

MEDFORD PUBLIC SCHOOLS
Medford, Massachusetts



ANDREWS MIDDLE SCHOOL

QUALITY SCHOOL PLAN
2024-2025

JENNIFER SKANE
PRINCIPAL

FARAH LALLI
ASSISTANT PRINCIPAL

Andrews Middle School Site Council

Principal: Jennifer Skane
Teacher: Maria Serfes
Teacher: Sara Olsen
Parent: Jennifer Breneisen
Parent: Ellie Vining
Community Business Owner:

Planned Meetings

One Monday of each month from 8:00-9:00 am Andrews Middle School
Office Conference Room (Google Meet)

By-Laws and Procedures:

As provided by law, the Principal shall serve as co-chair of the Site Council. The Andrews Middle School Council shall have parity with the same number of parents as teachers as members. In addition to these members, the Principal shall appoint either one or two members of the community to the Council. One of these members will be from one of the school's business partners as long as a school-based partnership exists, provided the person is willing to serve.

Election Procedures:

Teachers will be elected by a vote of school faculty members who work at the school on a full-time or part-time basis. Ballots will be distributed to each eligible teacher. One week will be allowed for completion and return of the ballots to the school principal or designee who will tabulate the votes and post the results in a public area of the school and/or on the school website. This election process and posting will be completed by October 1st each year.

Notwithstanding these agreed-upon by-laws, elections of teachers to the Site Council will be subject to negotiated and agreed-upon decisions between the Medford Teachers Association, the Medford School Department, and the Medford School Committee.

Parents shall be elected during the week of the first Open House of the school year. This meeting will be in September or no later than mid-term of the first term. All parents are eligible to vote. All voting shall be done by ballot.

Terms of Office:

All elected and appointed Council members shall serve from October 1st of the year elected or appointed to October 1st of the following academic year. Two seats on this Council, one parent and one teacher, shall serve for a minimum of two years. The purpose of providing one teacher's seat and one parent's seat for a two-year position is to assure that the vision, goals, and objectives set forth are guaranteed to be implemented as approved by the Council regardless of any changes within the Principal's position or with any of the vested stakeholders involved in this plan. The remaining seats (parents, teachers, and community leaders) shall be for a minimum of one-year positions. No position shall be held for more than two years. If no parents, teachers, or community members choose to run, the principal may appoint a past member for an additional year. This person may be subject to the same balloting procedures described above unless the principal makes the appointment after the balloting deadline for members.

Meetings:

All meetings of the Andrews Middle School Council are open to the public and will be posted on the school's calendars which may or may not include the local newspaper(s) and school website. Council members will establish the date and time of meetings during the meetings. The first meeting date of each school year is established by the building principal and is held by October 31st. There is no set number of meetings for the school year. Meetings will usually take place at the Andrews School at a location determined by the Principal. Meetings may be held at alternate locations based upon a vote of the Council.

The co-chair of the council is elected during the first meeting of the year. Voting for the co-chair is done by ballot except if there is only one candidate for the position. The agenda for the meeting will be made available in advance for Council members and any family, parent, community, or school committee member in attendance.

Meetings are kept as informal as possible. However, all major issues are decided by a voice vote following a motion with a second. Voice votes may be questioned and a hand count on votes will follow any questioning of any vote. All issues require a majority vote for passage. The meaning of majority as used here is a simple majority of those council members present when the vote is taken.

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Visitors at meetings may address the Council at the discretion of the Principal. The co-chairs will appoint a Secretary of the Council. The Secretary shall take down the minutes of each meeting that shall remain on file with the building principal. Minutes shall include the times and dates of meetings, members present, a brief indication of the content of the meeting, and a record of votes taken by the council (if any).

School Improvement Plan

A School Improvement Plan (SIP) shall be completed and submitted to the Superintendent and the School Committee no later than June 1st of the school year. The Principal shall also complete a SIP addendum by October 1st of the following school year in accordance with the wishes of the Superintendent and School Committee. This includes plans for the academic year based on MCAS as well as district initiatives that occur from June 1st to October 1st.

The Andrews Middle School will develop the SIP with a “Goal Orientated” approach. This means that each theme selected will be addressed with a specific goal or objective, a list of who the goal targets, who is responsible, when the action will take place, and an evaluation of the measurable outcome(s)/effect(s) of the specific goal/objective. Each goal/objective will be agreed upon by a majority of the Site Council. We believe these goals/objectives are essential to the development of a SIP. To improve the Andrews Middle School, one must construct a vision of what a better school would be. The SIP articulates what we believe an ideal middle school entails.

VISION AND MISSION STATEMENTS

VISION

The Andrews Middle School provides students with a safe and nurturing learning environment where students will excel academically, emotionally, and socially in an ever-changing twenty-first-century world. Our students will work both individually and collectively to develop thinking and problem-solving skills. Our students will acquire these skills to thrive as responsible members of the community, dedicated citizens, and productive workers. The Andrews Middle School’s Mission Statement is based on the core values of excellence, responsibility, respect, and environment, with a focus on the whole child.

CORE VALUES

EXCELLENCE

Our students will meet or exceed the state academic standards.

RESPONSIBILITY

Staff, students, and parents are responsible for the success of students, support of each other, and support of our community.

RESPECT

We respect, support, and value each member of the Andrews Middle School family and accept students and staff for their unique talents and differences.

ENVIRONMENT

As members of the global community, we recognize that we all have a moral obligation to our future generations to protect our environment.

MISSION

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School Enrollment (as of October 1, 2023)

Total Enrollment: 452
Grades Served: 6 - 8
Student/Teacher Ratio: 10.1 : 1

Enrollment by Grade & Gender

Grade	Male	Female	Non Binary	TOTAL
6	76	66	1	143
7	75	82	1	158
8	68	83	0	151
TOTAL	219	231	2	452

Enrollment by Race/Ethnicity

Race/Ethnicity	Count	% of School
White	283	62.6%
Black/African American	46	10.2%
Asian	34	7.5%
American Indian/Alaskan Native	6	1.3%
Hispanic/Latino	53	11.7%
Native/Hawaiian/Pacific Islander	1	0.2%
Multi Race / Non-Hispanic	29	6.4%
TOTAL	452	100.0%



Special Populations

Title	Count	% of School
First Language Not English	92	20.4%
English Language Learner	0	0.0%
Low-Income	160	35.4%
Students with Disabilities	103	22.8%
High Needs	220	48.7%

**Data as of October 1, 2023*

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Indicate the number of regular classroom teachers at each grade level:

Grade	6	7	8
General Education Staff	8	8	8
Special Education Staff *	3	4	4

*Some Special Ed. Staff members service more than one grade and are not included in the count listed above.

Support personnel by category and number (F.T.E.)

Support Personnel	FTE	Support Personnel	FTE
Guidance (2)	2.0	Therapeutic Learning Program Teachers (2)	2.0
Psychologist (1)	1.0	Therapeutic Learning Program Paraprofessionals (2)	2.0
School Adjustment Counselor (1)	2.0	Language Based Special Ed 6-8 th Grade (2)	2.0
Nurse (2)	2.0	Evaluation Team Leader (1)	0
Remedial Reading (1)	1.0	Special Ed Secretary (1)	.6
Speech (1)	1.5	Exploratory Teachers	8.6
Occupational Therapist (1)	.2		

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MCAS Data

Grade 6 MCAS Data

2023	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
ELA	5%	34%	44%	16%
MATH	5%	35%	50%	10%

Grade 7 MCAS Data

2023	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
ELA	5%	36%	36%	23%
MATH	5%	26%	38%	31%

Grade 8 MCAS Data

2023	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
ELA	12%	42%	33%	13%
MATH	6%	39%	43%	12%
SCI	8%	47%	35%	10%



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Narrative:

The Andrews Middle School is a diverse partnership of students, staff, parents, and community members dedicated to the establishment of a safe and nurturing environment in which all try to become lifelong learners. We will strive to advance the intellectual, social, emotional, and physical development of all our students. Technology, hands-on activities, and interdisciplinary instruction will enhance teaching and learning. Curriculum development will be an ongoing process geared to the needs of the children by state-mandated standards.

Faculty will recognize the skill levels, learning styles, and uniqueness of its students while servicing each individual's immediate needs within an environment that promotes success for all students. Faculty, students, families, and the community will be actively involved in the educational process to create a safe, supportive environment where students are motivated to learn and believe that success is attainable.

Everyone will honor and respect the differences and uniqueness of each individual while developing a sense of responsibility toward themselves, their school community, and the community at large. We, at Andrews Middle School, envision that our mission, in partnership with the total school community, is to provide students with a middle school program that will meet the unique needs of preadolescents. Programs strive to recognize academic and cognitive development, while also addressing social/emotional and physiological characteristics of developing preadolescents.

Each year we look at grade level performance and previous grade level performance so we can best modify instructional practices. Further, we compare how different subgroups within the school scored against each other. We pay extra attention to our special education subgroups and revise strategies to close the gap between these special education students and general education students as part of our effort to achieve Proficiency for all students.

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ACTION PLAN

Goal #1 – Staff will utilize data to inform instructional decisions, increase Tier 1 instruction, and increase student performance for all students.

Assessments - Faculty will utilize MAP reports, MCAS reports, and EWIS Data to analyze benchmark assessment performance, collaborate on developing assignment-specific rubrics to better monitor the quality of student work, strengthen in-class techniques to check for understanding, and internal gain targets set concerning MCAS performance.

Specific Objectives - Results from ongoing, real-time assessment will be used to inform all stakeholders on their progress and aimed at closing the proficiency gap between general education and special education students.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1) Develop a routine distribution of MCAS, MAP and assessment data to determine student needs	Principal Data Specialist	MCAS NWEA MAP	Spring 2024	All stakeholders will be versed in the scheduled timelines for data completion and assessment
2) Improve student performance in math by adjusting Tiered Math Intervention using an newly established screener	Students Math Director Math Intervention teacher	MCAS Reports Screener	Spring 2024	All sub-groups and aggregate student population making improvement on all assessments
3) Staff revise strategies on teaching subjects/standards that are our greatest area(s) of concern as evidenced by MCAS testing and MAP assessment data	AMS Staff		October 2024	All sub-groups and aggregate student population making improvement on all assessments. Teacher and team goals by department
4) Improve student performance in ELA adjusting Tiered Reading Intervention	Students Reading Intervention teacher	MCAS Data Screener	Spring 2024	All sub-groups and aggregate student population making improvement on all assessments
5) Develop a system of review for all students performing 10% of class in terms of data and will have their progress reviewed by the team and/or building administration.	Principal AMS Staff Guidance Counselors	MCAS MAP EWIS Data Report Card data	November 2024	All students scoring in lowest range percentage range will show marked improvement
6) Utilize professional development or faculty time to provide background and rationale for standardization of the SEL.	Principal AMS Teachers AMS Support Staff Outside Presenters	SEL PD Training and practice opportunities at early release PD sessions	October 2024	The focus of the building based Professional development will be SEL, Restorative Practice, DCAP Use In team meetings, strategies and plans will be discussed and developed according to the professional development timeline.

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Goal #2 - Using the CASEL model we will assess current effective SEL strategies, develop a multi-tiered support system and define Student Support pathways.

Assessments –Review assessments such as the SBIRT, Communities that Care, Analyze office referrals, suspensions, and tier 1 intervention plans by teams and attendance data to determine if tiered interventions are working. Review of teacher and team plans during the year.

Specific Objectives - Strengthen student accountability and awareness of self

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1) Continue to strengthen school-wide emotional support with successful anti-bullying programs, social skills groups, and education about healthy choices.	Principal AMS Physical Education Staff AMS Support Staff	Guidance Curriculum (Michigan Model) Social Support group during WIN block	October 2024	Social Skills Groups up and running throughout the school year. Anti-bullying programs and healthy choices Seminars instituted
2) Create a structured plan for WIN block to promote SEL goals	Principal AMS Support Staff	Calendar Bell Schedule	August 2024	Utilize the WIN block to build school culture, identify socially and emotionally at-risk students, and use the WIN block to build skills.
3) Have vertical focus groups plan for standard behaviors across core classrooms along with appropriate consequences	Principal AMS Teachers Focus Group members	SEL PD Training and practice opportunities at early release PD sessions	October 2024	We will document the programming, and examine office referrals, suspensions, and attendance to determine if there is a change. We will offer resolutions and practices to decrease referrals and increase attendance
4) Develop core characteristics of a student and readiness standards for High School	Principal AMS Teachers AMS Staff	Faculty Meetings Professional Development	December 2024	Core Characteristics outlined and determination of when we will embed curriculum Readiness standards identified and shared with community
5) Promote school wide focus on self awareness and self management	AMS Staff	SEL self monitor guidance	January 2025	Increased accountability in students using the Students Thrive text model.

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Goal # 3: Improve the culture and climate of the school building while promoting school safety, the mission and vision of the school and building wide responses to student support.

Assessments – Panorama Survey baseline data, Anecdotal Feedback, participation of staff and students in culture building events.

Specific Objectives - Improve student engagement, belonging, responsibility through effective programming for students with families engaged.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1) Continue to promote and utilize Restorative practices.	Principal AMS Staff	Trained Teachers Restorative Practice Guidelines	2024-25 School Years	Professional development opportunities with embedded practice in classrooms
2) Implement leadership opportunities for students to provide enrichment and excellence	AMS Staff AMS Club/Activities Advisors Principal	Financial support for stipend work	Spring 2025	Implementation and success of new student run leadership groups
4) Develop student mentor program	AMS Staff Community Supports	Stipend for coordinator	Fall 2024	Most in-need students have demonstrated success through regular meetings with a staff mentor
5) Create and implement Standard Response Protocols	Crisis Team District Crisis Team	Multi Hazard Plan Standard Response Plan	Fall 2024	Developed plan

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