

Plymouth Public Schools
Eli Terry Jr. Middle School Annual Report - 2016 -17
Ms. Angela Suffridge, Principal
Executive Summary

Throughout the 2016 - 2017 school year staff focus on three important areas:

Creating a Culture for Achievement: Students and staff engaged in strategies that promoted positive relationships. Families met at the beginning of each school day and participated in activities that encouraged building trust and problem solving. In addition teachers embedded Restorative Practices in their families as a means to improve the culture of the school and to ensure students felt supported and safe to learn.

Improving Student Achievement: With the addition of four new courses, there was an increase in opportunities for students to develop their skills in reading, writing, research, math, and technology. Journey was offered to students in grade 6 where they developed their knowledge and skills in using technology and research, and identified strategies that assisted them in studying for tests and planning for long-term projects. Writer's Workshop provided students in grades 6 and 7 with an additional block to develop their writing skills in three genres; narrative, informational, and argument. Journalism was offered to students in grade 8 where they developed skills in interviewing, researching, and reporting accurate information through writing. Latin American Studies was offered to students in grade 7 as a half year course. The course focused on geography, history, and culture of non-Spanish and Spanish speaking countries. Finally, Technology Education was offered to students in grades 6, 7, and 8. The curriculum is currently under construction, however, there will be a strong emphasis on Science, Technology, Engineering, and Math. Additional initiatives that were piloted included After School Math Academy and Personal Planning.

Building Partnerships Between the School and Families: Staff communicate with families and focus on students' social, emotional, and academic progress using the strategies implemented last year. In addition, we aim to take the next step to connect with families and involve them in their student's learning. Together, Teachers, administrators and parents will create an action plan to improve relationships between families and staff at Eli Terry Jr. Middle School.

During the 2017 - 2018 school year, the staff will continue to build upon last year's work by focusing on three important areas:

Creating a Culture for Achievement: The ETJ staff will continue to participate in professional learning and embed strategies that will promote a safe and supportive learning environment. Staff will work together to build their knowledge and skills to model good practices, focus on relationships (student-student, adult-adult), and use positive discipline policies and protocols. Throughout the year we will develop a vision that

prioritizes academic, social, and emotional learning, evaluate our SEL-related resources and conduct a needs assessment, and implement effective professional learning programs to further build internal capacity for academic, social, and emotional learning. Finally, we will integrate elements of SEL in our curriculum, instruction, and school-wide practices.

Improving Student Achievement:

The staff at ETJ continue to strive to challenge, inspire, and prepare all students to reach their potential. With the adoption of Envision, Reader's Workshop, Innovative Technologies, Spanish I curriculum (revised), and implementation of the New Generation Science Standards in grade six, students will engage in content that requires application of knowledge and skills necessary to compete in a growing global society. Further, teachers and administrators will continue to examine instructional practices by utilizing an instructional framework designed to move from teacher knowledge to student understanding and application.

Building partnerships between the school and families:

The staff at ETJ are committed to partnering with families through ongoing communication about their student's academic, social, and emotional progress. Families are encouraged to volunteer, attend school events and stay informed by accessing the school website, district Facebook page, Google Classroom, PowerSchool, and weekly Eblasts. Additionally, teachers will offer families opportunities to participate in five Parent Education Series with a emphasis on SEL.

Student Enrollment:

Race/Ethnicity	October 1, 2016		October 1, 2017		October 1, 2018	
	Number	Percent	Number	Percent	Number	Percent
Native American	0	--	1	0.3		
Asian	8	2.3	11	3.1		
African American	4	1.1	6	1.7		
Hispanic	22	6.4	16	4.6		
White	305	89.9	316	90		
Total	339		351			

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	32	31.3	
% of 6 - 8 Students with Disabilities Requiring Special Services	20.9	24.5	

ETJMS Action Steps

Smarter Balanced Assessments (SBA)

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A	Develop and implement formative and summative assessments that align to CCSS	Mathematics Meeting Standard or above - 80% ELA Meeting Standard or above - 80%	Language Arts Teachers & Math Teachers	2017 - 2018
A	Revise and implement assessments that align to CCSS	Meeting standard or above - 80%	Social Studies Teachers	2017 - 2018
I/PD	Use CLOSE reading strategies in ELA and Social Studies	NWEA reading scores, observations	School Data Team Teachers Literacy Coach	2017-2018
A/I	Monitor student progress through the use of formative assessment and implement Tier 1 strategies to address differentiated needs	Formative assessment and observation	Coaches Teachers Administrators	2017-2018
I	Continue to implement Corrective Reading and Common Core Support Coach in reading and math for Tier 2/3 Reading.	Growth target SBAC/ Target Growth Performance - percent of students meeting or meeting an identified percent of it	Intervention teachers Coaches	2017-2018
	Continue to implement Common Core Support Coach for Tier 2/3 Math.	Growth target SBAC/ Target Growth Performance - percent of students meeting or meeting an identified percent	Intervention teachers Coaches	2017-2018

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CMT Science/NGSS Pilot

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I,PD	Implementing engineering based strategies.	NGSS Pilot assessment	Science Teachers	2017 - 2018

Healthy Life Choices

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Revise and implement a plan to address cardio-respiratory endurance and muscular strength in daily instruction.	Fitness Test	Physical Education Teachers	December 15
I	Implement a plan with increased opportunities to engage in activities that improve strength and cardiovascular endurance and monitor progress	Fitness Test	Physical Education Teachers	November 15 February 15 May 15

Social Responsibility

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
	Offer opportunities for students to participate in Kids in the Middle	KIM enrollment	Pat Borda	2017 - 2018
	Offer opportunities for families to be involved in the community through school-wide service projects.	Number of school-wide service projects	Family Teachers	2017 - 2018

Balancing Diverse Beliefs/Reaching Solutions

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Develop a plan to integrate Second Step across grades 6, 7, & 8 in families	Completed plan	Second Step Committee	2017 - 2018
PD	Provide professional development for staff on SEL	Number of opportunities for SEL PD	SEL Committee	2017 - 2018
A	Review and analyze SWIS data to identify "at risk" students and create individualized plans for improvement	Percent of students who do <u>not</u> receive any suspensions	SRBI Team	2017 - 2018

Self-Regulation Skills

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A	Review Fall and Spring data to ensure students are properly placed in math courses.	Percent of students enrolled in accelerated math courses	Department Coordinator	Fall 2017 Spring 2018
	Examine the schedule for the Algebra I exam and provide support after school in preparation for the exam	Percent of 8th grade students passing Algebra 1 state exam with at least a 70% (no curve)	Department Coordinator/Algebra 1 teacher	March 2018
I/PD	Continue to utilize restorative practices to build connections and relationships between peer to peer and students to teacher.	Percent of students missing more than 10 percent of the total number of days enrolled in the school year (for any reason)	All Staff	2017 - 2018
PD	Continue to implement the plan to address chronic absenteeism that includes communication with parents and students.	Percent of students missing more than 10 percent of the total number of days enrolled in the school year (for any reason)	All Staff	2017 - 2018

School-Wide Instructional Goal

Analysis of Practice:

Based on discussions, data analysis (quantitative and qualitative), and student work identify a school-wide instructional practice that should increase student learning across the school (e.g. focused instruction, guided instruction,

collaborative learning, etc.). This will need to be discussed at the faculty or school data team level.

Practice Goal:

Decide on a SMART goal that quantifies what success on this practice would look like. Remember the SMART goal should be Specific, Measurable, Achievable, Relevant and Time-bound. Consider how you will measure this goal while you are writing the goal. There should be a hand to glove match.

Interim Data Collection on Practice Goal:

Identify the interim data that is valuable to the team in determining progress towards the goal.

Action Plan to Achieve Practice Goal:

Identify the specific steps and strategies that your team will use to help all teachers achieve the goal.

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Teachers will use their Focused and Guided Instruction as a means to implement and reach SEL goals.	Percent of teachers meeting proficiency as determined by the Fisher & Frey Rubric	All Teachers	2017 - 2018
A	Begin developing a transition plan to Standards Based Grading in grade 6.	A plan.	Principal School Data Team And 6th grade representation.	2017 - 2018

