, Parent

Jennifer Turner, Assistant Principal (non voting member)  
Jonathan Wettstone, Assistant Principal (non voting member)

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Goal	Implementation	Results
<p><b>Goal # 1</b></p> <p><b>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels</b></p>	<p><b>Clarke PLC's will work to develop standards-based summative and formative assessments that will drive instruction for each department</b></p>	<ul style="list-style-type: none"> <li>• <b><u>World Language:</u></b> The World Language department, through the curriculum review process and PLC work, has been learning and researching the best ways to assess student progress in Interpretive Reading and Listening, Presentational Communication and Interpersonal Communication. They have created and implemented common formative and summative assessments based on communicative goals and objectives in all of the skills and are in the process of determining common skills based rubrics to be used from 6-12th grade in order to foster programmatic alignment. MS Teachers are beginning to use the data from these common formative and summative skill assessments to inform instruction and in order to get the students what they need, when they need it, during intervention blocks.</li>   <li>• <b><u>Science:</u></b> The science department has been moving forward with project based learning units that align with the new MA Science Technology &amp; Engineering frameworks and the Next Generation Science Standards. Teachers are imbedding performance based tasks and performance assessments that evaluate the disciplinary core ideas and the science practices. The NGSS mission and vision is not just about what students know, but is focused on what students can do with the information and how they can apply what they know to real world situations.</li>   <p>Each of the new project based learning (PBL) units has a strong emphasis on the practices of science and real world application. Each grade level has developed, implemented, and revised one PBL unit and has planned out a second unit for implementation.</p> <li>• <b><u>Social Studies:</u></b> Assessments in the social studies this year focused on the historical thinking, reading, and writing skills at each grade level. The skills assessed were: close reading, sourcing, contextualization, corroboration, the formation of a</li> </ul>

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		<p>claim/thesis, and the identification. The beginning of the year assessment served as a baseline pre-assessment. Throughout the units, these skills were measured in both formative and summative assessments. The end of year assessment will demonstrate progress students have made in these skills over the year.</p> <ul style="list-style-type: none"> <li>• <b><u>Math</u></b> The math department has created and implemented common end of unit assessments at each grade level. In addition, common placement criteria (computational assessment, Honors assessment, mid term) in grades 6 and 7 have been revised and implemented for the placement process. Grade 6 teachers have created common pre-assessments for each unit and teachers will be working on common performance assessments for next year.</li> <li>• <b><u>English</u></b> This year, English PLCs have finished designing and revising standards-based common summative assessments for each grade level. In roughly 3/4 of those units, PLCs have spent time discussing and creating formative assessments that measure student progress toward the same unit standards as their corresponding summative assessments.</li> </ul> <p>Many of these summative assessments will be revised and refined next year, while others appear to be generally settled for the foreseeable future. The act of annual review and revision of summative assessments reflects our teachers' dedication to reacting to the deeper understanding they gain every year about the units' learning objectives and related student learning needs.</p>
	<p><b>We will continue to develop and refine the RtI process at the secondary level</b></p> <ul style="list-style-type: none"> <li>• Implement a What I Need (WIN) block pilot at Clarke</li> <li>• Continue to refine Clarke's</li> </ul>	<ul style="list-style-type: none"> <li>• Ad Hoc WIN Committee met monthly</li> <li>• Ad Hoc WIN Committee developed staff, student and parents surveys.</li> <li>• Ad Hoc WIN Committee collected and analyzed feedback for all surveys</li> <li>• Ad Hoc WIN Committee met to create a roll out plan for staff, students and parents in the fall of 2015</li> <li>• Admin made changes to the schedule based on staff feedback in Dec 2015.</li> </ul>

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<p>Student Response Team data gathering process</p>	<p>Changes went into effect January 2016.</p> <ul style="list-style-type: none"> <li>• Shared feedback with faculty Dec 2015. Shared student feedback with faculty March 2016</li> <li>• A variety of options were offered for WIN this year including many enrichment, intervention and quiet work options for students.</li> <li>• In May 2016, MS staff voted to keep RtI blocks in the schedule for next year.</li> <li>• SRT team met weekly to discuss struggling students.</li> <li>• SRT restructured the meeting focus this year so that each week in the month a different grade level was discussed and during the fourth week the team met about crisis response, research and data analysis.</li> <li>• The method for soliciting staff feedback on student progress was updated to include a centralized spreadsheet that staff can access anytime</li> <li>• Information regarding changes was regularly communicated to staff.</li> </ul>
<p><b>We will continue to expand and encourage professional learning opportunities for all staff</b></p>	<ul style="list-style-type: none"> <li>• Lexington Learns – all staff participated in sessions of their choice. Many Clarke staff presented sessions for their colleagues</li> <li>• 7<sup>th</sup> grade math teachers engaged in a full day Lesson Study and will refine the process to repeat it again.</li> <li>• 6<sup>th</sup> grade Ancient Civilizations teachers engaged in a full day Lesson Study to refine their instructional strategies</li> <li>• Teachers continue to observe each other for learning purposes</li> <li>• Faculty meeting time was dedicated to collaborating, researching and planning for WIN blocks</li> <li>• Instructional Technology Specialists regularly meet with staff on integrating new technology into their classrooms.</li> <li>• Classroom walkthroughs – May 2016 Clarke and Diamond staff met to discuss walkthroughs as a PL strategy and heard from the Superintendent and LEA President on a possible pilot of learning walkthroughs involving teachers and administrators working together.</li> </ul>
<p><b>Clarke will implement a 1:1 iPad pilot for all 8<sup>th</sup> graders</b></p>	<ul style="list-style-type: none"> <li>• iPads were distributed to all 8<sup>th</sup> graders in September</li> <li>• “Boot camp” training sessions ran successfully with each 8<sup>th</sup> grade team</li> </ul>

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		<ul style="list-style-type: none"> <li>• Open enrollment training sessions were offered to teachers</li> <li>• During PLC and team meetings, strategies have been shared for iPad specific lessons – including specific information about iBooks, Explain Everything, Notability, and many other tools</li> <li>• A student survey was given in December 2015; among the results, students indicated the following:             <ul style="list-style-type: none"> <li>○ students use the iPad for note taking, recording assignments, creating presentations and videos, writing essays, submitting assignments, and looking up information “very often”</li> <li>○ Students report using the iPad for collaboration with others “often”</li> <li>○ Students also report reading online texts, annotating sources, completing classwork at home, reflecting their screen for the whole class, practicing on their own time, and receiving timely feedback as other iPad advantages</li> </ul> </li> <li>• A staff survey was given with questions that mirrored those given on the student survey</li> <li>• Parent feedback was also recently solicited through a survey developed in collaboration with Diamond</li> <li>• iPads for 7<sup>th</sup> graders have been approved</li> <li>• Staff training for 7<sup>th</sup> grade teachers has begun and will continue throughout the summer of 2016</li> </ul>
Goal	Implementation	Results
<p><b>Goal #2</b></p> <p><b>If we increase student pro-social behavior and resiliency and reduce sources of</b></p>	<p><b>Clarke staff will work to provide opportunities for reducing student stress at Clarke</b></p>	<ul style="list-style-type: none"> <li>• WIN block has provided students with a variety of options for taking a break during the school day with activities such as: coloring for relaxation, walks outside on conservation trails and around the building, games on the field, a variety of PE activities, quiet reading, student led activities and clubs, computer coding, crafts such as sewing and knitting as well as yoga opportunities.</li> <li>• YRBS results indicate that students are still feeling stressed about homework and classes (41.3% of students indicated on the 2015 YRBS that homework caused them “a lot of stress” and 23% indicated that classes cause them “a lot of</li> </ul>

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<b>unhealthy stress, then student academic performance and well-being will improve</b>		<p>stress". )</p> <ul style="list-style-type: none"> <li>• Student survey indicated that students value WIN as a stress reducer. 82% of students surveyed said that WIN helps them to feel less stressed about school.</li> <li>• Fall 2015: Homework policy reviewed and discussed with PTO, site council and faculty to solicit feedback.</li> </ul>
	<b>Social workers and counselors will develop and implement ways to work with parents, teachers and students around student social/emotional issues, providing consultation, professional development, and training as needed</b>	<ul style="list-style-type: none"> <li>• A portion of the suicide prevention curriculum was piloted and is still in the review phase</li> <li>• Dr. Barent Walsh met with middle school parents May 2016 on anxiety and risky self-injurious behavior in adolescents.</li> <li>• A PTO coffee was held where social workers sat on a panel discussion</li> <li>• Multiple staff opportunities for training have been offered through the district in regards to LGBTQ</li> <li>• Social workers and counselors have led the effort to transition from Rachel's Challenges to Clarke's Challenges via the implementation of school created PBIS initiatives such as Be a Renegade assembly and Respect for All week this year.</li> </ul>
	<b>Clarke will develop a cohesive program that comprises student government, community service opportunities, and Rachel's Challenges in an effort to improve school climate for all students.</b>	<ul style="list-style-type: none"> <li>• In January the social workers and counselors implemented the "Be a Renegade" assembly which challenged students to stand up for one another</li> <li>• Students were then asked to identify specifically how they could "be a renegade"</li> <li>• In April all students participated in a "Respect for All" week which included multiple student led activities and a large group assembly</li> <li>• Follow-ups to "Respect for All" week are ongoing</li> <li>• Feedback indicates that staff would like to continue with these initiatives and take a more active role in the implementation</li> <li>• Parent feedback will be solicited</li> </ul>
<b>Goal</b>	<b>Implementation</b>	<b>Results</b>
<b>Goal #3  Work with the faculty, parent</b>	<ul style="list-style-type: none"> <li>• Clarke administration will meet regularly with the</li> </ul>	<ul style="list-style-type: none"> <li>• Clarke administrators met with the director of facilities, the architectural design team from DiNisco Design regularly throughout the school year for the purpose of evaluating the needs of the middle school and design appropriate</li> </ul>

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<p><b>community, facilities department and the architectural design team to ensure that current and future space needs at Clarke are effectively addressed</b></p>	<p>architectural design team to ensure understanding of Clarke’s programs, school culture, history, student and teacher needs</p> <ul style="list-style-type: none"> <li>• Clarke administration will coordinate with all parties involved including central office administration, facilities, faculty and parents to share information and gather input as needed</li> <li>• Clarke administration will work with Diamond administration to ensure the continuation of a high quality learning experience for all middle school students, regardless of enrollment growth</li> </ul>	<p>spaces for our programmatic and enrollment needs</p> <ul style="list-style-type: none"> <li>• Clarke and Diamond administrators collaborated on the district wide programmatic needs and what space would be necessary to continue the level of programming needed to be successful</li> <li>• Principal presented at multiple school committee meetings, parent coffees, site council and Clarke PTO meetings to communicate the needs of the school and solicit feedback from the community.</li> <li>• Clarke, Diamond and district administrators worked with multiple design teams and participated in a peer review process in order to find a balance between programmatic needs and growing costs of the project.</li> </ul>
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