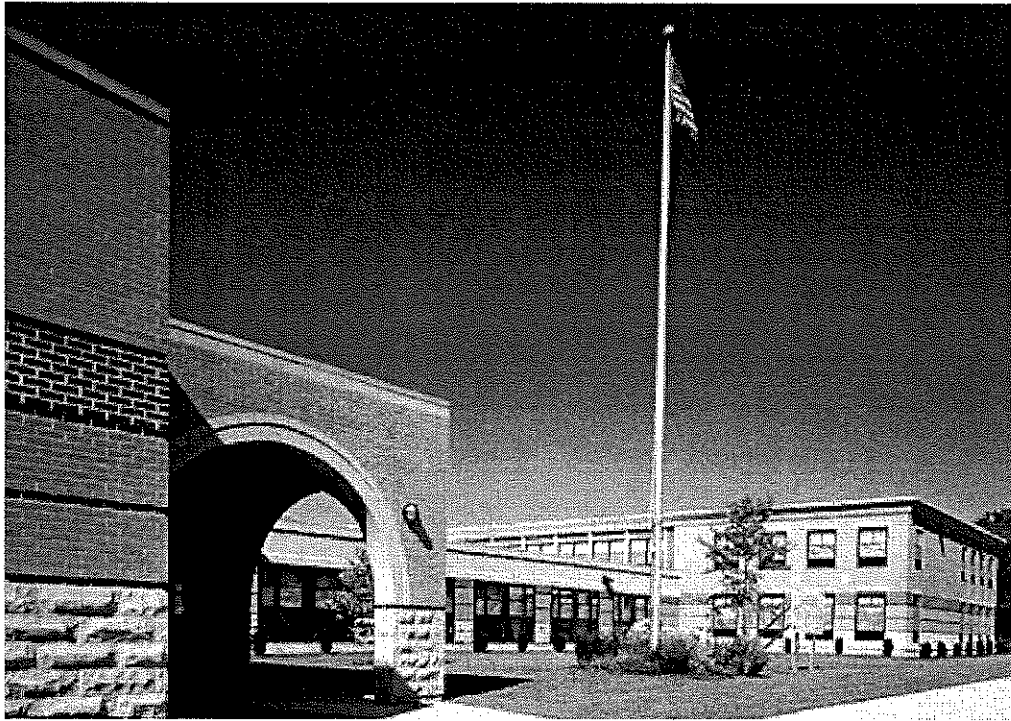


John J. Ahern Middle School

School Improvement Plan

2013 – 2016



Parent Representatives

Jeff Ambs

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Lynda Leary

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School Representatives

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Mike Webber

**Foxborough Public Schools
School Improvement Plan
John J. Ahern Middle School
2013-2016**

The No Child Left Behind Law requires each state to establish its own unique set of standards for reading, math, and science. Under NCLB, states are required to create their own annual tests aligned with state standards for grades 3-8 to measure how successful students are learning what is expected. NCLB mandates adequate yearly progress (AYP) so that all students (100%) by 2013-14 will be proficient in the tested content areas of reading, science, and math.

Massachusetts applied for and was approved an NCLB waiver that corrects, according to the DESE, many of the problems under NCLB. Instead of expecting all schools to reach 100 percent proficiency by the year 2014, the state will measure progress toward the goal of reducing proficiency gaps by half by 2017, a goal that is ambitious but more achievable than the NCLB goal.

“Under NCLB's original goal – 100 percent proficiency for all students by 2014 – rising federal targets resulted in far too many schools and districts being identified as in need of improvement to enable the state to effectively identify those in greatest need of assistance or intervention. In 2011, at the same time that Massachusetts 4th and 8th graders outscored their peers in the other 49 states on the National Assessment of Educational Progress (NAEP) reading and mathematics for the fourth consecutive time, the federal metric identified 81 percent of Massachusetts schools and 90 percent of districts as not making Adequate Yearly Progress (AYP).” (DESE, Feb. 9, 2012)

Core Value: Challenging and innovative educational experiences promote academic excellence by meeting needs of students in ways that engage them in their learning.

Strategic Plan Objective 1:

To continue to offer a curriculum that is rigorous and dynamic and promotes high levels of achievement for all students.

Ahern 3-Year Goal: English Language Arts

1.1 Increase the aggregate CPI, a measure of the extent to which all students are progressing toward proficiency, on the state ELA MCAS tests from 92.3% (2012) to 96.3% by 2016, and to increase the CPI for high needs students from 80.3% (2012) to 89.9%.

- Implement Reading / Writing Workshop instructional model in grades 5 and 6 ELA.
- Continue CCSS implementation activities through regularly scheduled content meetings.
- Create common reading, writing and language arts assessments to ensure consistency.
- Continue PD in effective use of Galileo, Pearson Inform, and common assessments with PARCC attributes to efficiently identify student needs.
- Evaluate 'in-class' supports.
- Calibrate writing through use of grade level rubrics.
- Construct questions that require students to analyze, synthesize, infer, evaluate, and apply content.
- Provide professional development to content area teachers, as well as English teachers, in writing.
- Work collaboratively at each grade level and vertically articulate a sequence of writing across the curriculum with a focus on argument and research writing.
- Work collaboratively at each grade level to analyze the performance and progress of high-needs students and design interventions and classroom modifications to address the identified needs.
- Use collaborative meeting time and staff meeting time for data teams to look at student work to effectively identify areas of focus and action plan.
- Provide targeted after-school remediation.
- Utilize Teacher Assistance Teams to analyze, intervene, and monitor progress of students.

Core Value: Challenging and innovative educational experiences promote academic excellence by meeting needs of students in ways that engage them in their learning.

Strategic Plan Objective 1:

To continue to offer a curriculum that is rigorous and dynamic and promotes high levels of achievement for all students.

Ahern 3-Year Goal: Math

1.2 Increase the aggregate CPI, a measure of the extent to which all students are progressing toward proficiency on the state Math MCAS tests from 87.3% (2012) to 91.3% by 2016, and to increase the CPI for high needs students from 69.3% (2012) to 79.8%.

- Create common assessments using CCSS in all content areas at all grade levels.
- Develop ‘mini-assessments’ at all grade levels to evaluate knowledge retention and to address identified areas for focus.
- Continue PD in effective use of Galileo, Pearson Inform, and common assessments with PARCC attributes to efficiently identify student needs.
- Use collaborative meeting time and staff meeting time for data teams to look at student work to effectively identify areas of focus and action plan.
- Continue and expand opportunities for enrichment and challenge across all grade levels.
- Provide targeted remediation after school.
- Evaluate ‘in-class’ supports.
- Construct questions that require students to analyze, synthesize, infer, justify, evaluate, and apply content.
- Utilize Teacher Assistance Teams to analyze, intervene, and monitor progress of students.

Core Value: Challenging and innovative educational experiences promote academic excellence by meeting needs of students in ways that engage them in their learning.

Strategic Plan Objective 1:
To continue to offer a curriculum that is rigorous and dynamic
and promotes high levels of achievement for all students.

Ahern 3-Year Goal: Science

1.3 Increase the aggregate CPI, a measure of the extent to which all students are progressing toward proficiency, on the state Science MCAS tests from 83.8% (2012) to 88.7% by 2016, and to increase the CPI for high needs students from 67.3% (2012) to 81.2%.

- Create common assessments using CCSS in all content areas at all grade levels.
- Continue PD in effective use of Galileo, Pearson Inform, and common assessments to efficiently identify student needs.
- Use collaborative meeting time and staff meeting time for data teams to look at student work to effectively identify areas of focus and action plan.
- Increase opportunities for enrichment and challenge across all grade levels.
- Continue programs such as robotics, music, art, and school sponsored extra-curricular activities and investigate additional programs that meet identified need/interest.
- Construct questions that require students to analyze, synthesize, infer, and evaluate content.
- Evaluate review process for previous grade content.

Core value: A safe, supportive, and collaborative environment fosters positive attitudes among students and staff.

Strategic Plan Objective 2:

To continue to strengthen school culture, ensuring that students, staff, and all stakeholders feel valued, safe, and have a voice.

Ahern 3-Year Goals:

2.1 Increase percentage of students who report that “Bullying and threatening behavior are rare at this school.” From 63% (2012) to 80 % by 2016 (as measured in K-12 Insight survey).

- Continue programs that strengthen school culture and positive interactions.
- Incorporate School Climate Task Force into Student Council and Student Leaders
- Incorporate Second Step activities in grade 7 and 8 into content instruction to provide ‘Directed Study/Extra Help’ opportunities during the school day.
- Strengthen student council as a vehicle for student voice and actions.
- Continue to enhance programs/procedures that support fitness, health and wellness.
- Increase student-to-student connection opportunities (cross age buddies, NHS tutors, etc).
- Showcase student work in school and in the community.

2.2 Increase student participation in clubs and activities by 5%.

- Offer after school clubs and activities that respond to survey data from K-12 Insight.
- Expand partnership with YMCA.
- Seek after school club opportunities in STEM.
- Develop a Community Service Club.

2.3 Evaluate recognition programs at all grade levels.

- Create a survey for students, staff, and parents about current recognition programs and develop an action plan from the results.

Core Value: Respect for the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.

Strategic Plan Objective 3:
To prepare students with skills for the 21st century
(communication, collaboration, critical thinking, and creativity)
by maximizing the use of educational technology.

Ahern 3-Year Goals:

3.1 Strengthen positive student collaboration, communication, and team work skills.

- Expand student mentoring activities.
- Increase collaborative work within the classroom setting.

3.2 Increase staff and student use of technology to more efficiently and effectively teach, learn, and provide group problem solving opportunities for students.

- Expand student use of technology in the classroom and in after school activities through multiple means (BYOD, lab investigations, technology products, Remote Access, etc.)
- Increase parent use of school website (classroom pages, e-mail sign ups) through information at Open Houses and newsletter.
- Expand use of web based resources for instruction and assessment (i.e. Discovery Education, Galileo) through collaborative training and creating.
- Assess staff proficiency with technology.
- Provide professional development to staff in technology.
- Research technologies that support educational experiences and curriculum objectives.
- Add wireless to grades 7 and 8 classrooms.

3.3 Improve student proficiency on 21st Century skills assessment by 5% per year.

- Continue academic opportunities that support 21st century skills both during and outside the school day (Exchange City, Peer Leadership, etc.).
- Investigate additional opportunities for real world connections through class, guidance department, and community.

Core Value: Ensuring a quality education, cultivated by ongoing communication and shared resources among parents, teachers, town organizations, and residents is the responsibility of the entire community.

Strategic Plan Objective 4:
To maintain strong support for public education
within the town of Foxborough.

Ahern 3-Year Goals:

4.1 Provide support for transitions and educational opportunities for parents and students.

- Work with staff to design additional opportunities, beyond Open House and Curriculum Night, for parents to learn about curriculum and how to support their student’s learning in the CCSS environment.
- Continue to evaluate and refine transition programs with elementary schools and high school for parents and students.
- Continue to improve procedures for welcoming new students and families.
- Explore strategies to better communicate information beyond Newsletter, TeacherWeb, PowerSchool, e-mail, list-serve.

4.2 Expand opportunities for parent involvement during and after the school day.

- Work with PAC to increase opportunities to communicate with parents via workshops, special evenings.
- Continue Math Moms, Walking Club, Copy Moms and identify additional specific volunteer opportunities for parents.

4.4 Expand co-curricular opportunities with community resources which enable students to extend their learning.

- Provide more outreach to community by students.
- Expand community service programs and opportunities for students.