

HOLTEN RICHMOND MIDDLE SCHOOL



Holten Richmond Middle School SCHOOL IMPROVEMENT PLAN

2021-2022

Submitted on behalf of the School Council by:

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The 2021-2022 goals for Holten Richmond Middle School were developed in recognition of the unique needs of students as we return to fully in-person learning for all students. These goals are intended to align with the goals of the Danvers Public Schools for 2021-2022 as well as the recommendations presented by the Massachusetts Department of Elementary and Secondary Education in *Acceleration Roadmap: Pathway to an Equitable Recovery*. Goals were also developed in consultation with the following stakeholder groups:

- HRMS School Council
- HRMS Teacher Leaders
- HRMS Team Leaders
- HRMS Teachers
- HRMS Students
- HRMS PAC

The above groups met during professional learning time and during after school meetings to identify the following priorities for 2021-2022. The goals listed in the 2021-2022 School Improvement Plan require several years of work by the faculty and administration in order to realize the desired outcomes.

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.

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.

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 and partnership with the school community. Of particular focus will be students with disabilities, economically disadvantaged students, and students of color.

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.

Implementation Strategies	Time	Who	Resources	Current Status
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	Most returning staff have experience implementing HITT practices.
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	This was common practice in 19-20 but was difficult to maintain last year.
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	All staff in 19-20 received training from RBT and HRMS administration in this practice, and many PLCs were working towards integrating this into their planning.

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.

Implementation Strategies	Time	Who	Resources	Current Status
Determine grade level goals for each SEL competency	August 31 optional professional development day	SEL coach PD participants	CASEL Framework	Expectations for grades 6-8 as a whole have been drafted.
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	One of the optional professional development days will be devoted to this work, and a study group will begin meeting in September.
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	One of the optional professional development days will be devoted to beginning this work. The school has identified an SEL coach who will work with teachers

				to integrate SEL competency into their content-based 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	HRMS administrators and the SEL coach have met to plan professional learning for 21-22.
Administer the PEAR Holistic Student Assessment HSA- Retrospective Self-Change	June 2022	HRMS faculty, administration, and students	ECLC sponsorship of the HSA	The HRMS SEL coach and curriculum director and Assistant Superintendent for Teaching and Learning have met with staff from PEAR.

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	Current Status
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	HRMS will be utilizing the PEAR Holistic Student Assessment, which includes pilot questions regarding students' sense of belonging and equity in school.
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	In 20-21, all HRMS faculty and staff participated in equity learning groups; 18 HRMS staff participated in a K-12 equity study group. A team of DPS administrators and teachers will be engaging in a DESE Culturally Responsive Practice Leadership Academy beginning in the fall of 2021.
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	A team of DPS administrators and teachers will be engaging in a DESE Culturally Responsive Practice Leadership Academy beginning in the fall of 2021.

* 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)