

Gates Intermediate School
SCHOOL IMPROVEMENT PLAN
2011 – 2012



Submitted by 2011-2012 Gates School Council:

Sarah Shannon, Principal
Suzanne Erwin, Parent Representative
Kathy Hofmann, Parent Representative
Jamie Strobino, School Committee Representative
Brenda Bowen, School Committee Representative
Joseph Norton, Community Representative
Mary Ellen Gaziano, Faculty Representative
Patricia Murphy, Faculty Representative
Kim Woodford, Faculty Representative
Nancy Driscoll, Faculty Representative

Table of Contents

<i>General School Information</i>	page 3
Mission Statement, Scituate Public Schools	page 4
Mission Statement, Gates Intermediate School	page 4
Vision Statement, Gates Intermediate School	page 4
School Council Responsibilities	page 4
School Committee Goals	page 5
<i>Part I: Gates: A Current Status Report</i>	page 6
<i>Part II: A Review of the 2010 – 2011 School Council Goals</i>	page 11
<i>Part III: 2011 – 2012 School Council Goals</i>	page 17
<i>Appendix</i>	
Spring, 2011 MCAS results	
Student Enrollment and Teacher/Student Ratios	
Time on Learning at Gates Intermediate School	

The Gates Intermediate School...
...*Charting a Course for Excellence*

GATES INTERMEDIATE SCHOOL CORE VALUES

*We, the members of the Gates Community,
believe in, embrace, and promote our mutual
responsibility to:*

Generate Academic Excellence,

Appreciate Each Unique Spirit,

Think, Create, Collaborate,

Empower Each Other,

*Stand Up for a Safe, Positive
Learning Environment,*



Mission Statement of the Scituate Public Schools

The mission of the Scituate Public Schools is to provide the opportunity for a comprehensive education for all students which focuses on cognitive, physical and social development. The educational program fosters students' reading, writing, calculating, problem solving, critical thinking skills and creative expression. The school environment nurtures self-confidence, independence, cooperation, and the physical well-being of all students. The schools encourage students to develop a sense of values and responsibilities that enable them to be contributing members of their community and of the multicultural, global society. In partnership with the family, the schools guide students toward becoming lifelong learners with a positive outlook on the world.

Mission Statement of Gates Intermediate School

The mission of the Gates Intermediate School is to uphold the ideals of the Scituate Public Schools' mission, while also recognizing the uniqueness of the early adolescent population.

Vision Statement of Gates Intermediate School

The vision of the Gates Intermediate School is to create a positive and safe environment which provides a comprehensive and challenging education for seventh and eighth grade students. By strengthening the home/school connection, healthy patterns of growth and learning will promote the development of responsible and independent community members.

School Council Responsibilities

The Gates Intermediate School Council has elected and selected representatives from our parent body, the school staff and greater community to serve on the council, as mandated by the 1993 Education Reform Act. The current Gates Intermediate School Council includes two staff members, two parent members, one community member, one School Committee representative and the school principal.

The School Council has specific responsibilities that need to be addressed in the school improvement plan. The areas identified include class size and impact on student achievement, how to improve teaching and learning, transition programs to and from Gates, enhancement of parent involvement, school climate, discipline and safety, professional development, extracurricular activities and the school budget. The Gates School mission is to continually assess the needs of the school and to forge a cohesive plan to address those needs. The council makes decisions based on feedback from staff, students, parents and community members, ongoing school goals and district goals. While fiscal concerns are always acknowledged and respected, our goal setting process is done with the sole aim of improving our school, regardless of possible budgetary constraints.

Scituate School Committee Goals 2011 - 2012

#1	Budget	Manage FY12 Budget and prepare Fiscally Responsible FY13 Budget
#2	Technology Plan	Develop, recommend and implement the technology plan.
#3	Student Achievement	School Committee will review MCAS data reports. School Committee will review school improvement plans that identify specific strategies on improving student achievement as measured by MCAS and other assessment instruments.
#4	Monitor the MSBA Project	School Committee will monitor the MSBA Building Project at the Wampatuck Elementary School as well as support the realization of a building project at Gates Intermediate School.
#5	Continue to Monitor Anti-Bullying Policy Implementation	School Committee will continue to monitor legislative changes on the subject of anti-bullying as well as support all endeavors with regard to District-wide Anti-Bullying efforts as outlined by the administration and the Anti-Bullying Committee.
#6	Gates AYP	School Committee will monitor the action plan at Gates Intermediate School that is in place to facilitate achieving AYP.

Part I: Gates: A Current Status Report

General Overview: Gates Intermediate School is an equal opportunity employer, ensuring that its programs and facilities are accessible to the public. We do not discriminate according to age, sex, disability, national origin, race or sexual orientation. Gates currently serves approximately 524 students in grades 7 and 8. We are anticipating approximately 25 more students for the 2012 – 2013 academic year.

Gates School has a professional and caring staff, consisting of highly skilled educators who understand the challenges of this unique age group. We strive to offer a challenging academic climate, but also one that puts emphasis on social and personal growth and responsibility. We highly encourage parent involvement in our school through the Gates P.T.O., chaperoning field trips and dances, attending parent events, and volunteering for various opportunities in the school.

Organizational Details: There are five academic teams at Gates Intermediate School. A team consists of four teachers, each of whom is dedicated to instructing one core discipline. Teams C (Champions) and D (Dynamites) service our seventh graders and teams E (Extreme) and F (Falcons) are eighth grade teams. Team B (Blazers) is known as the ‘split team’. Team B teachers instruct both grade levels, usually three assignments in one grade and two in the other, depending on which grade has more students. They loop with their students, so the students on Team B have the same core team of teachers for both years at Gates. The four core subjects covered on all academic teams are English, Mathematics, Social Studies, and Science. Students may choose between Latin, Spanish and French for their Foreign Language requirement. They are also scheduled for “Specials”, which consist of Art, Music, Physical Education, Family and Consumer Science, Computer Technology, Health, Robotics and Engineering. We are happy to be able to offer each of these specials to all students this year as a result of the generosity of the Town of Scituate and the passing of the recent override. We also offer many after-school clubs and activities to encourage students to become a part of the Gates community with during the year. Gates has an inclusion program for our Special Education population, and there are several co-taught courses offered here in support of this practice. A successful Life Skills program has been in place for several years now. The teacher and paraprofessionals in this program support and work with students on the Autism spectrum and those who face severe cognitive and developmental challenges. Some of our students are also involved in our METCO program, our ELL program, our Literacy support program and/or our Title One Mathematics program. Students eat during one of three lunches served daily. There is an effective transition program, called WEB (Where Everyone Belongs) offered to help new seventh grade students feel comfortable in their new school and other transition opportunities are offered to assist outgoing eighth graders to prepare for their high school experiences. There is one guidance counselor assigned to each grade level. The list of support staff include Special Education aides, a METCO director, a School Psychologist, a Title One Math specialist, a Speech and Language Pathologist, a Social Worker, an ELL teacher, a Literacy Specialist, our Custodial staff, our Kitchen staff and our secretarial staff.

We have a two-day rotation for our schedule. Time blocks vary from ‘Day One’ to ‘Day Two’. The period order is A-B-C-D-E-F-G on Day 1, and is D-E-F-G-A-B-C on Day 2. The fifth block is the lunch period each day, so it is block E on Day 1 and block A on Day 2. Mondays and Wednesdays have an extra period (‘Performance Block’) in the morning so that our musically inclined students may attend Chorus or Band and so teachers may provide students extra academic support.

Curriculum Overview: We have posted on the Gates Intermediate School website our 2011 – 2012 Program of Studies, which gives some general information for each course offered here. Also, specific curriculum information can be obtained through the Scituate Public Schools Curriculum Office. Our teaching staff uses several different approaches and strategies to teaching and learning to accommodate the different learning styles of students. Methodologies include small group instruction, cooperative learning, general lecture, inquiry-based, hands-on approaches, self-assessment and critical thinking designs.

- **The English Language Arts Curriculum** is a combination of literature-based study, reading, writing, grammar and language instruction. Courses and curriculum units are organized around essential questions and emphasize performance-based tasks as well as the writing process. The English dept. continues to refine its curriculum to align with the new Massachusetts ELA Framework, which emphasizes reading and writing narrative, argument, and informational texts.
- **Our Mathematics Curriculum** is based on a McDougall Littell series, which is algebra-based and reflects the learning strands endorsed by the National Council of Teachers of Mathematics and the Massachusetts Mathematics Curriculum Frameworks. Problem solving and the ability to communicate mathematical reasoning are emphasized in all coursework. The district is piloting a new mathematics program based on the Common Core entitled “Big Ideas Math” at grades 6 and 7. As part of this initiative, one of the seventh grade teams is taking part in this amended program. Testing will be given prior to the MCAS to gather data on the effectiveness of this program.
- **Our History and Social Sciences Curriculum** consists of World Geography for our seventh-graders and World History in eighth grade from Glencoe textbooks. The general overview is that students learn how our complex world has been, and continues to be, shaped by both its physical geography and the many social, political, and economic forces, which constitute our human history through the millennia.
- **Our Science and Technology Curriculum:** is moving from a textbook based curriculum to a hands-on, inquiry-based curriculum. The FOSS Course develops the students’ ability to actively construct ideas through their own inquiries, investigations and analyses. All three strands of science; life sciences, physical sciences and earth sciences are explored with the use of investigations, collaboration and inquiry. Our state of the art engineering lab incorporates software modules by Paxton/Patterson focusing on introductory concepts in architecture, structure, mechanisms, flight, and energy and power.
- **The Foreign Language Curriculum:** consists of Spanish, French and Latin. Students enroll in one of these languages in seventh grade, and continue with the same language in eighth grade to complete a one-year study. Vocabulary, verb structures, syntax, grammatical structure, pronunciation, and translation are all emphasized.
- **Support Services:** Special Education services are available to students who are determined to be eligible. There are five special educators and a number of paraprofessionals to assist students daily. Occupational Therapy, Physical Therapy, Speech and Language Therapy and Adaptive Physical Education services are also available for those students in need of specialized support.
- **Specialist Courses:** have been outlined above, and these varied learning opportunities round out our students’ educational experience at Gates Intermediate School.
- **Our Literacy Specialist:** works with students individually in small group instruction to reinforce skills and strategies associated with all forms of literacy, including reading, writing, speaking, thinking and listening. The literacy specialist also works with classroom teachers to support instruction in MCAS preparation.
- **Our Math Specialist:** helps to guide those students who need extra support in mathematics by working with them individually, in groups, and/or in the math classroom.
- **School Counseling Services:** School Counselors provide a comprehensive and developmental school counseling program of services that promote the academic, social/emotional, and career

potential of all students. School Counselors, in partnership with the health department, deliver the Second Step curriculum to all students on a variety of guidance-related topics including: empathy and communication, bullying prevention, emotion management, problem solving, decision making and goal setting & substance abuse prevention. They help transition incoming students and families to the middle school and outgoing students to high school by providing a variety of workshops and presentations. Students also receive training from counselors in the Career Cruising program, our on-line career interest and exploration module.

Assessment Overview: Both formal and informal assessment tools are used by teachers at Gates Intermediate School. Written reports, tests and quizzes, oral presentations, Power Points, classroom discussions, note-taking skills and data-driven assessments are some of these tools utilized. Curriculum benchmark assessments are administered in all core subjects. Nationally-normed AIMSWEB assessments are administered three times per year in English and in math. The science department has created Gates benchmarks for both seventh and eighth grades. The MCAS testing was administered in the Spring of 2010 to all students as follows: Seventh Grade—English, Mathematics and History/Social Sciences, Eighth Grade -- English, Mathematics and Science. Our MCAS results are reported in the appendix.

School Community and Culture: Last year we solicited input from parents, students, and staff to begin the process of determining the core values of the key stakeholders that make up the Gates community. The process took us the better part of the year but resulted in the development of a Core Values statement that is truly reflective of those invested in the school and our students. We now have the Core Values statement posted in all areas of the school building and read it daily as part of our morning announcements.

We continue to employ PBIS (Positive Behavioral Intervention Supports) through which we build a culture and climate of respect and responsibility within the Gates community. The key component to our PBIS system is our R³ matrix of expectations of respect which details how all members of the community should exhibit respect for self, others, and school at all times. This set of behavioral expectations has been integrated in all areas at Gates and have become common language at Gates. A new component to the PBIS program that was implemented last year was the Gates Student Recognition Program. This program recognizes the ongoing efforts of our students to be good citizens and contributing members of our community. It also motivates those students who need to set goals of improvement in one or more of the following areas: social, behavioral, academic, or attendance. Dovetailing with these programs was the WEB (Where Everyone Belongs) program that was implemented last spring to better transition students from the four elementary schools to Gates. This new program asks that approximately 80 eighth grade students be trained mentors for the incoming seventh grade students and run an orientation program. It not only eases the transition for the seventh grade students but also builds the leadership capacity of the eighth graders and creates a culture where students watch out for and connect with each other. In addition to these programs, we also have a vibrant Student Government program which teaches students how to be leaders, both within their school and in the greater community. Many of our WEB leaders are also members of the Student Government.

As a faculty we also work together to create a culture of respect for each other and of dedication to our students and our profession. This year we are continuing to grow professionally and to have educationally-based conversations about the following:

Generating Academic Excellence:

- Common Core (How does Common Core impact what we do and what changes do we need to make to be ready for the full implementation of Common Core?)
- Understanding by Design (UbD) – Year 1 (English and Social Studies will work to revise units to reflect the UbD template. Other Gates staff will be introduced to UbD in February.)
- Technology (How does technology impact teaching and learning?)
- RtI – Year 3 (Continuing to improve our internal use of RtI and educating parents so they can partner with us through the process.)
- CoTeaching – Year 2 (Kathy Porcaro will continue to support and train our teachers on co-teaching models and refining their working relationships.)
- MCAS: Maintaining AYP Status and coming out of Needs Improvement status.

Appreciating Each Unique Spirit

- Gates School Culture – How can we continue to build upon the positive culture we have in the building?

Thinking, Creating, and Collaborating

- 21st Century Learning – Introduce the staff to 21st Century Learning and begin to discuss the importance of this concept.

Empowering Each Other

- Professional Learning Communities (Encourage the faculty to meet regularly to investigate an educational topic of their own choosing.)
- Sharing Best Practices

Standing Up for a Safe, Positive, Learning Environment

- Core Values
- R³
- Student Recognition Program

By focusing our staff meetings and our professional development on these goals, we are able to make progress so we can better improve the school culture and student achievement.

Our PTO is an active parent group that supports our teachers and students by raising funds and providing further supports for our school community. Our PTO has been instrumental in bringing many wonderful programs to Gates (such as Ms. Yoko Kawashima Watkins and Earth Watch) and has raised monies with which they have generously supported our school.

Improved Communications: We utilize the Alert Now program that allows schools quickly and efficiently communicate with the greater community through email and voice mail capabilities. We have also adopted Grade Quick as a tool in which teachers maintain their gradebooks and EdLine as a parent portal through which they can access their children's current grades. Our website has been and continues to be updated to provide families with as much current information about the school as possible. We also provide families with bi-weekly newsletters. Finally, when needed, we provide "News to Go" on the Fridays that newsletters do not go home if we need to disseminate information in a timely manner. We know that we can always improve communication and welcome input from the community as to how this can be achieved.

Part II: A Review of the 2010 – 2011 Goals

- 1. To continue to implement and coordinate needed supports, interventions, and curriculum adjustments to increase the growth achieved on the 2009 MCAS tests to make AYP on the 2010 MCAS tests.***

English/Language Arts

In 2011, Gates met the performance target for the aggregate population. The performance target was 95.1 and Gates scored a 98.3 in ELA overall, a .5 CPI point increase from 2010.

Gates overall subgroup reports:

- The Low Income subgroup made AYP for 2011, which it did not do in 2010. The Low Income subgroup earned a CPI of 95, falling just short of the 95.1 target. This was a 2.8 CPI point improvement from last year.
- The Special Education subgroup earned a performance CPI of 89.7 and made AYP for 2011. While the Special Education subgroup missed the performance target of 95.1, the subgroup scored a .2 CPI point increase over the 2010 performance.

Grade 7 Summary:

- The percentage of students scoring Advanced went from 25% in 2010 to 35% in 2011. The total percentage of students scoring Proficient or Advanced went from 94% to 92%.
- The student growth percentile for 7th grade ELA went from 56.0 in 2010 to 65.5 in 2011, which highlights that students are showing higher growth even though performance is slightly lower.

Grade 8 Summary:

- The percentage of students scoring Advanced went from 35% in 2010 to 45% in 2011.
- 95% of Grade 8 students scored Proficient or Advanced in 2011—up from 92% in 2010.

Student Performance Goal: 7th Grade ELA

Increase the 7th Grade ELA MCAS CPI from 98.1 to 98.6 [Actual was 97.9]

Increase the percentage of students scoring Advanced/Proficient on 7th Grade ELA MCAS from 94% to 96%. [Actual was 92%]

Improvement goals include: continuing to improve topic development on 7th grade long composition section; continuing to improve open response scores, particularly for comprehension of non-fiction selections; improving on multiple choice sections where the questions ask for “the best” or “most likely” answer. [Topic development scores rose from 65% to 66% while nonfiction remained consistent at 82%.]

Student Performance Goals: 8th Grade ELA

Increase the 8th Grade ELA MCAS CPI from 97.5 to 98.1 [Actual was 98.7]

Increase the percentage of students scoring Advanced/Proficient on 8th Grade ELA MCAS from 91% to 94%. [Actual was 95%]

Improvement goals include: improving performance on open response and multiple choice questions connected to non-fiction passages; continuing to improve open response scores generally; improving performance on multiple choice sections where the questions ask for “the best” or “most likely” answer. [multiple choice responses correct went from 86% correct to 88% correct; open response percent correct went from 74% to 76%; nonfiction percent correct went from 84 to 87%]

Mathematics

Student Performance Goals: 7th Grade Math

- Grade 7 aggregate performance goal is to improve from 94% in 2010 to 96% in 2011

The 2011 aggregate performance level was 95% for grade seven. For the state the aggregate level dropped from 81% in 2010 to 78% in 2011. Thus, the seventh grade scores improved despite what appears to be a more difficult test.

Student Performance Goals: 8th Grade Math

- Grade 8 aggregate performance goal is to improve from 91% in 2010 to 95% in 2011

The goal for grade eight was met. The 2011 aggregate performance level improved to 95% for grade 8, while the state aggregate remained at 79%.

Science

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
To increase student scores on the 2010 Science MCAS.	Common assessments 3x/year	Ongoing	Science specialists, classroom teachers, administration	Student data results
	Science Support Class	December – June, 2011	Science Dept. Chair, Administration, Science specialist	Student performance data
	Evaluation of science curriculum	Ongoing	Science Dept. Chair, Administration, Science teachers	Summary of current curriculum and suggestions for next year.
	MCAS practice prior to test	May, 2011	Science specialist, classroom teachers	Student data results
	MCAS analysis	Ongoing	Science Dept. Chair, Science specialist, classroom teachers	Teacher feedback, curriculum adjustments

- Common assessments were administered twice during the 2010 – 2011 school year. The common assessments helped inform instruction and will be rewritten during the 2012 – 2013 school year to account for the new curriculum model.
- The science support class offered an inquiry based teaching model, which allowed for more critical thinking opportunities throughout the year. This helped students be more successful on the MCAS. Due to budget constraints and a shift in priorities within the science department this position was eliminated for the 2011 – 2012 school year.
- The science department began to evaluate the current science curriculum in 2010 – 2011 through three professional development days facilitated by a EDC consultant. This was the groundwork for the shift to the inquiry method that continues this year. By the end of 2011 – 2012 the Gates science curriculum will be inquiry based utilizing the FOSS curriculum.
- The science department did a two-week, lab science review that provided students with an opportunity to experience the science prior to taking the MCAS test. The department also made it a priority to make open response practice a part of each test throughout the year.

- The Science Specialist, in conjunction with the Science Department Chair, analyzed the MCAS data from 2009 – 2010. Strengths and weaknesses in the curriculum were identified and the data was used to inform instruction and was the catalyst for the curriculum review and eventual shift.

2. To address the issues regarding the physical structure of Gates and the need to provide a safe school for the students and staff.

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
A. To continue to provide input to help attain a new middle school for Scituate.	Continue to provide input to help attain a new middle school for Scituate.	Ongoing	SPS, Town of Scituate, Gates Administration	Report
B. To make the current building safe for students and staff	Re-key the exterior doors	September, 2011	SPS, Gates Administration	Re-keyed doors.
	Install cameras	September, 2011	SPS, Gates Administration	Cameras in place.
	Install a doorbell and/or front entrance speaker system	September, 2011	SPS, Gates Administration	System in place
	Install locks on classroom doors	September, 2011	SPS, Gates Administration	Locks installed
	Evaluate, update, and practice a Gates lockdown plan.	June, 2011	Gates Administration and Crisis team	Plan in place and practiced.

- Due to the Wampatuck building project we were not able to submit an SOI to the state during the 2010 – 2011 school year. We will continue to provide input to help attain a new or renovated middle school for Scituate and submit a new SOI in 2011 – 2012.
- While we continue to have many facility needs at Gates, we were able to address some of the issues identified in our 2010 – 2011 School Improvement Plan. We rekeyed our exterior doors and gained control over who has access to the building. Currently the number of people who have keys to Gates is limited to the school administration and the custodial staff. We have updated several aspects of our evacuation plan to account for unexpected issues such as inclement weather, a blocked hallways, etc. We have also done the following work on the building: sealed portions of the roof, replaced rotting wood in the C-Wing, replaced broken glass, etc. A committee has formed to look at a security plan for Gates and the other schools in the district. Mr. Matt Meehan is the Gates representative on that committee.

3. To improve communication and increase involvement within the school with parents and the broader Scituate Community.

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
To improve communication between Gates and home and Gates and the community.	Convert email and voice mail alerts to the Alert Now system	Ongoing	Administration	Use of Alert Now
	Utilize EdLine to allow teachers to post grades and other information online	Ongoing	Administration, Dept. Chairs, Classroom teachers	EdLine data, parent feedback, teacher feedback
	Updated Gates Newsletter and website	Ongoing	Administration	Newsletter and website updated, parent feedback
	Literacy Night	Spring, 2011	Administration, Literacy specialists	Literacy night
	Improve public relations efforts in the Scituate community	Ongoing	Administration, classroom teachers	Community feedback, press releases

- Last year was the first year Gates utilized the Alert Now system to communicate with parents. It went very well and we continue to use it on a regular basis to provide important information as well as daily to inform parents/guardians when their child is marked absent.
- Our staff also transitioned to the EdLine system that allows for parents and students to be able to track their own or their child's academic progress. This system has been very successful at Gates. Teachers are required to post to EdLine twice per trimester (at progress report and report card times) but many post on a much more regular basis. Parents greatly appreciate those faculty members who make an effort to communicate with them more frequently.
- Our newsletters were updated and are sent out every-other week. They contain key dates to know, information from the principal, and school news. They are informative and have been well received.
- Our literacy night was held in the Spring and was very successful. We had about fifty students and some parents attend. It was a fun and educational evening!

4. To improve the culture and climate at Gates Intermediate School.

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
To improve the culture of Gates and create a community and reduce incidents of bullying	Implement behavioral expectations school-wide	Sept, 2010	Administration	School-wide expectations visible throughout building and known by all students and staff.
	Create a student recognition program	Partially by December, 2010; Fully by June, 2011	Administration, Guidance, Gates School Recognition Committee, Staff	Program in place
	Rachel's Challenge/Friends of Rachel Club	Sept, 2010 & ongoing	Bethany Gavin, Guidance, PTO	School-wide assembly, Gates' community feedback
	Create team identities	November, 2010	Team teachers	Team names and spirit activities
	Implement a consistent process for handling bullying	Sept, 2010 & ongoing	Administration	Discipline data
Improve transition into Gates	New student breakfasts	Ongoing	Guidance	Breakfasts, student feedback
	Evaluate current incoming 6 th grade transition activities and assess need for change	Ongoing	Administration, guidance, etc.	Student/parent feedback

A. Improving the culture and climate at Gates was the priority of the administration last year. As a staff we identified many needs in this area and worked to address them. We instituted R3 (Respect for Self, School, and Others) as the basis of our PBIS (Positive Behavioral Intervention Strategies). Our R3 has become common language amongst the students and staff and has been the foundation upon which Mr. Meehan, the Assistant Principal, has built his behavioral expectations.

- i. A Student Recognition Program has been created at Gates. The program strives to recognize students for the good they do on a regular basis as well as the major efforts and improvements they make over time. Last year we were able to recognize students at the end of trimesters two and three. We hope to be able to recognize students at the end of each term this year and in the future.
- ii. After the Rachel's Challenge assembly last September we began a Friends of Rachel club. This after school group did good deeds for people in the building, recognized those who often go unrecognized, and made paper chains to recognize the students who were "Caught Ya in the Act" as part of the student recognition program.
- iii. Each team created a team identity that moved them from being teams B, C, etc. to being the Blazers, Champions, Dynamites, Extreme, and Falcons. We have also now hosted our second annual Team Spirit Day during which students compete in fun activities to show how much team spirit they have. Teams also now have team days and do their own student recognition at the end of the school

year. This has created smaller communities within our larger school to which students feel they belong.

- B. After evaluating the transition process for incoming seventh grade students, we made several adjustments to the transition process. The process now includes an earlier parent information night held at Gates, a visit to all sixth grade students by the Gates Principal, Assistant Principal, and guidance counselor, and a “move up” day where the incoming sixth grade students visit Gates and hear from current 7th grade students and tour the building. We have also brought the WEB (Where Everyone Belongs) program to Gates. This program is specifically designed to introduce new middle school students to their school, build community, increase leadership capacity among eighth grade students, and reduce incidences of bullying. The program ran at the start of this school year and was very successful. We look forward to building upon the program next year.

Part III: 2011 – 2012 Gates School Council Goals

1. Curriculum & Assessment

A. MCAS: To maintain our AYP status in ELA and math and to improve our science scores.

Student Performance Goal: 7th Grade ELA

- Increase the 7th Grade ELA MCAS CPI from 97.9 to 98.6
- Increase the percentage of students scoring Advanced/Proficient on 7th Grade ELA MCAS from 92% to 96%.
- Improvement goals include: develop students' ability to respond in writing to texts to prepare for new MCAS in 2012-13; continuing to improve topic development on 7th grade long composition section; continuing to improve open response scores, particularly for comprehension of non-fiction selections.

Student Performance Goals: 8th Grade ELA

- Increase the 8th Grade ELA MCAS CPI from 98.7 to 99.1
- Increase the percentage of students scoring Advanced/Proficient on 8th Grade ELA MCAS from 95% to 97.5%.
- Improvement goals include: emphasizing three text types for reading and writing: argument, informational, and narrative; improving performance on open response and multiple choice questions connected to non-fiction passages; continuing to improve open response scores, particularly when questions ask for "all of the reasons."

Math

Student Performance Goals: Math Grade 7

- The grade 7 aggregate performance goal is to improve to 96% in 2012 with a median growth index over the 50th percentile.

Student Performance Goals: Math Grade 8

- The grade 8 aggregate performance goal is to improve to 96% in 2012 with a median growth index over the 50th percentile.

Science

Student Performance Goals: English Grade 8

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
To increase student scores on the 2011 – 2012 Science MCAS.	Incorporate the use of Science Notebooks to increase writing in science.	Ongoing	Science Dept. Chair, Administration, Science & Engineering teachers	Teacher feedback and student performance
	Evaluation of science curriculum with consultant	Ongoing	Science Dept. Chair, Administration, Science & Engineering teachers, Consultant	Summary of current curriculum and suggestions for next year.
	MCAS practice prior to test	Assessments throughout the year as well as a lab based review in May, 2012	Science & Engineering classroom teachers	Student data results
	Provide professional development and support for teaching staff as the curriculum shifts to an inquiry based model.	Ongoing	Science Dept. Chair, Assistant Superintendent, Administration	PD Opportunities and teacher feedback.
	MCAS analysis	Ongoing	Science Dept. Chair, Science & Engineering teachers, Consultant	Teacher feedback, curriculum adjustments
	Increase the percentage of students scoring in the Advanced or Proficient categories from 56% to 65%.	Ongoing	Science Dept. Chair, Administration, Science & Engineering teachers	MCAS scores
	Create a Robotics Curriculum	Ongoing	Science Dept. Chair, Administration, Engineering teachers	Summary of skeletal curriculum and suggestions for next year.
	Increase hands on activities related to the Engineering process	Ongoing	Science Dept. Chair, Administration, Engineering teachers	Teacher feedback, curriculum adjustments

2. School Management - Gates Schedule

To review the need for a new schedule at Gates and, should it be determined that we wish to explore a new schedule, design a new schedule that maximizes the current staffing and courses offered in a way that best suits the Gates' students.

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
Determine the need for a different schedule at Gates	Survey of staff	Sept – Oct, 2011	Gates Administration	Survey results
If it is determined that Gates needs an alternate schedule, design a new schedule for 2012 - 2013	Scheduling committee and student focus groups	Oct, 2011 – Feb, 2012	Gates Administration, Scheduling Committee	Either a new schedule or the continuation of the current schedule

3. Facilities, Equipment, & Technology

To address the issues regarding the physical structure of Gates and the need to provide a safe school for the students and staff through either a building renovation or a new building.

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
A. To continue to provide input to help attain a new middle school for Scituate.	Provide input toward a new SOI to the MSBA.	Ongoing	SPS, Town of Scituate, Gates Administration	Acceptance of the SOI by the MSBA.
B. To make the current building safe for students and staff	Continue to address building concerns as they come up	Ongoing	SPS, Gates Administration	
	Install cameras	September, 2011	SPS, Gates Administration	Cameras in place.
	Install a doorbell and/or front entrance speaker system	September, 2011	SPS, Gates Administration	System in place
	Install locks on classroom doors	September, 2011	SPS, Gates Administration	Locks installed
	Evaluate, update, and practice a Gates lockdown plan.	June, 2011	Gates Administration and Crisis team	Plan in place and practiced.

4. Culture and Climate – Community, Student Life

To continue to improve the culture and climate of the Gates community through the implementation of our new Core Values Statement, the WEB program, and the development of new club offerings.

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
Introduce the Core Values Statement to the Gates Community	<ul style="list-style-type: none"> • Create posters to hang in all areas of the school • Print in agendas • Publicize on website • Say as part of the morning announcements 	August – Sept, 2011	Gates Administration	The Core Values Statement will be visible in each of the listed locations. Students will be able to recite the Core Values Statement.
Implement the WEB program at Gates	Train 8 th graders to be WEB leaders, Facilitate an orientation day for incoming 7 th grade students, build upon the program throughout the year to build community and better the program.	April, 2011 – Sept, 2012	Gates Administration, WEB Program Leaders	Adequate WEB Leaders, a successful orientation day, student/parent surveys
Develop new club offerings to better reach the varied interests of students	Develop at least two new clubs to be offered as part of the after school program	Sept, 2011 – June, 2012	Gates Administration, Gates Faculty	Club offerings and student interest.

5. Professional Development – Technology, Common Core, UbD

To offer our faculty opportunities to develop professionally in the areas of: Technology, Common Core, Understanding by Design, Cooperative Learning

Objective	Activity	Timeline	Person(s) Responsible	Evaluation
Provide relevant and meaningful PD to staff	Technology Fair	October, 2011	Gates Administration	Technology Fair, teacher feedback, and use of technology in the classrooms
	Cooperative Learning	November, 2011	Jim Kelleher	Teacher feedback and use of Kagan training in the classrooms.
	Common Core	Sept, 2011 – June, 2012	Jim Kelleher, Dept. Chairs, Gates Administration	Curriculum that has been realigned to match the Common Core
	Understanding by Design	June, 2011 – June, 2012	Jim Kelleher, Dept. Chairs, Gates Administration	Curriculum that has been written according to the UbD philosophy