

**Kennedy Middle School  
School Improvement Plan  
2010 - 2011**

**Kennedy School Council**

Robin Sparr Rothman – Parent (1 yr)  
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**John F. Kennedy Middle School  
School Improvement Plan  
2010-2011**

***District Goal Category 1: Program Improvement, Academic Achievement, Teaching & Learning*** This category addresses the central mission of the district and refers to efforts to expand and strengthen the learning experiences & academic performance of students.

***District Goals:***

- *Improve the percentage of special education students who are passing the MCAS tests, which in turn will improve the Adequate Yearly Progress (AYP) determinations for the sub-group (SPED – KMS Yr. 2 Improvement) status.*
- *Refine & implement the Writing Across the Curriculum program to provide increased opportunities to reinforce writing skills and content understanding in all academic areas.*
- *Develop a long-range educational plan for technology that includes but not limited to the implementation of 1-1 Learning. The plan will include a comprehensive professional development program for our staff.*
- *Develop and implement the necessary action steps needed to adhere to Chap. 92, the Massachusetts Anti-Bullying Law & all its components*

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***Related School Goal(s):***

1. *(Academic Achievement) We will increase the number of KMS special education students in the advanced and proficient categories by 2 % at each grade level on the MCAS ELA & Mathematics test by the end of the '10/11 school year, thus improving the AYP determination for this sub-group.*
2. *(Academic Achievement) We will refine and implement the Writing Across the Curriculum program to improve students' writing skills in all academic content areas, this includes, but is not limited to revising the writing rubrics for content area writing and implementing grade level expectations for grammar/mechanics/ usage.*
3. *(Teaching & Learning) We will increase teachers' use of technology for instruction in preparation for the anticipated 1:1 laptop environment in 8<sup>th</sup> grade in 2012. In addition, we will implement an Instructional Technology course for 5<sup>th</sup> and 6<sup>th</sup> grades, thereby increasing student understanding of technology and its various academic uses.*
4. *(Program Improvement) We will implement the district wide bullying prevention program at all grade levels so as to adhere to Chap. 92, the Massachusetts Anti-Bullying Law. We will continue to increase student sense of safety with regards to bullying, and social/emotional learning by continuing Second Step Social Competency program at 6<sup>th</sup> grade as well as continuing the classes regarding cyber-safety with all grades that started in SY 09/10.*
5. *(Program Improvement) We will increase student awareness of lifelong fitness & foster health/wellness concepts taught at all grade levels by continuing the implementation of the Fitness for Life class for 7<sup>th</sup> & 8<sup>th</sup> graders & by introducing a fitness class component to all physical education classes.*

***KMS Goal 1. We will increase the number of KMS special education students in the advanced and proficient categories by 2% at each grade level on the MCAS Mathematics test by the end of the '10/11 school year, thus improving the AYP determination for this sub-group.***

***Our Reality:***

The current average of each grade for SPED students performing in the Advanced /Proficient range on the Math MCAS is as follows:

Gr 5 KMS 35% State 18%

Gr 7 KMS 13% State 15%

Gr 6 KMS 18% State 19%

Gr 8 KMS 12% State 13%

The current average of each grade for SPED students performing in the Advanced /Proficient range on the ELAMCAS is as follows:

Gr 5 KMS 41% State 23%

Gr 7 KMS 34% State 30%

Gr 6 KMS 36% State 28%

Gr 8 KMS 65% State 34%

***Strategies & Action Steps:***

- 6<sup>th</sup> & 7<sup>th</sup> grade middle school teachers will work with math consultant throughout the '10-11 SY to develop cognitive demand framework, elevating the rigor of tasks students are asked to perform in math classes & track student performance levels on such tasks
- 8<sup>th</sup> grade teachers, working in conjunction with Harvard University, will participate in a research study aimed at increasing student skills in the algebra strand of mathematics. This will be accomplished through using a series of lessons in 8<sup>th</sup> grade classes that were developed by Harvard University and are being field tested through this research study.
- Using common planning time (CPT), teachers will implement LASW protocol to evaluate student performance & develop instructional strategies based on identified learning needs
- Study Island implementation – all students on ISSP's, (MCAS scores of 230 & below) are assigned an account for in school & at home math skill remediation
- Using flex time, SPED students will be grouped for additional instruction in mathematics based on identified needs from analysis of both classroom and MCAS student performance
- Establish twelve week after school program for math remediation for students performing in Needs Improvement/Warning categories on the Math MCAS

***Persons Responsible:***

KMS Administrators, Math department head, 5-8 math teachers

***Timeline:***

2010 -2011 School year

***Evidence of Effectiveness:***

Improved student performance on Spring 2011 Mathematics MCAS tests, improved Adequate Yearly Progress (AYP) scores for SPED sub-group  
Improved student performance on all math common assessments & Scantron (6<sup>th</sup> grade)  
Cognitive demand framework developed and implemented in math classrooms, increased rigor in all classes

***KMS Goal 2: We will develop a viable Writing Across the Curriculum program to improve students' writing skills in all academic content areas.***

***Our Reality:*** We are in year 2 of the Writing Across the Curriculum initiative. Each student completes a minimum of 6 writing pieces in each content area. Additionally, students complete 3 common CORE writing assessments based on the MA state frameworks/Common Core ELA standards for writing genre expectations for middle school students.

***Strategies & Action Steps:***

- Content area writing rubrics are revised & align with Common Core writing expectations for Literary/Persuasive/Informative writing
- Revise Writing Scope & Sequence 5-8 to reflect Common Core standard & distribute to each grade level
- Grammar/mechanics/usage expectations defined by & distributed to each grade level
- Staff orientation for writing expectations at each grade level during common planning time (CPT) held in September 2010
- All teachers implement 6 writing experiences throughout the year that are aligned with expectations set in September
- Common Planning Time (CPT) at least once every cycle, includes a Looking at Student Work (LASW) component where student writing is reviewed & instruction modified based on identified student needs; exemplar (anchor) papers established
- Scoring student writing sessions conducted with job-alike colleagues so as to establish common scoring practices & give feedback to students
- Writing portfolio day – students self-select pieces for writing folder in each content area to pass along to next year's teacher in June

***Persons Responsible:*** KMS Administrators, Language & Literacy department head, 5-8 teachers in all content areas

***Timeline:*** 2010 -2011 School year

***Evidence of Effectiveness:*** Improved student performance on Spring 2011 MCAS tests as well as other common assessments  
Improved Adequate Yearly Progress (AYP) scores for SPED sub-group  
Viable writing curriculum defined and published by year-end

***KMS Goal 3. We will increase teachers' use of technology for instruction in preparation for the anticipated 1:1 laptop environment in 8<sup>th</sup> grade in 2012. In addition, we will implement an Instructional Technology course for 5<sup>th</sup> and 6<sup>th</sup> graders, thereby increasing student understanding of technology and its various academic uses.***

***Our Reality:***

The only formal instruction in technology takes place in 5<sup>th</sup> grade keyboarding class and in Technology Education, a one-trimester course taken by 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> & some 8<sup>th</sup> grade students. Teachers are at various levels in their use of technology to enhance student learning opportunities.

***Strategies & Action Steps:***

- 5<sup>th</sup> and 6<sup>th</sup> grade students will take a one semester Instructional Technology course taught by a certified teacher and will learn the iWork suite of products
- 5<sup>th</sup> & 6<sup>th</sup> grade Instructional Technology course developed to include research standards and appropriate use of electronic media as per national instructional technology standards
- All teachers to attend second annual district-wide Technology Training day
- Using common planning time (CPT) throughout the year, 8<sup>th</sup> grade teachers will work with district technology trainer in order to develop pedagogical practices for a 1:1 laptop classroom environment including training in developing Moodle pages and will begin to implement components of a blended learning environment in their classes.
- All teachers will develop a website or a Moodle page and begin to implement components of a blended learning environment in their classes.
- KMS teachers develop SMART goal for incorporating technology as an instructional tool to increase student academic achievement at least once per trimester (e.g. using blogs for reading journal responses; creating podcasts, incorporating math challenge websites into math class/homework experiences)
- Purchase laptops to replace outdated desktop computers in Tech Ed, allows for student use of up to date design & engineering software for Robotics and related curriculum units
- Mimio smart boards training scheduled for teachers (Trimester 1) and subsequently used for instruction during the remainder of the year
- Apply for grants in order to purchase additional technology such as iTouch devices for use in classrooms

***Persons Responsible:*** KMS administrators, department heads and team leaders, all content area teachers

***Timeline:*** 2010 -2011 School year

***Evidence of Effectiveness:*** Instructional Technology Curriculum developed for 5<sup>th</sup> & 6<sup>th</sup> grades  
All eighth grade classes will include components of a blended learning environment by year-end.  
Other grades (5<sup>th</sup>/6<sup>th</sup>/7<sup>th</sup>) to pilot/continue blended learning environments using School-World product

Improved student performance on all math & common assessments & Scantron (6<sup>th</sup> grade)

***KMS Goal 4. We will implement the district wide bullying prevention program at all grade levels so as to adhere to Chap. 92, the Massachusetts Anti-Bullying Law. We will continue to increase student sense of safety with regards to bullying, and social/emotional learning by continuing Second Step Social Competency program at 6<sup>th</sup> grade as well as continuing the classes regarding cyber-safety with all grades that started in SY 09/10.***

***Our Reality:***

Anti-bullying issues & instruction are addressed in a number of different ways at Kennedy: 5<sup>th</sup> grade Character Education classes are conducted by the Guidance Department along with the classroom teacher; 6<sup>th</sup> grade has been teaching the Second Step Social Competency Program for the past two years; 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> grade classes have attended sessions on anti-bullying and specifically cyber-bullying taught by the guidance department and Officer Rodriguez, the School Resource Officer. Additionally, all grade levels have attended at least one Anti-Bullying assembly put on by Urban Improvisation.

***Strategies & Action Steps:***

- Working with district administration, develop and finalize anti-bullying curriculum that is age-appropriate at each grade level including internet safety component
- Implement the district-wide anti-bullying plan for each grade level
- Include plan, policy and statement of consequences in student/parent handbook
- Implement reporting guidelines as laid out in Chapter 92 legislation: mandatory reporting by staff; include the provision for anonymously reporting bullying incidents
- Design program of age appropriate, grade-level assemblies to highlight ways to prevent bullying
- Partner with PTO to provide parent information sessions on cyber-bullying and social networking use by teens
- Continue annual student survey on school safety, results shared with KMS community – families & staff
- Implement Positive Recognition programs at every grade level within team structures

***Persons Responsible:***

KMS administrators, Guidance Counselors, KMS Social Worker & School Psychologist

***Timeline:***

2010 -2011 School year

***Evidence of Effectiveness:***

All components of Ch. 92 Anti-Bullying Law implemented and in place by end of ‘10/11 school year  
Viable anti-bullying and internet safety program established at KMS  
Decrease in incidents of bullying at KMS

***KMS Goal 5. We will increase student awareness of lifelong fitness & foster health/wellness concepts taught at all grade levels by continuing the implementation of the Fitness for Life class for 7<sup>th</sup> & 8<sup>th</sup> graders & by introducing a fitness class component to all physical education classes. Additionally we will institute a “Laps for Lunch” program for all students.***

***Our Reality:***

We are currently in the second year of implementing the Fitness for Life class for all 7<sup>th</sup> & 8<sup>th</sup> grade classes, funded through the Metrowest Community Health Foundation (MWCHF). Results from our first year show that every student involved in the program achieved a documented gain in at least one of the following areas: improved muscular strength, improved resting heart rate, improved BMI or improved percentage body fat. Our goal is to continue to offer this as a one-trimester course to 7<sup>th</sup> & 8<sup>th</sup> graders and in the last trimester, offer a Fitness Class component in each physical education class. This will expand the fitness opportunity to all grades and will allow us to gather more information on the fitness levels of our 5<sup>th</sup> & 6<sup>th</sup> graders.

***Strategies & Action Steps:***

- Continue with Fitness program as designed in the first year of the MWCHF grant, reporting twice annually on results
- Amend fitness teacher’s schedule for third trimester & assign him to physical education classes at all grade levels
- Create pre & post fitness data assessments for 5<sup>th</sup> & 6<sup>th</sup> grades, collect data in third trimester
- Coordinate parent volunteers for purpose of supervising students at Laps for Lunch
- Increase opportunities for all students to track & monitor personal cardiovascular health (explore funding sources to purchase additional PolarTec heart rate monitors or other device, for 5<sup>th</sup> & 6<sup>th</sup> graders’ use)
- Complete written curriculum for middle school PE/Health scope & sequence with WMS for grades 5-8

***Persons Responsible:*** KMS administrators, Health & Wellness district leader, physical education, fitness, and health & wellness teachers

***Timeline:*** 2010 -2011 School year

***Evidence of Effectiveness:*** Completed scope and sequence/written curriculum for Health/Wellness & Physical Education courses  
Continued improvement in student performance in all fitness areas: muscular strength, heart rate, BMI and percentage of body fat.  
Students more alert during afternoon classes following Laps for Lunch

*Submitted 9/29/10 R.Vickery*