

## HOLTEN-RICHMOND MIDDLE SCHOOL END OF YEAR ACCOMPLISHMENTS

The Holten Richmond Middle School faculty has made significant progress toward our goals in the areas of curriculum and instruction (Goals 1,2,3). The faculty has focused specifically on the collection and analysis of data in order to improve instruction. Below are highlights of the professional work teachers and administrators have been engaged with:

### Goal #1

- Special Educators and content-based co-teachers in English Language Arts (ELA) and Mathematics utilized common planning time (2 out of every 7 days) to collaboratively plan instruction and create assessments.
- All English Language Arts and Mathematics teachers, along with their Special Education co-teachers, engaged in a full day professional learning session of analyzing PARCC data and making necessary curricular alignments based on the data.
- All Special Educators co-teaching in ELA and Mathematics classes adopted the same Student Learning Goals as their discipline-based co-teachers.
- Special Educators co-teaching in ELA classes joined the ELA teachers in full-day professional development training in implementing the Writing Workshop Units of Study facilitated by staff from the Teachers College Reading and Writing Project at Columbia University.
- Special Educators co-teaching in Mathematics classes joined the Mathematics teachers in ongoing professional development around implementing the Standards of Mathematical Practice during early release time throughout the school year.
  
- The professional learning focus for SY2015-2016 was disciplinary writing, incorporating the Chromebooks. All staff participated in multiple professional learning experiences during early release time around using the Chromebooks to support student writing.
- Teachers in all disciplines utilized the Chromebooks in order to provide all students with digital writing experiences.
- By utilizing the Chromebooks in order to support students' writing, teachers demonstrated the following UDL strategies:
  - Provide Options for Perception
  - Provide Options for Language, Mathematical Expressions, and Symbols
  - Provide Multiple Means of Engagement.By utilizing the Chromebooks in order to support students' writing, teachers demonstrated the Skillful Teacher strategies of Framing the Learning, Creating Mental Engagement, and Checking for Understanding.
  
- In SY2015-1026, teachers implemented the standards-based units created during SY2014-15 that incorporate close reading strategies.
- Social studies, science, world language, and exploratory class teachers participated in ongoing professional learning around writing to learn strategies and close reading of mentor texts as a means to instruct students in disciplinary writing.

### Goal #2

- Each grade-level discipline team delivered common assessments for each curriculum unit, and teams scored and analyzed specific assessments together. Each grade-level team in English Language Arts, Science, Social Studies, and World Language developed and delivered common writing assignments to measure the team's Student Learning Goal.

- Each grade-level discipline team developed and administered at least one common formative assessment for measurement of the team's Student Learning Goal. Teams shared and analyzed assessment data as part of the Educator Evaluation Cycle.
- All mentioned teams collaborated, but to different levels on the continuum of collaboration.
- Teams were highly collaborative around planning curriculum and instruction and are working towards being more collaborative around assessing student work.
- All departments engaged in at least one protocol-guided session of looking at student work.
- To increase the level of collaboration throughout the building, a team of two administrators (Adam Federico and Ellyn Feerick) and two teachers (Liza Barrett and Jeff Bartlett) participated in a two-day training entitled, "Leading Together: Building Adult Community in Schools." The team infused strategies and ideas gained from the training into the HRMS community through Professional Learning Community and full-faculty meetings.
- The Mathematics department participated in ongoing professional learning and collaboration around implementing the Standards of Mathematical Practice. Teachers used common mathematical questions in class and compared students' approaches to the questions.
- In light of the Department of Elementary and Secondary Education's adoption of a new Science and Technology/Engineering Curriculum Framework in April 2016, the HRMS Science department has formed a study group to align the 6-8 science and technology curriculum to the new standards.

#### Goal #4

- In September, all ELA teachers participated in a full-day in-service training on implementing writing workshop with Mary Ehrenworth of Teachers College, Columbia University.
- In May, ELA teachers and Special Education ELA specialists participated in a full-day in-service training in implementing the Writing Workshop Units of Study facilitated by staff from the Teachers College Reading and Writing Project at Columbia University.
- All ELA teachers implemented at least one writing workshop-based unit. Science, Social Studies, World Language, and Exploratory class teachers all participated in full-day and early release-time professional learning around disciplinary writing.
- Science, Social Studies, and World Language teachers all wrote SLGs that focus on demonstrating improvement in student writing, as measured by a rubric. All academic disciplines either wrote new rubrics for assessing student writing or

evaluated and revised existing rubrics.

- Student Education Research Project, which developed the Word Generation program, is in the process of creating new assessments to evaluate students' acquisition of the Word Generation vocabulary words.
- Each interdisciplinary team created a Google Classroom dedicated to Word Generation in order to manage program materials digitally.
- 100% of students received a Chromebook for use both in and out of school.
- 100% of students used Google Classroom as the Learning Management System in at least one course. By the end of 15-16, all teachers managed course information and assignments through Google Classroom.

In the area of establishing a healthy and positive school climate (Goal 4) HRMS has:

- Completed and filmed Project HAWK Whole School Video Event
- Gathered entire all faculty and students for school wide HAWK photo
- Continued to read new program mission statement on monthly meeting days
- Continued to hold regular meetings of Project HAWK planning committee
- Administered, in conjunction with DanversCARES, the Youth Risk Behavior Survey in grades 7 & 8 to gather data regarding bullying & related school climate issues
- Scheduled End of Year Planning Summit to review progress and plan next year's program
- Continued to Post and display pictures of school wide events on the HRMS Website
- Delivered curriculum to students that teaches positive decision making and safe behavior in school, online and in the community via health education, technology education & DARE Curriculum
- Continued our partnership with Lahey Behavioral Health to provide adjustment counseling