Pickering Middle School

School Improvement Plan
May 2012

PIM Team Members

Robert F. Murphy, Principal*
Kevin Rittershaus, Vice-Principal*
Claire McRobbie, Guidance Counselor
Deborah Morel, Academic Support Specialist
Jill Joyce, Data Coach
Karen Dulong, ELA Lead Teacher/Data Coach
Eileen Scalise, Math Lead Teacher
Lorraine Gately, Science Lead Teacher*
Mary Prince, Social Studies Lead Teacher
Mary Beth Gilchrist, Special Education Lead Teacher
Shelia Bremer, Foreign Language Lead Teacher
Jack and Barbara Marr, Parents*
Jennifer Gaudet, Parent*

Pickering School Council
James Foley, School Council Member
* Indicates a School Council Member
EXECUTIVE SUMMARY

Mission Statement

Graduating eighth grade students will enter the ninth grade without the need for remediation.

School Profile and Demographics

The Pickering Middle School is the smallest of Lynn’s three traditional middle schools and has a student population of 641 students. Demographically the student population is 12.5% African American, 8.0% Asian, 35.4% Hispanic, 0.2% Native American, 40.9% White, and 3.1% Multi-Race, Non-Hispanic. Pickering is a Title I school.

The student population is composed of 34.5% of students whose first language is not English, 4.2% who are Limited English Proficient, 64.6% who are low income and 20.3% who receive services from the Special Education Department. Pickering houses the following programs:

- One Creating Opportunities for Autistic Children (COACH) programs, one for students diagnosed with Asperger’s syndrome and the other for students diagnosed with autism.
- A specialized .4 Special Education (SPED) class for students who have language processing difficulties.
- A .4 SPED resource cluster
- A .4 behavior classroom
- Inclusion classes
- Regular education classes
- C.L.I.M.B- Cluster for Individuals In Mainstream Based learning settings

The average class size for clusters in grade 6 is 26 students; for grade 7, 26 students; and for grade 8, 26 students. Class size for foreign language classes, language and literacy classes and enrichment classes have gone up significantly over the last couple of years. Our foreign language class size average is 32 students; and language and literacy class size for grade 6 is 27, grade 7 is 29, and grade 8 is 27. Grade 6 enrichment classes average 26 students, grade 7 average is 27students, and grade 8average is 27students.

Data source: Massachusetts Department of Elementary and Secondary Education

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>% African American</th>
<th>% Asian</th>
<th>% Hispanic</th>
<th>% Native American</th>
<th>% White</th>
<th>% Multi Race, Non-Hispanic</th>
<th>% FLNE</th>
<th>% LEP</th>
<th>% Low Income</th>
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NCLB Status

Pickering has a Composite Performance Index (CPI) of (75.3) in mathematics and (85.8) for ELA. Pickering did not make AYP in ELA in the Aggregate or for subgroups. Pickering did make AYP in the Aggregate for Mathematics but not in all subgroups. Pickering Middle School has an NCLB Accountability Status of **Restructuring Year 2- Subgroups** with an Improvement Rating of **No Change** in ELA. Pickering Middle School has an NCLB Accountability Status of **Restructuring Year 2- Subgroups** with an Improvement Rating of **Improved Below Target** in Mathematics according to the regulations of the No Child Left Behind Act (NCLB) of 2001.

MCAS Results

The following charts show the percentage of Pickering students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the MCAS grade 6-8 math test, and the grade 6-8 English language arts (ELA) test.

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<thead>
<tr>
<th>Grade 6 ELA</th>
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<th>Proficient School</th>
<th>Needs Improvement School</th>
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</table>
Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

![Student Growth Distribution by School](image)

Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

<table>
<thead>
<tr>
<th>N Students</th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
<th>% Proficient or Higher</th>
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<td>141</td>
<td>113</td>
<td>114</td>
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Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.
Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 6, 7, 8 Mathematics

<table>
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<th>Growth Percentile</th>
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<td>Very Low</td>
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<tr>
<td>Low</td>
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<tr>
<td>Moderate</td>
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<tr>
<td>High</td>
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<tr>
<td>Very High</td>
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<table>
<thead>
<tr>
<th>Percent of Students</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
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<td>Grade 6 - Pickering Middle - Pickering Middle</td>
<td>22%</td>
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<td>17%</td>
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</tr>
<tr>
<td>Grade 7 - Pickering Middle - Pickering Middle</td>
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<td>25%</td>
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<tr>
<td>Grade 8 - Pickering Middle - Pickering Middle</td>
<td>22%</td>
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<td>20%</td>
<td>21%</td>
<td>16%</td>
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</table>

Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

<table>
<thead>
<tr>
<th>N Students</th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
<th>% Proficient or Higher</th>
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<td>39</td>
<td>41</td>
<td>31</td>
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Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.
Student Growth Distribution by School
Lynn - 2011 MCAS All Grades English Language Arts

Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

<table>
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<tr>
<th>N Students</th>
<th>Very Low</th>
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<th>Moderate</th>
<th>High</th>
<th>Very High</th>
<th>% Proficient or Higher</th>
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Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.
Student Distribution Growth by Grade
Lynn - 2011 MCAS Grade 6, 7, 8 English Language Arts

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<tr>
<td>Grade 8 - Pickering Middle - Pickering Middle</td>
<td>22%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Percent of Students
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

<table>
<thead>
<tr>
<th>N Students</th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
<th>% Proficient or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 - Pickering Middle - Pickering Middle</td>
<td>194</td>
<td>54</td>
<td>48</td>
<td>42</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Grade 7 - Pickering Middle - Pickering Middle</td>
<td>191</td>
<td>86</td>
<td>54</td>
<td>27</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Grade 8 - Pickering Middle - Pickering Middle</td>
<td>192</td>
<td>43</td>
<td>52</td>
<td>40</td>
<td>27</td>
<td>24</td>
</tr>
</tbody>
</table>

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.
## Implementation Summary of 2011/2012 School Improvement Plan

The following chart gives the goals from Pickering Middle School SY 2011/2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Strategies</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To make AYP in ELA for the aggregate and all subgroups.</td>
<td>.4 SPED, and ELA teachers will place special emphasis on improving student’s ability to develop multi-paragraph essays. Teachers will demonstrate the deconstruction of multi-paragraphed essays into graphic organizers modeling and clarifying each component.</td>
<td>We saw success with this strategy in 2010/2011, so we kept this strategy for the 2011/2012 school year. However, the 2011/2012 data shows a decrease in performance in the seventh grade where the students take the Long Composition.</td>
</tr>
<tr>
<td></td>
<td>ELA teachers will identify SPED students in their inclusion classes and with the assistance of the inclusion teacher will continue to place special emphasis on improving SPED student’s ability to develop multi-paragraph essays. ELA teachers will demonstrate the deconstruction of multi-paragraphed essays into graphic organizers modeling and clarifying each component.</td>
<td>ELA teachers made a special effort to clarify the process of writing a multi-paragraph essay by modeling and using graphic organizers. Inclusion teachers reinforced the techniques during support periods. This strategy was either not successful or not consistently implemented, as the Special Education subgroup scores showed a decrease of 1.4 from the previous year’s scores.</td>
</tr>
<tr>
<td></td>
<td>.4 SPED, and ELA, teachers will place special emphasis on improving student’s ability to identify details and make inferences from a passage. Teachers will model and scaffold the identification and recognition of details in a sentence and paragraph pertaining to each genre of the ELA curriculum.</td>
<td>The evaluation of this strategy is ongoing as we continue to integrate it. There will be a reemphasis on informational text in all subject areas as required by Common Core curriculum.</td>
</tr>
<tr>
<td></td>
<td>ELA teachers will identify SPED students in their inclusion classes and with the assistance of the inclusion teacher will continue to place special emphasis on improving SPED student’s ability to identify details and make inferences from a passage. Teachers will model and scaffold the identification and recognition of details in a sentence and paragraph pertaining to each genre of the ELA curriculum.</td>
<td>The evaluation of this strategy is ongoing as we continue to integrate it. There will be a reemphasis on informational text in all subject areas as required by Common Core curriculum.</td>
</tr>
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<td>Measurable Goals</td>
<td>Strategies</td>
<td>Implementation Status</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>2. To make AYP in math for the aggregate and all subgroups.</td>
<td>All regular education and special education teachers will display and reference the same posters of clues for remembering computational procedures involving fractions, decimals and integers on a regular basis. All special education students will be provided a special mathematics reference sheet. Teachers will model and scaffold the appropriate use of the reference sheet.</td>
<td>The evaluation of this strategy is ongoing as only half of the math teachers have implemented it. Although use of the posters is less applicable in the 8th grade - their continued use will provide continuity for the students. We will continue to provide special education students with special math reference sheets. Teachers will continue to model and scaffold their appropriate use.</td>
</tr>
<tr>
<td>3. To make AYP in math and ELA for the aggregate and all subgroups.</td>
<td>All regular education and special education teachers will review for quarterly benchmark assessments using modified MCAS release questions including multiple choice, short answer and open response that align with the Massachusetts state standards. All regular education and special education teachers will follow up the quarterly benchmark assessments by re-teaching skills identified as student weaknesses. At least 30% of teacher made tests will include either multiple choice and/or open response questions from previously released MCAS tests or multiple choice and/or open response questions generated by the teacher.</td>
<td>We will continue to design tests with these components including the creation of grade level collaborative common assessments on a monthly basis. We will continue to re-teach skills identified by the quarterly benchmark assessments, as well as the monthly common assessments. There was no formal monitoring of this strategy, however we see the value of this use of this strategy and will continue its implementation. Administration will develop a system for collecting evidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We will continue to provide special education students with the same calculator for an entire school year as this gave them a chance to become familiar with the use of this device.</td>
</tr>
</tbody>
</table>
Pickering Middle School SY 2012/2013 School Improvement Plan

Goal
Because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goal has been revised as follows:

- To make AYP in both ELA and mathematics for the aggregate and all subgroups.

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Pickering did not make AYP for the Aggregate or all subgroups score in ELA. Pickering did make AYP for the Aggregate, but not all subgroups in mathematics. The Composite Performance Index (CPI) for the aggregate in ELA decreased 0.6 points, going from 86.4 to 85.8. All subgroups in ELA show a decrease with the exception of the Afr. Amer./Black subgroup which showed an increase of 2.5. The aggregate’s CPI for mathematics increased 2.7 points from 72.6 to 75.3. In mathematics the Low Income (1.6), Asian or Pacific Islanders (3.3), Hispanic (3.8) and White (2.3) subgroups showed an increase, however LEP (-0.9), Special Education (-1.9) and the African Am./Black (-0.5) subgroups showed a decrease.

It is clear that Pickering students continue to score below the state on both the ELA and the mathematics MCAS test. The Pickering PIM team is committed to refocus on the areas of weakness listed below:

Weaknesses in All Content Areas:
- Students’ critical reading skills.
- Students’ ability to support open response answers.
- Students’ ability to read and comprehend informational texts.

Weaknesses in ELA:
- Students’ ability to develop the topic in a long composition.
- Students’ ability to support open response answers using specific examples from excerpts.
- Students’ ability to identify details and make inferences from a passage in order to answer multiple choice and open response questions.

Weaknesses in Math:
- Students’ ability to read and answer multiple choice, open response and short answer type questions.
Student Learning Objectives

The action plan that follows outlines the four student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Improve student’s ability to write a well-organized and well-developed multi-paragraphed essay.
- Develop the ability to identify details and make inferences from a passage in order to answer multiple choice and open response questions.
- Students’ ability to support open response answers using specific examples from excerpts.
- All students will improve their ability to read and answer math open response and short answer type questions.
Pickering Middle School SY 2012/2013 School Improvement Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>To make AYP in both ELA and mathematics for the aggregate and all subgroups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Student Weakness</td>
<td>Students’ ability to develop the topic in a long composition.</td>
</tr>
<tr>
<td>Student Learning Objective</td>
<td>Improve student’s ability to write a multi-paragraph essay.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy/Action (What, Who, How)</th>
<th>Timeline (When)</th>
<th>Resources Needed</th>
<th>Method of Collecting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>.4 SPED, and ELA and inclusion teachers will place special emphasis on improving student’s ability to develop the topic in multi-paragraph essays. Teachers will demonstrate topic development using exemplars and the construction of multi-paragraphed essays using graphic organizers by modeling and clarifying each component.</td>
<td>September 12 – June 13</td>
<td>Available Resources</td>
<td>Formal Teacher Assessment Pre/Post Quarterly Assessments Portfolio Assessments Principal Observation</td>
</tr>
<tr>
<td>The Academic Support Specialist and 7th grade ELA and inclusion teachers will work together to teach students to create one long composition sample per quarter.</td>
<td>September 12-June 13</td>
<td>Available Resources</td>
<td>Monitored by administration</td>
</tr>
</tbody>
</table>
# Pickering Middle School SY 2012/2013 School Improvement Plan

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<td>Identified Student Weakness</td>
<td>Students’ ability to identify details and make inferences from a passage in order to answer multiple choice and open response questions.</td>
</tr>
<tr>
<td>Student Learning Objective</td>
<td>Develop the ability to identify details and make inferences from a passage in order to answer multiple choice and open response questions.</td>
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<td>.4 SPED, ELA, Inclusion and Strategic Reading teachers will place special emphasis on improving student’s ability to identify details and make inferences from a passage. Teachers will model and scaffold the recognition of details in a sentence and paragraph pertaining to each genre of the ELA curriculum through the use of annotating and coding techniques.</td>
<td>September 12 – June 13</td>
<td>Professional Development Sticky Note paper Interactive White Board w/ student responders</td>
<td>Pre/Post Quarterly Assessments Common Assessments Student Examples Portfolio Assessments Principal Observation</td>
</tr>
<tr>
<td>Academic Support Specialist and Reading/ELA Lead teacher s will develop a plan for introducing literacy strategies in the content through presentations at faculty meetings. The team will outline a literacy curriculum using materials the school already has including the Comprehension Toolkit and placing more focus on informational text.</td>
<td>September 12 – June 13</td>
<td>Available Resources Comprehension Toolkit Interactive White Board w/ student responders Summer PD</td>
<td>Formal Teacher Assessment Pre/Post Quarterly Assessments Portfolio Assessment Monitored by administration</td>
</tr>
</tbody>
</table>
**Goal**
To make AYP in both ELA and mathematics for the aggregate and all subgroups.

**Identified Student Weakness**
Students’ ability to support open response answers using specific examples from excerpts.

**Student Learning Objective**
Develop the ability to identify details and make inferences from a passage.

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<tr>
<td>.4 SPED, ELA, and Language and Literacy teachers will place special emphasis on improving student’s ability to identify details and make inferences from a passage. Teachers will model and scaffold the identification and recognition of details in a sentence and paragraph pertaining to each genre of the ELA curriculum.</td>
<td>September 12 – June 13</td>
<td>Available Resources Interactive White Board w/ student responders</td>
<td>Formal Teacher Assessment Pre/Post Quarterly Assessments Portfolio Assessments Principal Observation</td>
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<tr>
<td>ELA teachers will identify SPED students in their inclusion classes and with the assistance of the inclusion teacher will continue to place special emphasis on improving SPED student’s ability to identify details and make inferences from a passage. Teachers will model and scaffold the identification and recognition of details in a sentence and paragraph pertaining to each genre of the ELA curriculum.</td>
<td>September 12 – June 13</td>
<td>Available Resources Interactive White Board w/ student responders</td>
<td>Formal Teacher Assessment Pre/Post Quarterly Assessments Portfolio Assessments Principal Observation</td>
</tr>
<tr>
<td>All teachers will use the same graphic organizer for answering open response questions.</td>
<td>September 12 – June 13</td>
<td>Available Resources Interactive White Board w/ student responders Graphic Organizer</td>
<td>Formal Teacher Assessment Pre/Post Quarterly Assessments Portfolio Assessments Monitored by administration</td>
</tr>
</tbody>
</table>
# Pickering Middle School SY 2012/2013 School Improvement Plan

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<th>To make AYP in both ELA and mathematics for the aggregate and all subgroups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Student Weakness</td>
<td>Students’ ability to read and answer math open response and short answer type questions</td>
</tr>
<tr>
<td>Student Learning Objective</td>
<td>All students will improve their ability to read and answer math open response and short answer type questions</td>
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</thead>
<tbody>
<tr>
<td>All regular education and special education teachers will use weekly structured collaboration and math department meetings to find, modify and/or create new materials to use to teach Patterns/Relations &amp; Algebra at the 7th and 8th grade levels in preparation for upcoming Common Core Standards implementation.</td>
<td>September 12 – June 13</td>
<td>New materials needed, Access to educational websites, Interactive White Board w/ student responders</td>
<td>Formal Teacher Assessment, Common Assessments, Monitored by administration</td>
</tr>
<tr>
<td>All regular education and special education teachers will follow up the quarterly benchmark assessments by re-teaching skills identified as student weaknesses.</td>
<td>September 12 – June 13</td>
<td>Available Resources</td>
<td>Formal Teacher Assessment, Principal Observation</td>
</tr>
<tr>
<td>All regular and special education teachers will display and reference the same posters of clues for remembering computational procedures involving fractions, decimals and integers on a regular basis.</td>
<td>September 12- June 13</td>
<td>Available Resource posters</td>
<td>Formal teacher Assessment, Principal Observation</td>
</tr>
<tr>
<td>All special education students will be provided a special mathematics reference sheet. Teachers will model and scaffold the appropriate use of the reference sheet.</td>
<td>September 12- June 13</td>
<td>Available Resources</td>
<td>Formal teacher Assessment, Principal Observation</td>
</tr>
<tr>
<td>Teacher made tests (1/quarter) will include multiple choice and/or open response questions from previously released MCAS tests or multiple choice and/or open response questions generated by the teacher.</td>
<td>September 12- June 13</td>
<td>Available Resources</td>
<td>Formal teacher assessment, Principal observations</td>
</tr>
<tr>
<td>All special education students with a calculator accommodation on the MCAS will be provided that same calculator for the entire 12-13 school year.</td>
<td>September 12- June 13</td>
<td>Available resources</td>
<td>Regular Ed. And Special Education teacher Observations</td>
</tr>
</tbody>
</table>
Parent/Guardian Involvement

Pickering Middle School will implement the following actions for parental/guardian involvement during SY 2012-2013:

- Clusters regularly schedule parental conferences
- School wide Open Houses
- Enhanced school website
- Individual Student Agenda Books
- Quarterly and/or Weekly Progress Reports
- Home School Compact
- Ongoing correspondences between home and school using Connect Ed automated calling system
- Parent Teacher Organization

Staff Development

Pickering Middle School has implemented or is in the process of implementing the following programs:

- Cognos, MCAS student diagnostic Mass DESE sponsored web based software program. (new Fall 2009)
- Test Wiz, an evaluative student web based software program. (new Fall 2009)
- Brain Pop educational website
- E-schools plus software program for student quarterly reports, grading and student management. (ongoing)
- Implementation of “Unleashing the Power of Collaborative Learning” data program. (ongoing)
- Continued use of middle school Mathematics Coach, two days a week. (new Fall 2009)
- Continued structured collaboration meetings between same grade/subject peers, one hour / week.
- Use of new lesson plan template (new Fall 2011)
- Use of Academic Support Specialist (new Winter 2012)
- Response to Intervention model
- Use of new Common Core Standards for all subject areas
- PD for Literacy Strategies (Summer 2012 & faculty Meeting 12/13 SY)