

**Arthur W. Coolidge Middle School
Plan Overview 2025-2026**



AW COOLIDGE MIDDLE
89 BIRCH MEADOW DRIVE
781-942-9158

READING PUBLIC SCHOOLS
82 OAKLAND ROAD
781-944-5800

2025-2026 Council Members

Elinor Actipis, Parent
Megina Baker, Parent
Lauren Bemister, Parent
Dan Cody, Science Teacher
Patricia Kiely, Parent
Mary Beth Neville, Parent
Christine St. Hilaire, Parent
Pauline Tsoutsis, ELA Teacher
Julie Wall, Spanish Teacher

Vision of Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

The Reading School Committee, Central Office, Directors, Principals and Leadership of the Teacher's Association celebrate the diversity of the Reading Community and beyond by embracing differences to empower every student, staff member and family of the Reading Public Schools. We embrace all members of the community no matter where we live, what we look like, what we believe, what language we speak,

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who we love, or how we learn, consistent with the human dignity of all. When we are unwavering in our commitment to equity, we support every student and staff member in maximizing individual potential. This requires us to identify, analyze, and confront gaps in opportunities and outcomes for all students.

District-Wide Strategic Objectives

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

- 1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress
- 1.2 Build valid data collection systems and analysis procedures
- 1.3. Create, refine and align safety centered process and protocols
- 1.4 Build coherence within METCO Program
- 1.5 Build coherence in MLL Programming

Strategic Objective 2: Coherent Instructional Systems

- 2.1. Enact Special Education Multi-Year Improvement Plan
- 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
- 2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)
- 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families
- 2.5 Design a high-quality system of professional learning for RPS
- 2.6 Define a vision for district's educational/ administrative technology and opportunities to braid current district resources (Tech Plan)

Mission of Arthur W. Coolidge Middle School

We strive to provide a challenging, engaging, and supportive learning environment that honors and fosters the culture, individuality, and potential of every student.

Core Values of Arthur W. Coolidge Middle School

Respect; Responsibility; Kindness; Perseverance

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Outcomes for 2025-26 School Year

The following Outcomes are connected to all four of the activities listed:

- As reflected in school and classroom surveys, at least 80% of all students will feel seen, heard, part of a community (academically and personally) (last year's data: 77%).

Activities

Student Engagement

- **Design engaging, student-centered learning experiences** that build on students' identities, backgrounds, interests, strengths, and aspirations, in order to foster genuine connections with peers, staff, and academic

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● We will continue to focus on improving the Sense of Belonging felt by all students, as well as those who may be marginalized, including our students of color as well as students with disabilities. ○ Students of color will feel an increased sense of belonging relative to 2024-2025 as reflected on District Surveys and Empathy Interviews (goal: 70% vs. 65% last year (57% in 2023-2024; 40% in 2022-2023). ● Efforts in both Sense of Belonging as well as student engagement will result in an increase in our attendance rate and a decrease in chronic absenteeism relative to 2024-2025: Goal: 97% attendance rate (up from 95%) and 7% chronic absenteeism (down from 9.3%). ● Interest-based course offerings will contribute to an increase in pathway exploratory offerings and elective enrollments for 8th grade students compared to the 2024-2025 school year. ● 100% of staff will complete a staff survey in order to gather baseline data on various aspects of staff experience, including school leadership, culture, and professional learning.	content, while increasing student ownership of learning. ● Support students to build social, emotional, Executive Functioning, and academic skills; identify lagging skills, develop a plan to address them by grade level and school wide in classes and in the daily Advisory block. ● Utilize our two School Adjustment Counselors in leading and supporting Tier 1 activities with students, including: 6th grade Advisory SEL activities, Project Adventure class; lunch groups; affinity groups; etc. ● Identify and leverage student strengths both in the classroom and through the New IEP. ● Utilize the MyCAP grant to increase opportunities for students to participate in real-world areas of interest and potential future career pathways, as well as to expose students to academic and career pathways (enrichment, Advisory). ● Continue to develop the “Passion Project” for grade 8 students so that they can be the creators of their own learning. ● Expand school-day and enrichment experiences, enrichment opportunities, such as field trips, guest speakers, assemblies, and traditions, that actively engage students in learning beyond the classroom, broaden perspectives, and strengthen community connections. ● Offer a diverse mix of after school activities to promote student engagement, leadership, and connection in the community, ensuring that all students have access to opportunities that reflect their interests and passions. ● Increase student participation in middle school Unified Sports (Unified Bocce; Best Buddies; Basketball). ● Provide training for staff in the implementation of Universal Design for Learning practices to ensure all students are able to access and participate in meaningful learning opportunities. Systems
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	● Utilize Sense of Belonging data to measure student progress with SEL goals and to help inform planning, including: Advisory Surveys, Classroom Surveys, District Surveys, and Empathy Interviews. ● Strengthen supports for chronic absenteeism by systematically tracking absentee data and interventions, refining the process for family communication, and increasing student engagement and connections. ● Leverage the Coolidge Instructional Leadership Team to identify areas of focus for improvement for the school, and to facilitate the school-wide planning and implementation of this work. ● Members of the Advisory Committee, based on feedback from staff, will build Advisory activities that help students to feel seen, heard, a part of the community, and to build empathy and perspective taking; all Advisory teachers will lead the work with students. ○ Build and implement Advisory activities that explicitly teach social and behavioral skills appropriate to each grade level. ● As a staff, continue to improve systems of support and communication, including: SEL and SST referral processes; responding to attendance; Tier 1 responses to both SEL and academic needs. ● Integrate our Core Values (Respect, Responsibility, Kindness, Perseverance) into all settings and relevant conversations. ● Hold “parent-teacher” conferences to build parent/teacher connections; open the doors of communication about student progress and habits. ● Hold special events for families during after school hours to increase engagement as well as to celebrate various backgrounds, including Family Fun Night (for incoming families); the Coolidge Cultural Celebration Night (year three); METCO Events. Supportive, Responsive Learning Environments
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	● Identify and utilize curricular and instructional materials that reflect the diverse backgrounds of our students and promote inclusion, equity, and belonging. ● Strengthen social-emotional learning (SEL) instruction and practices tailored to the unique needs of students, including: Generation Alpha students, including Collaborative Problem Solving; Restorative Justice. A series of Professional Development will be led by Jackie Pelusi.
Strategic Objective 2: Coherent Instructional Systems	
Outcomes for 2025-26 School Year Relative to 2024-2025 MCAS data, the “all students” group will demonstrate an increase in achievement as measured by standardized measures with a specific focus on closing the achievement gap between those subgroups that are underachieving relative to “all” (students with disabilities; low-income; high needs). MCAS Targets Per Cohort: ELA: Meeting or Exceeding Expectations: ● Grade 6: 60% (<i>increase from 55%</i>); SGP: 64 (<i>increase from 59</i>) ○ Students w/ disabilities: 26% (21%) ○ Low income: 23% (18%) ○ High needs: 31% (26%) ● Grade 7: 75% (<i>increase from 73%</i>); SGP: 60 (<i>increase from 54</i>) ○ Students w/ disabilities: 23% (18%) ○ Low income: 52% (47%) ○ High needs: 41% (36%) ● Grade 8: 73% (<i>increase from 69%</i>); SGP: 52 (<i>increase from 47</i>) ○ Students w/ disabilities: 38% (33%) ○ Low income: 49% (44%) ○ High needs: 42% (38%) Math: Meeting or Exceeding Expectations ● Grade 6: 65% (<i>increase from 60%</i>); SGP: 64 (<i>increase from 59</i>)	Activities High Expectations for All Students: Identify and calibrate on high-quality instruction that places an emphasis on Universal Design for Learning (UDL) and student engagement. ● Embed student-centered content and activities into learning, with a focus on making connections to experiences and the real world. ● Explicitly teach the skills and dispositions that students need to develop in middle school, including: executive functioning skills; social skills; behavioral management; perseverance; responsibility; and problem solving. ● Support year 2 of the “New IEP”, with a focus on student strengths. ● Work as a staff and with families on promoting strong school attendance. ● Communicate frequently with families (administration; teams; teachers; online systems) to promote a shared ownership of student engagement and success. High Quality Curriculum and Instruction: Students will have access to high quality, district-supported resources, as well as high-quality teaching strategies. ● Departments will participate in curriculum reviews to ensure curriculum is aligned across classrooms and school and updated to include current content and methodologies (Science; Math; Social Studies).

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○ Students w/ disabilities: 29% (24%) ○ Low income: 32% (27%) ○ High needs: 39% (34%) ● Grade 7: 76% (<i>maintain</i>); SGP: 68 (<i>maintain</i>) ○ Students w/ disabilities: 20% (14%) ○ Low income: 45% (40%) ○ High needs: 35% (30%) ● Grade 8: 77% (<i>increase from 75%</i>); SGP 68 (<i>increase from 66</i>) ○ Students w/ disabilities: 35% (30%) ○ Low income: 55% (50%) ○ High needs: 46% (41%) Science: Meeting or Exceeding Expectations Relative to 2025 Cohort: ● All students: 61% (<i>increase from 56%</i>) Civics: Meeting or Exceeding Expectations Relative to 2025 Cohort: ● All students: 61% (<i>increase from 56%</i>) Accountability: ● Spring 2025 MCAS results will meet or exceed improvement targets for each accountability indicator with a focus on 90% total accountability (vs. 88%). To achieve this, special attention will be given to our chronic absenteeism, science achievement, and our “lowest performing” students. iReady Targets: ● Benchmark testing results (iReady) will reflect an increase in student achievement and growth over the course of the year. By spring 2025, 80% of grade 6 & 7 students will score on or above grade level on the iReady Reading and Math assessments (Grade 6 & 7 Reading was 77% in 2025 and 74% in 2024; Grade 6 Math was 82% in 2025 and 74% in 2024; Grade 8 Math was 74% in 2025 and 2024). Additional Outcomes: ● The data warehouse, EduClimber, will be leveraged to strengthen our use of data in	● ELA teachers will utilize the Amplify curriculum resource (year 2), with a focus on student engagement. ● Science teachers will continue to develop students as thinkers/ problem solvers in alignment with the development of MCAS “performance task” and “story line” assessment structure. ● The World Language Department will continue to focus on proficiency-based rubrics and the state standards. ● Teachers will participate in department-specific professional development related to student engagement and effective teaching strategies. ● Teachers will apply the tools learned in the Generation Alpha Professional Development (Jackie Pelusi) to their subjects. Data-Driven Decision Making: Instructional decisions will be based on comprehensive, real-time data (formative, summative, and progress monitoring) to ensure alignment with student needs. ● The administrative and SST teams will build capacity with the new Educlimber data platform, and will utilize it to help inform discussions and action planning for students. ● Analyze MCAS and iReady data to inform math and reading interventions. ● Utilize common assessments to measure student progress and to compare the effectiveness of various instructional practices; modify interventions and practices where necessary. ● 8th grade World Language students will participate in the STAMP testing, which provides data regarding their level of proficiency, also allowing for celebration for students who are at various proficiency milestones. Collaborative Professional Development: Teachers, staff, and administrators will engage in ongoing, relevant professional development so as to enhance their skills and instructional strategies. ● Building-based teacher PD will align with building and district goals. Topics include: Generation
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decisions. ● By June, all teachers will be able to share how they are incorporating UDL practices as well as awareness of Generation Alpha needs into their lesson planning. ● By the end of the year, students participating in interventions will demonstrate measurable growth (e.g., at least one year's growth in reading/math or progress toward grade-level benchmarks) as measured by district and classroom assessments. ● By the end of the year, science teachers will have developed a scope and sequence of their curriculum units, inclusive of performance tasks, and will utilize these performance tasks to analyze student achievement and to inform lesson planning.	Alpha; leveraging AI as a teaching and learning tool; Universal Design for Learning; executive functioning; neurodiversity; collaborative problem solving; collaboration and sharing best practices; Amplify; adjusting teaching and assessment practices to align with new MCAS assessments (Civics; Science); Differentiated Instruction. ● Early Release and In-Service Meetings will focus on: Departmental Priorities; Professional Learning associated with our district and school goals. Universal Design for Learning (UDL): Teachers will design lessons using UDL principles to provide multiple means of engagement, representation, and expression, ensuring both struggling and advanced learners are supported. ● Staff will build capacity with, and integrate, Universal Design for Learning best practices. ● Utilization of the District Accommodation Plan (DCAP) to remove barriers and provide equitable access to curriculum and instruction. ● Develop and deliver math and reading interventions that align with UDL practices, ensuring students receive targeted scaffolds and support.
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