

**MASCONOMET MIDDLE SCHOOL**  
**2016-2017 School Improvement Plan**  
**November 30<sup>th</sup>, 2016**



**SCHOOL COUNCIL MEMBERSHIP**

**FACULTY**

Lois Afrow  
Jim Dillon  
Courtney Monaco  
Gavin Monagle

**PRINCIPAL**

Dorothy A. Flaherty, Ed.D.

**PARENTS**

Jessica Grigg  
Corin Mitchell  
Leonina Russo  
Dave Walls

Unanimously adopted on November 30<sup>th</sup>, 2016

# TABLE OF CONTENTS

|  | PAGE |
|--|------|
| Table of Contents                      | 2    |
| Mission Statement and Vision Statement | 3    |
| Goal Alignment and Vision 2025         | 4    |
| Assessment: Student Performance        | 5    |
| Curriculum and Instruction             | 7    |
| Vision 2025                            | 9    |
| Professional Development               | 10   |
| Non-Discrimination Statement           | 11   |

## **MISSION STATEMENT**

### **Mission Statement**

Masconomet Middle School prepares all students to succeed academically in middle, high school and beyond, as well as to be responsible, productive citizens in a technology-centric and global community.

### **Vision Statement**

Masconomet Middle School is committed to supporting each student's academic, physical, emotional, and social development as a young adolescent. Our students are actively engaged in their own learning and personal growth. Students are provided challenging opportunities that demonstrate and apply their abilities to be creative, think critically, work collaboratively, and exhibit positive character while interacting in a global and technology-centric society.

## Goals

The Masconomet Middle School Council, comprised of parents, teachers and administration, was excited to develop a transition plan for the 2016-17 school year that will provide a strong foundation for moving forward throughout the next decade to implement Vision 2025. Moreover, we were thrilled that Vision 2025, developed by a broad-based collaboration of stakeholders, embraced and supported many concepts embedded in our Middle School mission of meeting and advancing the whole student through focuses on academic, social and emotional pursuits, while ensuring a rigorous, interdisciplinary and personalized approach to learning.

The purpose of the plan is to set the framework for school improvement over the next academic year and to transition us to be fully prepared to begin implementation of Vision 2025 in the 2017-18 school year. Our goals this year allow us to unpack and identify learning, communication and perhaps budgetary items that will be needed to ensure a consistent and highly engaged development of our new Vision. In addition, include alignment to new curriculum standards, develop a common approach and philosophy in regard to homework and through professional development increase teachers' ability to meet the social and emotional needs of students in their classrooms.

- Goal #1:** Students will meet performance benchmarks and/or demonstrate improvement on a variety of local, state and national assessments.
- Goal # 2:** The new Science and Digital Literacy/Computer Science Curriculum Frameworks will be reviewed and curriculum realigned to the current standards. Additionally, all subjects will continue to implement Literacy Standards in all curriculum areas.
- Goal 2B:** We will review the current research, practice and philosophy of homework and provide recommendations to develop a consistent approach to homework at the middle school.
- Goal # 3:** To review and plan for implementation of Vision 2025.
- Goal #4:** Staff will be provided professional development in the areas of building resiliency/grit, meeting the learning needs of trauma affected students, formative assessments, and collaboratively looking at student work.

## Assessment: Student Performance

**Goal #1:** Students will meet performance benchmarks and/or demonstrate improvement on a variety of local, state and national assessments.

| Objectives  | Initiatives  | Assessments   |
|---|--|---|
| <ul style="list-style-type: none"> <li>In the aggregate for math, all grades, the proficiency gap will reduce by 5.1. The math goal will be to increase the CPI to 95 by 2017. The index will increase .85 each year.</li> <li>In the subgroup High Needs; for math, all grades, the proficiency gap will reduce by 19.3. The math goal will be to increase the CPI to 80.7 by 2017. The index will increase 3.2 points each year.</li> <li>In the aggregate for ELA, all grades, the proficiency gap will reduce by 1.5. The ELA goal will be to increase the CPI to 98.5 by 2017. The index will increase .25 each year.</li> </ul> | <ul style="list-style-type: none"> <li>Redesign the Math Specialists position to target grade 7.</li> <li>Title 1-math services moved to a push in instead of a pull out model. Funding to be utilized to implement a Math Specialist to increase co-teaching in math at grade 7. Each team will have two co-taught inclusion classes.</li> <li>Maintain participation levels at summer math camp for incoming 7<sup>th</sup> grade students.</li> <li>Expand use of IXL for individualized paced reinforcement of math skills.</li> <li>Provide all students entering grades 7 and 8 with updated on-line resource to make them aware of math skills one is expected to know when you arrive in the next grade.</li> <li>Math teachers to meet once each six-day cycle and at least three times a trimester with their department head. The focuses of these meetings will be to refine of curriculum, project based learning, formative assessments and examining student work.</li> </ul> | <ul style="list-style-type: none"> <li>By December 23<sup>rd</sup>, 2016, department heads have analyzed 2016 PARCC/MCAS data in math, English and science. In addition, each has submitted a written analysis to the principal regarding results and how information has been shared with teachers, as well as, expectations for how teachers will address any identified areas of need.</li> <li>Two progress report meetings will be held with the math specialist, math department chair and principal by May 1<sup>st</sup>, 2017.</li> <li>Throughout the school year, teachers will implement common assessments in, at least, each core subject and use results to shape instructional strategies.</li> <li>By June 30<sup>th</sup>, 2017, each department head will complete a report and submit to the principal on the types of common assessments implemented throughout the year in grades 7 &amp; 8 and how results were used to shape instruction or curriculum.</li> <li>By August 2017 enrollment will remain at least at current enrollment, or increase for the two sessions of the math summer camp for incoming 7<sup>th</sup> graders.</li> <li>By June 2016 students will be provided information</li> </ul> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• In the subgroup High Needs; for ELA, all grades, the proficiency gap will reduce by 6.9. The ELA goal will be to increase the CPI to 93.1 by 2017. The index will increase by 1.2 each year.</li> </ul> | <ul style="list-style-type: none"> <li>• Guidance counselors will be supplied a list of all students' PARCC scores in ELA &amp; math and are expected to use MCAS/PARCC history as part of all student assessment discussions .</li> <li>• Complete a 7-12 curriculum sequence review and alignment to current 2011 ELA Standards.</li> <li>• Mandate Targeted Literacy Course for all students that scored below 735 on the 2016 ELA Grade 7 PARCC test. This course is partially funded through Title 1.</li> <li>• Title 1 ELA services offered to all students identified as struggling or that scored below Level 4 on the 2016 PARCC.</li> <li>• Send letter to parents with ways they can be involved and help to improve their child's scores on local and state assessments within 30 days of the School Report Card data being released from the state.</li> </ul> | <p>on how to access to online resource packet for summer practice.</p> <ul style="list-style-type: none"> <li>• By November 30<sup>th</sup> 2016, track numbers of students' eligible and that sign up for Title 1 ELA Services.</li> <li>• By November 15<sup>th</sup> 2016 hold an informational night for parents on ELA Title 1 Services available for their child.</li> <li>• Each trimester, department teachers will meet at least three times and preferably on a regular basis with their respective department head during middle school curriculum periods. A log and brief agenda will be kept for all curriculum period meetings.</li> <li>• The principal will meet with each Curriculum PLC at least once during the first trimester and a minimum of twice during the second and third trimesters to discuss data and assessment, student engagement, formative assessments, project based learning or student achievement.</li> <li>• Within 30 days of the School Report Card data being released from the state, the principal will send a letter to parents with ways they can be involved in their child's education and help improve their child's scores on local, state and national assessments.</li> <li>• By June 2017, counselors' logs and notes will reflect the use of PARCC/ MCAS data in assessment and student achievement discussions.</li> </ul> |
|--|--|--|

## CURRICULUM AND INSTRUCTION

**Goal # 2:** The new Science and Digital Literacy/Computer Science Curriculum Frameworks will be reviewed and curriculum realigned to the current standards. Additionally, all subjects will continue to implement Literacy Standards in all curriculum areas.

| Objectives   | Initiatives  | Assessments  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Review and realign science curriculum to the 2016 Science Curriculum Standards.</li> <li>Review and realign digital literacy and computer science standards to the 2016 Digital Literacy and Computer Science Standards.</li> <li>Integrate technology standards into curriculum units.</li> <li>Each department will incorporate lessons and instructional strategies to address the 2011 Literacy Standards.</li> <li>Create hands on projects that support curriculum standards with an emphasis on higher order thinking skills.</li> <li>Create lesson plans that engage students and provide opportunities for student exploration beyond the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers in the science department will realign the science curriculum to the 2016 Science Curriculum Standards.</li> <li>Realign current standards and curriculum to the 2016 Digital Literacy and Computer Science (DLCS) Curriculum Standards.</li> <li>Provide professional development to inform teachers of new curriculum standards and provide time for teachers to work together to realign curriculum.</li> <li>Teachers have created and will implement interdisciplinary units within the team structure.</li> <li>Teachers integrate technology into lesson plans.</li> <li>Increased focus on academic vocabulary.</li> <li>Every subject will incorporate reading, writing, and speaking into the content area.</li> <li>Revise the summer reading web page and increase participation in the summer adventures program.</li> <li>Provide an in-school summer book group designed to help struggling readers complete their summer reading books.</li> </ul> | <ul style="list-style-type: none"> <li>By June 15<sup>th</sup>, 2017 the science department chair will submit a written alignment of the realigned science curriculum to 2016 standards to the principal.</li> <li>By June 15<sup>th</sup>, 2017 the digital learning department chair will submit a written alignment of the realigned (DLCS) curriculum to 2016 standards to the principal.</li> <li>By the end of first trimester, the principal will convene a committee to include the media library specialist and the digital learning experts to begin a review of the new standards.</li> <li>By the end of second trimester, the library media specialist will submit to the principal a written report on which technology standards will be taught and in what sequence through the library.</li> <li>By June 1<sup>st</sup>, 2017 each department head will submit to the principal at least two examples of student work samples indicating the increased complexity of reading, writing and speaking within each content area, as well as a list of any interdisciplinary projects their teachers participated in.</li> <li>By June 1, 2017 the summer reading webpage will be updated and open to students.</li> <li>Log of participants, books read and questions discussed in the summer reading book club.</li> </ul> |

## CURRICULUM AND INSTRUCTION

### Goal # 2B

We will review the current research, practice and philosophy of homework and provide recommendations to develop a consistent approach to homework in the middle school.

| Objectives  | Initiatives  | Assessments   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Review current practices and weights of homework assignments across all six teams.</li> <li>Review current research and philosophies regarding homework.</li> <li>Share current data on homework with staff.</li> <li>Discuss how homework is utilized under the Vision 2025.</li> <li>Develop a common practice and philosophy regarding homework for the middle school.</li> </ul> | <ul style="list-style-type: none"> <li>Form a study committee to review the topic of homework.</li> <li>Conduct a survey of teachers regarding current homework practices and weights.</li> <li>Conduct a literature review on homework practices.</li> <li>Share collected research data, trends and current practices with staff.</li> <li>Discuss the current practices and philosophies of homework practices at our middle school.</li> <li>Survey students and parents regarding current homework practices and philosophies.</li> <li>Develop a common practice and school philosophy regarding homework practice.</li> <li>Discuss how homework practices need to be approached and implemented under Vision 2025.</li> <li>Develop students' understanding regarding the definitions of collaborative work and plagiarism.</li> </ul> | <ul style="list-style-type: none"> <li>By November 15<sup>th</sup>, a staff study committee will be formed and their first meeting scheduled.</li> <li>By January 1<sup>st</sup> a survey will be sent to staff compiling current practices, philosophy and weights of homework assignments.</li> <li>The study committee will look at current research and trends and provide staff with a summary presentation of data by May 1<sup>st</sup>, 2017.</li> <li>A summary report will be written for survey results compiled through a survey to students and parents.</li> <li>By the end of the school year the staff will discuss and adopt a written common approach and philosophy regarding the benefits and practices of homework.</li> <li>Students can report and demonstrate an understanding of collaborative work and plagiarism, which should result in increased participation, and higher formative and summative assessment scores.</li> </ul> |



## Vision 2025

**Goal # 3:** To review and plan for implementation of Vision 2025

| Objectives  | Initiatives  | Assessments   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• To breakdown each Vision and Belief statement, as well as, each section of the Vision 2025 statement to identify:               <ul style="list-style-type: none"> <li>- Areas of clarification needed</li> <li>- Professional Development needs</li> <li>- Concepts to be communicated to stakeholders and identify specific stakeholders</li> <li>- Budget implications</li> </ul> </li> <li>• Develop short and long term goals within an initial implementation plan.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a portion of each school council meeting to breakdown a section of Vision 2025 and identify:               <ul style="list-style-type: none"> <li>- Areas of clarification needed</li> <li>- Professional Development needs</li> <li>- Concepts to be communicated to stakeholders and identify specific stakeholders</li> <li>- Budget implications</li> </ul> </li> <li>• Develop a written initial implementation plan with short and long term goals identified.</li> </ul> | <ul style="list-style-type: none"> <li>• Agendas that depict the work on Vision 2025</li> <li>• Notes of identified areas will be compiled and shared to be used for consideration in the development of the written implementation plan.</li> <li>• By the end of the 2016-17 school year a written initial implementation plan will be developed with a focus to begin implementation of Vision 2025 in the 2017-18 school year.</li> </ul> |

## PROFESSIONAL DEVELOPMENT

**Goal # 4:** Staff will be provided professional development in the areas of building resiliency/grit meeting the learning needs of trauma/mental health needs of affected students, formative assessments, and collaboratively examining student work.

| Objectives   | Initiatives  | Assessment   |
|--|--|--|
| <ul style="list-style-type: none"> <li>Principal shares articles and research on selected topics at least three times per trimester.</li> <li>Staff presents “Best Practices” at each faculty meeting.</li> <li>Faculty shares useful formative assessments with other staff.</li> <li>Faculty receives staff development activities related to school-wide and district goals, including but not limited to resiliency/ grit, meeting the emotional needs of students, formative assessment and collaboratively examining student work.</li> <li>Safety, Crisis and Legal trainings will be provided to staff.</li> <li>Staff discusses a common book title: <u><i>Fostering resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom.</i></u></li> </ul> | <ul style="list-style-type: none"> <li>The principal will provide time in each faculty meeting for sharing of best practices.</li> <li>Develop a shared database of formative assessments.</li> <li>Provide training on: Examining student work together.</li> <li>Staff led best practices professional development day and faculty meetings.</li> <li>Share pertinent articles with staff and have an article/reading discussion as a regular part of faculty meetings.</li> <li>Staff attends conferences in the areas of data use, assessment, co-teaching, and building a professional learning community.</li> </ul> | <ul style="list-style-type: none"> <li>Network space created to create a bank of formative assessments by June 1<sup>st</sup>, 2017.</li> <li>Sign in sheets and agendas from trainings and workshops will be maintained on file.</li> <li>Faculty meeting agendas reflecting best practices sharing will be maintained on file.</li> <li>Sign in Sheets and Conference Reflection Sheets will be kept on file.</li> <li>Department heads will incorporate a mechanism for teachers to share information learned at conferences and professional development workshops.</li> <li>Binder of articles and research with written summaries will be maintained by the principal.</li> <li>Curriculum planning binders that show the use of how teams use data in decision making, agendas that reflect topics of discussion with a focus formative assessments, examining student work together or meeting the academic or emotional needs of students.</li> <li>By June 2017, the staff book read will be completed with a binder of strategies used to discuss each chapter and chapter notes compiled.</li> </ul> |



**Masconomet  
Regional Middle  
School  
Classroom Core  
Values**

**M**utual Respect

**A**rrive Prepared

**S**peak After Thinking

**C**arefully Listen to  
Others

**O**ffer Kindness

The Masconomet Regional School District does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Masconomet Regional School District is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Masconomet Regional School District requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.