

Norton Middle School Site Council
Meeting Agenda
May 11, 2023

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2023 JUN 14 AM 9:49

Date: May 11, 2023
Time: 4:00 pm - 4:50 pm

Location: Norton Middle School

Attendees:

- Jen McPartland (Site Council Parent Member)
- Stasia Shimkus (Parent)
- Vincent Hayward (NMS Principal)

Welcome and Introductions

1. The meeting will be called to order at 4:00 pm. Attendees will introduce themselves.

Review of NMS School Improvement Plan Draft

2. The primary focus of this meeting is to review the draft version of the NMS School Improvement Plan. All attendees will have received a copy of the draft in advance for review and preparation.

Discussion and Feedback

3. During this session, the Site Council members will engage in a comprehensive discussion of the draft plan. The goal is to gather feedback, identify areas of improvement, and discuss any necessary modifications.

Timeline for Presentation to Norton School Committee

4. Principal Hayward will lead a discussion on establishing a timeline for the presentation of the School Improvement Plan to the Norton School Committee. The proposed timeline should take into account key milestones and necessary preparations leading up to the presentation on June 8, 2023.

Next Steps and Action Items

5. Based on the discussions, the Site Council will outline the next steps and assign action items to ensure the completion of tasks and the smooth progress of the School Improvement Plan.

Future Meeting Schedule

6. The Site Council will briefly discuss and determine the date, time, and location of the next meeting.

Adjournment

7. The meeting will conclude at approximately 4:50 pm.

Next Meeting:

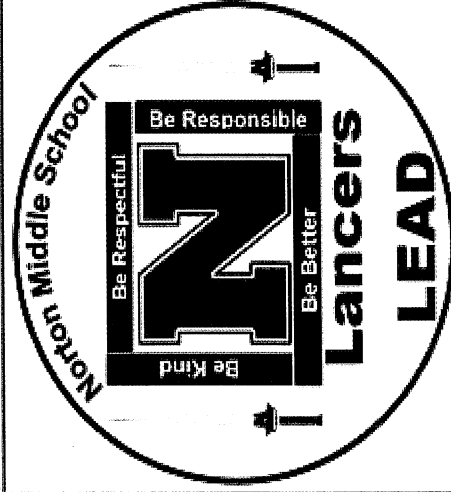
The next Site Council meeting is scheduled for May 24, 2023 4PM

NORTON PUBLIC SCHOOLS

Norton Middle School

School Improvement Plan

2023 - 2026



Norton Middle School

**Learning Today and Leading Tomorrow
Every Student Matters & Every Moment
Counts! #NMSLancersLEAD**

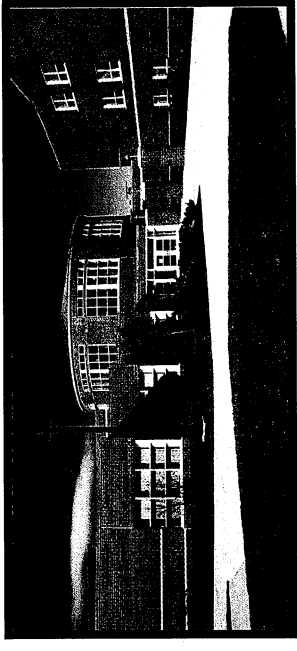
Vincent M. Hayward, Principal
Ronnie Goldstein, Assistant Principal
Tanya Benoit, Dean of Students

Norton Middle School

215 West Main Street

Norton, MA 02766

508-285-0140



Mission Statement

To promote individual talents and maximize each student's potential.

Motto

Learning Today and Leading Tomorrow - Every Student Matters and Every Moment Counts!

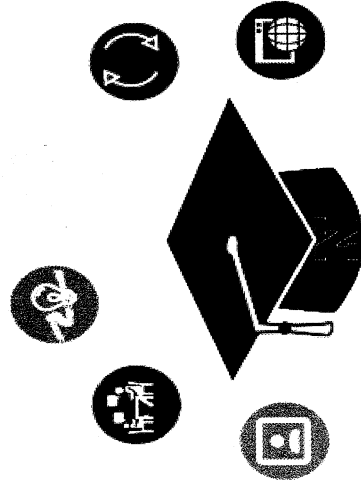
Vision Statement

In active partnership with families and the community, we will foster personal development, intellectual growth, and prepare each student to contribute and succeed as a productive and responsible global citizen.

Core Values

- **Respect:** We believe in creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered.
- **Collaboration:** We believe cultivating and maintaining partnerships is essential.
- **High Expectations:** We believe maintaining rigorous standards and high expectations for all students are key to academic excellence and life-long learning.
- **Responsibility:** We believe that motivating students to become independent learners leads to taking responsibility for their own learning.
- **Equity:** We believe in providing all students with a curriculum that reflects representation of all students aligned with quality instruction.
- **Pride:** We believe in instilling a sense of pride in our schools and community.

Portrait of a Norton Graduate



	Personal Responsibility & Accountability - Students: - Act responsibly with the interests of the larger community in mind. - Demonstrate personal integrity, honesty and ethical behavior.
	Social & Cross-Cultural Skills - Students: - Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. - Know when it is appropriate to listen and when to speak. - Conduct themselves in a respectable, professional manner. - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.
	Creativity & Innovation - Students: - Use a wide range of idea creation techniques (such as brainstorming, divergent & convergent thinking). - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. - Demonstrate originality and inventiveness in work and understand the real world finds to adopting new ideas. - View failure as an opportunity to learn, understand that creativity and innovation is a long-term, cyclical process of small success and frequent mistakes. - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.
	Critical Thinking & Problem Solving - Students: - Collect, assess and analyze relevant information. - Reason effectively. - Use systems thinking. - Make sound judgements and decisions. - Identify, define and solve authentic problems and essential questions. - Reflect critically on learning experiences, processes and solutions.
	Flexibility & Adaptability - Students: - Adapt to varied roles, jobs, responsibilities, schedules and contexts. - Work effectively in a climate of ambiguity and changing priorities. - Incorporate feedback effectively. - Deal positively with praise, setbacks and criticism. - Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.
	Information Communication Technology Literacy - Students: - Use digital technology, communications tools, and/or networks to assess, manage, integrate, evaluate, and create information in order to function in a knowledge society. - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Norton Middle School Positive Behavioral Interventions and Supports

Norton Middle

Hallway and Passing Expectations

Hallways and Passings	BE KIND	BE RESPECTFUL	BE RESPONSIBLE	BE BETTER
	Wait for outgoing class to leave before entering	Walk directly and quietly to next class	Go to lockers at designated times or with permission	Maintain single file lines when traveling
	Hold the doors	Be respectful and careful of the printers, televisions, etc.	Stay on correct side of stairs & hallway	Help when someone drops something
	Give others space try not to rush	If locker gets stuck, retry then ask for help	Walk	Encourage others and lead by example
	Keep voice at expected levels		Lock your locker	

Learn. Excel. Achieve. Dream.

iddle to Success!

BE RESPONSIBLE	BE BETTER
Put forth your best effort	Ask clarifying questions
Wait your turn & do not interrupt	Go above and beyond
Clean up after yourself	Go out of your comfort zone
Use technology appropriately	
Think before you speak	

Learn. Excel. Achieve. Dream.

Voice Level
 4 = Outside
 3 = Presentation
 2 = Classroom normal voice / one at a time
 1 = Partners/Passings
 0 = No talking

ELEMENTS OF THE NORTON MIDDLE SCHOOL IMPROVEMENT PLAN

1. The school improvement plan 1) aligns with the District Strategic Plan, 2) reflects input from staff, 3) makes use of data, 4) accurately reflects the academic, social, and emotional needs of students, and 5) establishes actionable and measurable goals that target improvement.
2. Focused on instructional improvement and student learning; the plan drives school-level processes and practice.
3. Staff can state the school's mission and motto, understand the school's improvement goals, and demonstrate a sense of ownership for both.
4. Identification of the budget and/or resources needed to implement the school's improvement plan and potential funding sources
5. Methods of coordinating, monitoring, reporting and evaluating the implementation of the school's improvement plan
6. Identification of the responsibilities of the school, school district, state and federal for supporting the implementation of the plan
7. Developed in conjunction with input and review by all stakeholders
8. Review and approval of the school's improvement plan by the Superintendent and School Committee

COORDINATION AND MONITORING:

This school improvement plan will be monitored and coordinated by the Norton Middle School Principal in conjunction with the School Site Council. This plan will be reviewed by the principal in September of 2023 with the entire staff in order to outline goals and responsibilities. During each monthly School Council meeting, the principal shall inform the members of the Council regarding progress made towards goals and the financial status of the plan. Successful implementation of this plan will lead to the achievement of the following targeted outcomes.

Targeted Outcomes and Anticipated Benefits

- **Targeted Outcome:** Successfully renew New England League of Middle Schools Spotlight School Status in the 2023/2024 academic year.
Anticipated Benefits: This achievement will validate the school's commitment to excellence in education and reinforce its reputation as a high-performing institution.
- **Targeted Outcome:** Enhance the culture and climate of Norton Middle School by fully implementing Positive Behavioral Interventions and Supports (PBIS).
Anticipated Benefits: Implementing PBIS can help to create a positive and supportive school culture that fosters respectful and responsible behavior among students and staff. This can lead to improved academic performance, reduced disciplinary incidents, and increased student engagement and motivation. It can also improve staff morale, reduce teacher burnout and help us to retain exceptional teachers.
- **Targeted Outcome:** Earn recognition from the Massachusetts Department of Elementary and Secondary Education (DESE) as a School of Recognition for outstanding MCAS performance and surpassing performance targets, or a future equivalent.
Anticipated Benefits: Achieving recognition from DESE can provide validation of the school's efforts to improve student performance and outcomes, which can improve morale and motivation among students and staff.
- **Targeted Outcome:** Modernize the school's facilities and classroom furnishings to create versatile and innovative learning environments that mirror the workplace of the future.
Anticipated Benefits: Updating the school's facilities and furnishings can help to create a more modern and innovative learning environment that is better suited to meet the needs of today's students. This can lead to improved academic outcomes, increased student engagement and motivation, and reduced behavioral issues. It can also attract prospective students and faculty who value a modern and well-equipped learning environment.

Goal 1: Develop the whole child by recognizing the uniqueness of each student as a scholar, citizen, and community member.		
Objective	Action Steps	Progress Timeline, Data Source, Outcome or Achieved Benefit
1a = Create a positive and safe school environment that prioritizes students' social-emotional learning and well-being, with a comprehensive, research-based framework, ongoing training, and support for teachers, students, and families.	Responsible Parties : Principal/Asst. Principal/Dean, Team Leaders, Content area Teachers, Learning Specialists, Guidance and Student Support Services	
	1a -1. Continue to implement an integrated social emotional learning framework that supports all students with attention to research based best practices (Positive Behavioral Interventions and Supports (PBIS), Trauma Sensitive Schools (TSS), guidance model curriculum, and aligned frameworks).	
	1a -2. Continue to monitor the social emotional learning and well-being of our students through school climate and Social Emotional Learning (SEL) focused surveys.	
	1a -3. Implement a robust PBIS program at Norton Middle School to positively shape culture and climate	
	1a -4. Encourage and support student-led initiatives that promote kindness, respect, responsibility, empathy, and community service.	
	1a -5. Provide training for teachers to support the implementation of SEL into the curriculum.	
	1a -6. Provide SEL Skill-Building Opportunities that explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	
	1a -7. Provide SEL curriculum along with opportunities for students to practice learned skills in real-life situations, such as through peer mediation or conflict resolution.	
	1a -8. Develop a comprehensive system of support for students who may be struggling with mental health or emotional well-being.	

	1a -9. Provide opportunities for families to learn about SEL concepts and strategies to support their children at home.	
	1a -10. Partner with community organizations to provide access to additional resources and support for students in need.	
	1a -11. Support students as digital citizens, with opportunities for curation and creation of digital content, responsible technology use, and building a positive digital footprint.	
	1a -12. Offer and grow a range of clubs, activities, athletics and school wide events that take into account student interest.	
1b = Deliver exceptional instruction and assessment that caters to each student's unique needs, and prioritizes bridging achievement gaps while equipping all students with the skills and knowledge needed to succeed in college, careers, and life.	Conduct a Comprehensive Needs Assessment: 1b-1. Conduct a comprehensive needs assessment to identify areas of strength and weakness in current instruction and assessment practices. 1b-2. Analyze student achievement data to identify achievement gaps and areas where students need additional support	
	Develop and implement building wide Integrated Multi-Tiered Systems of Support: 1b-3. Align building wide IMTSS structures that use consistent practices in the areas of instruction and intervention, assessment, and data to make informed decisions about student instruction. 1b-4. Develop a tiered instructional framework that includes evidence-based instructional practices for all learners, including those with specific learning needs and those who need additional support to close achievement gaps. 1b-5. Centralize student data in one platform that is accessible to teachers to make data based instructional decisions. 1b-6. Create building based IMTSS teams that will guide the analysis of student data, support conversations about what practices are needed to improve outcomes, and create checkpoints for staff to evaluate interventions. 1b-7. Provide targeted interventions for students who need additional support, including small-group instruction, extra help and tutoring.	
	Implement High-Quality Assessment Practices:	

	1b-8. Develop and implement high-quality assessments that are aligned to academic standards and provide data that can be used to monitor student progress and inform instruction. 1b-9. Provide ongoing professional development for teachers on best practices in assessment and data analysis. 1b-10. Use assessment data (Universal Screener, Diagnostic Assessments, Progress Monitoring, common assessments, benchmarks, teacher input, Student Success Platform) to ensure that instructional decisions and student placements are made utilizing student data. 1b-11. Create annual MCAS assessment action plans using data to drive decision-making and to inform instruction.	
	Use Data to Monitor Progress and Adjust Instruction: 1b-12. Use student achievement data and other indicators of success to monitor progress toward academic and life readiness goals. 1b-13. Adjust instruction and interventions based on student needs and progress. 1b-14. Provide regular communication with families about their student's progress and provide resources for families to support their student's academic and life readiness.	
	Consistently Implement instructional best practices 1b-15. Support students as digital citizens, with opportunities for curation and creation of digital content, responsible technology use, and building a positive digital footprint. 1b-16. Provide students with opportunities for project-based learning that engages them in solving a real-world problem and develops deep content knowledge as well as critical thinking, creativity, and communication skills.	
	Foster a College, Career, and Life Ready Mindset: 1b-17. Infuse the curriculum with opportunities for students to explore potential careers and college pathways. 1b-18. Provide opportunities for students to engage in authentic, real-world learning experiences that help prepare them for life after middle school. 1b-19. Provide students with the skills and knowledge they need to be successful in college, career, and life, such as critical thinking, problem-solving, and communication skills.	

	1b-20. Provide professional development for and increase opportunities to use project-based learning	
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<i>Goal 2: Improve student achievement and success by creating and supporting a collaborative learning climate and culture of continuous improvement and professional learning for teachers, staff, and administration.</i>		
Objective	Action Steps Responsible Parties : Principal/Asst. Principal/Dean, Team Leaders, Content area Teachers, Learning Specialists, Guidance and Student Support Services	Progress Timeline, Data Source, Outcome or Achieved Benefit
2a = Offer impactful and top-notch professional development opportunities that focus on research-based best practices for middle-level education, and that align with the goals of the District.	2a -1. With faculty and staff input, create better systems to gather regular feedback to determine interests and needs.	
	2a -2. Allocate sufficient common planning time for teachers to collaborate effectively.	
	2a -3. Create systems to encourage teachers to share what they learn from attending external professional development activities with their colleagues, using oral, written or digital presentations.	
	2a -4. Promote peer observations and evaluations to enhance instructional strategies, such as by continuing the NMS Pineapple Chart, and offering Peer-to-Peer evaluation as a teacher Smart Goal Option.	
	2a -5. Support teachers in learning and implementing formative assessment techniques and strategies.	
	2a -6. Provide training and support to help teachers adopt effective instructional practices, including differentiated instruction and formative assessment techniques and strategies.	
	2a -7. Facilitate low or no cost professional development opportunities by tapping into the knowledge and skills of the school's own staff, and encourage teachers to present their professional learning to fellow staff members.	

	2a -8. Provide training and professional development opportunities for staff around key topics such as SEL, Trauma-Sensitive Schools, PBIS, grading for equity and supporting student needs within the classroom.	
	2a -9. Establish a Professional Learning Committee to explore ways to increase the effectiveness of the ICE (Intervention, Correction and Enrichment) block.	
2b = To attract, retain, and develop a high-quality teaching staff who are committed to student learning and success. This will be achieved by implementing a comprehensive plan that includes recruiting, mentoring, and ongoing professional development opportunities for our teachers.	2b-1. Working within district guidelines, the principal recruits, deploys/redeploys, promotes, and retains those with qualifications and proven results in serving the school's mission	
	2b-2. The principal utilizes the district's process for posting jobs and screening candidates to assemble an effective school team.	
	2b-3. The principal works within district guidelines to effectively support or remove staff whose performance does not meet the needs of the school	
	2b-4. Enhance teacher evaluation tools by aligning them with state frameworks and standards, and by considering the learning styles of middle grade students.	
	2b-5. Foster a culture of continuous improvement by conducting regular classroom walkthroughs and sharing evidence of effective instructional practices among school leaders.	
2c = Improve school-wide decision-making and staff engagement by establishing a collaborative leadership team. Creating a culture	2c-1. Collaborate on school-wide decision-making by utilizing a building leadership team. Enhance the role of Team Leaders in shaping school initiatives.	
	2c-2. Provide opportunities for a student voice in school decisions when possible and appropriate.	

of collaboration will enable us to make informed decisions that reflect the needs of our community, ultimately improving outcomes for all students	2c-3. Administration will seek faculty feedback and use feedback to guide decisions. Utilize Staff surveys to inform decision making.	
	2c-4. Support the social emotional needs of all Norton Middle School staff members by offering opportunities to enhance staff wellness through the school based culture and climate committees, professional learning days, and community events.	

Goal 3: Improve communication with parents and the community by sharing NMS's story. Developing engaging content that showcases NMS's unique strengths, exceptional student work, and achievements. Strengthen community engagement and support by building a stronger sense of pride and belonging to NMS.		
Objective	Action Steps Responsible Parties : Principal/Asst. Principal/Dean, Team Leaders, Content area Teachers, Learning Specialists, School Resource Officer, Guidance and Student Support Services	Progress Timeline, Data Source, Outcome or Achieved Benefit
3a = Strengthen community engagement and support by building pride and connection to NMS, and encouraging participation in school events and activities.	3a-1. Develop a comprehensive communication strategy that emphasizes transparency, consistency, and authenticity.	
	3a-2. Utilize the ParentSquare platform to frequently update parents about school related topics	
	3a-3. Use Social media to share compelling content that highlights the unique strengths of our school.	
	3a-4. Leaders regularly assess the impact of policies, procedures, and programs on the academic and social environment, and revise them as needed e.g. Student Handbook.	
	3a-5. Seek out and respond to feedback from outside evaluative organizations e.g. NELMS and NEASC on ways to improve our school.	

Goal 4: Modernize Noriton Middle with innovative and adaptable classroom furniture to create a student-focused learning environment that promotes collaboration, independent work, and group discussions. Our aim is to inspire creativity, foster active learning, and enhance the academic, social, and emotional growth of our students.		
Objective	Action Steps Responsible Parties : Principal/Asst. Principal/Dean, Facilities Director, Maintenance Staff, Team Leaders, Content area Teachers, Learning Specialists, Guidance and Student Support Services	Progress Timeline, Data Source, Outcome or Achieved Benefit
4a = Create a dynamic and flexible learning environment that supports student engagement, well-being, and academic success by improving the furniture and seating options in classrooms and unit open spaces.	4a-1. Gather and assess data on the current furniture, work spaces and seating situation in the following areas: Classrooms, Unit open spaces, Outdoor learning spaces and outdoor lunch area. Identify areas of improvement.	
	4a-2. Create a committee of staff, students, and administrators to research and identify furniture and seating options that are comfortable, ergonomic, and conducive to creating a vibrant and flexible learning environment.	
	4a-3. Develop a plan and options to secure funding needed to acquire furniture for new work spaces and classroom seating.	
	4a-4. Develop Innovation Spaces in each school building to allow students to explore science, technology, engineering, arts, and mathematics (STEAM) learning offerings.	
	4a-5. To train teachers on how to optimize the use of new furniture and seating options in a modern flexible classroom to enhance student engagement and learning.	
4b = To create safe and inviting outdoor learning spaces that provide students with	4b-1. Research best practices for seating and surface options in outdoor learning spaces. This research should consider factors such as durability, maintenance requirements, cost, and sustainability.	

flexible seating and surface options that enhance learning and engagement.	4b-2. Determine the types of seating and surface options that will be most effective in enhancing outdoor learning experiences.	
	4b-3. Establish a budget for purchasing and installing seating and surface options.	
	4b-4. Train teachers and staff on how to effectively use the outdoor learning spaces and incorporate them into their lesson plans.	
	4b-5. Monitor the use and effectiveness of the outdoor learning spaces and seating options through feedback from teachers, staff, and students.	
	4b-6. Acquire tables for an outdoor lunch area adjacent to the cafeteria	

7White Schedule for Friday 5/26

1 message

Gonet, Kristine <kristinegonet@norton.k12.ma.us>
To: *NMS-All-Staff <nms-all-staff@norton.k12.ma.us>

Thu, May 25, 2023 at 8:52 AM

8:50-9:15	Hunger Games Chapter 23
9:15-10:30ish	Memorial Day Assembly
10:30ish-11:05	Hunger Games Activity
11:05-11:40	Lunch
11:42-12:45	ICE (Team Meeting re: Hunger Games Day)
12:45-2:15ish	Wizard of Oz
End of Play- Dismissal	Recess/Finish HG Activities

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Kristine Gonet | 7W Social Studies, 7W Team Leader, Secretary of the NTA
Norton Middle School | 215 W Main St | Norton, MA 02766
MA: History, UMass Boston | BA: Adolescent Education, History Elmira College

Friday 5/26 6W Schedule

1 message

Straus, Andrew <astraus@norton.k12.ma.us>
To: *NMS-All-Staff <nms-all-staff@norton.k12.ma.us>

Thu, May 25, 2023 at 8:23 AM

HR	8:40-9:30
Assembly	9:30-10:15
HR	10:15-12:00
Recess	12:00-12:45
Lunch	12:50-1:20
ICE	1:20-2:07
Specials	2:09-2:57



Andrew Straus | 6 White Science

Norton Middle School | 215 West Main Street | Norton, MA 02766

Office: (508) 285-0140 | Fax: (508) 286-9457 | norton.k12.ma.us