

Reading Public Schools
Reading, Massachusetts
School Improvement Plan
W.S. Parker Middle School
2019 – 2020 School Year



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Members of the 2019 – 2020 Parker Middle School Council:

Richele Shankland	Principal/Co-Chair
Eileen Manning	Parent/Co-Chair
Marianne Downing	Parent
Erin Gaffen	Parent
Sherilla Lestrade	Parent
Christine Lusk	Parent
Lynda Michel	Parent
Vonda Gauthier	Teacher
Andrew Spinali	Teacher
Jeanne Duran	Teacher
Elisabeth Bean	Teacher

Preface

The Walter S. Parker Middle School Council, having been formed according to the guidelines of the Education Reform Act of 1993, meets on or about the first Wednesday of each month at 5:30 p.m. The charge for the Parker Middle School Council is framed according to the guidelines of the Reform Act. The Council consists of representatives from the parents and teachers and serves as a sounding board for the Principal. Council members review policies and practices, bring items to the table for discussion, and provide consultation to the principal regarding the School Improvement Plan. In fulfilling this obligation, the Council has taken time to understand the guidelines under which it operates. The members have discussed their limitations and latitudes given by the law and school committee policy.

All school goals and initiatives are aligned with the following:

- The Reading Public Schools District Goals
- The Mission of Parker Middle School
- The Vision Statement of the Reading Public Schools
- The Common Core Standards Initiative

In addition, according to Chapter 71, Section 59C of the Massachusetts General Laws, the council has given consideration to other key areas when reviewing the school improvement input (such as: current class sizes and impact on student performance, parental involvement, school safety and discipline, school environment, extra-curricular activities, and meeting the diverse needs of all students).

This School Improvement Plan is intended to be a living document, providing guidance and direction, but at the same time, allowing for review and revision. The members of the Parker Middle School Council respectfully submit this School Improvement Plan to the Superintendent of Schools and Reading School Committee for its approval in accordance with the Reform Act of 1993.

Walter S. Parker Middle School Strategy and Goals for Improvement of Student Outcomes (2019-2020 School Year)

Our Mission

At the Parker Middle School we strive to maintain a school culture that balances a rigorous and engaging learning community with a child-centered environment that honors the individual talents and struggles of every child. We acknowledge that, in the middle school years, our students face some of the most dramatic physical, social and emotional growth of their lives. Thus, it is our responsibility, in partnership with parents, to teach critical skills and provide the adult guidance that will help students grow to lead confident, responsible and productive lives.

Core Values

Kindness, Community and Personal Best

School Goal for 2019-2020 School Year

During the 2019-2020 school year students and staff at W. S. Parker Middle School will create opportunities for building connections [between staff and students] while developing individual and collective empathy in all aspects of our school culture and professional learning time. This time will be focused on implementing and improving inclusive practices that enhance executive function, improve academic performance and promote equity in learning. Success will be evidenced by increase in academic achievement, decrease in discipline referrals and improved attitudes toward school and learning.

Strategic Objectives

Strategic Objective A

Building Connections and Empathy

In collaboration with Coolidge Middle School, we will continue to incorporate Social-Emotional Learning into all aspects of our school. In advisory, extended homeroom, classrooms and whole school assemblies, we will focus on increasing student/staff empathy and understanding for others and to build connections.

Strategic Objective B

Inclusive Practices

We will identify and utilize teaching practices/strategies, lessons, structures and supports that increase access and opportunity for student engagement and learning in an environment in which they feel safe and supported. This will include inclusive practices, mindfulness, Universal Design for Learning, differentiation across content areas and restorative practices.

Strategic Objective C

Equity

We will promote equity and access for all students. Of particular focus will be students with disabilities, economically disadvantaged students, and students of color.

Strategic Initiatives

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| <ul style="list-style-type: none"> Complete summer work across middle level for SEL integration across curricular areas and advisory. (complete) Summer committee simplifies advisory plan, revises themes/focus areas, and rebuilds grade-level resources for advisory work. (complete) Opportunities to discuss the following school-wide programs in advisory: social media, <i>Angst</i> movie (anxiety), Mykee Fowlin, Challenge Day, transition to high school, personal goals meetings. All students will watch the movie, <i>Angst</i>, and participate in advisory activities on anxiety. All students will attend an assembly on perspective taking and bias presented by Mykee Fowlin and will participate in advisory activities about these topics. | <ul style="list-style-type: none"> Complete committee summer work on inclusive practices to develop and provide professional development opportunities and resources throughout the school year. (complete) Create a school-wide Inclusive Practice goal that provides teachers with options in order to develop skills in areas they can grow. Provide supportive resources to staff on each of the areas mentioned above. Collaborate with Adam Hickey, Landmark Consulting, to work with a cohort of teachers in their classrooms and provide feedback while training other teachers to give feedback (on inclusive practices). Empower teachers to realize their goals by offering opportunities to choose peer observations that meet their needs. | <ul style="list-style-type: none"> Analyze quarterly data along with MCAS data for students who are in our subgroups (economically disadvantaged, high needs, students with disabilities) and identify next steps for specific students. Provide professional development on Equity with Karen Hall using resources from Teaching Tolerance (2 early release days in January 2020) <ul style="list-style-type: none"> -Culturally Competent Teaching and learning -Breaking Down Racial Bias in Our Schools Analyze attendance and discipline data to identify trends and determine next steps. Provide teachers with resources, common language and staff meeting time for restorative practices. |
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<ul style="list-style-type: none"> • Complete surveys in Advisory addressing the Advisory content, feelings of connectedness with teachers and peers, and general emotions. Adjust Advisory curriculum and goals to meet identified areas of need. • On all teams, use new data dashboard quarterly to inform discussions about academic, social, emotional, behavioral needs and next steps. • Assess student attendance data to identify students who struggle with school absences/tardies and meet with families and teams to provide interventions to support these students. • Based on previous school year attendance, invite parents/students in prior to the start of school to discuss plan for improving attendance. (complete) • Students will complete “How’s It Going” forms in advisory each mid-term and have personal goals meetings with advisors as a way of building connections and understanding between students and advisors. • Create learning opportunities for our community to understand the importance of SEL opportunities and our efforts to address SEL standards. <ul style="list-style-type: none"> -Angst Community Presentation -Challenge Day Parent Meetings -Challenge Day Parent/Community Participation -Mykee Fowlin Community Presentations • Review 2019 Youth Risk Behavior Survey results, compare results to 2018 Pride Survey to measure progress and inform next steps. 	<ul style="list-style-type: none"> • Analyze student academic data to identify students whom Tier 1 interventions and support are not meeting needs, discuss Tier 2 interventions and complete SST process as needed. • Use the Intervention Tracker to record interventions/supports/data (academic, social-emotional, behavioral) consistently across grade levels/teams. • Build the capacity of 6th grade ELA teachers to implement the writer’s workshop model. • Through the building leadership team, special education team, grade level teams and department meetings, analyze trends from MCAS scores and determine action steps for improving reading/writing/math skills, practices, test taking strategies and habits of mind across disciplines. • Create a consistent plan for incoming/new students including assessment of reading and math skills, creating connections with student support personnel and supporting the students and parents with all things Parker. • Refine and implement Team Time structure with a focus on math, literacy, organization, team needs, and individual student needs. • Develop curriculum guides in all content areas. • Review and pilot curriculum materials in grades 7 and 8 mathematics. • Principal attends workshop series focused on closing the achievement gap and applies it to Parker practices as appropriate. • Purchase and use new diagnostic tools for math and reading with individual students prior to intervention (Feifer Assessments of Reading/Math). 	<ul style="list-style-type: none"> • Staff will complete surveys regarding professional development, advisory, and inclusive practices. • A focus group of staff and students will create and pilot a survey for our targeted subgroups: economically disadvantaged, students with disabilities, EL, students of color. This will help us establish next steps for professional development and curricular resources.
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Outcomes

Building Connections and Empathy

- Student mid-year and end of year surveys show increases in empathy, identity and connectedness.
- An increase in the 2020 PRIDE results as pertaining to connectedness to adults compared to the PRIDE survey data from 2018 (and 2019 YRBS).
- Teachers and students will complete surveys regarding advisory and attitude toward school overall in order to plan for the following school year.

Inclusive Practices

- A decrease in the achievement gap on state assessments and quarterly school data between our high needs subgroup (English Language Learners, Economically Disadvantaged and Special Education) and the general population of students. As a baseline, use the 2019 next generation MCAS for each test.
- An increase in achievement on school, district and state (MCAS: % meeting/exceeding, growth) assessments for all students.
- A decrease in the average number/month discipline referrals, including suspensions for all students, with close attention to subgroup data.
- An increased positive overall response in school climate and student learning environment scores as evidenced by the PRIDE Survey and Advisory survey data.
- A decrease in the proportion of students who have 10 or more absences as compared to the average of the last three years.
- Published curriculum guides for middle school content areas by December 2020.
- Completed "Intervention Trackers" by team.
- An increase in the number of targeted interventions per the trackers.
- Teachers sharing inclusive practices work with each other, including the work done with Adam Hickey.
- 100% of teachers have an inclusive practices goal that meets their own areas of growth.
- 100% of classroom teachers receive feedback on their goals via the observation and evaluation process.
- Student and teacher surveys regarding inclusive practices implemented in their classrooms and impact on learning/behavior.

Equity

- AWOD Peer Leaders will be trained by December 1, 2019, and lead 5-6 activities in 6th grade classrooms by May 2020.
- Focus group will create and pilot a survey with our subgroup populations: economically disadvantaged, students with disabilities, students of color, EL.
- A decrease in the proportion of students with 10 or more absences for our subgroup populations (economically disadvantaged, students with disabilities, students of color, EL).
- A decrease in average number/month discipline referrals for our subgroup populations (economically disadvantaged, students with disabilities, students of color, EL).
- An increase in student achievement on state (MCAS: % meeting/exceeding, growth), district and school for our high needs population.