

North Reading Middle School

School Improvement Plan

2019 – 2020



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, 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 to regularly meet and assist in the identification of the educational needs of the students attending the NRMS and to subsequently make appropriate recommendations to the principal for the development, implementation, and assessment of the NRMS Improvement Plan.

Specifically, 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 the NRMS.
3. Review the annual school building budget.
4. Formulating 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:

1. 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).
2. "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."
3. The membership of school councils "should be broadly representative of the school building and community."

School Council Membership: 2018- 2019

Principal

Catherine L. O'Connell

Middle School Staff

Jean Walsh

Parent Representatives

Sandy Garniss and Heather MacLeod

Community Representative:

Amy Luckiewicz

All meetings are held at the 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 2:30 pm and end at 3:30 pm.

II. SCHOOL PROFILE

STAFFING for 2018-2019

Ms. Catherine O'Connell, Principal

Mr. Michael Maloney, Assistant Principal

Faculty

Grade 6

Kristin McNiff
Kathleen Brown
Maria Bunten
Karen Caruso
Michael Leyden
Jessica Murdock
Sally Sorrentino
Jennifer Novicki

Grade 7

Cathy Tremblay
Kristine Davis
Wayne Schanck
Theresa House
Laura Wall
Audrey Nicholson
Heather Maoila
Christopher Roofe

Grade 8

James Coger
Nicholas Damiano
Joseph Davis
Marc Gorgenyi
Kathryn Jones
Diane Moody
Jessica Lockley
Katharine Bray
Jean Houghton
Lacey LaHaie

Guidance/School Psychologists

Carly Greenstein
Rebecca Skobe
Justin Mattison

Special Education

Wendy Galante
Anne Marie Budden
Cathy Stankus
Johanna Callahan
Jeanne Cappuccio
Laura Oliveto
Kathleen DiCato
Michaela McKenna
Susan Weir
Jolene Danian
Heather Driscoll (Speech)
Maureen Maginnis (Reading)
Jean Walsh (Reading)

General Arts Faculty

Susan Musacchio (Technology/Robotics)
Charles Osgood (Technology/Robotics)
Dana Sinerate (Video Production)
Ben Owens (Band)
Carla Lister (General Music/Chorus)
Lauren Fazio (Foreign Language)
Tristan Irish (Physical Education/Health)
Melissa Cefali (Physical Education/Health)
Gayle DaMore (Health)
Jessie O'Brien (Art)

Health Services:

Penny Kulakowski, RN

Secretarial Staff:

Maureen Cusolito
Janice Martin

Paraprofessionals

Carol MacHugh (General Paraprofessional)
Linda DiMascio (General Paraprofessional)
Ashley Egan (SPED Inclusion)
Bridget Rosatone (SPED inclusion)
Marianne Bagdigian (SPED Inclusion)
Katherine Marsland (SPED Inclusion)
Meghan Dalton (SPED Inclusion)
Shaina Lamhut (SPED Inclusion)
Irene Yull (SPED Inclusion)
Sandy Pothier (SPED Inclusion)
Janine Beaudoin (SPED Inclusion)
Linda Reynolds (SPED inclusion)
Koren McCarthy (SPED inclusion)
Beatrice Donkhoh (SPED inclusion)
Monique Bleau (SPED inclusion)
Vinny Papageorgiou (SPED inclusion)
James Burke (SPED inclusion)
Lisa Day (SPED inclusion)

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 & COMMUNITY

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 smaller schools and teams offer 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 schedule while they are on team
- Designates grade level areas of the building

We presently have a "School within a School" model in grade six comfortably housing grade six students in one area of our school. We use the team approach at all three-grade levels, actively scheduling students and teachers onto academic teams. Students in all three grades have five academic blocks with two General Arts offerings per day.

Class Size Policies

Although there is no official class size policy, in North Reading we work very hard to keep class size manageable in order to optimize learning. At North Reading Middle School, every effort is made to keep class sizes in the content classes below thirty.

School Scheduling Method

At North Reading Middle School, the daily schedule is based on a seven-period day. The school day starts at 7:55 with all students attending a five-minute homeroom period and the school day ends at 2:21. Students have a twenty-two minute lunch period, along with their regular classes.

Each student's day consists of five core academic classes. Additionally, each student has two general arts blocks each day; these classes consist of art, music, health, video production, technology education, and robotics. These classes run for one semester. Band and chorus are also offered during the general arts blocks for students who choose to participate in one or both of these offerings and run for the full year. Additionally, all students take physical education for the full year.

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. The team provides the support system that young adolescents need in order to foster their intellectual and interpersonal development. Together, teachers on a team-teach all of the core academic subjects. Some of the benefits to the team approach are:

- Encourages students to form relationships with team of teachers
- Allows students to see connections between disciplines (integrated curriculum approach)
- Creates teams of teachers that take ownership of a specific group of students
- Encourages collaboration and opportunities for teams of teachers to look at student work together and to talk about individual students who need additional support

Our team structure consists of a team leader and the content area teachers. Each team also has a special education teacher and paraprofessional assigned to them for additional support.

Special Education

Each grade has two special education teachers along with paraprofessionals to 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. Additionally, we have other specialized services and programs to meet the diverse needs of our students.

ENROLLMENT

2017-2018	Grade 6 - 165 Grade 7 - 196 Grade 8 - 187
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2018 - 2019	Grade 6 - 182 Grade 7 - 160 Grade 8 - 199
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Projected Enrollment

2019 - 2020	Grade 6 - 199 Grade 7 - 182 Grade 8 - 160
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III. **School Improvement Plan: 2019 - 2020**

North Reading Public School District

Mission Statement

The North Reading Public Schools provide a safe, supportive, and contemporary learning environment where dedication to excellence, service, and life-long learning is paramount. All students are challenged to work collaboratively and to become creative and critical thinkers. Emphasis is placed on mastering core academic knowledge, developing twenty-first century skills, pursuing individual potential, and fostering citizenship in a global society.

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 is *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, 2019 - 2020. We believe this plan will provide the basis for continuous improvement. We believe that we have incorporated the ideals of all our stakeholders: students, faculty and staff, parents, administration, and community members in this plan. Further we are committed to keeping everyone informed about our school's journey towards high performance.

The North Reading Middle School Improvement Plan 2019-2020 has been organized, with our goals, strategies, and expected outcomes around the following three district targeted improvement areas for NRPS 2021:

Teaching and Learning

Technology Integration

Student Support Services

Teaching and Learning

Goal Statement #1	Strategies	Responsibilities	Expected Outcomes
<p>Improve the median Student Growth Percentile for English Language Arts (ELA) in all three grades based on the MCAS data from the spring of 2019.</p>	<p>Data from the 2019 ELA MCAS scores will be analyzed to determine focus areas for the 2019-2020 school year.</p> <p>A focus will be placed upon the lowest performing 25% of students.</p> <p>Individual student success plans will be created for all students who do not make effective progress on the ELA exam in 2019.</p> <p>Analyze the June 2019 i-Ready ELA scores and administer the i-Ready assessment to all students in September 2019. Analyze the September 2019 i-Ready results.</p> <p>Students who perform below grade level expectations on the ELA MCAS and i-Ready exams in 2019 will be recommended for MTSS ELA intervention sessions.</p> <p>Provide ELA MCAS tutoring to students in the spring of 2020.</p>	<p>Administration</p> <p>ELA curriculum leaders</p> <p>ELA and reading teachers</p> <p>MTSS team</p> <p>General education teachers</p>	<p>Student achievement in ELA will improve.</p>

<p>Goal Statement #2</p> <p>Improve the grade 8 science MCAS scores in the aggregate when compared to the 2019 scores.</p>	<p>Strategies</p> <p>Data from the 2019 grade 5 and 8 Science MCAS scores will be analyzed to determine focus areas for the 2019-2020 school year.</p> <p>Individual student success plans will be created for all students in grade 6 who perform below grade level expectations on the science exam in 2019 in grade 5.</p> <p>Provide a comprehensive review of the essential middle school science concepts in May of 2020 prior to the administration of the science MCAS for all grade 8 students.</p>	<p>Responsibilities</p> <p>Administration</p> <p>Science curriculum leader</p> <p>Science teachers</p> <p>General education teachers</p> <p>MTSS team</p>	<p>Expected Outcomes</p> <p>Student achievement in science will improve.</p>
<p>Goal Statement #3</p> <p>Improve the median Student Growth Percentile for math in all three grades based on the MCAS data from the spring of 2019.</p>	<p>Strategies</p> <p>Data from the 2019 math MCAS scores will be analyzed to determine focus areas for the 2019-2020 school year. A focus will be placed upon the lowest performing 25% of students.</p> <p>Individual student success plans will be created for all students who do not meet grade level expectations on the math exam in 2019.</p> <p>Analyze the June 2019 i-Ready math scores and administer the i-Ready assessment to all students in September 2019. Analyze these results.</p> <p>Students who perform below grade level on the math MCAS and i-Ready exams in 2019 will be recommended for MTSS math intervention and/or Title 1 support.</p> <p>Provide math MCAS tutoring to students in the spring of 2020.</p>	<p>Responsibilities</p> <p>Administration</p> <p>Math curriculum leader</p> <p>Math teachers</p> <p>Title 1 teacher</p> <p>General education teachers</p> <p>MTSS team</p>	<p>Expected Outcomes</p> <p>Student achievement in math will improve.</p>

Goal Statement #4	Strategies	Responsibilities	Expected Outcomes
<p>Improve the climate and culture of the middle school.</p> <p>(NRPS 2021)</p>	<p>Analyze the results from the April 2019 Core Measurement student survey and the June 2019 climate survey given to students and staff. Share data with leadership team, staff and school council members.</p> <p>Develop and implement a plan in the fall of 2019 to improve the climate levels based on the data results.</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>

Technology Integration

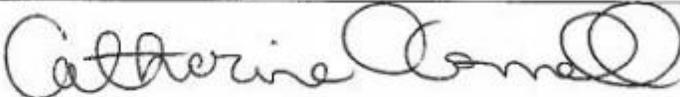
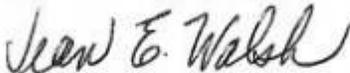
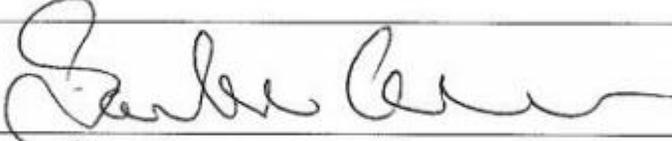
Goal Statement #1	Strategies	Responsibilities	Expected Outcomes
<p>Continue to follow the district's plan to make instructional technology integral to curriculum, instruction, and assessment to include the continuation of the 1:1 Chromebook program in grades 7 and 8.</p>	<p>Encourage teachers to use available technologies as they develop lesson plans and assessments (i.e. Eno boards, iPads & Google Chromebooks).</p> <p>Continue to provide training for teachers to integrate instructional technology into the curriculum by accessing the digital learning specialists.</p> <p>Facilitate an annual digital learning walk to provide teachers with an opportunity to observe other teachers who are integrating technology into their lessons.</p>	<p>Administration</p> <p>Teachers</p> <p>Director of Digital Learning</p> <p>Digital Learning Specialists</p>	<p>Use of technology in instruction will increase.</p> <p>Sharing of best teaching practices incorporating technology will increase.</p> <p>Students' technology skills will improve.</p> <p>Teaching and learning will improve.</p>

Goal Statement #2	Strategies	Responsibilities	Expected Outcomes
Implement a student data management tool to improve the efficiency of our data collection and analysis efforts as described in the teaching and learning goals.	<p>Work with Assistant Superintendent and a technology consultant to develop a student data management tool using Google Data Studios.</p> <p>Train MTSS team on how to use the data from this tool identify students in need of academic interventions.</p>	<p>Administration</p> <p>Outside data consultant</p> <p>MTSS team</p> <p>Assistant Superintendent</p>	<p>Student achievement will improve.</p> <p>Data analysis efficiency will improve.</p>

Student Support Services

Goal Statement #1	Strategies	Responsibilities	Expected Outcomes
Continue to implement the Multi-Tiered System of Support.	<p>Offer weekly intervention blocks throughout the year. Collect and analyze pre and post intervention data.</p> <p>Use a positive behavior intervention and support (PBIS) framework focusing on the non-academic needs of students.</p> <p>Utilize the school psychologists to help us better meet the social and emotional learning needs of our students.</p>	<p>Administration</p> <p>Leadership Team</p> <p>MTSS teacher leader</p> <p>PBIS team</p> <p>School Psychologists</p> <p>Teachers</p>	<p>Student academic achievement will improve.</p> <p>Students' emotional well-being will improve.</p> <p>Student behavior will improve.</p>

Goal Statement #2	Strategies	Responsibilities	Expected Outcomes
<p>Implement a new daily schedule at the middle school that allows all 3 grades to operate on the same schedule</p>	<p>Implement a fifth core academic class in grade 6 consisting of 1 semester of World Language and 1 semester of Computer Science.</p> <p>Implement a rotating double block of a core academic class each day in grade 7 consisting of math, science, social studies or ELA.</p> <p>Monitor the effectiveness of this schedule by gathering feedback from faculty and staff.</p>	<p>Administration</p> <p>Leadership team</p> <p>School Council</p> <p>General education teachers</p>	<p>Efficient use of support staff across grade levels will improve.</p> <p>Enhancement of the course offerings in grade 6.</p>
Goal Statement #3	Strategies	Responsibilities	Expected Outcomes
<p>Ensure that in-district programming at the middle school meets the needs of all students.</p>	<p>Continue to work with the Special Education Department and the Director of Student Services to adjust special education programming at the middle school to provide a continuum of service for students.</p> <p>Establish year 1 of a social emotional program for students</p> <p>Provide professional development for staff on best practices for inclusion with a focus on Universal Design for Learning</p>	<p>Administration</p> <p>Secondary Coordinator of Special Education</p> <p>Director of Student Services</p> <p>Special Education Staff</p> <p>General education teachers</p>	<p>Provide in-district programming that meets the needs of our students.</p> <p>Student achievement will improve.</p>

Name	Title	Signature
Catherine O'Connell	Principal	
Jean Walsh	Teacher	
Sandy Garniss	Parent	
Heather MacLeod	Parent	
Amy Luckiewicz	Community Member	

