

North Reading Middle School

School Improvement Plan

2024 – 2025



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:

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 2023-2024

The 2023-2024 NRMS School Council consisted of:

Catherine O'Connell, NRMS Principal
Laura Oliveto, NRMS Assistant Principal
Gayle DaMore, NRMS Staff
Kathleen Kirwin, NRMS Staff
Maria Lockhart, 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 2023-2024 Meeting Dates

The Council met on: 10.30.23, 11.27.23, 12.18.23, 1.29.24, 2.26.24, 3.25.24, 4.22.24, 5.13.24

Executive Summary

This school improvement plan for the 2024-25 school year is representative of the work our school council has worked on in a variety of areas. We have considered the impact of class size on student performance, student-to-teacher ratios, and the ratios of students to other supportive adult resources. Our current ratios for core academic classes this past year were approximately (18:1) in grade 6, (17:1) in grade 7 and (20:1) in grade 8.

We believe that our class sizes are currently at an optimal level and our hope is to maintain these class sizes moving forward through the budgetary process.

Our professional development plan includes participation in district and school based learning opportunities that are aligned with the "big rocks" of the district strategy, NRPS 2025, in the areas of Teaching and Learning; Diversity, Equity, Inclusion, and Belonging; and Student Services. Under each of our goals, you will see the details for professional

development opportunities as it relates to each of our school goals. Funding for these opportunities has been allocated to support all educators with high quality professional development that is sustainable and supported over time.

Engaging our parents in all aspects of the school culture is very important and this is represented in our Goal #1 under Diversity, Equity, Inclusion, and Belonging where we specifically outline the role of family and caregiver voice in developing the school culture and climate data report. The action steps in this goal further our work in establishing a school environment characterized by tolerance and respect for all groups.

We continue to look closely at school safety and discipline and our Goal #2 under Student Support Services looks specifically at office referrals and the implementation of a peer mediation program.

The extra-curricular offerings at our school are numerous and varied. Please see [this link](#) for the clubs we are running in 2024-2025. We are excited to be able to provide a late bus for students in an effort to eliminate obstacles that might prevent them from signing up for a club.

The council discussed the means for meeting the diverse learning needs of our students, including those with special needs and those who are multilingual learners. Professional development for all staff, including paraprofessionals, will focus on DEIB and is aligned with our Goal #1 and 2 under DEIB. Through our work with our multi-district coordinators for DEIB and UDL we have developed a framework for classroom walkthroughs and providing feedback that will enhance our Culturally Responsive Teaching and Learning best practices. For the upcoming year we are excited to build upon these walkthroughs and set new goals focused on culturally responsive teaching.

In addition, the council believed that we should focus on hearing more from our students and families and we have outlined these goals and action steps in greater detail in Goal #1 under DEIB.

II. School Improvement Goals 2024-2025

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 2024 – 2025 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 2024-2025 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>Goal Statement 1: The average student growth percentile on the spring 2025 ELA MCAS for students who either partially met or did not meet expectations in 2024 in each grade level will be 50% or above.</p> <p>NRPS 2025 T.L. 1.1 & 2.2</p>	<p>Analyze data from the 2024 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 2024.</p> <p>Data from the September 2024 i-Ready Reading diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2024-2025 school year.</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 2024.</p> <p>Data from the January 2025 i-Ready Reading diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2024-2025 school year.</p> <p>Students who perform below grade level on the January 2025 i-Ready diagnostic will be recommended for MTSS ELA intervention sessions in the winter/spring of 2025.</p>	<p>Administration</p> <p>ELA curriculum leaders</p> <p>ELA and reading teachers</p> <p>MTSS teacher leader</p> <p>Data Leader</p>	<p>Student achievement in ELA will improve.</p>
<p>Goal Statement 2: The average student growth percentile on the</p>	<p>Analyze data from the 2024 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</p>	<p>Administration</p>	<p>Student achievement in</p>

<p>spring 2025 Math MCAS for students either partially met or did not meet expectations in 2024 in each grade level will be 50% or above.</p> <p>NRPS 2025 T.L. 1.1 & 2.2</p>	<p>Multi-Tiered System of Support (MTSS) Math sessions in the fall of 2024. These students may also be recommended for Title 1 math. Grade 8 students may be recommended for the high dosage DESE tutoring.</p> <p>Data from the September 2024 i-Ready Math diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2024-2025 school year.</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 2024.</p> <p>Data from the January 2025 i-Ready Math diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2024-2025 school year.</p> <p>Students who perform below grade level on the January 2025 i-Ready diagnostic will be recommended for MTSS Math intervention sessions in the winter/spring of 2025.</p>	<p>Math curriculum leader</p> <p>Math teachers</p> <p>MTSS teacher leader</p> <p>Data leader</p> <p>STEM leader</p>	<p>Mathematics will improve.</p>
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<p>Goal Statement 3: By June of 2025, 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 2024 Science MCAS results for grade 8.</p> <p>Grade 8 students who are not demonstrating mastery of grade level standards will be recommended for MTSS Science intervention sessions during the 2024-2025 school year.</p> <p>Common Assessment data will be collected and analyzed at each grade level in September to identify focus areas for instruction for the 2024-2025 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 teacher leader</p> <p>Data leader</p> <p>STEM leader</p>	<p>Student achievement in Science will improve.</p>
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<p>Goal Statement 4: By June of 2025, 80% of all students in each grade level will demonstrate mastery on the grade level Social Studies 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 2024 Civics MCAS results for grade 8.</p> <p>Common Assessment data will be collected and analyzed at each grade level in September to identify focus areas for instruction for the 2024-2025 school year. Common Assessment data will continue to be analyzed throughout the year.</p> <p>Grade 8 students who are not demonstrating mastery of grade level standards will be recommended for MTSS Civics intervention sessions during the second round of interventions.</p>	<p>Administration</p> <p>Social Studies curriculum leader</p> <p>Social studies teachers</p> <p>MTSS teacher leader</p> <p>Data leader</p>	<p>Student achievement in Social Studies will improve</p>
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<p>Goal Statement 5: By the end of June 2025, teachers will demonstrate an increased understanding of the Understanding By Design curriculum mapping process through the development and refinement of 1 curriculum unit in their content area.</p> <p>NRPS 2025 T.L. 2.1</p>	<p>Review, reflect and refine completed curriculum units during the 2024-2025 school year.</p> <p>Provide training for teachers on the Understanding By Design curriculum mapping process.</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</p> <p>STEM coordinator</p> <p>Instructional Leadership Team</p> <p>Digital Learning Specialists</p> <p>Outside consultant</p>	<p>Increased alignment in the core content areas in grades 6-8</p> <p>Increased student achievement</p>
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Student Support Services

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1:	Collect and analyze data from:	Administration	

<p>By June 2025, 80% of students identified for a Math or ELA MTSS intervention will demonstrate an improved SGP in the content area of the intervention on the spring 2025 MCAS.</p> <p>NRPS 2025 SS 2.1</p>	<p>MCAS, iReady, and quarterly grades to identify students in need of an ELA or Math intervention.</p> <p>Progress monitor students receiving interventions through the MTSS framework.</p>	<p>MTSS leader</p> <p>Data leader</p> <p>Math, ELA and Reading teachers</p>	<p>Student achievement will improve.</p>
<p>Goal Statement 2: By June 2025, there will be a reduction in the amount of office referrals for student-to -student conflict as compared to the 2023-2024 school year.</p> <p>NRPS 2025 DEIB 1.5</p>	<p>Analyze office referral data from the 2023-2024 school year.</p> <p>Implement a peer mediation model.</p> <p>Collect data on office referrals.</p> <p>Analyze office referral data in June of 2025.</p>	<p>Peer Mediation Team</p> <p>Counselors</p> <p>Staff</p> <p>Students</p>	<p>Office referrals will decrease</p> <p>Suspensions will decrease</p> <p>Climate levels will increase</p>
<p>Goal Statement 3: By June 2025, students and staff</p>	<p>Develop and implement 3 school wide My Career and Academic Plan (MyCap) lessons to be implemented to all students in</p>	<p>MyCap planning team</p>	<p>Attendance will improve</p>

will demonstrate an increase in their understanding of the post secondary planning process. NRPS 2025 SS 3.3	October, January and May focused on the post secondary planning process. Attend DESE MyCap trainings with MyCap team	Teachers Students	Student engagement levels will increase Students will be better prepared for high school planning
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Diversity, Equity, Inclusion & Belonging

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: By June 2025, staff and student perceptions of school climate will improve with a focus on DEIB and Restorative Practices. NRPS 2025 SS 3.4	Analyze the spring 2024 staff and student climate survey data. Analyze the spring 2024 family survey results. Analyze 2023 and 2024 Vocal Survey & Core Measurement Data. Analyze the grade 7 universal screener data from the spring of 2024. Administer a climate survey in September 2024 to students and staff. Implement a plan in October 2024 to improve the climate levels based on the data results	Administration Leadership team Teachers Students School Council members NRMS families MTSS teacher leader Data leader	Climate levels in the building will improve Student achievement will improve Attendance will improve Office Referrals will decrease

	<p>including the continued implementation of restorative practices/community circles.</p> <p>Implement the peer mediation process.</p> <p>Regularly analyze the guidance check-in form data.</p> <p>Implement Universal Screener Grade 7 fall/winter 2025.</p> <p>Administer family voice survey in the fall/winter of 2025.</p> <p>Administer a climate survey in June 2025 to students staff.</p> <p>Analyze the results from the surveys given to students, staff and families along with longitudinal data.</p>	<p>Counselors</p> <p>Peer Mediation Team</p>	
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<p>Goal Statement 2: 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, NRMS will continue to 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</p>	<p>Conduct regular walk-throughs of classrooms with other administrators focusing on the focus areas of the new classroom teacher rubric</p> <p>Debrief after walk-throughs to determine areas of focus for improvement</p> <p>Share feedback and resources with staff</p> <p>Create a DEIB PLC focused on peer observations</p>	<p>Administration</p> <p>Leadership Team</p> <p>Teachers and Staff</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>
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and administrators). NRPS 2025 DEIB 1.1 & 1.5			
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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

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 6	175	193	166	187	150
Grade 7	190	176	194	165	189
Grade 8	185	190	180	195	165

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
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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 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 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 Collins 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 2023-2024

Teaching and Learning

Teaching and Learning

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: The average student growth percentile on the spring 2024 ELA MCAS for students who either partially met or did not meet expectations in 2023 in each grade level will be above 50%. NRPS 2025 T.L. 1.1 & 2.2	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. Students who perform below grade level on the i-Ready diagnostic will be recommended for our (MTSS) ELA sessions in the fall of 2023. 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.	Administration ELA curriculum leader ELA and reading teachers MTSS team	Student achievement in ELA will improve.

	<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>August 2024 Update</p>		
<p>Goal Statement 2: 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 & 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>August 2024 Update</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>Goal Statement 3: 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 & 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>August 2024 Update</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>
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<p>Goal Statement 4: 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 additional 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>August 2024 Update</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>
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Student Support Services

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p>Goal Statement 1: 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</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>Administration</p> <p>MTSS team</p> <p>Teachers</p>	<p>Student achievement will improve.</p> <p>Student well-being will improve.</p>

the content area of the intervention on the spring 2024 MCAS. NRPS 2025 SS 2.1	Progress monitor students receiving interventions through the MTSS framework. August 2024 Update		
Goal Statement 2: By June 2024, students and staff will demonstrate an increase in their knowledge and use of Restorative Practices. NRPS 2025 DEIB 1.5	Finalize RP implementation plan focusing on providing additional training opportunities for staff and students. Continue to work with outside consultant to ensure fidelity of implementation. August 2024 Update	RP team School Adjustment Counselor Staff Students	Office referrals will decrease Suspensions will decrease Our response to student discipline will be more consistent Climate levels will increase

Diversity, Equity, Inclusion & Belonging

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: By June 2024, staff and student perceptions of school climate will improve with a focus on DEIB and Restorative Practice.	Administer a climate survey in September 2023 to students and staff. Analyze 2023 Vocal Survey & Core Measurement Data. Analyze the results from these surveys and share this data along with longitudinal data with the leadership team, staff and school council members.	Administration Leadership team Teachers Students	Climate levels in the building will improve Student achievement will improve

<p>NRPS 2025 SS 3.4</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>August 2024 update</p>	<p>School Council members</p>	<p>Attendance will improve</p> <p>Office Referrals will decrease</p>
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<p>Goal Statement 2: 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</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>August 2024 Update</p>	<p>Administration</p> <p>Leadership Team</p> <p>Teachers and Staff</p> <p>DEIB consultant</p> <p>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>
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rubrics for teachers and administrators). NRPS 2025 DEIB 1.1 & 1.5			
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