

Reading Public Schools

Reading, Massachusetts

School Improvement Plan

2019 – 2020 School Year



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Members of the 2019 – 2020 Coolidge Middle School Council:

Sarah Marchant	Principal/ Co-Chair
Brienne Karow	Assistant Principal
Eric Castriano	Teacher
Chris Friberg	Teacher
Michael Maday	Teacher
Marcel Koster	Parent
Pooja Parsons	Parent
Theresa Wiggins	Parent

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Coolidge Middle School School Improvement Plan Overview 2019-2020

<i>District Strategic Objectives</i>		
Strategic Objective A <i>Data Systems</i> The school district will refine and support a data system built to inform our work. The system will monitor instructional supports and appropriate interventions for students.	Strategic Objective B <i>Coherent Instructional Systems</i> Based on data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners.	Strategic Objective C <i>Supportive and Safe Learning Environment</i> Based on data analysis, the school district will monitor student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.
<i>Coolidge Middle School: Our Mission</i>		
<p>At Coolidge Middle School, we strive to provide a rigorous and engaging learning environment that honors the individuality of every student. During this important time of physical, social, and emotional growth, it is our responsibility to create a safe learning environment, to teach academic and social-emotional skills, and to instill a joy of learning in all students. Our goal is to help students grow to become confident, responsible, and productive citizens.</p>		
<i>Coolidge Community Core Values</i>		
<p><i>ALL community members are "PART" of our values!</i></p> <p><u>P</u>ERSEVERANCE</p> <p><u>A</u>CCOUNTABILITY</p> <p><u>R</u>ESPECT</p> <p><u>T</u>EAMWORK</p>		

School Goal for 2019 – 2020 School Year

During the 2019-20 school year, Coolidge Middle School will increase overall achievement and access. We will do so through the implementation of structures and curriculum that enhance student academic and social-emotional learning, and by providing staff support and development to enhance their academic and social-emotional capacity. Success will be evidenced by an increase in: student engagement, access, academic achievement of all students as well as our high-needs subgroups, teacher efficacy, and in feelings of student connectedness as well as in a decrease in student absences and tardies.

Coolidge Strategic Objectives

Strategic Objective A Connections and Empathy	Strategic Objective B Inclusive Practices	Strategic Objective C Equity
<p>We will incorporate Social-Emotional Learning into all aspects of our school including: Advisory, classrooms, and whole school assemblies and experiences. We will focus on perspective taking, increasing understanding of others, building empathy, and building connections.</p>	<p>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.</p>	<p>We will promote equity and opportunity for all students. We will do so through building teacher and administrative capacity and understanding; through an analysis of opportunities; and through vertical discussions and action planning regarding the Portrait of the Graduate.</p>

Strategic Initiatives

<ul style="list-style-type: none"> • Conduct Advisory activities that address our specific areas of focus: <ul style="list-style-type: none"> • Complete summer work to refine the Advisory plan/ themes/ focus areas/ resources. (complete) • Provide advisors with planning time each month to plan units. • All students will complete a “How’s It Going” form in Advisory each term, to build empathy and connectedness. • Advisors and advisees will complete surveys (mid-year & end-of-year) addressing the Advisory content, feelings of connectedness, and overall emotions. • Provide enrichment and community activities/ presentations that align with high-priority focus areas including: anxiety, perspective taking, empathy, and bias. <ul style="list-style-type: none"> • Students will watch the movie “Angst”. (complete) • Students will attend an assembly on perspective taking and bias presented by Mykee Fowlin. 	<ul style="list-style-type: none"> • Create a school-wide Inclusive Practice Goal for all teachers and provide support in the form of resources, time, and professional development. <ul style="list-style-type: none"> • Focus areas will include: <ul style="list-style-type: none"> ○ Inclusive Practices, utilizing the DOE Course and DOE Handbook. ○ Universal Design for Learning, utilizing the <u>UDL Handbook</u>. ○ Mindfulness, utilizing the <u>Mindfulness for Teachers</u> book. ○ Collaborative and Proactive Solutions, utilizing the book <u>Lost and Found</u> (Ross Greene) ○ Differentiating in Mathematics, utilizing the book <u>Good Questions/ Great Ways to Differentiate Mathematics</u> (Marion Small). • Collaborate with Emily Patt (SEEM Collaborative) to support the ongoing work of the UDL cohort. • Collaborate with Adam Hickey (Landmark) to support the ongoing work of the Inclusive Practice cohort. 	<ul style="list-style-type: none"> • Data: <ul style="list-style-type: none"> • Analyze quarterly data (grades, attendance, discipline), as well as MCAS data, to identify trends and/or areas of focus. • Determine action steps regarding the needs of our high-needs subgroup populations. • Assess the access and opportunities our students have to: inclusion setting; school-sponsored events/ activities/ opportunities; higher-level coursework; advanced math. • Determine action steps regarding opportunities. • Professional Development with a focus on Equity, Diversity, and Cultural empathy: <ul style="list-style-type: none"> • Karen Hall (Striving for an Equitable Curriculum for Diverse Students) (complete) • Grant Hightower (Building Cultural Sensitivity) (complete) • Utilize the Teaching Tolerance resource in curriculum development.
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<ul style="list-style-type: none"> • Students will attend an assembly facilitated by Understanding Disabilities. • 8th graders will participate in Challenge Day. (complete) • Provide community activities/presentations that align with our focus areas: <ul style="list-style-type: none"> • Challenge Day parent meeting. (complete) • Challenge Day parent/community participation. (complete) • “Angst” community presentation. (complete) • Parent Sex Talk. • Mykee Fowlin community presentation. • Build anti-bias and empathy through A World of difference (AWOD – Peer Leader group run by the ADL). <ul style="list-style-type: none"> • AWOD students will participate in peer leader training. (complete) • AWOD students will lead 6th grade anti-bias and empathy activities during Team Time. • AWOD students will attend the yearly conference in Boston. • Data Analysis: <ul style="list-style-type: none"> • Utilize social-emotional data (attendance, Youth Behavior Risk Survey, attendance, discipline, and nurse visits) to inform discussions about academic, social, emotional, and behavioral needs and next steps. • Utilize the 2019 Youth Risk Behavior Survey results, 2017 YRBS data and the 2018 PRIDE survey data to create action steps to address areas of concern/ improvement. • Participate in a district committee, which will analyze the YRBS results and create action steps at the district level (one admin + one teacher). • Staff Development & Enrichment: <ul style="list-style-type: none"> • Two of the five staff goals, and staff meeting time, will focus on social-emotional well-being: 	<ul style="list-style-type: none"> • Coolidge Administration will be trained by Ross Greene on Collaborative and Proactive Solutions. (complete) • Utilize student academic, survey, and formative data to identify targeted areas for Inclusive Practice needs. • Data analysis & intervention: <ul style="list-style-type: none"> • Analyze MCAS data and trends to determine next steps for building skills and content knowledge. This will occur at the department and leadership level. • Utilize academic, discipline, social-emotional, observational, intervention, and attendance data to identify students who are struggling despite Tier 1 interventions. Utilize Tier 2 interventions and the SST process to increase student success. • Expand Tier 1 support to include topics related to executive functioning: organizing, checking the portal, setting goals, typing, etc. • Curriculum/ Instruction: <ul style="list-style-type: none"> • Continue to build the capacity of the 6th grade ELA teachers with the Reader’s and Writer’s Workshop model by providing PD, materials, and collaborative time. • Create a consistent plan for incoming/ new students, including a math assessment, reading assessment, counselor connection, peer mentor connection, and technology. • 7th and 8th grade math teachers will pilot new math resources and will choose one as the new resource by January of 2020. • Middle level departments will create curriculum guides. • School administration will participate in a “Closing the Achievement Gap” two-day course. • School administration will create action steps for closing the achievement gap for 2019 – 2020 and 2020 – 2021, and will build 	<ul style="list-style-type: none"> • Teachers will have the option to take a 15-hour Equity course (led by Karen Hall). • Increase communication and collaborative opportunities between the school and our non-Reading resident families. • Increase opportunities for all students to access academic, after school, and social opportunities in our school and community. • Increase access to rigorous curriculum. • Increase messages of inclusion, diversity, and welcoming everyone in our building. • Participate in “Portrait of the Graduate” work at the district level. <ul style="list-style-type: none"> ○ All staff activity: January 17. ○ District Committee: January – June. • Participate in “Portrait of the Graduate” work at the building level (all staff).
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<p>Mindfulness and Collaborative & Proactive Solutions.</p> <ul style="list-style-type: none"> Administration will attend the “Soul of Leadership” course throughout the 2019-2020 school year and will integrate Soul of Leadership practices into staff meetings. At least three staff meetings will be utilized to discuss the qualities and dispositions of the “Portrait of the Coolidge Graduate.” 	<p>those plans, and progress, into this and future School Improvement Plans.</p>	
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Outcomes

<p><u>Building Connections and Empathy</u></p> <ul style="list-style-type: none"> Student mid-year and end-of-year surveys show increases in empathy, identity and connectedness relative to a similar spring 2019 building survey and spring 2019 YRBS survey results. There will be an increase in the 2020 PRIDE survey data pertaining to connectedness to adults relative to the 2019 YRBS survey data. Teachers and students will complete surveys regarding Advisory content and structure in order to plan for the 2020 – 2021 school year. Student surveys after Challenge Day will show an increase in feelings of connectedness, empathy, and identity. At least four staff meetings will utilize mindfulness and reflective practices. A set of qualities and dispositions of the “Coolidge Graduate” will be created and integrated into the discussions of the Portrait of the Reading graduate. <p><u>Inclusive Practices</u></p> <ul style="list-style-type: none"> An increase in the flexible learning and assessment practices of teachers as measured by their tracking system. This will include an increase in the number of students receiving DCAP accommodations, an increase in UDL practices, and an increase in overall Inclusive Practices. A utilization of the SST process by teachers when students are not responding to DCAP accommodation and Tier 1 structures. An increase in student achievement (% Meeting/ Exceeding) and growth (SGP) on state, district and school assessments for our high-needs subgroups. A decrease in the average/month of discipline referrals, including suspensions for all students, with close attention to subgroup data. An increase in positive responses in school climate and student learning environment scores as evidenced by the PRIDE Survey, Advisory survey data, and MCAS survey data. A decrease in the number of a students who have 10 or more absences (considered chronic absenteeism) as compared to the average over the last three years. A decrease in the number of students in High Needs subgroups who have 10 or more absences compared to the average over the last three years. By June 2020, curriculum guides will be published for all middle school subjects (math, science, social studies, English, foreign language, wellness, art, and music). 100% of teachers will share inclusive practices work with each other across Inclusive Practice subgroups at least 5 x/ year. 96% of teachers have an Inclusive Practice goal that focuses on their own areas of growth (excluding new teachers). 96% of teachers of teachers receive direct and meaningful feedback on their Inclusive Practice Goals via the observation and evaluation process.
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- Based on professional development work, administration will create action steps to close the achievement gap and will have implemented at least two of these action items in the current school year, with at least two additional action items implemented in the 2020 – 2021 school year.

Equity

- An increase in teacher efficacy as evaluated by a professional development survey.
- AWOD Peer Leaders will be trained by the ADL by December 1, 2019 and will lead 3-4 activities in 6th grade classrooms by May 2020.
- A decrease in average number of absences for our subgroup populations (economically disadvantaged, students with disabilities, students of color) relative to averages from the last year and last three years.
- A decrease in number of discipline referrals for our subgroup populations (economically disadvantaged, students with disabilities, students of color) relative to averages from the last year and last three years.
- An evaluation of the access and opportunity we provide for all students including: to the inclusion setting, to rigorous curriculum, to advanced math, and to any school-sponsored activities/ events/ opportunities.
- A survey for our non-Reading resident parents and students to provide feedback regarding communication, access, and opportunity.
- 100% of teachers will participate in professional development on the topic of equity.
- 95% of teachers will utilize the Teaching Tolerance Social Justice Standards in planning at least one unit and will integrate these practices in an increasingly routine manner.

Appendix

A. Key to Acronyms

PLC	Professional Learning Community
SGP	Student Growth Percentile
MCAS	Massachusetts Comprehensive Assessment System
PRIM	Pre-Referral Intervention Manual
SST	Student Support Team
PD	Professional Development
DOE	Department of Education

WIN	What I Need
BLT	Building Leadership Team
AWOD	A World of Difference (student group)
ADL	Anti-Defamation League
DCAP	District Curriculum Accommodation Plan
UDL	Universal Design for Learning
Middle Level Departments	Coolidge & Parker teachers meet by department

B. Building Leadership Team: Members

- Sarah Marchant, Principal
- Brienne Karow, Assistant Principal
- Eric Castriano, Team Endeavor
- Daniel Cody, Team Pegasus
- MaryAnne Cuscuna, Team Polaris
- Lisa Emma, Team Infinity
- Erica LeBow, Team Gemini
- Mollie Pelletier, Team Voyager
- Chris Steinhauser, Team Discovery
- Selma Walsh, Team Explorer