



Parker Middle School School Improvement Plan Update

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Parker Middle School SIP Goals 2023/2024

Shared Curriculum Work (2.2)

- Math Pathways Committee (District); Science Curriculum Review (grades 6-12); Middle School Literacy Leadership Team (grades 6-8); World Language Curriculum Review (grades 7-12)

Increase our Targeted Support (and therefore achievement) for Students (2.2)

- Identify students using grades, the iReady benchmark, MCAS, and attendance data
- New: Purposeful use of Team Time as an intervention & enrichment block

Coordinate Professional Development; differentiate to meet the unique needs of each school (2.5)

- Early release choice PD (aligned)
- Meeting the needs of our marginalized students (aligned)
- Use of an anchor text (aligned concept/ differentiated content)

Purposeful SEL activities to increase Sense of Belonging & Connection (1.1)

- Advisory
- Challenge Day



Parker Middle School SIP GOALS 2023/2024

PD focus on culturally and linguistically responsive teaching and learning (1.1)(2.5)(2.2)

- Text-based PD using “Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student success” by Sharroky Hollie
- Teacher-led professional learning communities that allow for teacher leadership, shared ownership, and sharing best practices focused on the following areas: learning accelerations vs. remediation; calibrating on student work using looking at student work protocols, collaborative problem solving, language based learning disabilities, advisory

Focus on improving structures for general education intervention and supports to ensure all students have access to targeted instruction through the following initiatives: (2.2)

- Consistent Team Time practices focusing on intervention and enrichment/extension
- Strategically schedule reading and math interventionists to provide push-in support
- Provide an extra math intervention period for grade 8 students

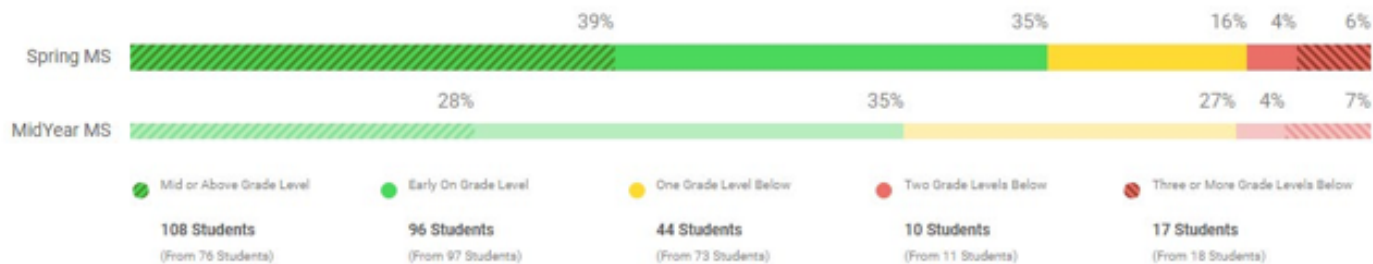
Leverage coaching, collaboration, and partnership (1.1)(1.2)(1.3)(2.2)

- Participate in DESE SEB Academy to conduct a needs assessment of our social, emotional, and behavioral supports
- Partner with Lynch Leadership Academy to provide a PD series and follow up coaching for the Parker Middle School leadership team focusing on the following topics: system for instructional improvement; teacher coaching, system for data-driven instruction & decision-making, and leading effective teams for instructional improvement
- Leverage math coaches to provide job embedded instructional support for math teaching staff.

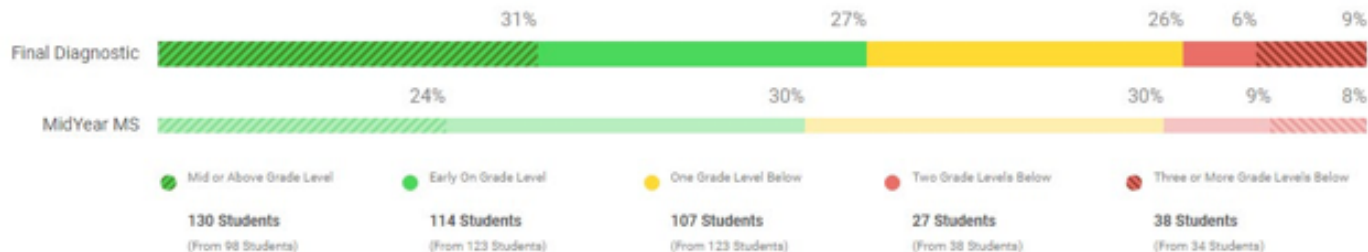


i-Ready Math Data from Parker Middle School

Math Overall Placement from 2023-24
(Spring data is for grades 6 and 7 only. MidYear data is for grades 6-8)



Math Overall Placement from 2022-23
(All data is grades 6-8)





iReady End of Year Math Results by Domain - Spring 2024 (mid year for comparison)

Placement by Domain

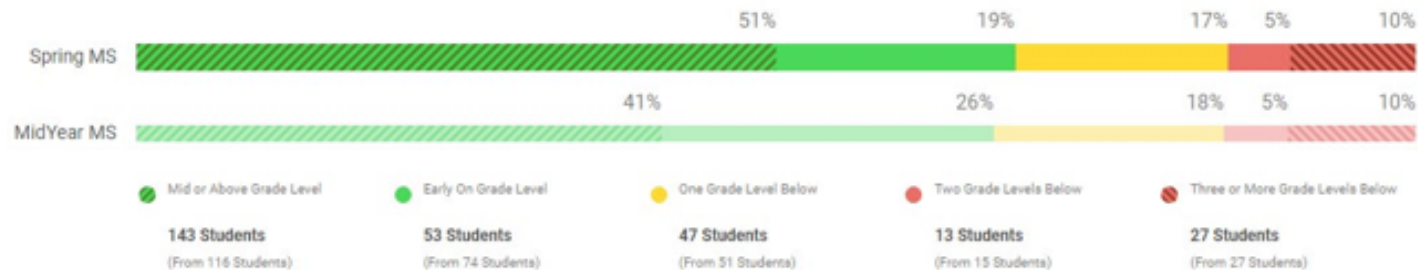


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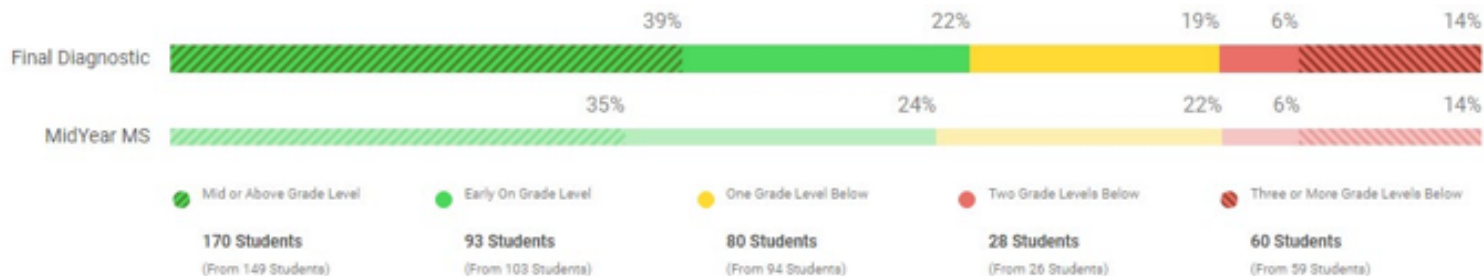


i-Ready Reading Data from Parker Middle School

Reading Overall Placement from 2023-24
(Spring data is for grades 6 and 7 only. MidYear data is for grades 6-8)



Reading Overall Placement from 2022-23
(All data is grades 6-8)





iReady End of Year Reading Results by Domain

(mid year for comparison)

Placement by Domain



(Spring data is for grades 6 and 7 only. MidYear data is for grades 6-8)



Increase our Targeted Support (and therefore achievement) for Students (2.2)

Updates

- Identified students for intervention using grades, the iReady benchmark, MCAS, and attendance data.
- Targeted intervention support during the Team Time block using math teachers and the math interventionist based upon iReady data.
- Title I Math interventionist provided additional small group instruction for students.
- Added an extra math intervention course for grade 8 students, which added an additional math class every other day for our most at-risk students.
- Partnered with DESE's high dosage math tutoring program for in-school high dosage math tutoring for 24 grade 8 students; partnered with Mathnasium of Reading for additional tutoring.



Focus on improving structures for general education intervention and supports to ensure all students have access to targeted instruction through the following initiatives: (2.2)

Updates

- Created consistent Team Time practices focusing on intervention and enrichment/extension
- Strategically scheduled reading and math interventionists to provide push-in support
- Provided an extra math intervention period for grade 8 students
- MTSS building based team met on a regular basis to develop strategies of tiered supports of students.
- Math Coaches taught math teachers strategies for conferencing with students using i-Ready results



Coordinate Professional Development; differentiate to meet the unique needs of each school (2.5)

Updates

- Engaged all staff in reading of “Culturally and Linguistically Responsive Teaching and Learning” by Sharroky Hollie, a text-based professional development series, which focused on culturally and linguistically responsive teaching and learning.
- Piloted Professional Learning Communities (PLCs) that allowed for teacher leadership, shared ownership, and sharing best practices. Options included:
 - PLCs on language based instruction
 - Collaborative problem solving
 - Learning acceleration vs. remediation
 - Advisory Planning
 - Using protocols to assess student learning.
- Offered Middle School Choice PD on the early release PD days, with topics including: Trauma-sensitive instruction, Tech-infused Universal Design for Learning, Social Justice Standards, Equity and Belonging in STEM and “The Hill for Literacy PD”



Curriculum Work (2.2)

Updates

- Revised bell schedule to increase instructional time
 - *50 min. classes with 2 min. of passing time = 4 additional min./class per day; 20 additional min./class per week*
- Began calibration and alignment of math scope and sequence with seventh and eighth grade math teachers in collaboration with math coaches and STEM director.
- Continued implementation and fidelity of Illustrative Math curriculum with grade 6 teachers.
- Piloted a middle school literacy curriculum in the spring with a planned adoption for the 24/25 school year.
- When reviewing grade 6 student data in spring 2024, Parker leadership identified students eligible for grade 7 acceleration. In addition to students who scored at or above the required score, families of students approaching that score were contacted and given the option of grade 7 acceleration (15 students in spring 2024). In conversations with families, math teachers explained the acceleration options, talked about the student's disposition to math and interest.
- A middle school summer math enrichment has been created for all rising 7th and 8th graders



Purposeful SEL activities to increase Sense of Belonging & Connection (1.1)

Updates:

- Participated in Challenge Day
- Partnered with families to bring first multicultural night to Parker Middle School.
- Collaborated with PTO to bring all school enrichment programming such as Len Cabral, storyteller, and Hagermania Extreme Science.
- Fostered student council activities to build student leadership, engagement, and sense of belonging. Activities included leadership field trips, school dances, grade 5 to 6 transition activities, and community building activities such as Parker Beautification.
- Created a parent/guardian book club with Parker families.
- Collaborated with ILT to launch middle school conferences for 2024/2025 school year.



Leverage coaching, collaboration, and partnership (1.1)(1.2)(1.3)(2.2)

Updates:

- Participated in **DESE SEB Academy** to conduct a needs assessment of our social, emotional, and behavioral supports
 - The Parker MTSS team participated in year 1 of DESE's social, emotional, behavior academy.
 - Completed a needs assessment to set a goal for the year.
- Partnered with **Lynch Leadership Academy** to provide a PD series and follow up coaching for the Parker Middle School leadership team focusing on the following topics: system for instructional improvement; teacher coaching, system for data-driven instruction & decision-making, and leading effective teams for instructional improvement
- Math teachers completed coaching cycles with math consultant Ramsey Merritt & our new in-district math coaches.
 - In the spring, math teachers began peer observations (a practice that will continue in 2024-2025)
- **MyCAP - Reimagined elective classes** to align with RMHS Innovation Pathways and created opportunities for WL exploratory in grade 6.
 - The elective courses now offer alignment with STEM standards, increasing overall minutes of math instruction.
 - Project-based courses include a civic action class, a clean energy class, an engineering class, and a public health class
 - Students will also rotate through computer science and intro to coding (depending upon grade level)
 - Aligns with high school pathways: *Advanced Manufacturing/Engineering, Digital Media, Computer Science, Healthcare and Social Assistance (Public Health) and Clean Energy*