

Holten-Richmond Middle School 2019-2020 Mid-Year Accomplishments

GOAL #1: Through collaboration in professional learning communities (PLCs), Holten Richmond Middle School seeks to ensure that the High-Impact Teacher Team practices are fully integrated during the grade level common planning time meetings. By June 2020, a review of all grade level PLC team meeting agendas will reveal that 85% of PLCs' meeting agendas incorporate benchmark data analysis, articulate next steps, and follow-through on previous decisions.				
Implementation Strategies	Time	Who	Resources	Current Status, February 2020
HRMS administration will attend common planning time meetings for each PLC once per cycle.	September 2019-June 2020	HRMS Administration	CPT Rotation Schedule	<ul style="list-style-type: none"> Each HRMS administrator has a schedule of PLC meetings which they attend on a regular basis.
Each PLC will use a common template for recording notes from PLC meetings and share with HRMS administrative team via Google Drive.	September 2019-June 2020	PLC Facilitators HRMS Faculty HRMS Administration	High-Impact Teaching Team Note Tracker	<ul style="list-style-type: none"> The HRMS Curriculum Director has created a template for tracking PLC meeting notes. The PLC facilitator for each group maintains the note tracker that is shared with the team and HRMS administrators.
Once per trimester, each PLC will conduct a self-assessment to prioritize high-impact teaching practices to prioritize for their professional learning for the trimester.	September 2019-June 2020	PLC Facilitators HRMS Faculty HRMS Administration	HITT Activity 0.3: How "FAR" Are We?	<ul style="list-style-type: none"> Self assessment for trimester 1 occurred during PLC meetings in September. Self assessment for Trimester 2 occurred at the December 4 early release day session.
For each unit, each PLC will develop and administer at least one common formative assessment linked to a skill on the unit summative assessment. The PLC will collaboratively analyze assessment data and plan FIRME action.	September 2019-June 2020	PLC Facilitators HRMS Faculty HRMS Administration	Resources from Coaching High-Impact Teaching Teams binder	<ul style="list-style-type: none"> Each PLC has developed and administered formative assessments aligned to priority standards. Most PLCs have administered one or more formative assessment linked to a skill on the unit summative assessment. Administrators have facilitated data meetings for PLCs to analyze correlations between formative assessments, subsequent FIRME action, and student performance on the corresponding summative assessment.

GOAL #2: Through collaboration in professional learning communities (PLCs), Holten Richmond Middle School seeks to deepen our implementation of High-Impact Teacher Team practices and continue to integrate the FAR Cycle into our instruction and assessment. Holten Richmond Middle School faculty will increase use of formative assessment to more quickly identify students' understanding and determine any needs for clarification, intervention, or extension. By June 2020, 100% of HRMS faculty will use formative assessment data to plan appropriate next instructional steps for each student (such as providing feedback, gathering more data as needed to identify the nature of students' errors or misconceptions, reteaching the lesson through different means, or extending the learning for students already demonstrating mastery of the learning targets) at least once per unit.

Implementation Strategies	Time	Who	Resources	Current Status, February 2020
Team teachers will collect formative assessment data and monitor the lowest performing student groups on their team using a common data collection tool (e.g. Data Dashboard).	September 2019-June 2020	HRMS ELA, math, science, and social studies teachers HRMS Administration	Data dashboard spreadsheets and displays Lists of underperforming students by team and subject area	<ul style="list-style-type: none"> Teachers are selecting formative assessments to use to monitor students' progress towards mastery of priority standards. Teachers have identified students who did not meet expectations on key formative assessments.
Each PLC will collaboratively plan and implement FIRME action for individuals and small groups of students in response to common formative assessment data.	September 2019-June 2020	PLC Facilitators HRMS Faculty HRMS Administration	Resources from Coaching High-Impact Teaching Teams binder	<ul style="list-style-type: none"> PLCs have planned and implemented reteaching, intervention, and additional FIRME action for students identified as not meeting expectations on key formative assessments.
Once per trimester, each PLC will identify one summative assessment to analyze in a mid-trimester data meeting using Data Dashboard.	September 2019-June 2020	PLC Facilitators HRMS Faculty HRMS Administration	Data dashboard spreadsheets and displays Data-driven dialogue protocols	<ul style="list-style-type: none"> Administrators have facilitated data meetings for PLCs to analyze correlations between formative assessments, subsequent FIRME action, and student performance on the corresponding summative assessment. Data meetings have occurred in each of the four core academic subjects.

				<ul style="list-style-type: none"> Two PLCs are piloting using data dashboards. Other PLCs are using their own methods for data visualization.
Each PLC will identify students in need of additional support at the mid-trimester data meeting, determine if each student needs Tier 1 or Tier 2 supports, and identify the specific intervention or enrichment that should take place.	October 2019-June 2020	PLC Facilitators HRMS Faculty HRMS Administration	Data dashboard spreadsheets and displays Data-driven dialogue protocols Resources from Coaching High-Impact Teaching Teams binder MTSS training	<ul style="list-style-type: none"> In the course of their mid-trimester data meetings, several PLCs have verified that most students receiving targeted intervention through FIRME action did demonstrate growth between the formative and summative assessments. In cases in which PLCs identified students who did not demonstrate adequate growth, PLCs and administrators are working to develop action plans to support those students.

GOAL #3: Holten Richmond Middle School seeks to continue ensuring a safe, orderly and respectful environment for students and collegial and collaborative culture among teachers to result in high achievement measured using multiple metrics.				
Implementation Strategies	Time	Who	Resources	Current Status, February 2020
Implement Project HAWK school climate program with updated smaller group format and new lessons/activities.	September 2019-June 2020	HRMS Faculty & Staff HRMS Project Hawk Committee	-Student survey -Faculty survey -Day long study group results -District SEL plans	-New smaller formats are available to use during Project HAWK meeting times -New lessons are being used with a basis in the 5 SEL Core Competencies
Continue to offer a proactive health and wellness curriculum that promotes safe and positive decision making including SEL concepts & offer the DARE	September 2019-June 2020	HRMS Health Educators HRMS PE Educators Danvers Police Dept.	-MA State Frameworks -DARE Curriculum -SEL Guidelines -District Strategic Plan	-DARE curriculum is underway with new HRMS SRO Jason Skane -Health and PE continue to update topics and curriculum to address current needs and issues. PE is now using the Sport Ed. model

curriculum as instructed by the school resource officer.				
Implement recommendations of HRMS School Wide Climate and Expectations faculty committee & continue analysis of school climate and culture with a focus on restorative practices and SEL principals.	August 2019-June 2020	HRMS Faculty & Staff HRMS Administration HRMS Climate & Expectations Committee	-Faculty Survey on Expectations -Committee recommendations -DESE Gr. 8 Survey -YRBS Data	-New expectations were created and shared with students and staff. Grade level meetings have been held at the start of each trimester
Conduct <i>Supporting our Students</i> meetings (S.O.S. Team) to promote student growth, consistent attendance and safe/positive relationships amongst peers using a data based intervention model.	September 2019-June 2020	HRMS Administration, Social Workers, Guidance Counselors, Nurses, HRMS Psychologist & DPS Attendance Officer	-Meeting minutes -Attendance Data -SEL Data & Information -District MTSS plan	-S.O.S. meetings have been consistently held with a focus on supporting attendance including a more personalized approach between families and school.