

North Reading Middle School

School Improvement Plan

2022 – 2023



I. School Council Overview

The Law

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

North Reading Middle School Council Mission Statement

It is the role of the North Reading Middle School Council to regularly meet and assist in the identification of the academic and social-emotional needs of the students attending North Reading Middle School (NRMS) and to subsequently make appropriate recommendations to the principal for the development, implementation, and assessment of the NRMS Improvement Plan.

The Middle School Council will:

1. Adopt educational goals for the school that are consistent with district educational policies and statewide student performance standards.
2. Help to identify the educational needs of students attending NRMS.
3. Review the annual school building budget.
4. Formulate a school improvement plan.

Council Membership

The principal is responsible for establishing the membership of the School Council "pursuant to a representative process approved by the superintendent and school committee," and to define the size and composition of the council. The following stipulations were considered when the middle school council was established:

Parents "have parity with professional personnel on the school councils" (read: the number of parent representatives must be equal to the number of teachers who serve on the council plus the principal).

"Not more than fifty percent of the council shall be non-school members." "Non-school members" are defined as members who are "other than parents, teachers, students and staff at the school."

The membership of school councils "should be broadly representative of the school building and community."

School Council Membership 2021-2022

The 2021-2022 NRMS School Council consisted of:

Catherine L. O'Connell, NRMS Principal
Laura Oliveto, NRMS Assistant Principal
Gayle DaMore, NRMS Staff
Kathleen Kirwin, NRMS Staff
Linda Emery, Parent Representative
Jodi Cloney, Parent Representative
Marisa Morello, Community Representative
Amy Luckiewicz, Community Representative

Council Meeting Information

All meetings are held at North Reading Middle School in room B33 and are open to the public. Public meeting notices are posted through the Town Clerk's office as mandated. The meetings commence at 3:15 pm and end at 4:00 pm.

Council 2021-2022 Meeting Dates

The Council met on November 9, December 9, January 13, February 10, March 10, April 14, May 12 and June 9.

II. School Improvement Goals 2022-2023

North Reading Public School District Mission Statement

The North Reading Public Schools provide a safe, inclusive, and supportive learning environment where students develop both their social-emotional and academic skills and abilities through an exploration of a wide range of content areas, the arts, athletics, and extra-curricular opportunities. With a dedication to excellence, service, and life-long learning our students will engage collaboratively, think critically, embrace diversity, and value equity in order to become productive global citizens.

Student Experience Vision Statement

All students in North Reading will feel welcome, safe, and valued for who they are and supported to reach their potential as global citizens. Students will feel personally connected to their learning

experiences and will feel represented inside and outside of the classroom ensuring a sense of belonging.

North Reading Middle School

The mission of North Reading Middle School is to create a safe, supportive, and challenging academic environment for all students to develop the knowledge, skills, and attitudes necessary for success in a rapidly changing world.

Overview

It is our belief that to effect lasting change and improvement for our school, we need to work towards creating a culture of high expectations that are actively supported by a purposeful community that comes together around a clear focus and does what is needed to accomplish its goals. To this end, we are pleased to publish our School Improvement Plan for the 2022 – 2023 school year. We believe this plan will provide the basis for continuous improvement. We have incorporated the ideals of all our stakeholders: students, faculty and staff, parents, administration, and community members into this plan. Furthermore, we are committed to keeping everyone informed about our school's journey towards high performance.

The North Reading Middle School Improvement Plan for 2022-2023 has been organized with our goals, strategies, and expected outcomes around the following three district targeted improvement areas for NRPS 2025:

Teaching and Learning Student Support Services Diversity, Equity & Inclusion

Teaching and Learning

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: The average student growth percentile on the spring 2023 ELA MCAS for students who did not meet	Analyze data from the 2022 ELA MCAS and identify students who did not meet expectations and who also received an SGP of below 40%. Consider recommending these students for our Multi-Tiered System of Support (MTSS) ELA sessions in the fall of 2022.	Administration ELA curriculum leader	Student achievement in ELA will improve.

<p>expectations in 2022 in each grade level will be above 50%.</p> <p>NRPS 2025 T.L. 1.1 & 2.2</p>	<p>Students who perform below grade level on the i-Ready diagnostic will be recommended for our (MTSS) ELA sessions in the fall of 2022.</p> <p>Data from the September 2022 i-Ready Reading diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2022-2023 school year.</p> <p>Data from the January 2023 i-Ready Reading diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2022-2023 school year.</p> <p>Students who perform below grade level on the January 2023 i-Ready diagnostic will be recommended for MTSS ELA intervention sessions in the winter of 2022-2023.</p>	<p>ELA and reading teachers</p> <p>MTSS team</p>	
<p>Goal Statement 2: By June of 2023, 80% of all students in each grade level will demonstrate mastery on the grade level Science standards as measured by the end of year common assessment data.</p> <p>NRPS 2025 T.L. 1.1 & 2.2</p>	<p>Analyze the 2022 Science MCAS results for grade 8.</p> <p>Students who are not demonstrating mastery in grade level standards will be recommended for MTSS Science intervention sessions in the fall and/or winter of 2022/2023.</p> <p>The standards based common assessments given by the Science department in each grade will be revised for alignment to ensure accurate measurement of student mastery of grade level content standards.</p> <p>Common Assessment data will be collected and analyzed at each grade level in September to identify focus areas for the 2022-2023 school year. Common Assessment data will continue to be analyzed throughout the year.</p>	<p>Administration</p> <p>Science curriculum leader</p> <p>Science teachers</p> <p>MTSS team</p>	<p>Student achievement in Science will improve.</p>

<p>Goal Statement 3: The average student growth percentile on the spring 2023 math MCAS for students who did not meet expectations in 2022 in each grade level will be above 50%.</p> <p>NRPS 2025 T.L. 1.1 & 2.2</p>	<p>Analyze data from the 2022 Math MCAS and identify students who did not meet expectations and who also received an SGP of below 40%. Consider recommending these students for our Multi-Tiered System of Support (MTSS) Math sessions in the fall of 2022. These students may also be recommended for Title 1 math.</p> <p>Students who perform below grade level on the i-Ready diagnostic will be recommended for our (MTSS) Math sessions in the fall of 2022.</p> <p>Data from the September 2022 i-Ready Math diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2022-2023 school year.</p> <p>Data from the January 2023 i-Ready Math diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2022-2023 school year.</p> <p>Students who perform below grade level on the January 2023 i-Ready diagnostic will be recommended for MTSS Math intervention sessions in the winter of 2022-2023.</p>	<p>Administration</p> <p>Math curriculum leader</p> <p>Math teachers</p> <p>Title 1 teacher</p> <p>MTSS team</p>	<p>Student achievement in Mathematics will improve.</p>
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<p>Goal Statement 4:</p> <p>By June 2023, teachers will improve their capacity to integrate technology into their lessons including the development of meaningful, student-centered remote learning opportunities, when needed.</p> <p>NRPS 2025 T.L. 1.3</p>	<p>Encourage teachers to use available technologies as they develop lesson plans and assessments for instruction at school and during times of remote learning.</p> <p>Continue to provide ongoing training for teachers to integrate instructional technology into the curriculum by accessing the digital learning specialists.</p> <p>Encourage teachers to observe other teachers who are expert at integrating technology into their lessons.</p> <p>Continue to provide opportunities for collaboration between our digital learning specialists and the core academic content areas in each grade level.</p>	<p>Administration</p> <p>Teachers</p> <p>Director of Digital Learning</p> <p>Digital Learning Specialists</p> <p>Students</p>	<p>Teachers' technology skills will improve.</p> <p>Sharing of best teaching practices incorporating technology will increase.</p> <p>Teaching and learning during remote learning will improve.</p>
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Student Support Services

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p>Goal Statement 1:</p> <p>By June 2023, 80% of students identified for an MTSS intervention will demonstrate improved performance in the targeted area of their intervention after a 10 week session.</p> <p>NRPS 2025 SS 2.1</p>	<p>Collect and analyze data from: MCAS, iReady, quarterly grades, attendance, guidance check ins and office referrals.</p> <p>Identify students in need of an academic or non-academic intervention.</p> <p>Evaluate the validity of our pre and post MTSS measurement tools</p> <p>Progress monitor students receiving interventions through the MTSS framework.</p>	<p>Administration</p> <p>MTSS team</p> <p>Teachers</p>	<p>Student achievement will improve.</p> <p>Student well-being will improve.</p>

<p>Goal Statement 2: By June 2023, we will improve the effectiveness of our social emotional supports targeted at school avoidant students as measured by a decrease in the chronic absenteeism percentage as compared to June 2022.</p> <p>NRPS 2025 SS 3.3</p>	<p>Continue to refine the guidance check in tool that was first used in 2020-2021 to collect data on student self-referrals to guidance.</p> <p>Analyze the guidance check in and attendance data quarterly to look for patterns and themes.</p> <p>Adjust student support systems to better meet the changing needs of our students.</p> <p>Implement year 2 of the Bridge program for at risk students.</p> <p>Provide Tier 1 SEL education for all middle school students throughout the school year.</p>	<p>Administration</p> <p>Guidance</p> <p>School Adjustment Counselor</p> <p>Teachers</p>	<p>Student attendance will improve.</p> <p>Student achievement will improve.</p> <p>Students' social emotional needs will be better met.</p>
<p>Goal Statement 3: By June 2023, the number of suspensions will decrease by 50% as compared to the 2021-2022 discipline data.</p> <p>NRPS 2025 SS 3.4</p>	<p>Analyze suspension data from 2021-2022</p> <p>Collect and analyze office referral data throughout the school year.</p> <p>Provide explicit tier 1 instruction to all students on the expected student code of conduct throughout the school year.</p> <p>Create learning modules for chronic behavior issues based on suspension data from 2021-2022 school year.</p>	<p>Administration</p> <p>Data Leader</p> <p>School Adjustment Counselor and School Psychologists</p>	<p>Office referrals will decrease</p> <p>Suspension numbers will decrease</p> <p>Our response to student discipline will be more consistent</p>

Diversity, Equity & Inclusion

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: By June 2023, staff and student perceptions of school climate will improve. NRPS 2025 SS 3.4	Administer a climate survey in September 2022 to students and staff. Analyze the results from the survey given to students and staff, and share this data along with longitudinal data with the leadership team, staff and school council members. Implement a plan in September 2022 to improve the climate levels based on the data results. Analyze the guidance check-in form data. Administer and analyze the results from a mid year mood meter check in with students. Administer a climate survey in June 2023 to students and staff. Analyze the results from the survey given to students and staff along with longitudinal data and share data with the leadership team, staff and school council members.	Administration Leadership team Teachers Students School Council members	Climate levels in the building will improve. Student achievement will improve. Attendance will improve. Office Referrals will decrease.

<p>Goal Statement 2: By June 2023, 80% of our staff will demonstrate an increase in their awareness and understanding of equity and social justice themes as they relate to adolescent development to include a clear understanding of equity and social justice vocabulary.</p> <p>NRPS 2025: DEI 1.1 & 1.5</p>	<p>Administer a climate survey with staff in September with questions that specifically ask staff about their understanding of equity and social justice and how these themes relate to adolescent development.</p> <p>Analyze the results from the survey.</p> <p>Share results with staff.</p> <p>Develop and implement a plan to increase staff awareness and understanding of equity and social justice themes as they relate to adolescent development. This plan will include dedicated professional development time during the school year for staff.</p> <p>Create opportunities for feedback from marginalized students and staff around continued work on this goal.</p> <p>Administer a final climate survey in June 2023 to staff.</p> <p>Analyze the results from the survey and share data with the leadership team, staff and school council members.</p>	<p>Administration</p> <p>Leadership Team</p> <p>Teachers and Staff</p>	
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III. School Profile

North Reading Middle School Mission Statement

The mission of the North Reading Middle School is to create a safe, supportive, and challenging academic environment for all students to develop the knowledge, skills, and attitudes necessary for success in a rapidly changing world.

North Reading Middle School Core Values

Respect, Responsibility, and Community

Enrollment by Grade Level

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 6	176	195	175	193	169
Grade 7	165	184	190	176	192
Grade 8	196	159	185	190	180

2022-2023 Staffing**Administration**

Principal	Catherine O'Connell
Assistant Principal	Laura Oliveto
Administrative Assistant	Maureen Cusolito
Administrative Assistant	Eileen Gallella

Guidance/School Psychologists

School Psychologist	Carly Capuano
School Psychologist	Rebecca Skobe
School Psychologist	Justin Mattison
Adjustment Counselor	Michael Hursh

Building/Custodial Staff

Custodial	Buddy Miller
Custodial	Jim Shiner

Teaching Faculty

Grade 6	Grade 7	Grade 8	General Arts
Lauren Fazio	Ian Rush	Lacey LaHaie	Tristan Irish, Physical Education
Wendy Byrne	Terry House	Joseph Davis	Melissa Cefali, Physical Education
Karen Caruso	Heather Maiola	Kathryn Jones	Jessie O'Brien, Art

Maria Bunten	Stephanie Checrallah	Jessica Lockley	Kathleen Kirwin, Robotics
Jessica Murdock	Cathy Tremblay	Jim Coger	Lauren Walton, Digital Learning
Jennifer Novicki	Audrey Nicholson	Jean Houghton	Carla Lister, Chorus and Gen. Music
Brittany Bythrow	Christopher Roofoe	Laura Bowers	Ben Owens, Band
Michael Leyden	Meredith Gallagher	Kris Davis	Dana Sinerate, Video Production
Samantha Souza	James Burke	Diane Moody	Gayle DaMore, Health
Alison Stewart	Brienne DiPersio	Katie Bray	

Support Faculty/Staff

Special Education Teachers	Paraprofessionals	Support Staff
Wendy Galante grade 6	Carol MacHugh	Heather Driscoll SLP grades 6,7,8
Lauren Johnson grade 6	Peter Wilk	Maureen MaGinnis Reading grades 6,7,8
Roy Medeiros grade 7	Lisa Day	Ben Pershouse Reading grades 6,7,8
Andrew Mellen grade 7	Janice Wilk	Michele Mulik Title 1 Math grades 6,7,8
Kevin McLeod grade 8	Julie Brady	Penny Kulakowski Nurse
Anne Marie Budden, grade 8	Bridget Rosatone	
Cathy Stankus grade 6,7,8	Lori Capezzuto	
Johanna Callahan grade 6,7,8	Marie Falasca	
Jolene Danian grades 6,7,8		
Alexandra Manna grade 6,7,8		
Dianne Vercammen grades 6,7,8		
Rachel Vitale 6,7,8		

IV. Educational Program

Grade and School Configuration Policies

North Reading Middle School houses grades 6 – 8. Creating smaller schools and taking on a Team Approach are important strategies we incorporate at the middle school. We believe that our Team Approach offers students the most direct path for forging stable relationships with teachers and peers. In general terms, our Team Approach has the following characteristics:

- provides sufficient team and individual planning time to teachers
- allows team teachers the flexibility to adjust students' daily schedules while their students are on team
- designates grade-level areas of the building

Teaching Methodology and Structure

We believe that instituting a Team Approach is an important step in developing a positive, supportive and integrated middle grade learning community. Teams within a middle school model enable young adolescents and educators to interact daily on a formal and informal basis. Teams offer students the most direct path for forging stable relationships with teachers and peers. Teams provide the support system young adolescents need in order to foster their intellectual and interpersonal development. Each grade level is composed of two teams. Students have five core academic classes and two general arts blocks per day. Each team has five core academic teachers along with special education staff to support students on IEPs who are a part of the team.

Some of the benefits to the Team Approach are:

- encourages students to form relationships with their team of teachers
- allows students to see connections between disciplines (integrated curriculum approach)
- creates teams of teachers who take ownership of a specific group of students
- encourages collaboration and opportunities for teams of teachers to review students' work together and further discuss students who need additional support

Special Education

Each grade has 2 special education teachers and 1 paraprofessional who support students both in and out of the classroom. Each grade also has a dedicated learning center for support that takes place outside of the content classes. Modifications and accommodations are provided to help students access the curriculum. Additionally, we have three specialized programs: Pathways, Connections and RISE. These programs are designed to meet the individual needs of the students and are staffed by special education teachers and paraprofessionals.

V. Updates from 2021-2022

Teaching and Learning

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p>Goal Statement 1: By June of 2022, 80% of all students in each grade will meet their growth target number as measured by the ELA i-Ready diagnostic.</p>	<p>Data from the September 2021 i-Ready Reading diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2021-2022 school year.</p> <p>Analyze data from the 2021 ELA MCAS and identify students who did not meet expectations. Consider recommending these students for our Multi-Tiered System of Support (MTSS) ELA sessions in the fall of 2021.</p> <p>Students who perform below grade level on the i-Ready diagnostic will be recommended for our (MTSS) ELA sessions in the fall of 2021.</p> <p>Data from the January 2022 i-Ready Reading diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2021-2022 school year.</p> <p>Students who perform below grade level on the January 2022 i-Ready diagnostic will be recommended for MTSS ELA intervention sessions in the winter of 2021-22.</p> <p>Update as of January 2022</p> <p>Update as of June 2022</p> <p>End of year summary: We did not meet our goal of 80% at each grade level reaching their typical growth target. The average percentage of students across the 3 grades who met their typical growth target was 52% .</p>	<p>Administration</p> <p>ELA curriculum leader</p> <p>ELA and reading teachers</p> <p>MTSS team</p>	<p>Student achievement in ELA will improve.</p>

<p>Goal Statement 2: By June of 2022, 80% of all students in each grade level will demonstrate mastery on the grade level Science standards as measured by Common Assessment data.</p>	<p>Common Assessment data will be collected and analyzed at each grade level in September to identify focus areas for the 2021-2022 school year. Common Assessment data will continue to be analyzed throughout the year.</p> <p>Students who are not demonstrating mastery in grade level standards will be recommended for MTSS Science intervention sessions in the fall and/or winter of 2021.</p> <p>Analyze the 2021 Science MCAS results for grade 8.</p> <p>Update as of January 2022</p> <p>Update as of June 2022</p> <p>End of year summary: We did not meet our goal of 80% at each grade level reaching mastery. The average percentage of students across the 3 grades who reached mastery was 58.3% .</p>	<p>Administration</p> <p>Science curriculum leader</p> <p>Science teachers</p> <p>MTSS team</p>	<p>Student achievement in Science will improve.</p>
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<p>Goal Statement 3: By June of 2022, 80% of all students in each grade will meet their growth target number as measured by the Math i-Ready diagnostic.</p>	<p>Data from the September 2021 i-Ready Math diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2021-2022 school year.</p> <p>Analyze data from the 2021 Math MCAS and identify students who did not meet expectations. Consider recommending these students for our (MTSS) Math sessions in the fall of 2021.</p> <p>Collect and Analyze data from the Big Ideas Benchmark Assessments and identify students who are not demonstrating mastery of the grade level standards. Consider recommending these students for our (MTSS) Math sessions in the fall of 2021.</p> <p>Students who perform below grade level on the i-Ready diagnostic will be recommended for MTSS Math intervention sessions in the fall of 2021 and/or Title 1 Math support.</p> <p>Data from the January 2022 i-Ready Math diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2021-2022 school year.</p> <p>Students who perform below grade level on the January i-Ready diagnostic will be recommended for MTSS Math intervention sessions in the winter of 2021/22 and/or Title 1 Math support.</p> <p>Students who are not performing at grade level in Math will be invited to participate in free after school Math MCAS tutoring in the spring of 2022.</p> <p>Update as of January 2022</p> <p>Update as of June 2022</p> <p>End of year summary: We did not meet our goal of 80% at each grade level reaching their typical growth target. The average percentage of students across the 3 grades who met their typical growth target was 69% .</p>	<p>Administration</p> <p>Math curriculum leader</p> <p>Math teachers</p> <p>Title 1 teacher</p> <p>MTSS team</p>	<p>Student achievement in Mathematics will improve.</p>
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<p>Goal Statement 4:</p> <p>By June 2022, teachers will improve their capacity to integrate technology into their lessons including the development of meaningful, student-centered remote learning opportunities, when needed.</p>	<p>Encourage teachers to use available technologies as they develop lesson plans and assessments for instruction at school and during times of remote learning.</p> <p>Continue to provide ongoing training for teachers to integrate instructional technology into the curriculum by accessing the digital learning specialists.</p> <p>Encourage teachers to observe other teachers who are expert at integrating technology into their lessons.</p> <p>Update as of January 2022</p> <p>Update as of June 2022</p> <p>End of year summary: I believe that we met this goal in large part due to the amazing dls staff we have led by Dr. Downs. I am hopeful that we will continue to provide our staff with access to the most recent and innovative technology tools available.</p>	<p>Administration</p> <p>Teachers</p> <p>Director of Digital Learning</p> <p>Digital Learning Specialists</p> <p>Students</p>	<p>Teachers' technology skills will improve.</p> <p>Sharing of best teaching practices incorporating technology will increase.</p> <p>Teaching and learning during remote learning will improve.</p>
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Student Support Services

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: By June 2022, 80% of students identified for an MTSS intervention will demonstrate improved performance in the targeted area of their intervention after a 10 week session.	Collect and analyze data from: iReady, quarterly grades, attendance, guidance check ins and office referrals. Identify students in need of an academic or non-academic intervention. Progress monitor students receiving interventions through the MTSS framework. Update as of January 2022 Update as of June 2022 End of year summary: We are unable to determine if we met our goal due to our data collection efforts. We implemented 2 rigorous 10 week intervention sessions, but failed to collect sufficient end of intervention data to determine whether or not we met this goal.	Administration MTSS team Teachers	Student achievement will improve. Student well-being will improve.
Goal Statement 2: By June 2022, we will improve the effectiveness of our social emotional supports targeted at school avoidant students as measured by improved attendance data.	Continue to refine the guidance check in tool that was first used in 2020-2021 to collect data on student self-referrals to guidance. Analyze the collected data quarterly to look for patterns and themes. Adjust student support systems to better meet the changing needs of our students. Implement year 1 of the Bridge program for at risk students. Update as of June 2022 SEL lesson 1 , SEL lesson 2 , SEL lesson 3	Administration Guidance School Adjustment Counselor Teachers	Student attendance will improve. Student achievement will improve. Students' social emotional needs will be better met.

	<p>End of year summary: I believe that we met this goal in large part due to our school psychologists and Bridge staff. We implemented 3 school wide SEL lessons. We also implemented year 1 of the BRIDGE program. The data collected from the BRIDGE program indicates that the students who accessed the program benefited from the support. The guidance check in data also indicates that our guidance staff were able to meet with more students as compared to the 2020-2021 school year.</p>		
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Diversity, Equity & Inclusion

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p>Goal Statement 1: By June 2022, staff and student perceptions of school climate will improve.</p>	<p>Administer a climate survey in September 2021 to students and staff.</p> <p>Analyze the results from the survey given to students and staff, and share data with the leadership team, staff and school council members.</p> <p>Implement a plan in September 2021 to improve the climate levels based on the data results.</p> <p>Administer a climate survey in January 2022 to students and staff, then adjust implementation plan if necessary.</p> <p>Administer a climate survey in June 2022 to students and staff.</p> <p>Analyze the results from the survey given to students and staff, and share data with the leadership team, staff and school council members.</p> <p>Update as of January 2022, Update as of January 2022</p> <p>Update as of June 2022, Update as of June 2022</p>	<p>Administration</p> <p>Leadership team</p> <p>Teachers</p> <p>Students</p> <p>School Council members</p>	<p>Climate levels in the building will improve.</p> <p>Student achievement will improve.</p> <p>Attendance will improve.</p> <p>Office Referrals will decrease.</p>

	<p>End of year summary: Overall, the staff results trended down from the fall to the spring. Two areas of focus in the fall with staff will be: shared vision and student discipline. The student results also trended downward. Areas of focus for work with students will be on acknowledging positive student behavior and ensuring a sense of belonging for all students as well as creating consistent behavior expectations for all students.</p>		
<p>Goal Statement 2: By June 2022, 80% of our staff will demonstrate an increase in their awareness and understanding of equity and social justice themes as they relate to adolescent development to include a clear understanding of equity and social justice vocabulary.</p>	<p>Add questions to the September staff climate survey that specifically ask staff about their understanding of equity and social justice and how these themes relate to adolescent development.</p> <p>Analyze the results from the survey.</p> <p>Share results with staff.</p> <p>Develop and implement a plan to increase staff awareness and understanding of equity and social justice themes as they relate to adolescent development. This plan will include dedicated professional development time during the school year for staff.</p> <p>Create opportunities for feedback from marginalized students and staff around continued work on this goal.</p> <p>Administer the climate survey in January 2022 to staff and adjust implementation plan if necessary.</p> <p>Administer a final climate survey in June 2022 to staff.</p> <p>Analyze the results from the survey and share data with the leadership team, staff and school council members.</p> <p>Update as of January 2022</p> <p>Update as of June 2022</p>	<p>Administration</p> <p>Leadership Team</p> <p>Teachers and Staff</p>	.

	<p>End of year summary: This is an area where we did not do enough work. We need to focus more on this goal in the 2022-2023 school year. Overall, the pre and post survey results show a slight decline in staff perceptions about their understanding and comfort level engaging in this work.</p>		
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