

North Reading Middle School

# School Improvement Plan

2023 – 2024



# **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 2022-2023**

The 2022-2023 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  
Kerri Antonuccio, Parent 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. Meeting minutes are available on the North Reading Middle School Website. The meetings start at 3:15 pm and end at 4:00 pm.

### **Council 2022-2023 Meeting Dates**

The Council met on: 10.26.22, 11.22.22, 12.19.22, 2.27.23, 3.20.23, 4.24.23, 5.22.23

## **II. School Improvement Goals 2023-2024**

### **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 2023 – 2024 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 2023-2024 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 & Belonging

### Teaching and Learning

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p><b>Goal Statement 1:</b> The average student growth percentile on the spring 2024 ELA MCAS for students who either partially met or did not meet</p>	<p>Analyze data from the 2023 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 2023.</p>	<p>Administration ELA curriculum leader</p>	<p>Student achievement in ELA will improve.</p>

<p>expectations in 2023 in each grade level will be above 50%.</p> <p>NRPS 2025 T.L. 1.1 &amp; 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 2023.</p> <p>Data from the September 2023 i-Ready Reading diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2023-2024 school year.</p> <p>Data from the January 2024 i-Ready Reading diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2023-2024 school year.</p> <p>Students who perform below grade level on the January 2024 i-Ready diagnostic will be recommended for MTSS ELA intervention sessions in the winter/spring of 2024.</p>	<p>ELA and reading teachers</p> <p>MTSS team</p>	
<p><b>Goal Statement 2:</b> By June of 2024, 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 &amp; 2.2</p>	<p>Analyze the 2023 Science MCAS results for grade 8.</p> <p>Grade 8 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 2023/2024.</p> <p>Common Assessment data will be collected and analyzed at each grade level in September to identify focus areas for the 2023-2024 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>STEM leader</p>	<p>Student achievement in Science will improve.</p>

<p><b>Goal Statement 3:</b> The average student growth percentile on the spring 2024 Math MCAS for students either partially met or did not meet expectations in 2023 in each grade level will be above 50%.</p> <p>NRPS 2025 T.L. 1.1 &amp; 2.2</p>	<p>Analyze data from the 2023 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 2023. 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 2023.</p> <p>Data from the September 2023 i-Ready Math diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2023-2024 school year.</p> <p>Data from the January 2024 i-Ready Math diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2023-2024 school year.</p> <p>Students who perform below grade level on the January 2024 i-Ready diagnostic will be recommended for MTSS Math intervention sessions in the winter/spring of 2024.</p>	<p>Administration</p> <p>Math curriculum leader</p> <p>Math teachers</p> <p>Title 1 teacher</p> <p>MTSS team</p> <p>STEM leader</p>	<p>Student achievement in Mathematics will improve.</p>
--	---	---	---

<p><b>Goal Statement 4:</b> By the end of June 2024, teachers will demonstrate an increased understanding of the Understanding By Design curriculum mapping process through the development of 2 curricular units.</p> <p>NRPS 2025 T.L. 2.1</p>	<p>Review scope and sequence documents completed during the 2022-2023 school year</p> <p>Provide training for teachers on the Understanding By Design curriculum mapping process</p> <p>Develop 2 UBD units for each content area by the end of the school year</p> <p>Ensure that the assessments used in these units are standards based.</p>	<p>Core content area teachers</p> <p>Curriculum leaders</p> <p>Assistant Superintendent for Curriculum and Instruction and STEM coordinator</p> <p>Instructional Leadership Team</p> <p>Digital Learning Specialists</p>	<p>Increased alignment in the core content areas in grades 6-8</p>
--	---	--	--

### Student Support Services

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p><b>Goal Statement 1:</b> By June 2024, 80% of students identified for a Tier 2 Math, ELA or Science (gr 8) MTSS intervention will demonstrate an improved SGP in the content area of the intervention on the spring 2024 MCAS. 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>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><b>Goal Statement 2:</b> By June 2024, students and staff will demonstrate an increase in their knowledge and use of Restorative Practices.</p> <p>NRPS 2025 DEIB 1.5</p>	<p>Finalize RP implementation plan focusing on providing additional training opportunities for staff and students.</p> <p>Continue to work with outside consultant to ensure fidelity of implementation.</p>	<p>RP team School Adjustment Counselor Staff Students</p>	<p>Office referrals will decrease</p> <p>Suspensions will decrease</p> <p>Our response to student discipline will be more consistent</p> <p>Climate levels will increase</p>
--	--	---	--

### Diversity, Equity, Inclusion & Belonging

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p><b>Goal Statement 1:</b> By June 2024, staff and student perceptions of school climate will improve with a focus on DEIB and Restorative Practice.</p> <p>NRPS 2025 SS 3.4</p>	<p>Administer a climate survey in September 2023 to students and staff.</p> <p>Analyze 2023 Vocal Survey &amp; Core Measurement Data</p> <p>Analyze the results from these surveys and share this data along with longitudinal data with the leadership team, staff and school council members.</p> <p>Implement a plan in October 2023 to improve the climate levels based on the data results.</p> <p>Regularly analyze the guidance check-in form data.</p> <p>Develop more opportunities to include student voice in decision making</p> <p>Administer a climate survey in June 2024 to students and staff.</p> <p>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.</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><b>Goal Statement 2:</b>  In order to create an environment where every student feels valued, respected, and empowered to succeed academically and socially, regardless of their background or identity, the school will work to establish and implement a comprehensive equity-walkthrough framework, ensuring a consistent commitment to equitable practices, cultural responsiveness and inclusivity in the classroom, as defined by NRPS2025 and the NRPS practices (DCAP, UDL, and the MA DESE rubrics for teachers and administrators).  NRPS 2025  DEIB 1.1 &amp; 1.5</p>	<p>Conduct monthly walk-throughs of classrooms with the DEIB and UDL consultants focusing on: relationships, relevance, rigor, results and classroom environment</p> <p>Debrief with DEIB and UDL consultants after walk-throughs to determine areas of focus for improvement</p> <p>Share feedback and resources with staff</p>	<p>Administration  Leadership Team  Teachers and Staff  DEIB consultant  UDL consultant</p>	<p>Calibration of best teaching practices for UDL and DEIB will increase among staff and administration.</p> <p>Student perception of belonging and access to classroom instruction will increase</p>
---	--	---	---

### 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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 6	195	175	193	166	187
Grade 7	184	190	176	194	165
Grade 8	159	185	190	180	195

#### 2023-2024 Staffing

##### Administration

Principal	Catherine O'Connell
Assistant Principal	Laura Oliveto
Administrative Assistant	Stacy Scouten
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	Evan Damato

### Teaching Faculty

Grade 6	Grade 7	Grade 8	General Arts
Lauren Fazio	Alison Stewart	Lacey LaHaie	Tristan Irish, Physical Education
Wendy Byrne	Terry House	Chris Auger	Melissa Cefali, Physical Education
Karen Caruso	Heather Maiola	Kathryn Jones	Jessie O'Brien, Art
Maria Buntun	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 Roofe	Laura Bowers	Ben Owens, Band
Michael Leyden	Meredith Gallagher	Kris Davis	Dana Sinerate, Video Production
Samantha Souza	James Burke	Diane Moody	Gayle DaMore, Health
Ian Rush	Brianne DiPersio	Katie Bray	

### Support Faculty/Staff

Special Education Teachers	Paraprofessionals	Support Staff
Wendy Galante grade 6	Anne Marie O'Brien	Heather Driscoll SLP grades 6,7,8
Lauren Johnson grade 6	Peter Wilk	Maureen MaGinnis Reading grades 6,7,8
Roy Medeiros grade 7	Amy Liberto	Ben Pershouse Reading grades 6,7,8
Andrew Mellen grade 7	Janice Wilk	Katie Lombardi Nurse
Kevin McLeod grade 8	Julie Brady	
Anne Marie Budden, grade 8	Bridget Rosatone	
Cathy Stankus grade 6,7,8	Lori Capezzuto	
Michele Mulik grade 6,7,8	Marie Falasca	
Jolene Danian grades 6,7,8	Michelle Rosenthal	
Alexandra Manna grade 6,7,8	Danielle Fuccione	
Dianne Vercammen grades 6,7,8	Jessica Faulkner	
Rachel Vitale 6,7,8		
Emma Gosselin 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 smaller, grade level programs for students on IEPs who require an increased level of supervision. These programs are designed to meet the individual needs of the students and are staffed by special education teachers and paraprofessionals.

## V. Updates from 2022-2023

### Teaching and Learning

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p><b>Goal Statement 1:</b> The average student growth percentile on the spring 2023 ELA 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 &amp; 2.2</p>	<p>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.</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><a href="#">End of year update:</a></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><b>Goal Statement 2:</b> By June of 2023,</p>	<p>Analyze the 2022 Science MCAS results for grade 8.</p>	<p>Administration</p>	

<p>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 &amp; 2.2</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><a href="#"><u>End of year update.</u></a></p>	<p>Science curriculum leader</p> <p>Science teachers</p> <p>MTSS team</p>	<p>Student achievement in Science will improve.</p>
---	---	---	---

<p><b>Goal Statement 3:</b> 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 &amp; 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><a href="#">End of year update:</a></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>
--	--	--	---

<p><b>Goal Statement 4:</b> 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><a href="#">End of year update</a></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>
---	---	---	--

### Student Support Services

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p><b>Goal Statement 1:</b> 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>



	<a href="#">End of year update:</a>		
<p><b>Goal Statement 2:</b> 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><a href="#">End of year update</a></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><b>Goal Statement 3:</b> 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><a href="#">End of year update</a></p>	<p>Administration</p> <p>Data Leader</p> <p>School Adjustment Counselor and School Psychologists</p>	<p><b>Office referrals will decrease</b></p> <p><b>Suspension numbers will decrease</b></p> <p><b>Our response to student discipline will be more consistent</b></p>

## Diversity, Equity & Inclusion

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p><b>Goal Statement 1:</b> By June 2023, staff and student perceptions of school climate will improve.</p> <p>NRPS 2025 SS 3.4</p>	<p>Administer a climate survey in September 2022 to students and staff.</p> <p>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.</p> <p>Implement a plan in September 2022 to improve the climate levels based on the data results.</p> <p>Analyze the guidance check-in form data.</p> <p>Administer and analyze the results from a mid year mood meter check in with students.</p> <p>Administer a climate survey in June 2023 to students and staff.</p> <p>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.</p> <p><a href="#">End of year update staff</a></p> <p><a href="#">End of year update students</a></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><b>Goal Statement 2:</b> 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 &amp; 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><a href="#">End of year update</a></p>	<p>Administration</p> <p>Leadership Team</p> <p>Teachers and Staff</p>	
---	---	--	--