

Holten-Richmond Middle School 2021-2022 Final Accomplishments

| <p>Coherent Curriculum, Instruction, and Assessment Goal: As part of our Multi-Tiered System of Support (MTSS), Holten Richmond Middle School seeks to strengthen Tier 1 instruction through implementation of differentiated small-group instruction. By June 2022, 100% of HRMS teachers will utilize formative assessment data to design and implement differentiated small-group instruction in at least three lessons per trimester.</p> | | | | |
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| Implementation Strategies | Time | Who | Resources | Final Accomplishments |
| In professional learning, review High-Impact Teaching Team principles and strategies. | September 2021 - May 2022 | HRMS faculty and administration PLC facilitators | Coaching High-Impact Teaching Team protocols and resources Early release professional development sessions Common planning time | Faculty reviewed FAR Cycle practices during March and April early release sessions. |
| In PLC meetings, collect and analyze common formative assessment data. | September 2021 - June 2022 | HRMS faculty and administration PLC facilitators | Coaching High-Impact Teaching Team protocols Priority standards documents Common planning time | PLC note trackers show that all PLCs used common formative assessments and discussed data regularly. |
| Each PLC will collaboratively plan and implement small group differentiated instruction for individuals and small groups of students in response to common formative assessment data. | September 2021 - June 2022 | HRMS faculty and administration PLC facilitators | Teacher residents Coaching High-Impact Teaching Team protocols Common planning time | PLC note trackers show that all PLCs used common formative assessments data to plan small group instruction and interventions. Several PLCs set this as their Professional Practice Goal for 21-22. |

| <p>Safe and Supportive Learning Environments Goal: By June 2022, 85% of students will demonstrate growth on a self-assessment of social-emotional learning competencies as measured by the Holistic Student Assessment Retrospective Self-Change.</p> | | | | |
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| Determine grade level goals for each SEL competency | August 31 optional professional development day | SEL coach PD participants | CASEL Framework | This was completed during the optional professional development sessions. |

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| Develop Project HAWK programming designed to help students attain grade level SEL goals | September 2021-June 2022 | SEL coach PD participants Project HAWK study group participants | DPS study group model CASEL Framework 19-20 Project HAWK materials | This was completed throughout the year by the members of the SEL study group. |
| In conjunction with the SEL coach, develop curriculum-based lessons designed to help students attain grade level SEL goals | October 2021-June 2022 | SEL coach HRMS faculty and administration | CPT | 14 different PLCs/teams of teachers worked with the SEL coach to develop and implement curriculum-based SEL lessons. |
| Design and implement professional development sessions to support staff in reinforcing SEL strategies throughout the school day | September 2021-June 2022 | SEL coach HRMS administration | Professional development days Early release time | Staff engaged in professional learning around SEL in September professional development days and at every early release day. |
| Administer the PEAR Holistic Student Assessment HSA-Retrospective Self-Change | June 2022 | HRMS faculty, administration, and students | ECLC sponsorship of the HSA | Completed in May 2022. |

Diversity, Equity, and Inclusion Goal: Through internal evaluation of our practices, community surveys, and the development of a student diversity group, we will develop a collaborative plan to improve equity by building a sense of belonging for all students and partnership with the school community. Of particular focus will be students with disabilities, economically disadvantaged students, and students of color.

| Implementation Strategies | Time | Who | Resources | Final Accomplishments |
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| Engage in data collection, including focus groups and student surveys. | September 2021 - June 2022 | HRMS faculty and administration Students, caregivers, and community leaders | PEAR Holistic Student Assessment HSA-Retrospective Self-Change Empathy Interview Guide | We administered the PEAR HSA and HSA Retrospective surveys. Students also completed a survey written by the SEL study group to gather their input regarding school climate and Project HAWK. |
| Continue professional development in the area of diversity, equity and inclusion in order to build teachers' capacity for culturally responsive* teaching | September 2021 - June 2022 | HRMS faculty and administration | Early release time DESE Culturally Responsive Practice Leadership Academy | Faculty studied the importance of understanding individual identity in implementing culturally responsive teaching practices at the September professional development days. During the December early release, staff studied strategies for |

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| | | | | <p>facilitating difficult conversations in their classrooms.</p> <p>During the January early release, Dr. Sonja Cherry-Paul presented <i>Reading for Truth and Affirmation</i> to the DPS community.</p> |
| Engage students, caregivers, and other stakeholders in developing multiple culturally responsive* learning opportunities throughout the school year. | September 2021 - June 2022 | HRMS administration | Early release time DESE Culturally Responsive Practice Leadership Academy Essex County Learning Community | <p>In January, HRMS hosted an International Holocaust Remembrance Day presentation by Mr. Michael Gruenbaum, facilitated in collaboration with the Lappin Foundation.</p> <p>HRMS Principal hosted Culture and Climate Committee meetings</p> |

* DESE defines “culturally responsive” as great teaching that is focused on promoting academic achievement, demonstrating cultural competence and fostering students’ sociopolitical awareness. (*Acceleration Roadmap: Pathway to an Equitable Recovery*, May 2021)