

North Reading Middle School

School Improvement Plan

2020 – 2021



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 2019-2020

The 2019-2020 NRMS School Council consisted of:

1. Dr. Catherine L. O'Connell, NRMS Principal
2. Jean Walsh, NRMS Staff
3. Laura Oliveto, NRMS Staff
4. Linda Emery, Parent Representative
5. Marisa Morello, Parent Representative
6. Sandra Garniss, Community Representative
7. 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 2:30 pm and end at 3:30 pm.

Council 2019-2020 Meeting Dates

The Council met on October 23, November 26, December 17, January 21, March 10, May 6, May 13, and May 20.

II. 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

	2017-2018	2018-2019	2019-2020	Est. 2020-2021
Grade 6	165	176	195	183
Grade 7	196	165	184	195
Grade 8	187	196	159	184

2019-2020 Staffing

Administration

Principal	Dr. Catherine O'Connell
Assistant Principal	Mr. Michael Maloney
Administrative Assistant	Maureen Cusolito
Administrative Assistant	Janice Martin

Guidance/School Psychologists

School Psychologist	Carly Capuano
School Psychologist	Rebecca Skobe
School Psychologist	Justin Mattison

Building/Custodial Staff

Custodial	Buddy Miller
Custodial	Rick Smith

Teaching Faculty

Grade 6	Grade 7	Grade 8	General Arts
Lauren Fazio	Wayne Schanck	Lacey LaHaie	Tristan Irish, Physical Education
Chip Osgood	Terry House	Joseph Davis	Melissa Cefali, Physical Education
Karen Caruso	Heather Maiola	Kathryn Jones	Jessie O'Brien, Art
Maria Bunten	Stephanie Checrallah	Jessica Lockley	Susan Musacchio, Robotics
Jessica Murdock	Cathy Tremblay	Jim Coger	Susan Susman, Tech. Ed.
Jennifer Novicki	Audrey Nicholson	Jean Houghton	Carla Lister, Chorus and Gen. Music
Sally Sorrentino	Christopher Roofe	Laura Bowers	Ben Owens, Band
Michael Leyden	Cynthia Friedman	Kris Davis	Dana Sinerate, Video Production
Kate Brown		Diane Moody	Gayle DaMore, Health
Alison Stewart		Katie Bray	

Support Faculty/Staff

Special Education Teachers	Paraprofessionals	Support Staff
Wendy Galante grade 6	Carol MacHugh	Heather Driscoll SLP grades 6,7,8
Anne Marie Budden grade 6	Linda Zullo	Maureen Maginnis Reading grades 6,7,8
Lauren Johnson grade 6	Lisa Day	Jean Walsh Reading grades 6,7,8
Johanna Callahan grade 7	James Burke	Michele Mulik Title 1 Math grades 6,7,8
Jason Parrella grade 7	Amy Lucia	Penny Kulakowski Nurse
Jeanne Cappuccio grade 8	Bridget Rosatone	
Cathy Stankus grade 8	Sandy Pothier	
Laura Oliveto grades 6,7,8	Maryellen Groot	
Jolene Danian grades 6,7,8	Linda Reynolds	
Kathleen Dicato grades 6, 7,8	Katherine Marsland	
Michaela McKenna grades 6,7,8	Marie Falasca	
	Vincent Papageorgiou	
	Kassidy Sullivan	

III. 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 classes 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 schedules 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 students from this grade in one area. We use the Team Approach in all three grade levels, actively scheduling students and teachers into academic teams. Each grade level is composed of two teams. Students have five core academic classes and two general arts blocks 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 Schedule

The school day starts at 7:55 a.m. with all students attending a five-minute homeroom period. The day ends at 2:21p.m. Students have a twenty-two minute lunch period, along with their regular classes.

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.

Our Team Approach consists of four or more teachers and a group of students they instruct. Together all core academics are team taught. 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

Our team structure consists of a team leader and content area teachers. There are two four-person teams in sixth and seventh grade and two five-person teams in eighth grade. Each team also has a special education teacher and paraprofessional assigned to them for additional support.

Special Education

Each grade has 2-3 special education teachers and 1-2 paraprofessionals 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.

IV. SCHOOL IMPROVEMENT PLAN 2020-2021

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 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 2020 – 2021 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 2020-2021 has been organized with our goals, strategies, and expected outcomes around the following three district targeted improvement areas for NRPS 2021:

1. Teaching and Learning
2. Technology Integration
3. Student Support Services

Teaching and Learning

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: By June of 2021, 80% of all students in each grade will meet their growth target number in ELA as measured by the Reading i-Ready diagnostic.	<p>Data from the September 2020 i-Ready Reading test will be collected and analyzed at each grade level to determine focus areas for the 2020-2021 school year.</p> <p>Analyze data from the 2019 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 2020.</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 2020.</p> <p>Data from the January 2021 i-Ready Reading test will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2020-2021 school year.</p> <p>Students who perform below grade level on the January i-Ready diagnostic will be recommended for MTSS ELA intervention sessions in the winter of 2021.</p> <p>Students who are not performing at grade level in ELA will be invited to participate in free after school ELA MCAS tutoring in the spring of 2021.</p>	Administration ELA curriculum leader ELA and reading teachers MTSS team	Student achievement in ELA will improve.
Goal Statement 2: By June 2021, 80% of all students in each grade level will demonstrate mastery on the grade level Science standards as measured by Common Assessment data.	<p>Common Assessment data will be collected and analyzed at each grade level in September to identify focus areas for the 2020-2021 school 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 2020.</p>	Administration Science curriculum leader Science teachers MTSS team	Student achievement in Science will improve.

Teaching and Learning, cont.

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p>Goal Statement 3: By June 2021, 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 2020 i-Ready Math test will be collected and analyzed at each grade level to determine focus areas for the 2020-2021 school year.</p> <p>Analyze data from the 2019 Math MCAS and identify students who did not meet expectations. Consider recommending these students for our (MTSS) Math sessions in the fall of 2020.</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 2020.</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 2020 and/or Title 1 Math support.</p> <p>Data from the January 2021 i-Ready Math test will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2020-2021 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 and/or Title 1 Math support.</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>

	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 2021.		
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Technology Integration

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: By June 2021, teachers will improve their capacity to integrate technology into their lessons including the development of meaningful, student-centered remote learning opportunities, when needed.	Encourage teachers to use available technologies as they develop lesson plans and assessments for instruction at school and during times of remote learning. Continue to provide ongoing training for teachers to integrate instructional technology into the curriculum by accessing the digital learning specialists. Encourage teachers to observe other teachers who are expert at integrating technology into their lessons.	Administration Teachers Director of Digital Learning Digital Learning Specialists Students	Teachers' technology skills will improve. Sharing of best teaching practices incorporating technology will increase. Teaching and learning during remote learning will improve.
Goal Statement 2: By June 2021, we will improve the efficiency of our data collection and analysis efforts as described in the teaching and learning goals by implementing a student data management tool.	Work with district leadership and a technology consultant to develop and implement a student data management tool using Google Data Studios. Train teachers on how to input student data into the tool. Train the MTSS team and the instructional support team on how to use the data from this tool to identify students in need of academic and non-academic interventions.	Administration Outside data consultant Teachers MTSS team IST members District leadership	Student achievement will improve. Improved data analysis efficiency will facilitate more accurate customized learning plans for students.

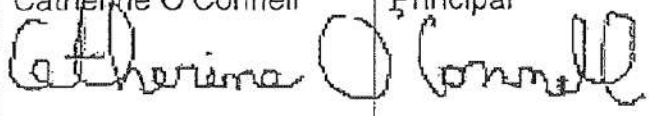
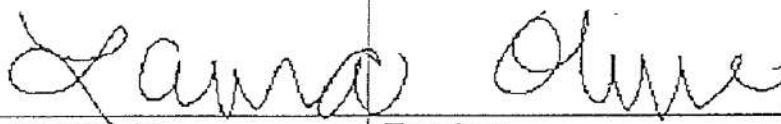
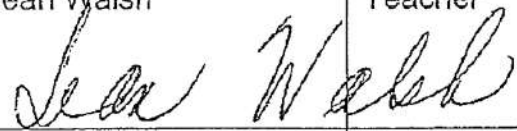
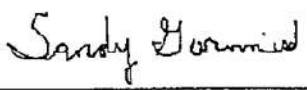
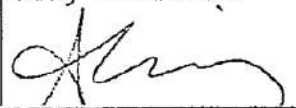
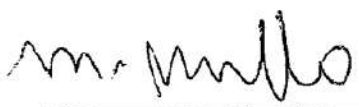
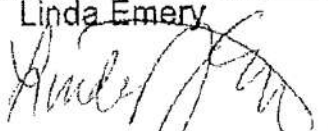
Student Support Services

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 1: By June 2021, we will improve the effectiveness of the Multi-Tiered System of Support to better meet the academic and non-academic needs of all students.	Collect and analyze data from: i-Ready, quarterly grades, attendance and office referrals. Identify students in need of an academic or non-academic intervention. Progress monitor students receiving interventions through the MTSS framework.	Administration MTSS team Teachers	Student achievement will improve.
Goal Statement 2: By June 2021, we will improve the efficiency of our guidance department by creating and implementing a student self-referral data collection tool.	Create a tool to collect data on student self-referrals to guidance. Implement the data collection tool. Analyze the collected data quarterly to look for patterns and themes. Adjust student support systems to better meet the changing needs of our students.	Administration Guidance Teachers	Student achievement will improve. Student's social emotional needs will be better met.

Student Support Services, cont.

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
Goal Statement 3: By June 2021, staff and student perceptions of school climate will improve.	Administer a climate survey in September to students and staff. Analyze the results from the survey given to students and staff, and share data with the leadership team, staff and school council members. Implement a plan in September of 2020 to improve the climate levels based on the data results. Administer a climate survey in January 2021 to students and staff, then adjust implementation plan if necessary. Administer a climate survey in June 2021 to students and staff. Analyze the results from the survey given to students and staff, 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.

Respectfully Submitted:

Name	Title
Catherine O'Connell 	Principal
Laura Oliveto 	Teacher
Jean Walsh 	Teacher
Sandy Garniss 	Community Member
Amy Luckiewicz 	Community Member
Marisa Morello 	Parent
Linda Emery 	Parent