



## 2017 - 2018 School Improvement Plan

*Andrew Rosenshine, Interim Principal 2016-2017*

*Justin Cameron, Principal 2017- 2018*

**Introduction:** The CMS 2017-2018 School Improvement Plan includes goals intended to improve the growth and achievement among CMS students, professional practice among staff and our community and climate. We will use data to inform practice to design and implement interventions and help our learners. Our focus on improvement is evident in our outcome benchmarks.

## Goal 1: Growth and Achievement

### CMS SMART GOAL 1: Growth and Achievement

By June 2018, students in grades 6-8 will master critical academic standards at each grade level and subject.

Key Actions	Process Benchmarks	Outcome Benchmarks
Refine use of student performance data to guide interventions and revision/development of differentiated curriculum (units and lessons) that lead to improved learning for all students.	<p>Individually and in teams, teachers analyze summative and formative common assessment data, and respond through the following, based on results:</p> <p>By November content teachers have identified “students in need” within their classes and begin targeted interventions designed to boost mastery of skills and content.</p> <p>Teachers build extensions into major projects and assessments pushing high achieving learners to extend their learning.</p> <p>Grade level and/or department collaboration and lesson/unit planning</p> <p>Overall curriculum revisions to differentiate units and lessons by readiness, interest, and/or learning style</p>	<p>At least 80% of 6-8 students <b>not scoring proficient or advanced on either ELA or Math MCAS on the Spring 2017 tests</b> will score 80% or higher, or show at least moderate growth, in the corresponding academic subject areas on summative common assessments of critical knowledge and skills.</p> <p>Students in grades 6-8 receiving special education services achieve at least 90% of the goals on IEPs</p> <p>At least 85% of 6-8 students at each grade level score at level 4 or 5 and/ or 40% Student Growth Percentile on ELA MCAS.</p> <p>At least 80% of 6-8 students at each grade level score level 4 or 5 and/or 40% Student Growth Percentile on Math MCAS.</p> <p>For students in grades 6-8, average year-end report card grades on academic assessments are <math>\geq</math> B-.</p>

		Teachers with professional growth differentiation goals continue to meet their output benchmarks.
RTI in English and Math will provide adequate Tier 2 support keeping students in general education.	<p>Appropriate 6th and 7th grade students will be identified for LLI support in all trimesters.</p> <p>Students scheduled for DLA will be identified as struggling English learners who also may not be making adequate progress in their world language class.</p> <p>Students identified for math strategies will be students in directed math classes who meet the identified benchmarks.</p> <p>The English department will pilot a writing support RTI class by the 3rd term.</p> <p>iReady will be used as a support in Math Strategies.</p>	<p>Summative assessment scores and report card grades in English and math for those students enrolled in RTI programming: 80% average summative common assessment scores and report card grades and/or at least moderate growth.</p> <p>90% 8th grade students identified for DLA instruction will achieve at least a B- in English.</p> <p>90% of students who receive the LLI instruction will test out of the support after 10 weeks of instruction. Students who fail to demonstrate growth (over 2 terms) will be referred for additional testing.</p> <p>Students in Math Strategies will demonstrate an 80% passing rate on iReady lesson tests.</p>
Through more effective service delivery and collaboration among staff our high needs population will demonstrate greater growth.	<p>Special education students who need classroom support will be cohorted in identified sections. Support will be provided 5 of 6 days in a rotation.</p> <p>LLI and iReady will continue to be incorporated into Learning Center instruction as necessary</p> <p>Special educators will collaborate with their general education counterparts.</p> <p>Students in the Metco achievement program will experience academic success.</p>	<p>80% of students having math or English goals will demonstrate a B- average in their corresponding subjects.</p> <p>In grades 6-8, the special education subgroup will meet the Level 1 performance target on MCAS measures to narrow the performance gap with general education students.</p> <p>80% of Metco students will demonstrate a B- average in the English and math.</p>

## Goal 2: Professional Practice

### CMS SMART GOAL 2: Professional Practice

During the 2016-2017 school year, CMS principal, assistant principal, department chairs and teachers will refine components of instructional practice in order to achieve improved results in student learning.

Key Actions	Process Benchmarks	Outcome Benchmarks
<p>Administrators and teachers will continue development of collaborative inquiry for the purpose of improving student growth and achievement through revised curriculum and instruction.</p>	<p>Administrators and teachers practice collaborative inquiry during grade level and department meetings using common formative and summative assessment data.</p> <p>Grade level and/or department collaboration and lesson/unit planning.</p>	<p>Department heads/liaisons will organize and share data and analyses with administration.</p> <p>Assessment data is used to inform RtI process as well as enrichment opportunities for students.</p> <p>House notes track student progress and response to interventions.</p> <p>Specific curricular changes and adjustments are made in Atlas.</p>
<p>Differentiated Instruction strategies are employed in unit and lesson planning.</p>	<p>Overall curriculum revisions to differentiate units and lessons by readiness, interest, and/or learning style.</p> <p>Individualized adjustments to practice to meet the needs of all students.</p> <p>Special educators collaborate with general education colleagues to differentiate and meet students where they are in lessons and assessments.</p> <p>Teachers periodically assess student engagement in projects and/or units.</p>	<p>70% of students report being engaged or highly engaged in assessed units or projects.</p>

<p>Science department utilizes their newly adopted curriculum (FOSS MS Science) to ensure coverage of the new MA STE-16 standards.</p> <p>Science Department grade-level instructional focus will shift from one that is discipline-based (earth/space, life, physical) to the DESE-recommended integrated approach, which would teach all disciplines at all grade levels.</p>	<p>Science department will participate in FOSS professional development.</p> <p>Science teachers will work together during summer curriculum days, AP days, and during the school year to design and implement integrated, constructivist units in accord with the new standards.</p> <p>Science teachers review both the new curriculum and the integrated approach at mid-year and end-of-school year.</p>	<p>Science department will begin teaching an integrated curriculum in the 6th grade in 2017-2018. 7th and 8th grade science will use the new curriculum, but still teach in a single discipline mode.</p> <p>6th and 7th Science Grade curriculum will be integrated during the 2018-2019 school year. 8th grade science will continue in a single discipline mode.</p> <p>In 2019-2020 there will be full integration of a spiraled science curriculum, grades, 6-8.</p>
<p>Staff comes to a consensus on digital skills and expertise to be taught at each grade.</p>	<p>DLCS and CCSS Standards Map used as a jumping off point to compare skills already being addressed to those that need to be.</p> <p>Develop a school vision and set of expectations for digital learning and use of devices that fit into the district's larger vision for student learning.</p>	<p>School document collaboratively created and built that will identify skills to be taught at which grade levels and expectations for the greater integration of laptops to drive student learning forward.</p> <p>Professional development needs for faculty and staff are identified and addressed.</p>

## Goal 3: Community and School Climate

### CMS SMART GOAL 3: Community and School Climate

During the 2016-2017 school year, CMS will improve school climate and citizenship through increased student responsibility and by addressing factors that affect student's sense of place at school.

Key Actions	Process Benchmarks	Outcome Benchmarks
<p>Improve sense of connection, citizenship, interpersonal awareness, and responsibility within the student body and with faculty.</p>	<p>Implement pilot Advisory program for 2017-2018 to take the place of CMS Stands Together and House Huddles; Peer Mentoring Program to continue through Advisory.</p> <p>Peer leaders adopts ADL peer leadership model.</p> <p>New 6th grade community building program, <i>Adventure In, Adventure Out</i>, will contain Fall, Winter and Spring activities.</p> <p>Survey students regarding their sense of belonging at CMS.</p> <p>Metco Achievement Program &amp; Summer Academy program.</p>	<p>Administration records a 15% decrease in significant disciplinary actions.</p> <p>95% students report feeling connected to their peers.</p> <p>95% of Boston Resident students will engage in extra curricular activities and report feeling connected to the CMS community.</p>
<p>Follow up on Challenge Success survey engaging faculty and CMS parents in conversations regarding homework, student stress.</p>	<p>Faculty and community meetings regarding results of Challenge Success survey</p> <p>Faculty subgroup formed to further analyze school response to survey results and make possible recommendations.</p>	<p>CS meeting group reports to principal/faculty regarding thoughts on and actions improving school environment for student engagement.</p>

CMS Allies will continue to address issues around cultural awareness and equity across school and look to build participation of stakeholders in the school community.	Allies group to meet at least monthly, and update faculty on goals and initiatives periodically.	Allies group grows and members report greater comfort with cultural awareness within the school.
--	--	--

## Goal 4: Community and School Climate

<p><b>CMS SMART GOAL 4: Community and School Climate</b>          During the 2016-2017 school year, CMS administration will integrate a new administrative team and structure to effectively support teaching and learning at CMS.</p>
--

Key Actions	Process Benchmarks	Outcome Benchmarks
New Principal integrated into CMS - gaining an understanding of school's strengths and needs.	New principal works with administration and staff to understand current culture of CMS.	Faculty and principal collaborate to develop a shared vision for positive growth at CMS.