

A.W. Coolidge Middle School

Perseverance, Accountability, Respect, Teamwork



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Sarah Marchant, Principal
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To: Coolidge Community Members
From: Coolidge School Council
Re: Coolidge School Improvement Plan
Date: June 2, 2017

The Coolidge School Council is proud to share information about our Coolidge School Improvement Plan. Please see below for more information about the School Council and the back of this sheet for a summary overview of the School Improvement Plan goals that have been our focus for the 2016-2017 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 sometimes students, and is 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 Coolidge School Council?

The Coolidge School Council for 2016-2017 is: Sarah Marchant, Principal, Co-Chair; Marcellus Koster, Parent, Co-Chair; Rick Nazzaro, Parent; Pooja Parsons, Parent; Christine Magoon, Parent; Eric Castriano, Teacher; Michael Maday, Teacher.

How does a school decide on a School Improvement Plan goal?

It is important that the schools in our district align their work with the District Improvement Plan, but individualize the goals of our specific building plans so that the needs of our particular building are being met. For example, a focus area of both Coolidge and the district is to work to narrow the achievement gap of our high needs population. There is also a focus on Multi-Tiered Systems of Support in both the district and Coolidge plans. While we share these goals, what this looks like in each building might be a bit different.

How can I find out more information?

View the full Coolidge School Improvement Plan here:

http://reading.k12.ma.us/coolidge/files/2914/7689/1042/School_Improvement_Plan_FINAL_2016-2017.pdf

Coolidge School Improvement Goal 2016-2017: *Using the framework of Multi-Tiered Systems of Support, we will make data informed decisions in the areas of academics, social emotional growth, and behavior, in order to best support our struggling students and to allow all students maximum growth in all areas.*

Why this goal?

Our teachers know our students best, and all members of our community want to help all students achieve to their maximum potential. To maximize academic achievement, students need to feel safe both behaviorally and emotionally. Having a common goal towards student success and achievement is easy, but aligning our conversations, discussions, and supports for students was an area that we could improve. We knew we needed to improve on how we made decisions, what information we used, and having a common language about student needs.

What overall progress was made on this goal?

A great deal of the progress on this goal was made by our Coolidge MTSS Leadership team. The team consists of two MTSS facilitators, our student support staff, our Team Leaders, a parent, two students, and administration. Additional work has been completed by other teacher groups, including Collaborative groups that focused on sub separate sections of this goal.

Over the course of the year, we as a school have increased our use of MTSS as a framework, as targeted in the goal. This means consistency with how we talk about Tier 1 for all students, Tier 2 to address the needs of some, and Tier 3 to address the needs of a few. We built teacher capacity in the areas of how we know what students need, and when, and what to provide.

Within the goal, we had three main focus areas:

- **Focus Area A: Data-Informed Instruction and Interventions**

To improve and align our data collection in the areas of academics, social emotional, and behavioral. To use this data to target interventions, provide scaffolds, and to challenge students. To align this data collection with our Student Support and referral processes.

- **Focus Area B: Achievement Gap: Aligning Growth**

To narrow, and eventually eliminate, the achievement gap between our high needs and all student populations in the areas of ELA, Math, and Science

- **Focus Area C: Building the Capacity to Address Student Needs**

To provide the structural support, guidance, and framework for teachers in order to support the implementation of the school goal.

Why these focus areas? And what progress was made on these?

- **Focus Area A** was established to provide more information to teachers to help aid in the decision-making process as to what students need. Very often teachers have a good sense of needs, but we want to make sure that we are clear on where areas of need truly lie, with how many students, and that we target interventions to truly match student needs. To this end, student data was provided to teachers each term including: class averages for the term(s), PARCC scores, PARCC SGP (student growth percentage), EWIS (Early Warning Indicator System, which is a piece of state-generated data), externalizing and internalizing behavior screener data (SRSS/ SIBS), Time out of Class (nurse visits), Absences, and Tardies. By using this data as additional information, it helped teachers to identify students who may need more support than were previously identified, or it reinforced what teachers already felt that they knew. Additional work that has been done includes: the leadership team has also created a common format for discussions on team; all teams are tracking interventions for students in need in the same way; and a Student Support Team Request for Assistance process has been created and implemented.
- **Focus Area B** is an area being worked on across the district. Every year we work with all students to help them to grow and to reach their greatest potential. One piece of data that measures this growth is the standardized testing SGP (student growth percentage). Of particular concern is our high needs subgroup,

who has a lower rate of growth relative to their peers than those not in that subgroup. We spent time trying to dig into data around standardized tests, and put action plans in place as to how we can better support the growth of this population. This occurred in both math and science this year. Supports included: MCAS prep class offered before school for math; increased math support; more formative assessments in math and science; more spiraling of science concepts throughout the year; explicit re-teaching of skills and information in identified areas.

- Focus Area C ties in with the other two focus areas, in that you can't just expect practices and procedures to change without providing the proper support and vision. Teachers have been provided with PD from Courtney Fogarty and Sarah Marchant about using data as a tool, asking questions about data, creating data-decision rules, and not making assumptions or drawing conclusions about data.

What does the future hold for this goal?

We have started some exciting work this year, and are looking to build on that work next year. Some goals we are focusing on include: creating a defined advisory curriculum to better meet the social-emotional needs of all students; create an intervention block (or a "what I need" time) to better provide Tier 2 offerings for students both in areas of need but also with extension activities; to create more opportunities for Tier 2 work; to use data decision rules to flag students in need early in the process; to start the year with a clear and explicit Student Support Team process; to continue to build the capacity of our staff regarding Advisory, MTSS, and accommodating/ supporting all learners. We are excited where our work has taken us this year, and to hit the ground running next year as we continue to work for providing what is best for our students.