

**KING PHILIP REGIONAL SCHOOL COMMITTEE
MONDAY, NOVEMBER 21, 2022 - AGENDA – 7:00PM
KING PHILIP REGIONAL HIGH SCHOOL - LIBRARY**

1. ROLL CALL OF COMMITTEE MEMBERS

2. DELEGATIONS AND VISITORS

Mr. Zinni, Dr. Gilson, Mr. Azer

3. PUBLIC COMMENT:

Anyone interested in commenting on an agenda item during the meeting or making a statement during the public comment period is asked to complete an information card and hand it to Mrs. Venessa Petit, School Committee Secretary.

4. CONSENT ITEMS: *All items listed below are considered to be routine and will be enacted by one motion if action is required. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:* **A.R.**

- Draft Minutes from November 7, 2022
- Payment of Bills/Warrants
- Communications

5. APPROVAL OF EXECUTIVE SESSION MINUTES

None

6. STUDENT COUNCIL REPORT

- Student Council Report: Miss Addison Lewis I.O.

7. REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT

- District Update I.O.

-

8. UNFINISHED BUSINESS:

- High School and Middle School Improvement Plan I.O.

9. NEW BUSINESS:

10. REPORTS FROM SUBCOMMITTEES:

11. REPORTS FROM SCHOOL COMMITTEE MEMBERS:

- Norfolk School Committee Representative: Ms. Wynn I.O.
- Plainville School Committee Representative: Mr. Brenneis I.O.
- Wrentham School Committee Representative: Ms. Greaney I.O.

12. LATE COMMUNICATIONS

13. REPORTS OF SPECIAL COMMITTEES

14. RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS

15. ADJOURNMENT

A.R.

The items listed on this agenda are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

**King Philip Regional School Committee
November 21, 2022 Minutes-Approved
King Philip Regional High School-Library
201 Franklin Street, Wrentham MA 02093**

OPENING OF MEETING:

Mr. Knott, Chair, opened the meeting at 7:04pm.

RECORDING OF MEETING:

This meeting was recorded by Wrentham Cable 8 and North Cable Access Plainville

ROLL CALL OF COMMITTEE MEMBERS:

Members Present:

Norfolk:	Mr. Jim Lehan, Ms. Jennifer Wynn; Mr. Eric Harmon
Plainville:	Mr. Greg Wehmeyer; Mr. Bruce Cates, Mr. Christopher Brennis
Wrentham:	Mr. Trevor Knott, Ms. Erin Greaney; Mr. Marc Waxman

Members Absent:

Norfolk:	Present
Plainville:	Mr. Christopher Brennis
Wrentham:	Present

DELEGATIONS AND VISITORS:

Mr. Zinni, Dr. Gilson, Mr. Azer, Ms. Snead, Ms. Lewis, Ms. Petit, Dr. Mobley, Ms. Kreuzer

PUBLIC COMMENT:

There was one public comment given by Mr. Reed Webster, Plainville. Mr. Knott asked Mr. Reed (who gave public input at the November 7, 2022 meeting) if he needed to review the public comment guidelines for him. Mr. Webster responded that he would be quick with his comment and proceeded to comment.

Mr. Webster received an email response from Mr. Knott regarding Mr. Webster's public comment from the November 7th meeting. Mr Webster read Mr. Knott's response to the committee and it read as follows:

“At the November 7th King Philip School Committee Meeting you asked the committee add as an agenda item to our next meeting the removal of one of our members from the committee, based on their behavior outside of the school committee meeting. This request is outside the purview of the King Philip Regional School Committee's authority. The school committee is charged by statute with hiring the superintendent, reviewing and approving the district's budget and establishing educational goals and policies for the district. Your request to have the school committee oversee the actions of one of its members outside of that members role on the school committee. Simply put, the school committee does not have the ability or the authority to police the activities of its members during their personal time. Given the absence of any authority by the school committee on this matter, your request is declined. Thank you for your recent public comment.”

Mr. Webster clarified “that in no way, shape or form did I ask you to have a hearing or anything else to remove Mr. Wehmeyer. We don’t know if Mr. Wehmeyer is guilty of anything. I asked you not to police him, I asked you to provide a format where your constituents, each and everyone of those, could come to this room and find out what actually happened and make up their own minds for themselves on what the grejust activity happened around that racial incident and whether Mr. Wehmeyer was involved.”

Mr. Knott set the record straight on what is in the committee’s purview and what is not. Mr. Knott believed the public comment was more like a hearing. Mr. Knott clarified to everyone that type of request to remove a school committee member from the school committee is not within our authority. We are all elected or appointed. The school committee is charged with hiring the superintendent, reviewing and approving the district’s budget and establishing educational goals and policies of the district. Mr. Knott said public comments are heard. Mr. Knott explored this decision to make sure it was right. Mr. Knott spoke with the school committee’s council and this statement is correct.

Mr. Webster asked if he could speak again. Mr. Knott informed Mr. Webster that if it was in regards to the same topic, Mr. Knott did not see what would be accomplished by that and welcomed Mr. Webster to speak with him one on one. Mr. Knott reminded that this is not a public hearing.

Mr. Lehan reiterated that it is inappropriate for this committee to deal with issues associated outside of this committee. It is not in this committee’s authority to discuss this issue.

CONSENT AGENDA:

All items listed in the Consent Agenda are considered to be routine and will be enacted by one motion if action is required.

- Approval of November 7, 2022 Draft Minutes
- Payment of Bills/Warrants
- Communication - None

- **A Motion was made by Mr. Cates, seconded by Ms. Greaney, to approve the Minutes of November 7, 2022 as presented. Mr. Wehmeyer requested to defer the approval of the November 7th minutes. The votes was taken: All in favor: Yes (5)- Ms. Greaney, Mr. Knott, Mr. Cates, Mr. Lehan, Ms. Wynn; No (2)-Mr. Wehmeyer, Mr. Waxman; Abstain (1)-Mr. Harmon. Motion carried: 5-2-1. Minutes are approved.**
- **A Motion was made by Mr. Cates, seconded by Mr. Lehan, to approve the payment of the bills, warrants and communications. All in favor: Yes (8)- Ms. Greaney, Mr. Knott, Mr. Cates, Mr. Lehan, Ms. Wynn; Mr. Wehmeyer, Mr. Waxman, Mr. Harmon No (0); Abstain (0). Motion carried: 8-0-0.**

STUDENT COUNCIL REPORT:

The HS Student Council Report was read into the minutes by Ms. Addison Lewis.

REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT:

District Update:

Mr. Zinni said our athletic teams have had an incredible season. The Prism Concert was a phenomenal concert. The Food Drive between the two schools have done an incredible job trying to provide support for those families in need. Dr. Mobley mentioned that the KP Sports Booster supported our National Honor Society at the high school and donated gift cards to Stop & Shop, Big Y so that families could purchase fresh foods along with the boxes they receive. Our sports groups have been incredible supporters. Mr. Zinni mentioned that the girls volleyball held a fundraiser this year and 110 pies were donated as well.

Abigail Adams Scholarship Winners:Mr. Zinni said that we received notice of our Abigail Adams Scholarship Winners. These students have to score at least one advanced and proficient on their exam and have to be in the top 25% of their class. There were 84 King Philip students who were notified that they qualify for this scholarship. This means free tuition for any in-state college or university in Massachusetts should they go to one of these schools. Congratulations to all recipients.

Health KP:

Health KP held a lip sync competition at the middle school last week. Staff and administrators performed. This was a wonderful evening.

New DEI Director:

Mr. Zinni said our new DEI director, Mr. Caleb Encarnacion-Rivera, will be attending the next school committee meeting. Mr. Encarnacion-Rivera will discuss what he has learned being in the district the last three months and what his suggested plan is for us moving forward.

Mr. Zinni's Retirement:

Mr. Zinni announced that after 36 years in the field of education he will retire at the end of this school year. His last day will be on June 30, 2023. Mr. Zinni thanked everyone for giving him the opportunity to have worked in the King Philip School District. Mr. Zinni said that the last four and half years have been the happiest of his career. Mr. Zinni wanted to let the school committee know early once he made this decision so the committee may begin the search for the next superintendent. Mr. Zinni will do whatever he can to ensure that moving forward is a smooth, successful transition. Mr. Knott and Ms. Wynn publicly thanked Mr. Zinni for his service to King Philip.

UNFINISHED BUSINESS:

Mr. Zinni brought the school improvement plans to the last school committee meeting. The committee had some questions and asked if the building principals could come back. Dr. Mobley and Ms. Kreuzer put some slides together to frame the conversation. A copy of their presentation, "School Improvement-It Takes A District-King Philip Middle & High School Partnership" is attached to these minutes.

Mr. Knott thanked Dr. Mobley and Ms. Kreuzer for the presentation. He also said the vast majority of the population we represent care about the mental health of the students and the academic education students are getting.

NEW BUSINESS:

None

REPORTS FROM SUBCOMMITTEES:

None

REPORTS FROM SCHOOL COMMITTEE MEMBERS:

- Norfolk School Committee Representative: Ms. Wynn-negotiations have begun with the teacher's union. Norfolk to Host Wreaths Across America-Mobile Education Exhibit on November 30th.
- Plainville School Committee Representative: None
- Wrentham School Committee Representative: Ms. Greaney no update since there was no meeting held.

LATE COMMUNICATIONS:

None

REPORTS OF SPECIAL COMMITTEES:

None

RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS:

None

ADJOURNMENT:

- At 9:19 pm, a Motion was made by Mr. Waxman, seconded by Mr. Harmon , to adjourn. All in favor: Yes (8): Mr. Waxman, Ms. Greaney, Mr. Knott, Mr. Cates, Mr. Wehmeyer, Mr. Lehan, Ms. Wynn, Mr. Harmon; No (0); Abstain (0). Motion carried: 8-0-0.

Mr. Knott adjourned the meeting at 9:19 pm.

Respectfully submitted,

Mrs. Venessa Petit

Administrative Assistant to the School Committee

Documents presented on November 21, 2022:

Agenda

November 7, 2022 draft minutes

Bills/Warrants

Student Council Report

KPHS and KPMS Improvement Plans-It Takes A District-King Philip Middle & High School Partnership

King Philip Regional School Committee
November 7, 2022 Minutes-Draft
King Philip Regional High School-Library
201 Franklin Street, Wrentham MA 02093

OPENING OF MEETING:

Mr. Knott, Chair, opened the meeting at 7:33pm.

RECORDING OF MEETING:

This meeting was recorded by Wrentham Cable 8

ROLL CALL OF COMMITTEE MEMBERS:

Members Present:

Norfolk:	Mr. Jim Lehan, Ms. Jennifer Wynn
Plainville:	Mr. Greg Wehmeyer; Mr. Bruce Cates, Mr. Christopher Brennis
Wrentham:	Mr. Trevor Knott, Ms. Erin Greney; Mr. Marc Waxman

Members Absent:

Norfolk:	Mr. Eric Harmon
Plainville:	Present
Wrentham:	Present

DELEGATIONS AND VISITORS:

Mr. Zinni, Dr. Gilson, Mr. Azer, Ms. Snead, Ms. Lewis, Ms. Petit

PUBLIC COMMENT:

Mr. Knott reviewed the guidelines for public comment. Two public comments were given.

Mr. Kevin Mooney from Wrentham addressed the committee in regards to inappropriate reading content.

Mr. Reed Webster from Plainville made a request to the school committee to have added to the next available school committee meeting agenda the discussion regarding school committee member, Mr. Greg Wehmeyer's public "alleged participation" in a racial incident.

CONSENT AGENDA:

All items listed in the Consent Agenda are considered to be routine and will be enacted by one motion if action is required.

- Approval of October 3, 2022 Draft Minutes
- Payment of Bills/Warrants
- Communication - None

- A Motion was made by Mr. Lehan, seconded by Mr. Cates, to approve the Consent Agenda, as presented, including the Minutes of October 3, 2022. All in favor: Yes (7); No (0); Abstain (1)-Mr. Brenneis. Motion carried: 7-0-1.

STUDENT COUNCIL REPORT:

The HS Student Council Report was read into the minutes by Ms. Addison Lewis.

REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT:

District Update:

Mr. Zinni wished the KPHS Marching Band well in their competition on November 17, 2022. Additionally, almost all of our athletic teams are in the playoffs. Volleyball, Field Hockey, Soccer, and Football games are coming up. Healthy KP will be hosting a Lip Sync contest on Thursday evening 11/10/22 at the middle school.

Mr. Zinni shared that the OSD is in charge of looking at inflation rates and improving increases for special education programming. Private schools go up periodically. Over the last year we have seen rates go up from .75% to 2.72%. This year, as of FY24 school year, private schools can raise their tuition rates by 14%. This will be a huge hit to all budgets across the state. School committees and superintendent organizations are collecting information and trying to lobby to roll this bucket. Mr. Zinni's position is also to ask the state to consider looking at ways to bolster the Circuit Breaker. Circuit Breaker is a reimbursement. If there is a significant increase in 2024 the circuit breaker supports would not kick in until 2025. 14% increase for our out of district costs would mean .71% increase to our budget and \$262,000 increase special education costs. This is a considerable increase. We are trying to stay fiscally responsible to our communities. Mr. Zinni wanted to emphasize this early and often as this would make a huge impact on our communities and budgets.

Mr. Zinni attended the MASC/Mass Joint Conference for School Committees Members and Superintendents last week. It was well attended and there were a number of excellent workshops and information regarding the new discipline laws that go into effect November 8, 2022. Mr. Zinni informed committee members they are encouraged to attend future conferences.

Town Hall on Website and Technology held on October 13, 2022

Mr. Zinni shared that a town hall meeting was held last month. Representatives from the website company, Mr. Bois, our KP Technology Director, Ms. Kreuzer, KP Middle School Principal, Dr. Mobley, KP High School Principal attended. One person from the public attended. Mr. Zinni reminded the public to bring any additional feedback to himself and or Mr. Bois.

FY2024 Budget Calendar

Mr. Zinni explained that Mr Azer has put the budget calendar together for FY2024. These are dates that the budget subcommittee members will meet. Not all meetings will be needed but they are there to work on the budget with the budget subcommittee. Dates will be posted on the website for anyone from the public that would like to attend these meetings. These meetings are held in the superintendent's office. The committee members decided the first budget meeting will be held on 12/12/22 instead of 11/14/22.

New Legislation Addressing Barriers To Care For Mental Health Has Impacts On Public Schools-(taken out of order)

Mr. Zinni informed the committee that the majority of this law is where the discipline changes were hidden. Our suspension practices were embedded within this law. There is also additional language that will go into effect on 11/8/22 regarding inter-agency communication. Creating a committee to hear discrepancy between district and agency. This allows for creating mechanisms for an appeals process.

District Sportsmanship Award-(taken out of order)

Mr. Zinni shared an email that was sent to Dr. Mobley awarding King Philip Regional High School Students the MIAA District 7 sportsmanship award. Mr. Zinni said this is a wonderful honor to be proud of.

MCAS Update-

Mr. Zinni gave an update on the MCAS Results from 2022 compared to 2019. A copy of these results are attached to these minutes. This data shows that King Philip has out performed the state. Massachusetts is outperforming the country. We are looking at the overall scores as well as drilling into each curriculum item and looking for any gaps.

Mr. Zinni mentioned that the small percentage of students that do not pass the MCAS at King Philip have strong support put in place. The state is raising the bar for MCAS scores to receive a diploma.

UNFINISHED BUSINESS:

None

NEW BUSINESS:

Mr. Zinni gave an informational update on the annual improvement plans for the high school and middle school. Mr. Zinni explained that any other plan that is created, we try to make sure it aligns with the master strategic plan. The middle school improvement plan is written for one year since there are only two grades of students and they are coming in from three elementary schools (2022-2023). The high school improvement plan is written for three years since the students are there for four years. (2021-2024) Copies of these improvement plans are attached to these minutes.

It was suggested by Mr. Waxman and Mr. Zinni to have the building administrators at the next school committee meeting to answer any questions the committee may have on these improvement plans. It was decided that this item will be placed on the next school committee agenda under unfinished business. Any members that have specific questions can email Mr. Zinni as well.

Mr. Cates wants to raise awareness and make sure the committee focuses on the best education possible for our students. Mr. Zinni explained that we have multiple methods and supports for our various learners so they are successful. It's about delivery and the supports we put in place.

Mr. Waxman said the committee has the obligation to engage in a discussion on what we mean is right. What the district is doing the committee believes it should be doing. Mr. Cates said activism has no place in our schools. Mr. Cates said we have an obligation on how the message is being delivered.

Mr. Knott said the committee reviewing the improvement plans thoroughly are at the core of what we are to be doing as a committee. This is the heart of what we are here for.

Mr. Waxman suggested that the building principals explicitly cover UDL, DEI and SEI, specifically the CASTEL framework. These terms are in the framework but are not explicitly defined. Mr. Waxman believes this is where more information is needed. How the principals are interpreting those frameworks and what their visions are implementing the frameworks over time.

REPORTS FROM SUBCOMMITTEES:

None

REPORTS FROM SCHOOL COMMITTEE MEMBERS:

- Norfolk School Committee Representative: Ms. Wynn informed the committee that a flu clinic will be held. The budget is on target. Most positions for after school have been filled. Additional positions for substitutes are being posted.
- Plainville School Committee Representative: Mr. Brennies informed the committee that there is a new band instructor for the fifth and sixth grades. A new facilities maintenance strategy has been put in place. There is a quicker response time and some lower costs on some of the repairs needed at the school. A successful trunk or treat night was well attended on 10/28. There is a PTO Fundraiser planned for 11/19/22. Ms. Donna Brown began as interim principal until Ms. Robbins returns.
- Wrentham School Committee Representative: Ms. Greaney said the PTO is back to holding their community events such as fundraisers and held a trunk or treat event. They also spent time reviewing their MCAS results.

LATE COMMUNICATIONS:

None

REPORTS OF SPECIAL COMMITTEES:

None

RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS:

ADJOURNMENT:

- At 8:57pm, a Motion was made by Mr. Cates, seconded by Mr. Lehan , to adjourn. All in favor: Yes (8): Mr. Waxman, Mr. Brenneis, Ms. Greaney, Mr. Knott, Mr. Cates, Mr. Wehmeyer, Mr. Lchan, Ms. Wynn; No (0); Abstain (0). Motion carried: 8-0-0.

Mr. Knott adjourned the meeting at 8:57pm.

Respectfully submitted,

*Mrs. Venessa Petit
Administrative Assistant to the School Committee*

Documents presented on November 7, 2022:

Agenda

October 3, 2022 minutes

Bills/Warrants

Student Council Report

FY2024 Budget Calendar

New Legislation Addressing Barriers To Care for Mental Health Has Impacts on Public Schools

District Sportsmanship Award

KPRSD MCAS Results

KPHS and KPMS Improvement Plans

MCAS Results

King Philip High School School Committee Report

Submitted by Addison Lewis

November 21, 2022

School Wide

Term 1 report cards were published on November 10, and are now finalized.

Sports

Playoffs for sports are still in action for girls Volleyball and Football. Volleyball played in the semifinals game on Wednesday, November 16. Football played in the semifinals on Friday, November 18.

Football fans can only purchase tickets through the MIAA Go Fan website. Tickets are not sold at the door.

Fine and Performing Arts

Music

The Music Program presented the Prism II Concert on November 17th at 7:00pm. The Concert consisted of an immersive presentation of continuous music and lighting featuring the High School concert choir, concert band, along with a number of chamber groups and solos. They put on an incredible performance.

Drama

The performance dates for the upcoming play, Pandemonium, are December 9th and 10th. Watch for tickets to go on sale soon so you can reserve your favorite seat.

GAPS

GAPS and students of the new Technical Theater class, worked hard to set up lighting and audio support for the Music Department's PRISM concert which was held on Thursday, November 17th in the Grady Auditorium.

Clubs

Newspaper-KP Times

We are currently in the editing process of our first articles, but will begin publishing them in the coming week through our instagram.

GSA

The GSA meets every Wednesday after school in room 402 across from the library for snacks, music, and discussion. Google classroom code: bvnt67f

Class of 2026

The week of November 14th, student government sold tickets for a raffle to pie a teacher in the face. Each ticket was \$5, and a pie will be given out to one winner in each grade, plus an extra ticket to whoever buys the most tickets. Tickets were sold at lunch.

Peer Mentoring

On November 9th, Peer Mentoring had a field day type social in the field house, which included kickball and other sports.

NHS

NHS just finished their food drive. Many students generously donated food to be sent to the tritown food pantries.

KP Cares

KP Cares is partnering with Stuco to hold a Smores night tomorrow, November 22. The giving tree was put up today, November 21. Feel free to take a tag. KP Cares will be participating in the Babysitting night run by Stuco. Unfortunately, their Friendsgiving celebration was postponed to some time in January or February.

Student Council

For the first time, Student Council is going to hold a parents night out drop off on December 2. This will be coordinated with other clubs in the school. Student Council is working hard to plan the Class Competition that will be held on Wednesday, December 7. StuCo will also be hiding an elf each day after Thanksgiving until vacation. The person who finds the elf first will get a prize. Lastly, StuCo is holding the 25 Days of Kindness starting after Thanksgiving. Challenges/ideas will be posted on the bulletin board and on their Instagram account.

Follow the following social media accounts--@kpcares, @kpstuco, @kphighschool, @kphsathletics and Arbiter Live for sports schedules.



KING PHILIP HIGH SCHOOL IMPROVEMENT PLAN

Dr. Lisa C. Mobley Ed.D

Principal

2021-2024

King Philip Regional School District Vision

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve their fullest potential.

This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning.

The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

District Mission

The King Philip Regional School District inspires students to develop their passions and prepares them to succeed in a world of rapid and constant change.

Guiding Belief

We believe that students have the potential to achieve all of their aspirations when they are in an environment that does not marginalize them.

Imagine an environment where every student has a champion, a voice, and the support needed to overcome their challenges and achieve their aspirations.

<p style="text-align: center;">21st Century Learning Expectations</p> <p>King Philip Regional students will be effective listeners, speakers, readers, and writers.</p> <p>King Philip Regional students will demonstrate critical and creative thinking skills as well as technological skills.</p>	<p style="text-align: center;">District Strategic Goals</p> <p>Goal 1: Ensure rigorous and relevant 7-12 curricula that foster active engagement and depth of understanding.</p> <p>Goal 2: Develop a supportive learning community through a social-emotional initiative to encourage the healthy development of all students.</p> <p>Goal 3: Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.</p> <p>Goal 4: Provide and enhance the integration of technology resources available to staff and students.</p> <p>Goal 5: Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility</p>	<p style="text-align: center;">King Philip Regional School Vision</p> <p>King Philip Regional High School will continue to graduate students who are confident and literate community members as demonstrated by our student's ability to;</p> <ul style="list-style-type: none"> * critically analyze and synthesize information. * question ideas, debate points of view and communicate through multiple modalities * be self-motivated and life-long learners
--	--	---

King Philip High School Strategic Goals	
<p>Strategic Goal #1: Design cohesive programming to achieve excellence in teaching and learning to support the growth of all students.</p> <p>Strategic Goal #2: Develop a supportive learning community to encourage the healthy development of all students through the building of effective partnerships with families, community organizations, and/or other stakeholders that reinforce the mission and guiding belief of the King Philip Regional School District.</p> <p>Strategic Goal #3: All building staff will develop and execute effective plans, procedures, routines, and operational safety to address a full range of safety, health, and social-emotional needs.</p>	

ACTION PLAN – GOAL #1

Strategic Goal #1: Design cohesive programming to achieve excellence in teaching and learning to support the growth of all students.

Supporting Goals	Action Steps/ Evidence	Persons(s) Responsible	Anticipated Date of Completion	Results
<p>1.0 Engage all stakeholders in the development of “Vision/Portrait of a Graduate”</p>	<p>1a-Create the Design Team</p> <p>1b-Draft a Timeline</p> <p>1c-Define beliefs about learning</p> <p>1d- Draft a prioritized set of competencies, skills, mindsets, and literacies as a result of stakeholder surveys</p>	<p>All staff, students, and community members</p>	<p>May 2023-- Completed Draft of Vision of a Graduate</p> <p>1a.b.c.d Completed by January 2022</p>	<p>HS Staff participated in a training with Envision Learning where they identified the main themes that should be included in the VOG. (Communicate with Clarity, Think Critically, Create Products) October 2021</p> <p>Designed a Draft Visual <u>VOG Visual Draft</u></p> <p>Dept. Heads have created a student survey and an alumni survey. (October 2021)</p> <p>Surveys were administered to Students (939) Parents (16)</p>

<p>1.1 Curricular and Material Review Annually for bias</p>	<p>1e-Draft visuals that convey a compelling story</p> <p>1f-Reach consensus about the competencies and visuals with all stakeholders.</p> <p>1g-Present to stakeholders, receive feedback, and revise as needed</p> <p>1h-Submit recommendation to the KPRSC for adoption</p> <p>1i-Develop student reflective practices to measure progress towards meeting the vision</p> <p>1.1a-Utilize annually <u>Washington Model Bias Check</u></p>	<p>All staff led by Department heads.</p>	<p>1.e,f,g,h Completed by May 2022</p> <p>1i. Completed by May 2023 (adjust to f,g,h,i completed January 2023)</p>	<p>All staff provided input during Fall PD</p> <p>Based on feedback from students, staff, and parents- WE Completed a rough Draft of the performance outcomes <u>VOG Perf Outcomes Draft</u></p> <p>Decided MS was a critical stakeholder and they will undergo the same training in the spring. (May 4) We will then pick up the remaining work during Fall 2022.</p> <p>Completed October 2021 and forms on file with Dr. Gilson. Additional training completed during March DEI PD with further review/discussion about bias and curriculum. Feb. & March PD led by Jessica Pepple</p> <p>Guidance members have attended three MyCAP Trainings and have begun an implementation plan. (Meeting June 2022)</p>
--	--	---	--	--

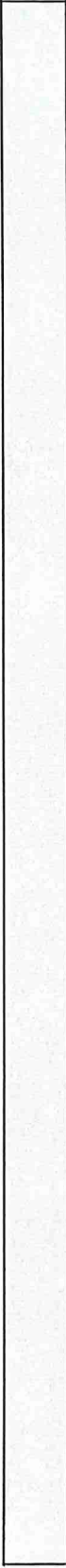
<p>1.2 Conduct curricular revision based on the state standards and alignment work with MS.</p>	<p>1.2a-Review and revise developmental guidance curriculum</p> <p>1.2b-Review current assessments in all departments</p> <p>1.2c-Regular curriculum meetings 7-12 (wrap in k-6 and local colleges when possible)</p>	<p>All staff engaged with MS staff, and Assist. Superintendent.</p>	<p>October 1 Annually</p> <p>Ongoing Annually Developmental Guidance Curriculum--June 2023 (Culminates with MyCAP implementation 2024)</p> <p>Assessment review completed each June</p> <p>Curricular meetings 9-12 two times per month.</p> <p>College planning meetings monthly-Goal is to introduce</p>	<p>March and April Departments meeting 2022 to complete this action. Review and revise course finals.</p> <p>New courses developed in Engineering, Fine and Performing Arts, and Marketing.</p> <p>Submitted resumes and concurrent course wish list to Middlesex CC on 11-8-21.</p> <p>Established five concurrent college offerings. Held Three Town Halls and three coffee hours to communicate curricular changes with families. (March 2022) KPHS Curricular Presentation</p> <p>Foundations of Chem/Physics/Earth worked for a full in-house PD Day to refine common assessments and curriculum. (October 2021)</p>
--	---	---	--	---

<p>1.3 Identify and implement intervention strategies for students who demonstrate significant gaps because of COVID 19 closures.</p>	<p>1.2d-Update Atlas with all curricular changes</p> <p>1.2e-Meet with teachers in common courses to develop curriculum and assess results on common assignments to make any necessary improvements to the curriculum</p> <p>1.3a Identify and implement selected MTSS strategies & DCAP <u>KP DCAP</u></p>	<p>MTSS Team led by Director of Wellness & Pupil Services</p>	<p>concurrent colleges courses for 2022-2023</p> <p>Updates completed each June</p> <p>Monthly meetings updates completed each June</p> <p>November 2021(Phase 1-identify struggling students assign tier 1 intervention)</p> <p>December 2021 Utilize MAP Growth assessment in Math to identify more global gaps</p> <p>January 2022 design</p>	<p>The chemistry team met (December 1, 2021) to design a new project aligned with the standards that could be used as a common assessment.</p> <p>Guidance Department has begun the 3 MYCAP training with DESE.</p> <p>MAP Testing Conducted on 11-22-21 for grades 9 and 10.</p> <p>Completed multi-disciplinary training for whole staff led by Dot Pearl. Nov.2021</p> <p>Grade 9 and 10 students were assessed in math with the MAPs assessment. (11-22-21) Some system issues with administering to 330 students at once. 2/3's valid responses. 66% of 9th and 57% of 10 grade not on track.</p> <p>PLAN: Teachers of 9th and 10th-grade students have been differentiating instruction by spending more time with</p>
--	---	---	--	--

<p>1.4 Staff to utilize Problem of Practice to set their student learning and professional practice goals.</p>	<p>1.3b Evaluators trained to recognize and reinforce culturally responsive teaching for all students</p> <p>1.4a Train evaluators on the Focus Elements</p> <p>1.4b Train the staff on focus elements</p>	<p>Supported by full Administrative Team</p> <p>Training by DEI Director on Identifying Culturally Responsive Teaching Practices Administrative Team including School Level Leaders</p>	<p>interventions if necessary October 2021 benchmark date June 2022 completion date</p>	<p>foundations of solving equations and graphing functions. In geometry classes, teachers are spiraling in more of the topics that the students are underperforming in. Teachers will be implementing more remediation in the upcoming weeks to begin preparing students for the grade 10 MCAS.</p> <p>October Department Head Meeting Training held with Jessica Pepple.</p> <p>Evaluators were trained by Jessica Pepple to recognize culturally responsive teaching during an October meeting time.</p> <p>Evaluators were trained by Dr. Mobley in September on the focus elements for evaluation which included culturally proficient teaching.</p> <p>Completed October 1, 2021 Both teachers and evaluators <u>Evaluation Training</u></p> <p>Evaluations were examined by Dr. Mobley to check for consistency amongst evaluators.</p>
---	--	---	--	---

	<p>1.4c Revised the teacher evaluation system</p> <p>1.4c Present Problem of Practice Option--Admin to sign off on teacher goals</p> <p>Provide supports for teachers to complete actions steps in relation to goals</p>	<p>Educator Eval Committee</p> <p>Whole School</p>	<p>January 2022</p> <p>September 2021 through December 2021--Development</p> <p>June 2022 Goals completed and evaluated through the teacher evaluation process</p>	<p>Met from November 2021 through March 2022. Submitted revisions to Mr. Zinni on March 14, 2022</p> <p>Staff identified POP and submitted goals by 11-15-21. All goals were approved. An example of the POPs is:</p> <p>For the 2021-2022 school year, I will implement the following professional practices to increase student reading engagement in reading units:</p> <p>Increase value/weight of reading assessments to incentive students to read that rewards effort (i.e. take one note per page of assigned reading, notes count as a test grade)</p> <p>Provide one class period for guided reading instruction to start the assigned text as a class</p> <p>Compare reading check/quiz scores based on the summer reading to first assigned text with accompanying reading notes assignment</p> <p>Give an anonymous reading survey to the class regarding challenges/difficulties/reading habits to gain more insight into potential solutions and gauge the extent of the problem</p>
--	--	--	--	---

<p>For the 2021-2022 school year, I will reflect on how to increase student reading engagement during reading units and make adjustments accordingly through the following activities: Observation swapping with other teachers' to observe graded discussions and reflect on student participation as one indicator of reading engagement during the discussions Examine reading note test grade data as well as performance on other reading-related assessments and adjust accordingly</p>				
---	--	--	--	--



ACTION PLAN – GOAL #2

Strategic Goal #2: Develop a supportive learning community to encourage the healthy development of all students through the building of effective partnerships with families, community organizations, and/or other stakeholders that reinforce the mission and guiding belief of the King Philip Regional School District.

Supporting Goals	Action Steps	Persons(s) Responsible	Date of Completion	Results
<p>2.0 Improve school & classroom communication with families to build stronger partnerships.</p>	<p>2.0a-Annual Curriculum nights</p> <p>2.0b-Continuation of Community Town Halls</p> <p>2.0c- Collaborate with KPTA to establish timelines for posted grades in IC</p>	<p>Administrative Team and Department Heads</p>	<p>March 2022</p> <p>On-Going as there is need/opportunity</p> <p>September 2021</p>	<p>Town Halls--Feb 28, March 3 & March 7 2022. Principal Coffee Hours March 7, 9, 15, 2022</p> <p>Established and signed off on by Mr. Zinni and KPTA--two-week posting window with extra time for longer research/written events.</p>
<p>2.1 Explore opportunities for students in the areas of</p>	<p>2.0d- Expand frequency and scope of BBST</p> <p>2.1a-Engage with UMASS Dartmouth, William James, Boston</p>		<p>November 2021</p> <p>June 2022</p>	<p>BBST meets twice per month.</p> <p>This is on-going. We have seven courses approved for concurrent enrollment but are</p>

<p>work-study/internships, dual enrollment, and passion projects.</p>	<p>Architectural, Middlesex Community College and Norton SD to explore potential partnerships</p> <p>2.1b-Update POS to reflect opportunities for students to engage in work-study/internships.</p>		<p>offering five next year in our pilot year. We continue to explore opportunities with AMS for certificate programs, Stonehill, and other universities.</p> <p>Completed and approved by the KPRSC.</p>
<p>2.2 Explore cross-grade and cross-school opportunities to connect & learn.</p>	<p>2.2a-Identify opportunities for 7-12 learning experiences.</p> <p>2.2b Create opportunities for cross-school collaboration by sharing problems of practice relevant to our students and their learning</p> <p>2.3a-Celebrate all authentic learning opportunities in our classrooms</p> <p>2.3a-Establish an Authentic Learning day for each grade level or course in lieu of mid-term exams.</p>	<p>January 2022</p> <p>On-Going June 2022</p> <p>June 2022</p> <p>January 2022</p> <p>June 2022</p>	<p>On-going.</p> <p>Piloted Alternative Learning Experiences across all grades/courses during</p>
<p>2.3 Define, Communicate and Celebrate Authentic Learning</p>			

<p>2.4 Identify areas to celebrate and to build on in the realm of cultural proficiency.</p>	<p><u>Authentic Learning Opportunities</u></p> <p>2.4a Identify areas in need of additional training based on the DEI listening Tour</p> <p>2.4b Provide required supports for the needed training</p>			<p>mid-year exam week. Feedback was very positive.</p>
--	--	--	--	--



ACTION PLAN – GOAL #3

Strategic Goal #3: All building staff will develop and execute effective plans, procedures, and routines, to address a full range of safety, health, and social-emotional needs.

Supporting Goals	Action Steps	Persons(s) Responsible	Date of Completion	Results
3.0 Provide ongoing and sustained professional development to provide staff with the tools to support the social-emotional learning needs of all students	3a-Train staff in embedding the Cassel framework into the curriculum. In particular: Integrating personal and social identities Self Awareness Self Management Skills Social Awareness Responsible Decision Making Relationship Skills	District PD Leaders	June 2023	
3.1 Expand activities to increase opportunities for		District PD leaders	June 2023	

<p>social justice reform and equity for all</p>	<p>3.1a- Train Assistant Principals in Social Justice Reform</p> <p>3.1b-Work with students to identify gaps that need to be addressed at KPHS (part of VOG-Vision of the Graduate)</p>	<p>GSA Diversity Student Government KP Cares Leo CLub Therapeutic Affinity Groups Guidance and Support Staff</p>	<p>June 2023</p>	<p>Affinity Group began in October 2021 and ended in January 2022.</p> <p>Met with MK-GSA representative to identify gaps in Wellness Curriculum. January 2022. Shared with the department head who is researching curriculum and working with Dot Pearl on presenters/training.</p> <p>Completed Opening Day.</p>
<p>3.2 Implement the Multi-Tiered System of Supports model to accelerate academic, career, and social-emotional/behavioral instruction and interventions based upon each student and district identified needs.</p>	<p>3.2a-Conduct annual training on DCAP and Accommodations</p> <p>3.2b-Include in budget/schedule tiered supports such as peer tutoring, academic support, and targeted support in areas of math, English, and science.</p>	<p>Admin Team and Special Education Department Head</p> <p>Admin Team</p>	<p>Training annually</p> <p>June 2022</p>	



King Philip Middle School School Improvement Plan 2022-2023

Vision

The King Philip Regional School District inspires students to develop their passions and prepares them to succeed in a world of rapid and constant change.

Mission

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve to their fullest potential. This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning. The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

District Goals

1. Ensure rigorous and relevant 7-12 curricula that fosters active engagement and depth of understanding.
2. Develop a supportive learning community through a social emotional initiative to encourage the healthy development of all students.
3. Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.
4. Provide and enhance the integration of technology resources available to staff and students.
5. Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

We believe that the middle school environment is welcoming, inclusive, and affirming for all; health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies; the curriculum is challenging, exploratory, and diverse; and instruction fosters learning that is active, purposeful, and democratic.

*-Excerpt from The Successful Middle School: This We Believe, Association for Middle Level Education;
Adopted by King Philip Middle School Staff, Fall 2021*



**King Philip Middle School
School Improvement Plan
2022-2023**

School Council Members

Principal/Co-Chair – Michelle Kreuzer	Parent – Stacy Joseph
Teacher/Co-Chair – Sean Jones	Parent – Emily Hatami
Teacher – Melinda Parker	Parent – Christina Ruiz
Parent – Nathalie Hurwitz	Community Member – Jill Hindley Lawrence



**King Philip Middle School
School Improvement Plan
2022-2023**

Focus Area: Access to Rigorous Curriculum

District Goal Alignment -- #1: Ensure rigorous and relevant 7-12 curricula that fosters active engagement and depth of understanding.

Action Steps:	Timeline
Diagnose and respond to student learning needs as exhibited on state and local assessments <ul style="list-style-type: none"> ● Provide time for departments and data teams to analyze student data from state and local assessments ● Use a consistent data driven dialogue protocol for data analysis ● Identify additional opportunities for enrichment and challenge for students 	October, November, December, March, June
Review curricular alignment and update Atlas curriculum documents in the Physical Education/Health & English departments <ul style="list-style-type: none"> ● Focus on Universal Design for Learning (UDL) practices (engagement, representation, action & expression) ● Focus on curricular alignment with Diversity, Equity, and Inclusion objectives 	At least bi-monthly
Implement the new problem-based mathematics curriculum in 7th and 8th grade-level courses <ul style="list-style-type: none"> ● Focus on instructional practice standards ● Provide professional development to support teachers in curriculum design and instructional practices. 	Monthly
Develop vertical alignment and pacing for extended math courses in both 7th and 8th grades using the new math curriculum	January, March, June

Outcome/Indicators of Accomplishment:

Students will increase achievement at or greater than state targets as evidenced by the Massachusetts assessment, MCAS, and will demonstrate moderate to high growth rates. Areas for intervention and for enrichment will be identified. Additional measures include an improved ability to meet the needs of learners and consistent curriculum delivery (horizontally across similar classes and vertically across grades).



**King Philip Middle School
School Improvement Plan
2022-2023**

Focus Area: Diversity, Equity and Inclusion

District Goal Alignment -- #2 Develop a supportive learning community through a social emotional initiative to encourage the healthy development of all students. #3 Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.

Action Steps:	Timeline
Provide targeted professional learning opportunities around the implementation of MTSS (Multi-Tiered System of Support), specifically focusing around universal design for learning and Tier 1 supports <ul style="list-style-type: none"> • Complete a full-school book study (for faculty) on equity and universal design for learning • Teachers will identify and pilot practices to use in their classrooms 	September - June (Quarterly Check-ins)
Develop a school-wide guide for equitable grading practices at KPMS <ul style="list-style-type: none"> • Identify the skills that are necessary to be college and career ready • Develop guidelines for consistency in grading (at minimum by team) • Develop guidelines for consistency in grade recording on IC 	November - June
Further develop co-teaching leadership team to support school-wide co-teaching initiative <ul style="list-style-type: none"> • Identify needs to support new co-teaching partnerships • Create a user-friendly resource guide for co-teachers • Hold co-teaching events through school year 	At least bi-monthly team meetings; 2-3 events throughout year
Continue outreach to welcome families into the KPMS school community <ul style="list-style-type: none"> • Focus on traditionally marginalized populations • Hold parent/guardian coffee chats and/or night events • Meet with student groups • Work with Diversity, Equity, and Inclusion Director to identify other outreach opportunities 	Weekly principal meetings DEI Director; Bi-monthly parent/guardian events

Outcome/Indicators of Accomplishment:

Observed changes to instructional practices, curricular choices, and school climate. Positive feedback from co-teaching partners on resources and training events. Establishment of support networks for families and often marginalized student populations.



King Philip Middle School
School Improvement Plan
 2022-2023

Focus Area: Social Emotional Learning

District Goal Alignment -- #2: Develop a supportive learning community through a social emotional initiative to encourage the healthy development of all students.

Action Steps:	Timeline
Provide site-based professional development in the area of social-emotional learning for all faculty members <ul style="list-style-type: none"> Continue training on dealing with crisis situations Training for faculty & support staff on de-escalation techniques Include CASEL Framework and connection to instruction, supports and discipline 	September; November; January-April
Implement additional access to Health and Wellness topics in both 7th and 8th grade. <ul style="list-style-type: none"> Identify needed health/wellness topics Aim for three pull-out lessons during physical education classes 	Once per trimester
Implement a universal SEL screener school-wide to inform future decision making <ul style="list-style-type: none"> Begin with 7th grade pilot Provide targeted interventions based on student needs 	Once per trimester (health/wellness)
Implement Positive Behavior Interventions and Supports (PBIS) program. <ul style="list-style-type: none"> Train team of teachers in PBIS methods Develop school wide expectations Teach expectations to students Develop reward system for students Identify data collection processes to monitor effectiveness 	Bi-monthly PBIS coaches meetings; 3 In-person team training sessions; monthly school-wide meetings

Outcome/Indicators of Accomplishment:

Positive feedback from training sessions with faculty (including support staff). Observed changes in school climate. Fewer King Philip middle school students will report/demonstrate concerns associated with healthy social-emotional development such as; stress, depression, suicidal thoughts, and bullying. Students will show an increase in access and use of protective factors such as support from caring adults within the school.



**King Philip Middle School
School Improvement Plan
2022-2023**

Focus Area: Data Analysis for Continuous Improvement

District Goal Alignment -- #5: Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

Action Steps:	Timeline
Train full staff on the School Reform Initiative Data Driven Dialogue Protocol <ul style="list-style-type: none"> ● Build awareness and understanding of viewpoints, beliefs, and assumptions about data ● Examine patterns and trends of performance; identify possible causes of student performance ● Generate possible solutions or responses to address needsImplement regular use of protocol for all data analysis meetings 	October (training); once per trimester
Review a variety of data with regard to certain populations (i.e., race, socioeconomic status, gender, town, special education status) in order to identify needs and gaps; generate potential solutions/responses to address identified areas of need along with indicators to measure success of responses; data sets should include: <ul style="list-style-type: none"> ● Enrollment, achievement, and growth in advanced math classes (informs inclusionary practices) ● Achievement and growth for students in co-taught classes (informs inclusionary practices) ● MetroWest Health Survey (informs SEL needs) ● Discipline and attendance data (informs PBIS needs) ● Report card performance data (informs grading expectations) ● Achievement and growth in reading and math intervention courses (informs curricular needs) 	Monthly data meetings

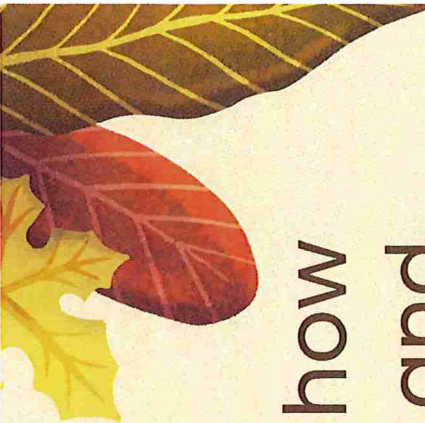
Outcome/Indicators of Accomplishment:
 Needs to support continuous student improvement are identified in the areas noted above. Responses are put into action with established monitoring practices to measure effectiveness. Potential outcomes may include improved SEL screener results, reduced misconduct, and improved achievement and growth of student groups.

The background is a light cream color with scattered autumn-themed illustrations. In the top right, there is a woven basket containing several pumpkins. Various leaves in shades of red, orange, and brown are scattered throughout. A small yellow daisy-like flower is positioned in the upper left. Small gold dots are also scattered across the page.

School Improvement

It Takes A District

King Philip Middle & High School Partnership



“If students are only ever taught how
to follow directions, take orders and
follow along, they will never be
creators and thinkers, makers and
writers”

Equity by Design--Chardin and Novak



KPHS

Focus Area #1

Design Cohesive programming to achieve excellence in teaching and learning to support the growth of all students.

Outcomes:

The school will have a written document describing its core values, beliefs about learning, and vision of the graduate. (**NEASC Foundational Element**)

KPHS's Vision of the Graduate incorporates the 5 pillars of SEL

- Skills Identified
- Visual Created

New Course Development:

Engineering
Technical Theater
Intro to Marketing

KPHS

Focus Area #1

Design Cohesive programming to achieve excellence in teaching and learning to support the growth of all students.

Outcomes:

Program Development:

Partnered with MCC to offer 7 new courses (3 filled and are running)

The school has intervention strategies designed to support students. (**NEASC Foundational Element**)

Staff Goals 2021-2022--POP Problem of Practice

Using KP DCAP/Research Based Practices design implementation plans to address POP

Staff Goals 2022-2023--Shifting the Cognitive Load through UDL

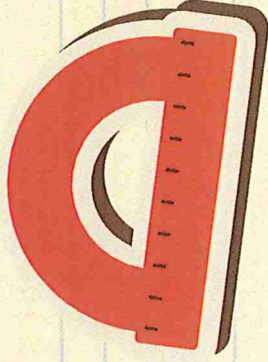
NEXT SLIDE



Professional Practice Goal

During the 2022-2023 school year, I will expand my professional practice by taking a deeper dive into UDL through expanding my knowledge by participating in a district-wide book study as evidenced by:

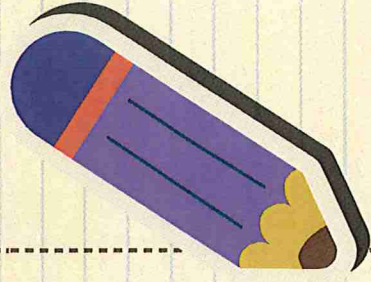
1. Participate in the book study by reading *Equity by Design* with my team
2. Identify 3 strategies to implement in my practice
3. Create a reflection on why I chose these strategies
4. **Exceeding**--observe and reflect on a team member's implementation of their strategy



Student Learning Goal

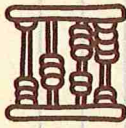
During the 2022-2023 school year, I will implement 3 strategies from the UDL framework in the areas of Multiple Means of Engagement, Representation and Action/Expression as evidenced by:

1. Identify three strategies to implement in my practice
2. Provide evidence of implementation
3. Evaluate the implementation-- a methodology for measuring success and areas for improvement
4. Provide a reflection on the process
5. **Exceeding**--Add a lesson to the pineapple calendar for others to view



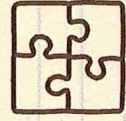
Universal Design for Learning

Multiple Means



Engagement

How our students access the learning



Representation

How we present the learning



Action & Expression

How our students demonstrate their learning



2.4 Instructional practices are designed to meet the learning needs of each student.

2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

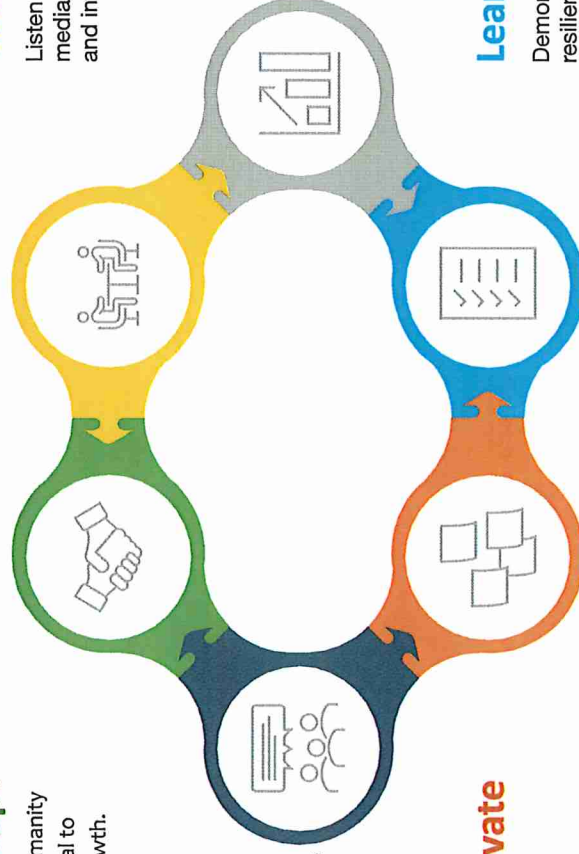


Accept

Analyzes and embraces the humanity in oneself and others as integral to one's learning journey and growth.

Communicate

Listen and use multiple methods, media, and contexts to share ideas and information clearly.



Think

Seek to understand and analyze information, evaluate sources, make connections, and apply their learning to make meaning of the world.

Contribute

Take action to make the world a better place by being informed, responsible, principled, service-minded, and engaged advocates to profoundly impact our world.

Innovate

Embrace curiosity, creativity, informed risk taking, novel approaches, and cycles of inquiry.

Learn

Demonstrate adaptability, resilience, reflection, goal setting, and a growth mindset.

KPHS

Focus Area # 2

Develop a supportive learning community to encourage the healthy development of all students through building effective partnerships with families, community organizations, and/or other stakeholders that reinforce the mission and guiding beliefs of the King Philip Regional School District.

(The school has intervention strategies designed to support students. NEASC Foundational Element)

Outcomes:

- BBST Expanded so that all students who are struggling have a multi-disciplinary team to problem solve with.
- Alternative Learning Experiences implemented-- January Mid-terms
- Continuous information made available to parents through Newsletters
- Students provided feedback through the MetroWest Health Survey and the NEASC Survey.

KPHS

Focus Area # 3

All building staff will develop and execute effective plans, procedures, and outlines to address a full range of safety, health, and social emotional needs.

(The school community provides a safe environment. NEASC Foundational Element)

Outcomes:

76.9% of students report they know what to do in a crisis
98.3 % of staff report they know what to do in a crisis

59% of students feel counselors can help them figure things out if they have any social or emotional needs.
93.9% of staff feel confident they we have strategies to support the needs of our students.

51% of students use the social emotional supports when they need them.

KPHS

Focus Area # 3

All building staff will develop and execute effective plans, procedures, and outlines to address a full range of safety, health, and social emotional needs.

(The school community provides a safe environment. NEASC Foundational Element)

Outcomes:

Students have voice through two Affinity Groups, the GSA and the POP (people of prosperity) groups.

The administrative team has been working to identify alternatives to suspension such as mediation, collaborative planning and reflection.

Students received a training in Bystander Intervention from our POP group.

Not Yet..KPHS

Strategic Goal #1: Design cohesive programming to achieve excellence in teaching and learning to support the growth of all students



- Develop student reflective practices to measure progress towards meeting the vision (skill Rubrics--to be designed in Winter/Spring 2022)
- Submit recommendation to the KPRSC for adoption



Strategic Goal #2: Develop a supportive learning community to encourage the healthy development of all students through the building of effective partnerships with families, community organizations, and/or other stakeholders that reinforce the mission and guiding belief of the King Philip Regional School District.


- Identify areas in need of additional training based on the DEI listening Tour
- Provide required supports for the needed training

Not Yet..KPHS



Strategic Goal #3: All building staff will develop and execute effective plans, procedures, and routines, to address a full range of safety, health, and social-emotional needs.

- Provide ongoing and sustained professional development to provide staff with the tools to support the social-emotional learning needs of all students
- Continue to Develop MyCAP-Advisory Program
- Expand activities to increase opportunities for social justice reform and equity for all

The background of the page is a rustic autumn-themed photograph. It features a dark, weathered wooden surface. In the upper left, there is a lattice-top pie with a dark filling, surrounded by several pumpkins and scattered autumn leaves in shades of red, orange, and yellow. In the lower right, there are several ears of yellow corn on the cob, some with green husks, and more autumn leaves. A small portion of a red and white checkered cloth is visible at the bottom edge. A white rectangular box is centered on the page, containing the title text.

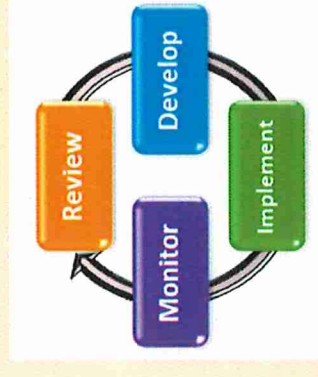
KPMS
**School Improvement Plan
Overview**

KPMS

Focus Area #1: Access to Rigorous Curriculum

Outcomes:

- Students will increase achievement at or greater than state targets as evidenced by the Massachusetts assessment (MCAS)
- Students will demonstrate moderate to high growth rates on the MCAS
- Areas for intervention and for enrichment will be identified for students, especially in mathematics and English language arts
- Improved ability to meet the needs of learners
- Consistent curriculum delivery (horizontally across similar classes and vertically across grades)



KPMS

Focus Area #1: Access to Rigorous Curriculum

How will we reach our planned outcomes?

Diagnose and respond to student learning needs as exhibited on state and local assessments
Year 1 of 3

Implement the new problem-based mathematics curriculum in 7th and 8th grade-level courses
Year 2 of 3

Review curricular alignment and update Atlas curriculum documents in the Physical Education/Health & English departments
Part of Curriculum Review Cycle

Develop vertical alignment and pacing for extended math courses in both 7th and 8th grades using the new math curriculum
Year 1 of 2; Implementation Fall 2024



map Accelerator



map GROWTH



Curriculum Review: Some Examples of the Connection Between Curriculum and Diversity, Equity, and Inclusion (DEI)

Give an opportunity for students to see themselves in the curriculum

Highlight the diversity of people who are role models in the world

Review curriculum for gaps in perspective

Give students a variety of ways to learn, engage, and contribute



This Year – Focus on English & Physical Education/Health

KPMS

Focus Area #2: Diversity, Equity, and Inclusion

Outcomes:

- Observed changes to instructional practices, curricular choices, and school climate
- Positive feedback from co-teaching partners on resources and training events
- Establishment of support networks for families and often marginalized student populations



KPMS

Focus Area #2: Diversity, Equity, and Inclusion

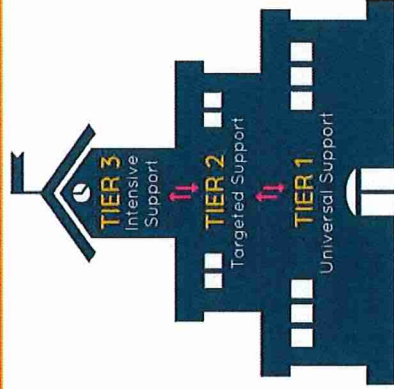
How will we reach our planned outcomes?

Provide targeted professional learning opportunities around the implementation of MTSS (Multi-Tiered System of Support), specifically focusing around universal design for learning and Tier 1 supports
Year 1 of 3

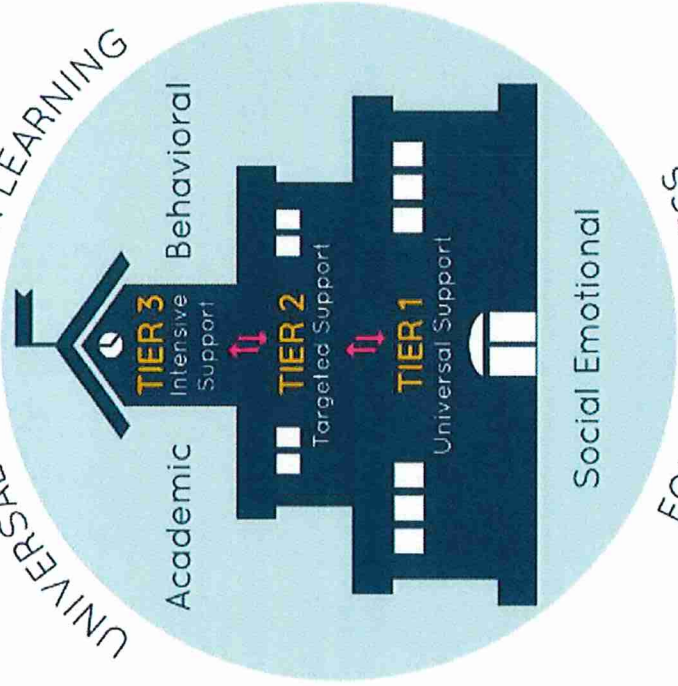
Further develop co-teaching leadership team to support school-wide co-teaching initiative
Year 2 of 3

Develop a school-wide guide for equitable grading practices at KPMS
Year 2 of 3

Continue outreach to welcome families into the KPMS school community
Year 1 of 3



UNIVERSAL DESIGN FOR LEARNING



EQUITABLE ACCESS

MULTI-TIERED
SYSTEM OF SUPPORT

Universal Design for Learning (UDL) is a foundational framework for developing a Multi-Tiered System of Support.

UDL is a framework to guide the design of learning environments that are accessible and challenging for all.

Tier 3

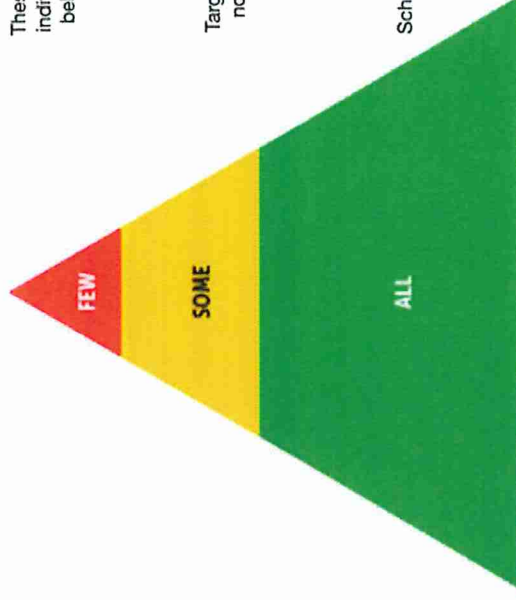
These students receive more intensive, individualized support to improve their behavioral and academic outcomes.

Tier 2

Targeted support for students who are not successful with Tier 1 supports alone.

Tier 1

School-wide positive expectations and behaviors are taught.



KPMS

Focus Area #3: Social Emotional Learning

Outcomes:

- Positive feedback from training sessions with faculty
- Observed changes in school climate
- Fewer King Philip middle school students will report/demonstrate concerns associated with healthy social-emotional development such as: stress, depression, suicidal thoughts, and bullying
- Students will show an increase in access and use of protective factors such as support from caring adults within the school



KPMS

Focus Area #3: Social Emotional Learning (SEL)

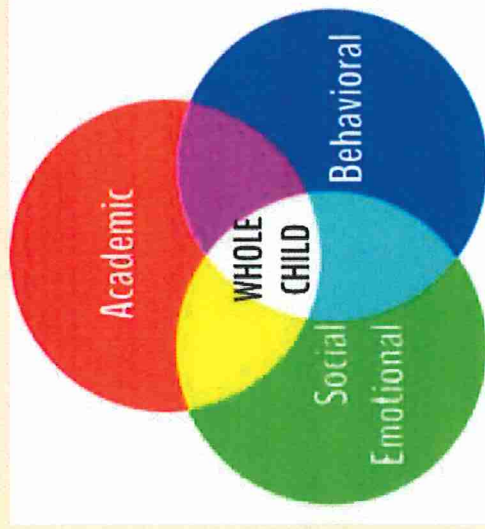
How will we reach our planned outcomes?

Implement a Positive Behavior Interventions and Supports (PBIS) program
Year 1 of 3

Provide site-based professional development in the area of social-emotional learning for all faculty members
Year 1 of 3

Implement a universal SEL screener school-wide to inform future decision making
Year 2 of 3

Implement additional access to Health and Wellness topics in both 7th and 8th grade
Year 1 of 3



Positive Behavioral Interventions & Supports (PBIS)

- an **evidence-based**, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health
- **improves** social emotional competence, academic success, and school climate
- improves teacher health and wellbeing
- a way to create positive, predictable, equitable and safe learning environments where everyone thrives

It is an ongoing commitment to supporting students, educators, and families through systems change.

(from <https://www.pbis.org/pbis/what-is-pbis>)





Improved Student Outcomes

academic performance
(Horne et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bostable, Kittelman, McIntosh, & Hoeslton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy
(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate
(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horne et al., 2009)

School-Wide Positive Behavior Interventions and Supports

PBIS at KPMS



Safety Ownership Attitude Responsibility

School-wide Routines/Expectations				
Settings	S Safety	O Ownership	A Attitude	R Responsibility
All Settings	Consider the well-being, feelings, rights, differences and identities of others in our community	Take accountability in learning and making choices	Interact with others in a positive or neutral manner	Follow community expectations independently Cell phones are powered off and away in a backpack or locker while in the school buildings.
Bus	Follow directions of the bus driver Sit and stay in your seat Keep body and belongings to yourself	Listen to teacher/leaves using headphones Maintain a clean bus environment	Maintain respectful interactions with peers Use respectful language Use a quiet voice on the bus	Exit the building and board the bus in a timely manner Get on and off the bus at your correct stop
Transitions (entrance, dismissal, etc.)	Walk in halls Maintain personal space Appropriate language, volume and tone Walk on right	Close your locker Leave no trace Use locker appropriately (use combination to open) Use assigned locker Move away from corners and distractions	Follow cues from all staff in the hallway Move quickly and quietly Use a quiet voice	Take a direct route to your destination Use a hall pass Leave and arrive on time
Restroom	One person at a time Walk in lines Use appropriate language, volume and tone	Kiss lockers off Report problems to staff Disruptive or distracting behavior Leave no trace	Do not talk to others Honor privacy Use a quiet voice	Wash hands Return to classroom promptly
Cafeteria	Sit and stay in your seat Maintain personal space Use appropriate language, volume and tone	Leave no trace Move away from conflicts and distractions	Treat food service and school staff respectfully Accept feedback Include and be kind others	Follow directions Be on time Wait patiently in line
Classroom	Hands to yourself Use appropriate tone, language and volume Follow all adult directions	Remain on task Maintain expected classroom behavior Leave no trace	Allow teaching and learning to occur Accept feedback Maintain neutral body language	Be on time Be prepared Complete assigned tasks
Gym	Hands to yourself Use appropriate tone, language, and volume Use equipment as instructed	Maintain expected gymnasium behavior Leave no trace	Be a good sport Accept feedback Participate	Be on time Be prepared with personal gym attire Maintain personal hygiene



The goal of the **Social, Emotional, and Behavior (SEB) Academy**

- support schools and districts across Massachusetts to build evidence-based, data-driven, and culturally responsive systems of supports using the Multi-Tiered System of Supports (MTSS) approach
- intensive coaching and technical assistance
- participation in professional development and peer-sharing events

The academy offers two different tracks:

Social and Emotional Learning (SEL) & Mental Health Track
Positive Behavioral Interventions and Supports (PBIS) Track *

**KPMs will participate in this track over the next three years.*

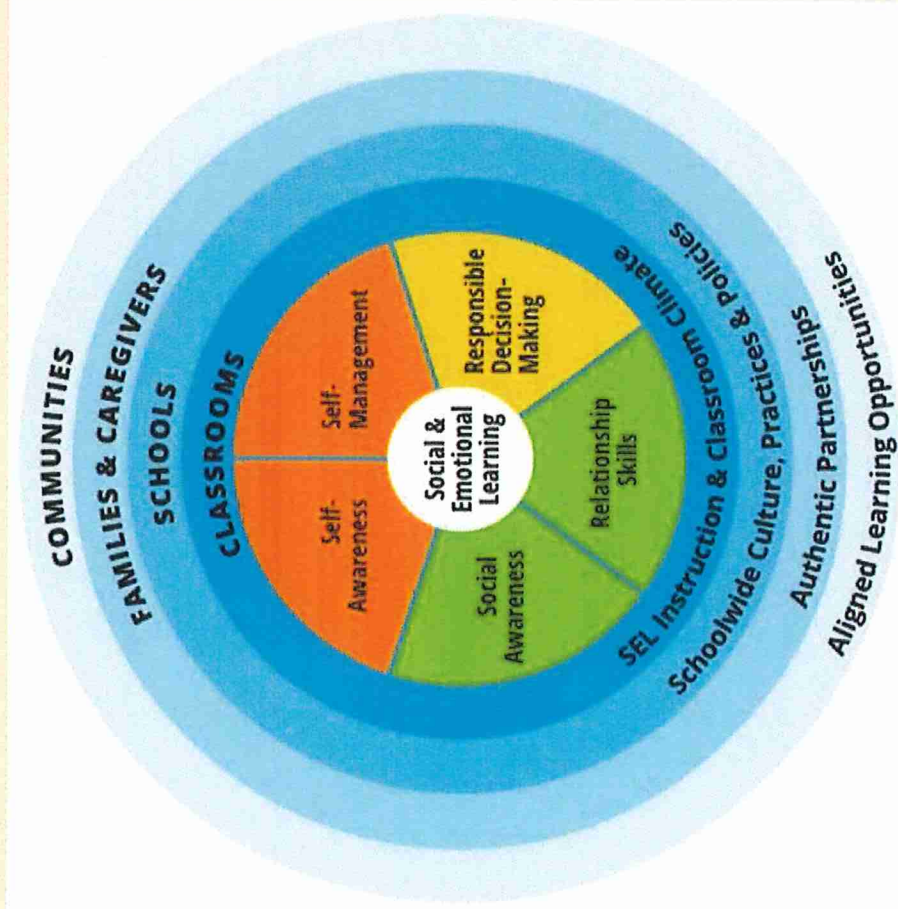


Collaborative for Academic, Social, and Emotional Learning (CASEL) - SEL Framework



This winter, KPMS will have a small team attending the "Leading Schoolwide SEL" virtual workshop series to look at **how schoolwide SEL implementation integrates** with our current and future practices.

- *Self-Awareness*
- *Self-Management*
- *Social Awareness*
- *Relationship Skills*
- *Responsible Decision-Making*



KPMS

Focus Area #4: Data Analysis for Continuous Improvement

Outcomes:

- Needs to support continuous student improvement are identified
- Responses are put into action with established monitoring practices to measure effectiveness (e.g., improved SEL screener results, reduced misconduct, and improved achievement and growth of student groups on MCAS)



KPMS

Focus Area #4: Data Analysis for Continuous Improvement

How will we reach our planned outcomes?

Train full staff on the School Reform Initiative Data Driven Dialogue Protocol
Year 1 of 1

Review a variety of data with regard to certain populations (i.e., race, socioeconomic status, gender, town, special education status) in order to identify needs and gaps.

Year 1 of 3

