

Rupert A. Nock Middle School

2019-2022 School Improvement Plan

Program Category		Goal I--Instructional Leadership				
Curriculum and Assessment	X	District Professional Learning Goal: By June 2020 we will increase our instructional leadership expertise and capacity within the district to support teachers in meeting the needs of all learners				
Families and Community						
Professional Culture	X	RAN Professional Learning Goal: Continue to use a collaborative processes structure to enhance the quality of reflection and instruction across all grade levels and content areas				
Teaching All Students	X					
Benchmarks and Key Performance Indicators		Person responsible	Date			Status
			2019 2020	2020 2021	2021 2022	
Implement and expand Child Study consult model (see also Goal III)--(interdisciplinary teams)		Interventionist, Assistant Principal, consultant	X	X	X	
Establish a strong working team of teacher curriculum leaders (CEL) who will facilitate curriculum, assessment and instructional PD by department (content area teams) <ul style="list-style-type: none"> ● Identify and provide PD to teacher leaders (August 2019) ● Building NHS-Nock CEL team ● Ongoing vertical meetings to review progress on curriculum, assessment and instruction 		Principal, assistant principal CEL team, consultant	X	X	X	

Program Category		Goal II--Support Measurable Academic Improvement				
Curriculum and Assessment	X	District Student Learning Goal: By June 2020 we increase supports to improve student achievement for all students while closing existing achievement gaps for economically disadvantaged students and students with learning disabilities.				
Families and Community	X					
Professional Culture	X	RAN Student Learning Goal: We will continue to develop, implement, and evaluate programs designed to meet student-specific academic and social needs at all three tiers of intervention				
Teaching All Students	X					
Benchmarks and Key Performance Indicators		Person responsible	Date			Status
			2019 2020	2020 2021	2021 2022	
Increase effective use of tier one interventions through an on-going bi-weekly child study consult model . The Consult will support goals in: <ul style="list-style-type: none"> Identifying at-risk students Implementing team-based interventions and instructional strategies Using student data to assess the effectiveness of instructional strategies Creating a collaborative student-focused culture 		Interventionist, Assistant Principal, Principal	X	X	X	
Continue development and on-going evaluation of a grade-level Language Based Program (tier three program for identified students) <ul style="list-style-type: none"> On-going staff development on data and curricula (Language!, Spell Links, reading tutorials) Data meetings (one per trimester) to track student progress Annual progress reporting to evaluate curricula and student progress 		Principal, District Literacy Coordinator, Team Facilitation Leader	X	X	X	
Continue development and on-going evaluation of a Bridge for Resilient Youth in Transition (BRYT) program (tier three support system for students returning from long-term absence or hospitalization) <ul style="list-style-type: none"> On-going professional development with BRYT trainers Expanded role for general education teachers in academic components of program Build stronger understanding of program with students and families 		BRYT academic coordinator, counseling team, Principal	X			
Evaluate effectiveness of existing intervention program (tier 2 for students not		Interventionist	X			

on IEP) and recommend sustainable models for providing flexible, short-term interventions (2019-20); implement flexible interventions (2020-21)	Assistant Principal				
Evaluate current schedule to create a schedule that support all students and allows for flexible scheduling <ul style="list-style-type: none"> • Build schedule committee • Identify strengths and weaknesses in current schedule • Explore other schools's schedules • Provide recommendations to whole school (spring 2019) 	Assistant Principal	X			
Expand integration of skills-based instruction across all content areas <ul style="list-style-type: none"> • Round 3 of teacher PD • Implementation of at least one unit in all content areas (2020-21) • Begin grading discussion (2020-21) 	Principal CEL team All staff	X	X	X	

Program Category		Goal III--Professional Learning Communities				
Curriculum and Assessment	X	District Improvement Goal: By June 2020 we will increase the ability of grade-level and content-specific professional learning communities to use student-friendly and teacher-friendly learning cycles				
Families and Community						
Professional Culture	X	RAN Goal: By June 2020 we will increase the ability of grade-level and content-specific professional learning communities to use student-friendly and teacher-friendly learning cycles				
Teaching All Students	X					
Benchmarks and Key Performance Indicators		Person responsible	Date			Status
			2019 2020	2020 2021	2021 2022	
Establish a strong working team of teacher curriculum leaders (CEL) who will facilitate curriculum, assessment and instructional PD by department (content area teams) <ul style="list-style-type: none"> Identify and provide PD to teacher leaders (August 2019) Building NHS-Nock CEL team Ongoing vertical meetings to review progress on curriculum, assessment and instruction 		Principal, assistant principal CEL team, consultant	X	X	X	
Increase effective use of tier one interventions through an on-going bi-weekly child study consult model . The Consult will support goals in: <ul style="list-style-type: none"> Identifying at-risk students Implementing team-based interventions and instructional strategies Using student data to assess the effectiveness of instructional strategies Creating a collaborative student-focused culture 		Interventionist, Assistant Principal, Principal, consultant	X	X	X	

Program Category		Goal IV--Guaranteed and Viable Curriculum				
Curriculum and Assessment	X	District Improvement Goal: By June 2020 we will have a system to provide a comprehensive, rigorous, equitable and relevant curriculum that is aligned to the Massachusetts Curriculum Framework				
Families and Community	X					
Professional Culture	X	RAN Goal: By June 2020 we will have a system to provide a comprehensive, rigorous, equitable and relevant curriculum that is aligned to the Massachusetts Curriculum Framework				
Teaching All Students	X					
Benchmarks and Key Performance Indicators		Person responsible	Date			Status
			2019 2020	2020 2021	2021 2022	
Design and implement grade level common assessments within each content area (one by 11/5/2019, second by 3/20/20)		CEL team Principal/AP	X			
Participate in collaborative protocol (11/5/19, 3/20/20); identify areas for instructional improvement or curriculum gaps		All staff	X	X	X	
Complete scope and sequence maps for each content area (including common assessments, enduring understandings, key resources)		CEL team All staff Principal/AP	X			
Publish RAN Program of Studies book for parents and community		Principal	X			
Complete and publish online a scope and sequence for each RAN course (including enduring understandings, essential questions, units, time frames, priority standards, assessment tool)		CEL Team Principal	X			
Analyze homework expectations and policies (committee 19-20, new policy for 20-21)		Assistant Principal	X	X		

Program Category		Goal V--Safe and Supportive School Community				
Curriculum and Assessment		RAN Goal: By the end of June of 2020 we will create, implement, and analyze common assessments within each content area and/or specialized field to measure student growth.				
Families and Community	X					
Professional Culture	X					
Teaching All Students	X					
Benchmarks and Key Performance Indicators		Person responsible	Date			Status
			2019 2020	2020 2021	2021 2022	
Expand implementation of PBIS (Nock Advantage) <ul style="list-style-type: none"> ● SWIS data collection ● Sustainable acknowledgment system ● Quarterly Nock Advantage Assemblies 		Assistant principal, PBIS coaches, Building leadership team	X	X	X	
Develop and pilot expanded, sustainable wellness and mindfulness program <ul style="list-style-type: none"> ● Adjustment of PE curriculum ● Integration of mindfulness into counseling prevention and intervention ● Provide mindfulness PD to staff ● Expand prevention programming 		Wellness team Assistant Principal Counseling team				
Expand student leadership opportunities <ul style="list-style-type: none"> ● Anti-Defamation League Peer Leaders (6-12) ● Expanded Student Council--student data analysis, PBIS/SWIS ● Clipper Crew ● Clubs: Diversity Club, Model UN 		Principal Teacher leaders				
Sustain existing intervention and prevention programs <ul style="list-style-type: none"> ● Signs of Suicide ● SBIRT ● Counselors as mediators ● Provide Bias, Diversity PD for staff (including LGBTQ) 		Principal School Nurse Leader				

Create a more sustainable, flexible model for using Flex as a “win” block	Principal, Assistant Principal				
Implement new start times <ul style="list-style-type: none">• 19-20					