

**Melican Middle School  
School Improvement Plan 2021-2024  
With 2023-2024 Action Plan**

**School Council Membership 2023-2024**

**Principal:**

Michelle Karb

**Teacher/Staff Representatives:**

Crystal Hare  
Jessica Himmelman  
Lauren O’Neil  
Kim Senior

**Parent/ Community Representatives:**

Leslie Rutan  
Pragya Gaur  
Nilanjan Pailt

## Melican Middle School School Improvement Plan Strategic Initiatives Bookmarks

[SIP Initiative #1: High Quality Instruction for All Learners](#)

[SIP Initiative #2: Culturally Responsive Education](#)

[SIP Initiative #3: Social Emotional Learning](#)

[SIP Initiative #4: Educator Learning and Leadership](#)

### Mission

Educate, Inspire, and Challenge

### Core Values

- Integrity
- Empathy
- Inclusivity
- Equity
- Perseverance
- Respect

## Vision: Profile of a Graduate

### **Our Students Will Be:**

#### **Collaborators**

- Enrich the learning of self and others through teamwork.
- Solicit and respect diverse perspectives and contributions.
- Seek, contribute, and react to feedback to achieve shared outcomes.
- Recognize and leverage strengths to build collective commitment, action, and understanding.

#### **Critical and Creative Thinkers**

- Transfer and connect knowledge and skills to deepen understanding.
- Demonstrate thinking that is clear, rational, open-minded, and informed by evidence.
- Use disciplinary knowledge and skills in routine and innovative ways.
- Make informed decisions, solve problems, and use a variety of tools to deepen learning.

#### **Communicators**

- Articulate thoughts and ideas using oral, written, and non-verbal communication skills for a range of purposes and audiences.
- Listen to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use technological skills and contemporary digital tools to explore and exchange ideas.

#### **Socially and Civically Engaged**

- Demonstrate personal, civic, and social integrity through ethical and empathetic behaviors.
- Recognize individual and communal impact on others and the natural world.
- Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.

#### **Growth-Oriented**

- Cultivate positive attitudes and habits about learning.
- Pursue one's own interests and curiosity to experience new learning.
- Consistently improve the quality of one's own thinking by skillfully analyzing, assessing and reconstructing.
- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

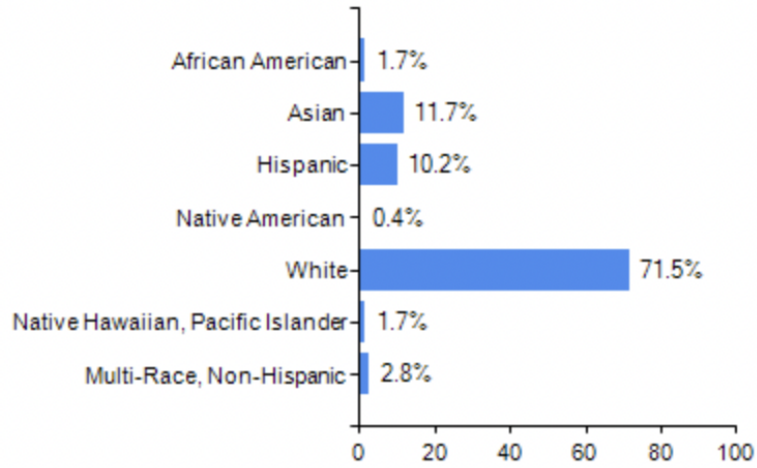
#### **Healthy and Balanced**

- Develop and demonstrate awareness, sensitivity, concern, and respect to connect with self and others' feelings, opinions, experiences, and cultures.
- Use reflective practices to understand one's personal strengths, challenges, and passions.
- Make choices to support a lifestyle that is healthy, both physically and mentally.
- Demonstrate resilience through the ability to manage emotions, stress, and challenges.

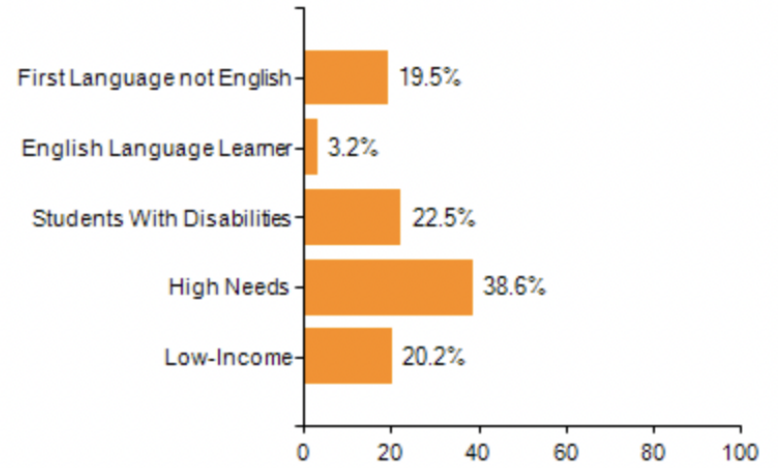
## School Data Profile



Student Race and Ethnicity



Selected Populations



[Enrollment Data](#) (from DESE)

## Theory of Action for 2021-2024

**If...** All teachers develop a shared understanding of the MA DLCS standards and are coached and supported in integrating high priority standards into existing disciplinary units

**Then...** Students will have relevant experiences that increase their digital literacy knowledge and skills.

**If...** All teachers develop a shared understanding of high quality instruction and implement it consistently

**Then...** Students will have consistent high quality instruction across all learning experiences.

**If...** All educators develop a shared vision of equitable and inclusive communities / classrooms and have designated time to grapple with issues of unconscious bias and antiracist education

**AND.. if** educators consistently provide opportunities for students to see representations of individuals who are not like them and individuals who are like them in classrooms, content, and curriculum

**Then...** All students will feel connected, valued, welcome and contributing to our schools.

**If...** Educators within and across schools develop a shared understanding of a common framework about how we support social and emotional learning and align curriculum and instruction to that framework through collaborative decisions about a District approach to SEL

**Then...** Students will access strategies and skills to manage social and emotional challenges in support of their mental and physical wellbeing and learning.

**If...** Curriculum Leaders embrace their roles as leaders and are coached and supported around leading high quality instruction, leading productive action-oriented meetings, and examining data

**AND...if** Team Leaders embrace their roles as leaders and are supported around leading productive action-oriented meetings, collecting student data to support academic and social emotional needs, and representing team teachers' and students' perspectives

**Then...** All teachers will have a shared understanding of high-quality instruction, be able to consistently implement it, engage in collaborative planning with colleagues that focuses on instruction, and feel valued and represented across school decisions.

<b>District Strategic Objectives 2020-2026</b>	<b>School Improvement Plan Strategic Initiatives 2021-2024</b>
<p><b>1. <u>Empowering Learners:</u></b> <i>Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</i></p>	<p><b>Goal 1:</b> Increase the integration of the DLCS power standards into existing curriculum.</p> <ul style="list-style-type: none"> <li>A. Develop an understanding of the DLCS standards and their current use in our curriculum and instruction.</li> <li>B. Plan and implement meaningful, high-quality digital literacy and computer science curriculum and instruction aligned to the DLCS standards.</li> </ul> <p><b>Goal 2:</b> Collaborate across disciplines to ensure consistent implementation of high-quality instruction.</p> <ul style="list-style-type: none"> <li>A. Develop a shared understanding of high quality instruction.</li> <li>B. Plan and implement meaningful, high quality instruction across all content areas.</li> </ul>
<p><b>2. <u>Equity of Opportunity:</u></b> <i>Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.</i></p>	<p><b>Goal 3:</b> Foster culturally responsive and inclusive classroom communities and school environments that provide equal access to learning for all students.</p> <ul style="list-style-type: none"> <li>A. Develop a shared understanding of culturally responsive teaching and inclusive practices, and ensure that these practices are implemented across the school.</li> <li>B. Define expectations for the implementation of culturally responsive teaching pedagogy and methodologies, and make necessary adjustments to current practice.</li> </ul>
<p><b>3. <u>Healthy and Balanced Learners:</u></b> <i>Prioritize social, emotional, and physical well-being of students.</i></p>	<p><b>Goal 4:</b> Develop and implement a coherent and systematic approach to social and emotional learning (SEL) within and across schools.</p> <ul style="list-style-type: none"> <li>A. Develop a shared understanding and culture that creates awareness, commitment, and ownership of the social, emotional, and physical well-being of all students.</li> <li>B. Identify and implement current evidence based practices that develop SEL competencies for all students and staff.</li> </ul>
<p><b>4. <u>Educator Learning and Leadership:</u></b></p>	<p><b>Goal 5:</b> Increase curriculum leaders’ and team leaders’ capacity to improve teaching and learning.</p> <ul style="list-style-type: none"> <li>A. Review position roles and redefine as necessary.</li> <li>B. Develop a shared understanding of effective high quality instruction and lead “teachers observing teachers” work with clearly defined look-fors and listen-fors.</li> </ul>

**Demonstrate** continual growth through professional collaboration.

### SIP Initiative #1: High Quality Instruction for All Learners

<b>District Strategic Objectives 2020-2026</b>	<b>School Improvement Plan Strategic Initiatives 2021-2024</b>
<p><u>1. Empowering Learners:</u> <b>Implement</b> instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</p>	<p><b>Goal 1:</b> Increase the integration of the DLCS power standards into existing curriculum.</p> <ul style="list-style-type: none"> <li>A. Develop an understanding of the DLCS standards and their current use in our curriculum and instruction.</li> <li>B. Plan and implement meaningful, high-quality digital literacy and computer science curriculum and instruction aligned to the DLCS standards.</li> </ul> <p><b>Goal 2:</b> Collaborate across disciplines to ensure consistent implementation of high-quality instruction.</p> <ul style="list-style-type: none"> <li>A. Develop a shared understanding of high quality instruction.</li> <li>B. Plan and implement meaningful, high quality instruction across all content areas.</li> </ul>

## Goal 1: School Improvement Plan - Action Plan 2023-2024

<i>Action Steps</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>	<b>Budget Impact and Professional Learning</b>
Continue the committee ( PLC) work to help organize and lead our work on Innovation of Teaching and Learning.	Administration, Instructional Technology Specialist, Digital Literacy Leaders, and interested faculty and staff	Ongoing	Will meet at least monthly	NA
Instructional Tech Specialist has identified specific areas needing attention and will incorporate those into targeted lessons for Grade 6 classroom instruction, as well as into content areas in grades 6, 7 and 8.	Instructional Technology Specialist, Digital Literacy Leaders, administrators, and curriculum leaders	Ongoing  DLCS Toolbox shared October 2022	Curriculum Leaders, all teachers.	NA
Students will develop advanced research skills including advanced searches, digital source evaluation, and synthesis of information and practice those skills throughout Grades 6-8.	Teachers and support staff	Ongoing	Future Work	NA
Students will learn basic coding skills.	Instructional Technology Specialist, Digital Literacy Leaders, technology engineering teacher, and other teacher	Ongoing	We provided several coding opportunities last year and will provide more this year.	NA

### **Measuring Impact-**

*Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys*



<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>
The committee that is formed will lead all teachers in activities at faculty meetings and in department meetings to further this work.	Ongoing	Future Work
Weekly and monthly curriculum meetings will include incorporating DLCS into curriculum planning.	Ongoing	In Process
Many teachers will include DLCS goals in their Educator Evaluation goal setting.	Ongoing	In Process
Students will be provided opportunities to engage in coding activities in classrooms.	Ongoing	In Process

### Goal 2: School Improvement Plan - Action Plan 2023-2024

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>	<b>Budget Impact and Professional Learning</b>
Define what high quality instruction looks like (shared definition and understanding).	Curriculum Leaders, all teachers, administration	Ongoing	In Process	NA
Focus curriculum/department meetings on instructional strategies along with curriculum. Share ideas and feedback about instructional practice, and reflect collectively on the effectiveness of instructional strategies implemented.	Curriculum leaders	Ongoing	Future Work	NA
Continue to work with UDL Explorers, Cohort 1, and UDL Explorers, Cohort 2, to implement high quality instruction and observe other teachers utilizing UDL strategies.	Principal, Assistant Principal, UDL Explorers (2022-2023), UDL Explorers (2023-2024)	Ongoing	In Process	Professional Development with consultant, UDL Books and videos

Implement Carnegie Mathematics Curriculum	Principal, math teachers, support staff	August 2023-June 2024		Professional Development and support from Carnegie
Middle School ELA Curriculum Review (Trotter and Melican)	District ELA Coordinator, Principal, ELA teachers	September 2023-June 2024		

**Measuring Impact-**

*Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys*

<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>
Curriculum and department meetings will focus on instructional strategies along with curriculum.	Ongoing	In Process
Curriculum and department meetings will involve analyzing data and reflecting on practice.	Ongoing	In Process
More classrooms will implement at least some UDL strategies (e.g. student choice).	Ongoing	In Process
Some faculty meetings will include opportunities for UDL sharing and data analysis.	Ongoing	In Process
Carnegie Math will be implemented this year in grades 6-8.	Ongoing	In Process

## SIP Initiative #2: Culturally Responsive Education

District Strategic Objectives 2020-2026	School Improvement Plan Strategic Initiatives 2021-2024
<p>2. <b><i>Equity of Opportunity: Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.</i></b></p>	<p><b>Goal 3:</b> Foster culturally responsive and inclusive classroom communities and school environments that provide equal access to learning for all students.</p> <ul style="list-style-type: none"> <li>A. Develop a shared understanding of culturally responsive teaching and inclusive practices, and ensure that these practices are implemented across the school.</li> <li>B. Define expectations for the implementation of culturally responsive teaching pedagogy and methodologies, and make necessary adjustments to current practice.</li> </ul>

School Improvement Plan - Action Plan 2023-2024				
Action Steps	Person Responsible	Date	Status	Budget Impact and Professional Learning
Continue the committee ( PLC) work to help organize and lead our work on Culturally Responsive Pedagogy and Inclusivity.	Administration, World of Difference advisors, and interested faculty and staff	Ongoing	Will meet at least monthly	NA
Continue to audit units of study across content areas to include diverse voices and perspectives.	Curriculum Leaders and all teachers	Ongoing	In Process	NA
Schedule guest speakers who can share experiences and perspectives different from students and staff, and who can help	Team Leaders and all teachers	January - June 2024	Future Work	PTO will support guest speakers

understand cultural responsiveness and inclusion.				
Continue our student-led ADL World of Difference advisory group for students to explore the issues of race, gender, and identity, religion, and ability. This will be Year 3.	Administration and World of Difference Advisors	Ongoing	In Process	-\$2000 stipend for each World of Difference advisor (2 advisors) -Consultation with ADL

**Measuring Impact-**

*Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys*

<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>
ADL World of Difference Advisors will present to the faculty and staff and will generate excitement about the World of Difference program, and discussion about equity and bias.	December 2023	In Process
SAGA (our LGBTQ+ club) will present to faculty and staff.	January 2024	In Process
Classrooms will feature new texts that address mirrors and windows. Some texts will no longer be taught as common texts.	Ongoing	In Process

**SIP Initiative #3: Social Emotional Learning**

District Strategic Objectives 2020-2026	School Improvement Plan Strategic Initiatives 2021-2024
<p>3. <b>Healthy and Balanced Learners: Prioritize social, emotional, and physical well-being of students.</b></p>	<p><b>Goal 4:</b> Develop and implement a coherent and systematic approach to social and emotional learning (SEL) within and across schools.</p> <ul style="list-style-type: none"> <li>A. Develop a shared understanding and culture that creates awareness, commitment, and ownership of the social, emotional, and physical well-being of all students.</li> <li>B. Identify and implement current evidence based practices that develop SEL competencies for all students and staff.</li> </ul>

**School Improvement Plan - Action Plan 2023-2024**

Action Steps	Person Responsible	Date	Status	Budget Impact and Professional Learning
Continue the committee (PLC) work to help organize and lead our work on Social Emotional Learning.	Administration and interested faculty and staff.	Ongoing	Will meet at least monthly	NA
Create common language that is consistently used throughout the school when identifying behaviors, actions, and emotions.	Committee (referenced above), administration, District SEL Coordinator	September 2023-June 2024	Future Work	NA
Implement a more comprehensive social-emotional component to our Health curriculum, working with the SELF (Social Emotional Learning Foundations) Counselor.	Committee (referenced above), administration, District SEI Coordinator Health Teacher	Ongoing	In Process	NA
Continue to develop the weekly SEL course (SELF) and provide the course to all students, grades 6-8. Implement Second Step.	Guidance Counselor District SEL Coordinator	September 2023-June 2024	Weekly course	Northborough Education Foundation has awarded grants to purchase some materials.

Provide students with opportunities to connect what they are learning in Health and SEL classes to other courses and to other areas of their lives.	Faculty and staff	Ongoing	In Process	NA
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**Measuring Impact-**

<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>
Faculty and staff will utilize common language when discussing students' social emotional needs.	Ongoing	Future Work
The District SEL Coordinator and our SELF teacher will work on curriculum and on implementing Second Step.	Ongoing	Future Work
Students will advocate for their own social and emotional needs.	Ongoing	In Process
We will continue having a mix of small (8-12) homerooms and larger (18-20) homerooms as a way to help all students feel connected to other teachers and to other students.	Ongoing	In Process

**SIP Initiative #4: Educator Learning and Leadership**

<b>District Strategic Objectives 2020-2026</b>	<b>School Improvement Plan Strategic Initiatives 2021-2024</b>
<b>4. <u>Educator Learning and Leadership:</u></b>	<b>Goal 5:</b> Increase curriculum leaders' and team leaders' capacity to improve teaching and learning.

<p><b>Demonstrate</b> continual growth through professional collaboration.</p>	<p>A. Review position roles and redefine as necessary.                  B. Develop a shared understanding of effective teaching and lead “teachers observing teachers” work with clearly defined look-fors and listen-fors.</p>
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**School Improvement Plan - Action Plan 2023-2024**

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>	<b>Budget Impact and Professional Learning</b>
Review Team Leaders’ and Curriculum Leaders’ roles and responsibilities. Modify as necessary.	Administration, team leaders, and curriculum leaders.	Ongoing	Ongoing	NA
Curriculum Leaders and Team Leaders will “lead” others, taking initiative, guiding and shaping students’ overall school experiences, and contributing to an overall positive school culture.	Administration, team leaders, and curriculum leaders.	Ongoing	In Process	NA
Curriculum Leaders and Team LEaders will help lead school committees (PLCs).	Curriculum Leaders	Ongoing	In Process	NA

**Measuring Impact-**  
*Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys*

<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>
Curriculum and department meetings will focus on instructional practices.	Ongoing	In Process

Curriculum leaders will embrace UDL strategies and will help lead the work on UDL in the building.	Ongoing	In Process
Team meetings will focus on customizing learning experiences for students, contributing to the operational aspects of the running of school, and positive action-oriented solutions.	Ongoing	In Process
Team Leaders and Curriculum Leaders will set targeted goals for the school-based committees.	Ongoing	Future Work