



# Walter S. Parker Middle School

*Kindness, Community, Personal Best*

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Richele Shankland, *Principal*

Brendan Norton, *Assistant Principal*

**To:** Parker Community Members

**From:** Parker School Council

**Re:** Parker School Improvement Plan

**Date:** June 1, 2017

The Parker School Council is pleased to share progress toward our School Improvement Plan goals and plans moving into the 2017-2018 school year.

## **What is School Council?**

A school council is a representative school building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.

## **What does a School Council do?**

The law outlines four major areas of responsibility for councils. School councils are to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

## **Who is on the 2016-2017 Parker School Council?**

The Parker School Council for 2016-2017 is; Audra Cashin, parent; Michelle Greenwalt, parent; Priscilla Hollenbeck, parent; Julie Joyce, parent; Eileen Manning, parent; Lynda Michel, parent; Annika Scanlon, parent; Richele Shankland, principal; Andrew Spinali, teacher.

## **How did the School Council decide on the goals?**

During the 2015-2016 school year, information was collected from the teacher professional learning communities regarding areas within the school that needed improvement. Upon Mrs. Shankland's appointment as Principal, she collected information from spring 2016 PTO meetings, 1-1 meetings with staff, parent meetings and parent socials in regard to needs of the school. In conjunction with the district goals, we decided there were two primary areas in need of development.

## **How can I find out more information?**

View the full Parker School Improvement Plan here:

<https://drive.google.com/file/d/0B0Qv6oAYT5fjeUt3bkdwa1J6MFE/view>

### **School Improvement Goal #1:**

We will explore, implement and track strategies to more effectively address the academic, social, emotional needs and behavioral health of our students.

#### **What does this look like?**

During the 2016-2017 school year, we implemented data meetings throughout the school year in order to analyze data (quarterly academic, attendance, time out of class, Student Risk Screening Scale, Observation, EWIS) identify students, implement interventions/strategies and track progress. The processes for collecting data and protocols for facilitating data meetings were modeled for teachers by six facilitators who worked with our May Institute mentor as well as our district Data Coach. Six data teams, which included off-team teachers (math/specialists) and support staff, participated in three meetings throughout the year. These meetings were followed up with regularly scheduled team meetings. This year, the Parker Leadership Team developed a common intervention tracking system and protocol that will be implemented in the fall. In June, two of our collaborative proposal faculty groups will share strategies for social emotional, anxiety and behavior that have been successful. Another group researched and developed ideas for advisory implementation for next year.

#### **What does the future hold for this goal?**

Although much progress has been made on this goal, we have a lot of work yet to do in order to support our students in all areas: academics, social, emotional and behavioral health. We will continue to implement data teams, but incorporate it into our regularly scheduled administrator team meetings and they will occur more frequently. As a Leadership Team, we will revise the data that we are using for these meetings based on information that was not very helpful and information we were missing. We will implement a school-wide protocol and intervention tracking system.

Throughout next year, the Leadership Team will develop a Student Support Team process that data teams can access when in need of suggestions/recommendations outside of the team for Tier II and Tier III interventions.

We will implement an advisory curriculum that will be delivered once out of a six day cycle in small groups of 15 or less students. It will be imperative that teachers receive training and faculty time in order to implement this curriculum properly. Through our social emotional learning grant, our advisory curriculum will be supported by Facing History and Ourselves. The following year, 2018-2019, it is our plan to increase advisory to two times per six day cycle.

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### **School Improvement Goal #2:**

We will identify and develop strategies for differentiation to increase our effectiveness with all students. This includes strategies to better support struggling learners, to more effectively meet the needs of diverse learners and to better challenge students at all levels.

#### **What does this look like?**

Throughout the 2016-2017 school year, teachers had several opportunities for professional development on differentiated instruction. Most teachers had professional learning goals with this focus and worked in

collaborative proposal groups to create and share differentiated lessons. Many teachers took graduate level classes, attended workshops and online courses about differentiated instruction in their content areas and/or across content areas. Through classroom observations, administrators were able to give teachers feedback about their use of meeting the needs of diverse learners. Many of the Parker staff participated in training with Landmark Outreach where they attended sessions on best practices for language based learners, were observed in their classrooms, and given feedback multiple times.

**What does the future hold for this goal?**

This goal is on-going in that we have made progress, but teachers need a lot of support in this area. We need to continue our focus on differentiated instruction and offering feedback, coaching and professional development opportunities for the teachers. There are teachers in the building who can model this for others, so implementation of instructional rounds will be key to building on the expertise within our building as well.

**Other topics the Parker School Council addressed this year:**

We revisited the dress standard language in the Parker Handbook as well as the Honor Roll criteria.