

Easton Public Schools

Easton, MA



Easton Middle School

School Improvement Plan

2021-2022



2021-2022

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Easton Middle School

Core Values

Positive Attitude

Academic Excellence and Equity for All

Work Ethic and Perseverance

Promoting Community Engagement

Respecting and Valuing Diversity

Individuality

Non-discrimination

Teaming



Through the Easton Middle School's Core Values, we encourage students to leave their "paw print" of excellence within the school community.



Easton Public Schools

Easton Public Schools Vision Statement: The vision of EPS is to provide a relevant, rigorous learning experience in a safe, supportive, and inclusive environment which empowers students and educators to embrace curiosity, think critically, develop positive relationships, and exhibit resilience.

Theory of Action: *If* EPS provides a safe and supportive environment in which all students are engaged with a rigorous and relevant curriculum that meets the unique needs of each student provided by educators who are highly qualified and well-trained *then* students will demonstrate the skills to become well-adjusted, successful, and contributing members of society.

Easton Public School Core Values(and Beliefs): Students are at the center of our decision making; therefore, we value:
Continuous Growth

- We hold high expectations for ourselves and others
- We know that learning never ends
- We understand that valuable learning can come from mistakes or failure
- We must persevere to reach our goals

Safety and Respect

- We deserve the safest and most supportive learning environment
- We respect the safety and boundaries of others
- We are diverse learners, and all learners can thrive
- We embrace and honor our differences with empathy and understanding

Communication and Collaboration

- We clearly communicate our questions and concerns
- We share our views with respect and with the appropriate source
- We know teamwork is not always easy, but it is worth the effort
- We have a collective responsibility for the education of all children

Leading by Example

- We understand that others are watching and learning from us
- We are all models of integrity and respect
- We are accountable for our own actions and decisions
- We value what we can learn from others



Strategic Plan 2018 – 2024

Student Achievement

We will provide opportunities and equitable access to programs that meet all students' individual needs so that they will demonstrate optimal growth.

Student and Educator Wellness

We will provide a safe and supportive environment that will improve the social, emotional and physical well-being of students and staff to promote academic, professional and personal success.

Curriculum Development

We will develop rigorous curricula with high-quality assessments to enhance student centered, personalized, and self-directed learning.

Educator Excellence

We will recruit, develop and continuously support high quality educators who are exemplars of best practice, collaboration, and investment in the whole child.



Foundational Transfer Goals

Demonstrate Character

Build positive relationships and make responsible choices that are physically, socially, emotionally, and intellectually sound.

Exhibit Resilience

Persevere when facing challenges and taking risks.

Communicate & Collaborate

Express ideas in a variety of ways and work responsibly with others.

Embrace Curiosity

Investigate to seek knowledge and truth.

Engage Locally and Globally

Act with respect, empathy and responsibility in a local and global community.

Think Critically & Innovate

Generate new ideas, make informed decisions, draw conclusions, and solve problems.



Easton Middle School

School Council Members

2019 - 2021

Luke Carroll	Principal
Cindy Boyce	Parent
Deb Jennings	Parent
Jen Daly	Parent
Suzanne Lynn	EMS Faculty
Maura Richards	EMS Faculty
Lindsay Whalen	EMS Faculty
Lisa Tabbah	Parent
Kim Dykeman	Parent



Easton Middle School

School Improvement Plan 2019-2021 Accomplishment



School Goal #1: By June 2020, the Easton Middle School Adolescent Wellness Survey will show a reduction of both at-risk behaviors and student anxiety and improved emotional and physical well-being through increased opportunities for proactive intervention that addresses the social-emotional wellness of students. **Student and Educator Wellness (✘ Continued)**

Data Source/ Current Reality:

- Mental Health and Violence data from the current 2017 Adolescent Wellness Survey
 - Depression 16.9%
 - Self-Harm 6.8%
 - Suicidal Thoughts 10%
 - Planned Suicide 7.1%
 - Attempted Suicide 3.4%
 - Bullied 22.2%
 - Electronic Bullied 14.6%

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Implement a One School/One Book summer reading program with a variety of messages on positive social-emotional well-being	Fall 2018	Curriculum Leader Grades 6-8 English Department	✓ Achieved
Incorporate into educational programming materials from The Harbor, an online educational video resource that facilitates character development	June 2020	Leadership Team Health Teacher Adjustment Counselor	✓ Achieved
Explore opportunities for use of focus period to explore mindfulness, social-emotional well-being, anxiety and digital Citizenship	June 2020	Leadership Team Guidance Counselors Adjustment Counselors Faculty	✘ Continued
Use the district's partnership with UMass Boston to form a targeted response to social-emotional needs and sexual health and safety of our students	June 2019	Leadership Team Guidance Counselors Adjustment Counselor School Nurse Health Teacher	✘ Continued



School Goal #2: The Easton Middle School will continue the implementation of the Understanding by Design planning process and structure, to guide new curriculum and reorganize existing curriculum. By June 2019, all departments will complete the framing of all vertically-aligned units and the full development of five units in all stages and the implementation of three units using the Understanding by Design process, and incorporating the Massachusetts State Frameworks and providing implementation feedback in the Google Drive. **Student Achievement & Curriculum Development (✳ Continued)**

Data Source/ Current Reality:

- EMS Faculty has completed three half-day training programs in 2014-2015
- Faculty participated in two full-day and three early-release UbD professional development workshops 2015-2016
- Faculty participated in one full-day and two early-release UbD professional development workshops 2016-2017
- EMS curriculum leaders and administration have completed training program in 2014
- Previous curriculum work to be expanded upon and incorporated into Understanding by Design model
- Summer training opportunities being provided through Easton University
- Planning time in 2015-16 schedule for core subject areas and special subjects in grade six, seven and eight
- Full-day workshop for foreign language department 2017-2018
- Faculty participated in one early-release UbD professional development workshop 2017-2018
- Faculty participated in full day PD for Transfer goals 2018 and half day PD 2019

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Increase opportunity for departmental collaboration within the new schedule	Fall 2019	Leadership Team	✓ Achieved
Complete the framing of all standards-based, vertically-aligned units and the full development of five units, using the UbD model	June 2019	Leadership Team	✓ Achieved
Implement three units completed in all three stages of the UbD process	June 2019	Curriculum Leaders	✓ Achieved
Provide feedback on unit implementation in the Google Drive	June 2019	Curriculum Leaders	✓ Achieved



School Goal #3: EMS will promote high academic expectations for all students, by targeting our Lowest Performing students for growth on MCAS. This group is identified through the MCAS accountability data and are defined as students consistently enrolled in EMS for a minimum of two years. The Lowest Performing classification applies to students whose scores were among the lowest based on combined ELA and mathematics scaled scores. By 2022, progress will be made in the areas of achievement and growth in Math and ELA, as well as a reduction in absenteeism, helping to meet the state accountability target of 75 percent. **Student Achievement (X Continued)**

Data Source/ Current Reality: 2018 ELA Students with Disabilities <ul style="list-style-type: none"> • 56% Partially meeting expectations • 29% Not meeting expectations 	2018 Math Students with Disabilities <ul style="list-style-type: none"> • 65% Partially meeting expectations • 25% Not meeting expectations 	2018 Science Students with Disabilities <ul style="list-style-type: none"> • 51% Partially meeting expectations • 25% Not meeting expectations 	
Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Review MCAS data and identify areas of both achievement and challenge	Summer	Leadership Team	✘ Continued
Schedule and hold grade level data meetings in all MCAS areas and STAR360 Benchmark data	Semester	Leadership Team, Department Heads, Curriculum Leaders	✘ Continued
Synthesize findings into a slideshow presented before School Committee	Fall	Leadership Team	✘ Continued
Create Special MCAS accommodation guide to ensure students are receiving the appropriate accommodations	June 2020	Special Education Coordinator	✘ Continued
Increase opportunities to allow for vertical conversations among special education staff and improve the transition of special education students between buildings	Feb. 2020	Special Education Coordinator	✘ Continued
Use the data to drive decisions about sub separate classes, co-taught classes and intervention programming	June 2020	Leadership Team	✘ Continued
Establish a subgroup to explore and present on standards-based reporting options	2019-2021	Leadership Team Curriculum Leaders	✘ Continued
Evaluate current attendance policy, schoolwide reporting and parent communication process, as well as standard practices in other schools	June 2020	Assistant Principal	✘ Continued



School Goal #4: Easton Middle School will increase the academic achievement of the highest performing students in the areas of Science, Technology and Engineering. By 2022, the percentage of Easton Middle School students exceeding expectations will increase to 10% above state average. *Student Achievement (X Continued)*

Data Source/ Current Reality

- 2017 STE MCAS Advanced students 15% below state average (2%)
- 2018 STE MCAS Advanced students 10% below state average (8%)

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Review MCAS data and identify the areas of both achievement and challenge	Summer	Leadership Team	✘ Continued
Schedule and hold grade level data meetings for science teachers	Semester	Leadership Team, Department Heads, Curriculum Leaders	✘ Continued
Synthesize findings into a slideshow presented before School Committee	Fall	Leadership Team Curriculum Leaders Science Chairs	✘ Continued
Prioritize common planning in Science and allow for vertical conversations among science teachers	June 2019	Leadership Team	✘ Continued
STEM Week event for the entire school and a two day professional development program hosted at the Easton Middle School	October 2019	Leadership Team Science Chairs Curriculum Leader	✘ Continued
Maximize differentiated instruction opportunities to more effectively reach the highest performing students	2019-2020	Leadership Team Curriculum Leaders	✘ Continued



Easton Middle School

School Improvement Plan 2021-2022 School Goals



School Goal #1: By June 2022, the Easton Middle School Adolescent Wellness Survey will show a reduction of both at-risk behaviors and student anxiety; additionally/overall; the survey will reflect improved emotional and physical well-being through increased opportunities for proactive intervention that addresses the social-emotional wellness of students.

Student and Educator Wellness

Data Source/ Current Reality:

- Mental Health and Violence data from the current 2017 Adolescent Wellness Survey
 - Depression 16.9%
 - Self-Harm 6.8%
 - Suicidal Thoughts 10%
 - Planned Suicide 7.1%
 - Attempted Suicide 3.4%
 - Bullied 22.2%
 - Electronic Bullied 14.6%

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Implement a One School/One Book summer reading program with a variety of messages on positive social-emotional well-being	Yearly	Curriculum Leader Grades 6-8 English Department	Students and staff continue to identify, read, discuss and plan team activities around a summer reading book, with timely and age appropriate message
Incorporate into educational programming materials from The Harbor, an online educational video resource that facilitates character development	2021-2022	Leadership Team Faculty Health Teacher Adjustment Counselor	Feedback from staff reflects positive impact of educational videos, discussion questions and other curriculum
Explore opportunities for use of FOCUS period to explore mindfulness, social-emotional well-being, anxiety and digital citizenship	2021- 2022	Leadership Team Guidance Counselors Adjustment Counselors Faculty	Creation of a shared resource list for use of focus period to address social-emotional well-being, and sharing of ideas at faculty meetings
Incorporate into FOCUS period programming materials that will assist teachers, by providing resources facilitate guided discussions on difficult topics to help build a more inclusive school community	2021-2022	BIOPIC Advisors Adjustment Counselors Guidance Counselors Health Teachers Leadership Team	Feedback on the implementation of resources during FOCUS period



School Goal #2: The Easton Middle School will continue the implementation of the Understanding by Design planning process and structure, to guide new curriculum and reorganize existing curriculum. By June 2023, all departments will complete the framing of all vertically-aligned units and the full development of units in all stages and the implementation of units using the Understanding by Design process, and incorporating the Massachusetts State Frameworks and providing implementation feedback in the Google Drive.

Student Achievement & Curriculum Development

Data Source/ Current Reality:

- EMS Faculty has completed three half-day training programs in 2014-2015
- Faculty participated in two full-day and three early-release UbD professional development workshops 2015-2016
- Faculty participated in one full-day and two early-release UbD professional development workshops 2016-2017
- EMS curriculum leaders and administration have completed training program in 2014
- Previous curriculum work to be expanded upon and incorporated into Understanding by Design model
- Summer training opportunities being provided through Easton University
- Planning time in 2015-16 schedule for core subject areas and special subjects in grade six, seven and eight
- Full-day workshop for foreign language department 2017-2018
- Faculty participated in one early-release UbD professional development workshop 2017-2018
- Faculty participated in full day PD for Transfer goals 2018 and half day PD 2019

Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Increase opportunity for departmental collaboration within the new schedule	Yearly	Leadership Team	Use of common planning time and two PD days for foreign language for the development of units.
Complete the framing of all standards-based, vertically-aligned units and the full development of all units, using the UbD model	2021-2022	Leadership Team	The creation of all standards-based, vertically-aligned units using the UbD model in all subject areas
Implement all units completed in all three stages of the UbD process	2022-2023	Curriculum Leaders	The implementation of three units using the UbD model in all subject areas
Provide feedback on unit implementation in the Google Drive	2022-2023	Curriculum Leaders	Feedback for the three implemented units in all subject areas in Google Drive



School Goal #3: EMS will promote high academic expectations for all students, by targeting our Lowest Performing students for growth on MCAS. This group is identified through the MCAS accountability data. The Lowest Performing classification applies to students whose scores were among the lowest based on combined ELA and mathematics scaled scores. By 2023, progress will be made in the areas of achievement and growth in Math and ELA, as well as a reduction in absenteeism, helping to meet the state accountability target of 75 percent. *Student Achievement*

Data Source/ Current Reality:

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Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Review MCAS data and identify areas of both achievement and challenge	Summer	Leadership Team	SWOT Analysis completed
Schedule and hold grade level data meetings in all MCAS areas and STAR360 Benchmark data	Semester	Leadership Team, Department Heads, Curriculum Leaders	Meetings scheduled, data packets created and discussed, to identify opportunities that exist for improvement
Synthesize findings into a slideshow presented before School Committee	Yearly	Leadership Team	Present at school committee the finding of the SWOT analysis and opportunities for growth
Create Special MCAS accommodation guide to ensure students are receiving the appropriate accommodations	2021-2022	Special Education Coordinator	IEP team reference guide for MCAS accommodations established and used in all IEP meetings
Increase opportunities to allow for vertical conversations among special education staff and improve the transition of special education students between buildings	2021-2022	Special Education Coordinator	Teachers from R-O and EMS visit classes and collaborate about the needs of students, improving programming and the transition between buildings
Use the data to drive decisions about sub separate classes, co-taught classes and intervention programming	2021-2022	Leadership Team	Changes made to existing way of service delivery
Evaluate current attendance policy, schoolwide reporting and parent communication process, as well as standard practices in other schools	2021-2022	Assistant Principal	Meet state target for chronic absenteeism
Implementation of a new Literacy Instructional Coach will provide instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential.	2021-2022	Literacy Coach Interventionists Leadership team	The Literacy Coach will work with teachers to support best practices in using data, provide analysis of trends in instruction, and make recommendations about potential next steps to address areas of need



School Goal #4: Easton Middle School will increase the academic achievement of the highest performing students in the areas of Science, Technology and Engineering. By 2023, the percentage of Easton Middle School students exceeding expectations will increase to 10% above state average. *Student Achievement*

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Action/ Strategies	Timeline	Person Responsible	Evidence of Effectiveness
Review MCAS data and identify the areas of both achievement and challenge	Summer	Leadership Team	SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis completed
Schedule and hold grade level data meetings for science teachers	Semester	Leadership Team, Department Heads, Curriculum Leaders	Meetings scheduled, data packets created and discussed, to identify opportunities that exist for improvement
Synthesize findings into a slideshow presented before School Committee	Yearly	Leadership Team Curriculum Leaders Science Chairs	Present the findings of the SWOT analysis and opportunities for growth at School Committee meeting
Prioritize common planning in Science and allow for vertical conversations among science teachers	2021-2022	Leadership Team Science Chairs Curriculum Leader	Meetings scheduled in calendar
STEM Week event for the entire school and a two day professional development program hosted at the Easton Middle School	2022-2023	Leadership Team Science Chairs Curriculum Leader	Presentation of students projects
Maximize differentiated instruction opportunities to more effectively reach the highest performing students	2021-2023	Leadership Team Curriculum Leaders Science Chairs	Completion of targeted trainings

