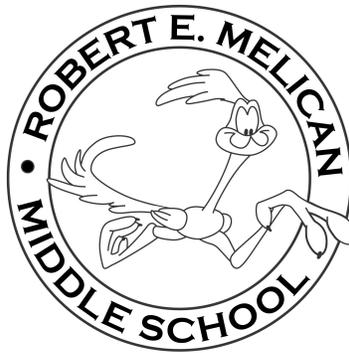


**Robert E. Melican Middle School  
School Improvement Plan  
2019-2021**



*Celebrating Educational Excellence for All*

**Robert E. Melican Middle School  
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## School Improvement Plan 2019-2021

Dear Members of the Melican Middle School Community:

Our School Improvement Plan for 2019-2021 aligns with the district's *Vision 2020: Strategically Planning for the Future*. The School Improvement Plan goals reflect the district's four areas for strategic focus: Communication, Curriculum, Student Support Services, and Technology. Additionally, we continue to focus on the district's core values: Respect, Integrity, Communication, and Excellence.

Immense individual growth (emotional, social, academic, intellectual, and physical) takes place during the three middle school years, and we continue to strive to make the three years at Melican the best they can be for our students, encouraging them to continue to develop their strengths, work on their weaknesses, refine their interests, and become lifelong learners in a connected world.

Our Academic Council has spent time over the past several years analyzing and considering our master schedule, working toward maximizing instructional time for students and teachers. This year, we transitioned from an 8-period day to a 7-period day to allow for more direct teaching time.

Our three goals focus on how to best support teaching and learning across all content areas. We strive to provide opportunities to increase literacy skills for all students, to provide interventions for students who need them, and to implement a common approach to teaching reading and writing across all content areas. Additionally, we identified a need to improve how we offer timely and meaningful feedback to our students, better analyzing and utilizing data. Finally, through internal committee work and student and faculty surveys, we identified a need to focus on climate and discipline, empowering students in their decision-making and implementing an accountable and restorative approach to student mistakes.

Thank you to the School Council members for their continued commitment to the school.

Respectfully submitted,

Michelle T. Karb  
Principal

*Ten Schools, Three Districts, One Community of Learners*

**The Public Schools of Northborough and Southborough**

**Vision Statement**

The Vision of the Public Schools of Northborough and Southborough promotes high expectations and excellence for all in a dynamic learning environment that inspires opportunities for thinking critically, solving problems, and engaging intellectual curiosity. We integrate relevant technology and foster innovation to set the stage for success in a global society. Our culture supports diversity, inclusion, discovery, resiliency, and effective communication in a safe environment.

**Mission Statement**

The Mission of the Public Schools of Northborough and Southborough is to provide an exceptional educational experience for every student in a safe environment.

**Core Values**

The Public Schools of Northborough and Southborough believe in:

*Respect ~ Appreciates the diversity, differences, and dignity of all members of the community. Fosters a community that promotes teamwork and collaboration.*

*Integrity ~ Prepares students to become ethical, responsible, and productive members of a global society. Values honesty, integrity, and transparency in all our interactions with the community and with one another.*

*Communication ~ Develops a cohesive school community through effective communication.*

*Excellence ~ Promotes a culture of high expectations and excellence for all. Supports innovation and risk-taking. Provides a comprehensive educational experience to support and nurture all students' intellectual, creative, social and emotional development, and physical well-being.*

**Public Schools of Northborough and Southborough Vision 2020:  
Strategically Planning for the Future**

Four Areas of Strategic Focus:

Communication

Curriculum

Student Support Services

Technology

## Robert E. Melican Middle School Mission and Belief Statements

### **Mission Statement**

The mission of the Robert E. Melican Middle School is to pursue the highest level of educational excellence for all students by embracing our district's core values and Strategic Plan. Planning and implementing thoughtful curriculum, grounded in the Massachusetts Curriculum Frameworks and Common Core State Standards, is the goal of all Melican staff. A professional learning community, with student learning at the forefront of all decision-making, provides the optimal environment for the successful development of students' cognitive, academic, physical, social, and emotional needs as they travel this "in the middle" pathway from elementary school to high school.

### **Belief Statements**

The Robert E. Melican Middle School community is a partnership among teachers, staff, administrators, parents and students. These belief statements guide our work:

1. Melican Middle School is a professional learning community characterized by shared purpose, collaborative activity, continuous improvement and collective responsibility.
2. Students learn best in a safe environment characterized by a positive school culture which values respect, dignity and diversity.
3. A Standards-Based Curriculum model, with differentiated instructional experiences that offer multiple pathways for all learners to reach and exceed the Common Core and Framework Standards, is the foundation for all classrooms.
4. Technological advances will continue to shape twenty-first century living; keeping practices current and understanding the impact on education is integral to our vision and success.
5. Communication between educators and parents must be ongoing and is vital for optimal student achievement.
6. Our ultimate goal is to prepare students to become self-sufficient adults and lifelong learners who will responsibly participate in and contribute to the global community.

## Robert E. Melican Middle School Council

### **Mission Statement**

The mission of the Melican Middle School Council is to foster the partnership of parents, school staff, students, and community members. In doing so, the Council will assist the principal in formulating a School Improvement Plan by:

- Identifying the educational needs of our students.
- Promoting educational goals of our school.
- Educating the community as to the needs of our school.
- Reviewing our school's annual budget.

### **Policy on Term of Office**

The Melican Middle School Council is made up of these constituencies whenever possible:

- Principal
- PTO Chairperson
- Grade level and specialist teacher representatives
- Parents
- Community representative

Each newly elected member's term of office runs for two years, from October to October. If a member cannot, or chooses not to fulfill his/her term of office, the Principal may appoint a person to fill the vacancy for the remainder of the term. When a term is over, a member may be considered for another two-year term of service.

### **2019-2020 Melican Middle School Council Members**

Gretchen Bean, teacher  
Linda DeFeudis, school nurse, secretary  
Jessica Eisenlord, teacher  
Crystal Hare, teacher  
Jessica Himmelman, behavior specialist  
Michelle Karb, principal & co-chair  
Dominique LePaul, teacher  
Amanda Mullen, teacher  
Lauren O'Neil, guidance counselor & co-chair  
Jeanne Rafferty, parent & PTO member  
Leslie Rutan, community representative  
Kimberly Senior, teacher

## 2019-2021 GOALS

**GOAL ONE: Students will read and write with proficiency at grade level across all content areas. Proficiency for reading will be defined as instructional level by the QRI. Proficiency for writing will be determined utilizing a DESE influenced rubric for writing.**

**District Strategic Focus Areas: CURRICULUM, STUDENT SUPPORT SERVICES and TECHNOLOGY**

*Rationale: Over the years, we have collected data that demonstrates that some general education students are not reading and/or writing at grade level. These skill deficits can sometimes be mistaken for a learning disability, can present as a lack of student motivation, and can make overall learning and transference of skills difficult. Additionally, our data shows that many of our students are not engaging in independent reading. Research has shown that there are many benefits to independent reading, including developing vocabulary and improving comprehension, so we hope to increase independent reading habits for all students.*

This goal will be implemented with support and collaboration from administrators, faculty, team leaders, curriculum leaders, and technology personnel.

The plan for implementation includes the following:

- a. Based on the data collected through the Qualitative Reading Inventory (administered by our literacy team), literacy teachers will provide small group fluency and comprehension interventions for general education students who are not reading proficiently at grade level.
- b. We will implement a school-wide independent reading expectation to help students develop independent reading habits. Based on data collected, the literacy team will communicate with students about their reading levels, work with students to select books at their reading levels, and conference with students about the books they read and log.
- c. Students will develop and maintain effective reading habits and positive attitudes toward reading.
- d. Teachers will engage students in their learning by helping them develop reading, writing, speaking, and listening skills in all content areas.
- e. Based on data collected from benchmark writing assignments, literacy teachers will provide small group writing interventions for students who are not writing with proficiency.

**GOAL TWO: The faculty will use data to inform and adjust instructional practice.**

**District Strategic Focus Areas: CURRICULUM, COMMUNICATION and TECHNOLOGY**

*Rationale: Canvas is a powerful tool for providing students feedback about their learning. After a full year of implementing Canvas, teachers will work to create and administer assessments through Canvas and provide feedback using Canvas. Along with Canvas, we have many other tools that provide us with data, including MCAS, classroom observations, and content area common assessments. Additionally, our literacy teachers are able to utilize QRI data, writing samples, and student interest surveys, and identify trends across content and grade levels and identify areas for growth and improvement.*

This goal will be implemented with support and collaboration from administrators, faculty, team leaders, curriculum leaders, and technology personnel.

The plan for implementation includes the following:

- a. Based on data collected, teachers will identify areas of weakness that are trending in students' literacy skills and will collaborate with content area teachers to target those areas of need and provide literacy support in the classroom through co-teaching, team consultation, and faculty professional development.
- b. Teachers will provide timely feedback to students and empower them to adjust how they demonstrate their learning based on the feedback they receive.
- c. Teachers will analyze MCAS data and common assessment data, examine student work in teams and adjust their practice to best meet the needs of all learners.

**GOAL THREE: The faculty will implement consistent positive behavioral interventions and restorative discipline practices.**

#### **District Strategic Focus Areas: STUDENT SUPPORT SERVICES and COMMUNICATION**

*Rationale: Our School Climate and Discipline Committee formed last year and has met regularly to read parts of Shifting Gears: Recalibrating Schoolwide Discipline and Student Support by Carol Miller, Michele, and Nicole Frazier, analyze our current practice (including student suspension data), and survey students and faculty to establish a baseline. Our administrators attended a full-day training on Restorative Discipline Practices. Additionally, several teachers have advanced degrees in Positive Behavior Intervention and Support and have worked with the faculty to understand the research behind PBIS. As a school, we have also begun developing behavior matrices. We have an opportunity for those two groups (School Climate and Discipline Committee and PBIS experts) to come together to articulate a school vision and plan around student discipline.*

This goal will be implemented with support and collaboration from administrators, faculty, team leaders, curriculum leaders, and technology personnel.

The plan for implementation includes the following:

- a. The School Climate & Discipline Committee will continue to meet at least twice each month to develop common language.
- b. The School Climate & Discipline Committee will incorporate PBIS techniques into their work.
- c. Faculty will work with colleagues and students to create matrices that clearly define and directly teach expected behaviors and articulate an accountable and restorative approach to discipline.
- d. Faculty will work with administrators to help students "own" their mistakes and "fix" them in meaningful ways that lead to learning and transference of skills.
- e. The School Climate & Discipline Committee will present to the faculty and solicit feedback about the work of the Committee.