

Nettle School Improvement Plan 25-27

THEORY OF ACTION

By engaging students and families, strengthening literacy for all, setting high academic expectations, and preparing students for careers and active citizenship—while remaining fiscally responsible—we ensure that every student is ready to succeed in high school and beyond

Vision

At Nettle Middle School, our vision of inclusive education is to ensure that families and the community are active partners in the education of our students. We strive to build an environment where inclusion grows from a strong foundation of community, where staff and families feel seen, heard, and valued in the educational experiences that take place here. We seek to collaboratively lead and design culturally responsive learning opportunities through the Community School model.

Mission

The mission of Nettle Middle School is to provide a rigorous learning environment that sets high expectations for both academic and personal success. In partnership with our staff, families, and community, we commit to explicitly teaching students that we are all accountable for our actions, our learning, and our school community. We are dedicated to fostering a safe, supportive, and respectful environment where all learners are equipped with the tools and skills necessary to achieve success in school and in life.

Nettle Highlights and Challenges 24-25

Highlights	Challenges
English Learner Progress: Progress toward English language proficiency rose from 27.3% (2024) to 43.1% (2025), exceeding the target of 32.5%.	staff absences and limited availability of substitute teachers.
Chronic Absenteeism – Overall & Subgroups: <ul style="list-style-type: none"> - Overall rate decreased from 20.5% → 18.4% (met target). - Low-income group decreased 25.1% → 21.5% (exceeded target). - Students with disabilities decreased 34.9% → 27.5% (exceeded target). - Hispanic/Latino decreased 23.7% → 18.3% (exceeded target). 	Effective use of the data board to monitor student progress.
Community School personnel- very involved and driven large number of partners throughout the community to help	Aligning WIN Schedule to allow students to be assigned to the core teacher they have.
Walkthroughs (5) with TNTP / LAN / DESE / IREADY consultants that were unannounced and held debriefs with members immediately following walk-throughs	Scheduling conflicts created challenges for walk-throughs and resulted in less time for debriefs as a whole group. The saved documents should include more detailed information about what demonstrated growth, and we need to revisit this information more often, particularly in relation to science and social studies.
Walkthroughs were conducted for ELA, SCI, SS, and math with the admin and coaches	
Re: walk-throughs; Culture of learning, high-quality questions and tasks; student ownership and engagement were strong focuses	Engaging all stakeholders and communicating the principles of Community Schools
During PLCs, teachers were debriefed on results and observations from TNTP and the principal. Conversations about data from these walkthroughs were maintained throughout the year.	

Strategic Objective #1 Student and Family Engagement

SMARTIE GOAL: All Schools

Must include District-wide parent survey

- A district-wide parent engagement survey will be administered by each school annually with questions about communication, involvement, and support for student learning. Results will be analyzed at the school and district level, compared year over year, and used for planning and improvement purposes.

SMARTIE Goal: By the end of the 2025–2026 school year, Nettle Middle School will increase meaningful family engagement by implementing targeted communication strategies, expanding opportunities for family participation in school programs, and fostering partnerships that support student learning. Progress will be measured using the annual district-wide parent engagement survey, with a focus on improving communication, involvement, and support for student learning, and results will be analyzed and compared year over year to inform school and district planning.”

Strategic Objective Action Items	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment /Goal	Date Completed/ Ongoing
Strengthen communication channels with families; expand opportunities for participation in school and community initiatives; foster partnerships to support student success	Fall/Winter 2025	CSCs conduct outreach; the School Leadership Team monitors implementation	Communication tools (email, text, newsletters, social media), multilingual resources, CSC training, and event planning support	Increase parent participation in events and increase family satisfaction on surveys; align engagement with district priorities	Spring 2026
Provide consistent, timely updates via multiple channels, including translated materials	Fall/Winter 2025	CSCs and school staff provide updates; Administrators oversee	Templates for emails/newsletters, translation services, and staff training	Families report timely and clear communication; increased engagement in programs	Spring 2026
Host workshops, forums, and school/community events focused on student learning, wellness, and school programs	Fall/Winter 2025	CSCs organize events; the Leadership Team supports scheduling	Event materials, facilitators, community partners	At least 4 family engagement events per semester; track attendance and participation	Spring 2026
Collaborate with local organizations, city agencies, and businesses to provide resources and	Fall/Winter 2025	CSCs coordinate partnerships; Administrators oversee	Partnership agreements, volunteer coordination, and outreach materials	Establish new partnerships; families utilize additional resources	Spring 2026

programs for families					
Collect family surveys, track participation, and analyze data to guide improvements	Fall/Winter 2025	CSCs and School Leadership collect and analyze data; the District oversees	Survey tools, participation tracking systems, and data analysis support	Yearly surveys measure family satisfaction and engagement; data informs next steps	Spring 2026

Strategic Objective #2- Literacy: K-8 Schools

Strategic Objective #2: Wit & Wisdom - Study Sync Goals aligned with District improvement plan 1,2, and 3

SMARTIE Goal: Grade 5 students will demonstrate measurable growth in reading comprehension and writing proficiency through consistent implementation of the Wit & Wisdom curriculum, with an increase in the percentage of students meeting or exceeding grade-level expectations on end-of-module assessments and district literacy measures.

Grades 6–8 students will demonstrate improved writing proficiency and engagement in ELA through the consistent use of the StudySync curriculum, with measurable growth on StudySync writing tasks and assessments and increased student participation in reading and writing activities.”

Strategic Objective Action Items	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment /Goal	Date Completed/ Ongoing
Analyze student performance data from StudySync to inform instruction and interventions	Fall 2025	ELA teachers collect data; Literacy Coaches and Coordinators review and support	StudySync assessment data reports, planning time for data review	Teachers adjust instruction based on data	Spring 2026
Introduce more novel studies into the StudySync curriculum to deepen comprehension, strengthen vocabulary, and foster student engagement.	Fall 2025	-ELA teachers -ELA Coach	StudySync interactive modules, classroom technology	Student engagement increases as measured by formative assessments and surveys.	Spring 2026
Use data from Wit & Wisdom assessments to inform instruction	Fall 2025	Teachers collect and analyze data; Literacy Coaches review and support	End-of-module assessments, student work samples, and data analysis protocols	Adjust instruction based on student performance; demonstrate measurable growth in reading and writing outcomes	Spring 2026
Support targeted Wit & Wisdom interventions for students below grade level	Fall 2025	Literacy Coaches and interventionists provide support; Teachers implement interventions	Small-group intervention plans, differentiated materials, and progress monitoring tools	Students receiving interventions show at least one performance level growth on assessments	Spring 2026
Increase Wit & Wisdom	Fall 2025	Classroom teachers	Student discussion	Higher engagement is measured by	Spring 2026

student engagement and ownership of learning		facilitate student-centered activities; Literacy Coaches observe	protocols, writing journals, and interactive lesson resources	participation, completion of assignments, and student self-reflection surveys	
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Strategic Objective #3: Academic Excellence Core Instruction (Tier 1 Instruction)- Aligned with District Improvement Plan Goals 1,2, and 3

SMARTIE Goal: Nettle is committed to advancing student learning and success by creating a rigorous and inclusive environment where every learner can thrive. Through the use of high-quality, standards-aligned instructional materials and a focus on strong Tier 1 instruction, we will ensure that all students—no matter their background—have the opportunity to reach their highest potential.

Strategic Objective Action Items	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment /Goal	Date Completed / Ongoing
Restructure the waterfall schedule so teachers meet consistently with their color groups during WIN to strengthen interventions and enrichment.	Fall25	Teachers, Special Education, and ML staff conduct WIN; Principal, Assistant Principal, and ILT ensure implementation.	Revised waterfall schedule, iReady Diagnostic/MyPath access, ILT and team collaboration time, PD on interventions, enrichment, and data use.	Revise the Monday–Friday waterfall schedule; align WIN with color groups; coordinate with Special Education and ML services; use WIN for interventions, enrichment, and iReady MyPath; monitor through ILT and teacher collaboration.	Initial rollout September 2025; monitoring ongoing with mid-year review January 2026
Embed Sheltered English Immersion (SEI) strategies into all core classes to ensure equitable access to rigorous instruction for Multilingual Learners.	Fall25	Core content teachers will implement SEI strategies; the MLE coach will provide training and support; the Principal, Assistant Principal, and ILT will ensure implementation and monitor progress.	SEI training sessions, coaching cycles from the MLE coach, SEI resource materials, and dedicated collaboration time for teachers and ILT.	Evidence of SEI strategies consistently embedded in lesson plans and classroom practice; growth for Multilingual Learners on ACCESS, iReady, and classroom assessments; increased teacher capacity and confidence in supporting MLs	Implementation begins in SY 2025–2026 with ongoing training and coaching provided throughout the school year.
Continuation of Restorative Justice practices in conjunction with the GSA	SY25-S Y28	- All staff - All Students - Supervised by the School Leadership Team and the Student	- Restorative Justice Training through Suffolk University - Schoolbrains - Climate Committee	- Increase student voice in the school - Increased positive feedback on student, staff, and family surveys.	Fall 2025: Ongoing

program to create an inclusive environment that values student participation.		Support Coordinator - Climate Committee - Student Council Representative	funding - Access to the PASS program	- Train teachers, staff, and student leaders on restorative practices: Provide professional learning opportunities for educators and student leaders to build skills in restorative approaches and conflict resolution. - Facilitate restorative circles and peer mediation for conflict.	
Implement station-based learning during the WIN block to maximize engagement, provide targeted interventions, and increase opportunities for enrichment.	SY 2025–2026 with station rotations introduced at the start of the school year	Teachers will plan and facilitate WIN stations; Special Education and Multilingual Learner staff will provide targeted support within station rotations; the Principal, Assistant Principal, and ILT will monitor fidelity and effectiveness.	Teachers will design and implement WIN stations focused on small-group intervention, independent practice (including iReady MyPath), and enrichment activities. Instructional Leadership Team (ILT) and grade-level teams will support planning, share effective practices, and monitor consistency across groups.	Students will consistently participate in WIN stations that address individual learning needs. Success will be measured by student growth on iReady, classroom assessments, and the equitable delivery of interventions and enrichment opportunities. Observational data will also demonstrate consistent use of stations across teams.	JFall 2025: Ongoing
Implementation of high-quality instructional materials across core content areas	SY25	- Instructional Coaches - SS/Sci Lead Teachers - School Leadership Team - District Curriculum Supervisors	-The district provided curriculum resources and ongoing professional development to support the resources.	- Evidence-based and standards-aligned curriculum resources are in place across all core content areas. - All staff members, including sub-separate programs, exclusively use the resources with fidelity and are on pace with school and district pacing expectations.	Fall 2025: Ongoing

Any initiative unique to your school that impacts student outcomes:

For the 2025–2026 school year, Nettle Knights Middle School is committed to fostering excellence in both learning and school culture. Students are recognized and rewarded for positive behavior through our Charger PRIDE system, while teachers deliver rigorous, standards-aligned instruction using a “what, why, how” framework and SEI strategies for multilingual learners. Teacher teams collaborate monthly to support the whole student by analyzing academic, behavioral, and attendance data, ensuring targeted interventions and enrichment. Outside the classroom, students’ voice and leadership are amplified through a Principal’s Student Advisory Cabinet, a Student Council, expanded clubs, athletics, and arts programs—including the school’s first musical production and an enhanced choral program—creating a vibrant and engaging school community.

Time on Learning: Elementary is 900 hours and secondary is 990 hours. Attach a schedule here.

Nettle Knights operates on a Monday through Friday waterfall schedule with six periods each day. Each period lasts 53 minutes with 2 minutes for passing between classes. Students engage daily in ELA, Math, Science, Social Studies, Specials, and a What I Need (WIN) block.

Specials are offered on a trimester basis, with students rotating to two new Specials each trimester. Offerings include two types of gym and art classes, general music, health, technology, and library, with students also having the option to participate in band, which may require them to be pulled from other classes for instruction.

The WIN block is designed to provide pull-out Special Education and Multilingual Learner services, as well as targeted intervention and enrichment opportunities. A key component of WIN is the iReady Diagnostic Assessment and MyPath platform, which helps guide personalized learning for each student.

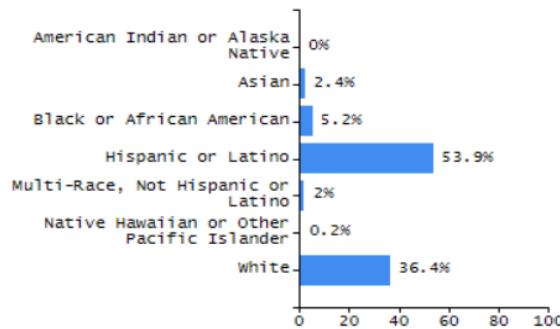
Warning Bell	8:25 AM
Homeroom	8:30am-8:37am
Period 1	8:39am-9:34am
Period 2	9:36am-10:31am
Period 3	10:33am-11:28am
Period 4	11:30am-12:10pm Lunch OR WIN Block
Period 5	12:10pm-12:50pm Lunch OR WIN Block
Period 6	12:52pm-1:47pm
Period 7	1:49pm-2:45pm

Accountability Summary: MCAS, ACCESS, Disciplinary, Attendance, etc.. Insert below.

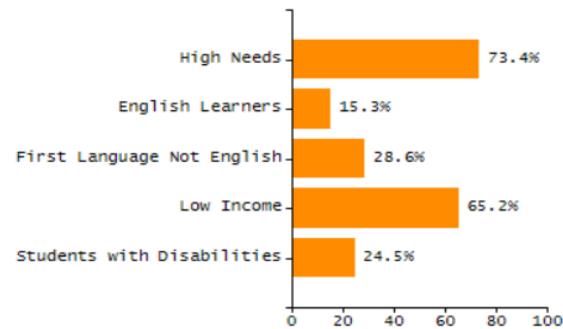
2024-25 Enrollment

School Type	Enrollment	Grades Served	Student / Teacher Ratio
Public	503	05 - 08	10.2 to 1

Student Race and Ethnicity

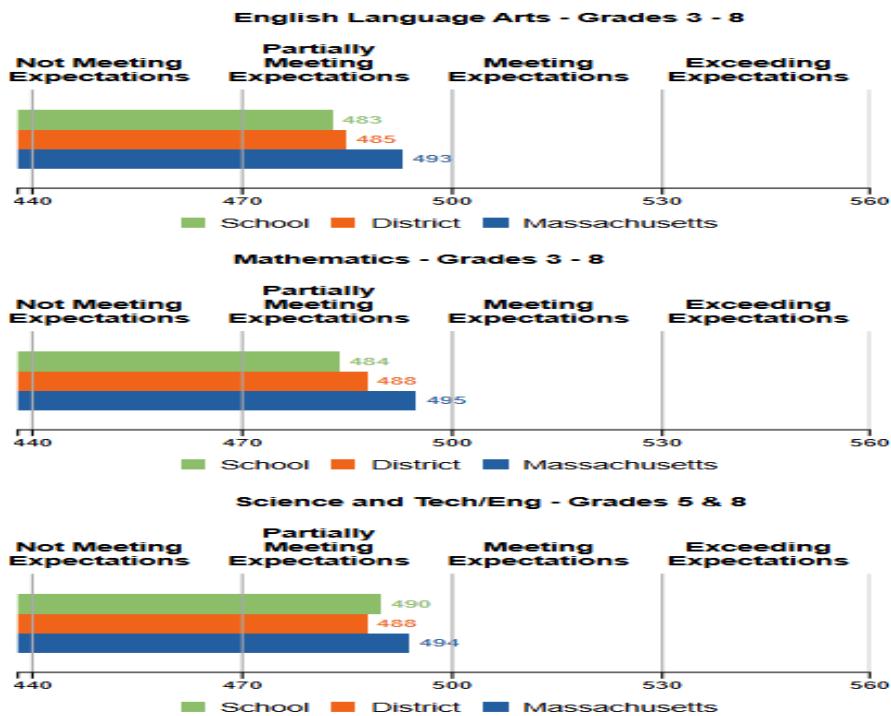


Selected Populations



2024 Student Achievement

MCAS (Average Scaled Score)



School Components required in accordance with Section 1114(b)(2)

- Annual Comprehensive needs assessment to gather feedback and determine areas of improvement based on student performance
- School-wide reform strategies that are inclusive and equitable to all subgroups.
- Instruction by highly qualified professional staff
- Professional Development for teachers, support staff, and paraprofessionals
- Strategies to attract highly qualified teachers
- Strategies to increase parent involvement
- Strategies for assisting students to the next level
- Steps to include teachers in the decision in regards to assessments
- Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of performance (MTSS)
- Coordinate and integrate federal, state, and local programs and services.

***School Name* School Site Council 2025-2026**

SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES

CHAIRPERSON:

July Perez

COCHAIR

Jorge Ortega

RECORDING SECRETARY:

Angela McVey

TEACHERS:

Angela McVey

Haddelyn Cruz

Gio Almonte

PARENTS:

Yeimy Urena de Brea

Gueda Emanual

Adriana Guatzin

Sandy Guerrier

Glady Reyes

Heide Andrews

Varinia Castillo

Nataly Suazo Garcia

Sonia Rios

Sara Hastings

Estefania Rosado Abreu

Maria Esther Morel Perez

Bismarnick Suberbi-Jimenez

Jade Encarnacion Perdomo

COMMUNITY REPRESENTATIVE

NAME AND COMMUNITY

AFFILIATION