

Unanimously Adopted on November 8th, 2018

MASCONOMET MIDDLE SCHOOL
2018-2019 School Improvement Plan-Final
November 8th, 2018



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**MIDDLE SCHOOL
MISSION and VISION 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.

Focus Goals

The Masconomet Middle School Council, comprised of parents, teachers and administration, was excited to develop a plan for the 2017-18 school year that will provide a strong foundation for moving forward throughout the next decade to implement Vision 2025. Many wonderful learning experiences occurred in our baseline year and we are excited to see the continued growth as we move into year 2 of a long range plan. 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.

Focus Goal Area #1: Student learning is highly interdisciplinary and students are connecting learning to the real world and real-world problem solving. Curriculum and instruction is focused on this value; students are making connections between subjects because they are experiencing them as unified or related concepts.

Focus Goal Area # 2: All classrooms and curricula are learner-centered. All students are achieving the same standards in multiple ways based upon their learning styles, strengths, interests, and unique needs; they are learning in multiple ways and can demonstrate their learning through a variety of different assessments.

Focus Goal Area # 3: Instruction happens in many forms depending upon the teachers' objectives and the nature of learners in the classroom. A variety of authentic learning strategies is common throughout the curriculum and across subject areas. Students and teachers experiment with teaching and learning strategies without fear of failing.

Focus Goal Area # 4: When students feel physically safe, emotionally secure, and happy, they are in the best position to benefit from opportunities for intellectual growth and learning, development of character, self discovery, and to find their unique place in the community.

Focus Goal Area #1: Student learning is highly interdisciplinary and students are connecting learning to the real world and real-world problem solving. Curriculum and instruction is focused on this value; students are making connections between subjects because they are experiencing them as unified or related concepts.

Objectives	Initiatives	Assessments
<ul style="list-style-type: none"> • Ensure that student experiences connect their learning to the real world. • Students will participate in interdisciplinary projects that involve more than one subject area. • Professional Development opportunities will be provided to increase teachers' knowledge and skills in the area of interdisciplinary instruction, or connections to real world problems. • Explore a Career Day for 8th graders 	<ul style="list-style-type: none"> • Every subject will provide a minimum of two experiences that connects student learning to the real world, or focus on real world problems, with a 10% increase in the number of experiences school-wide. • Every student will participate in a minimum of one interdisciplinary project during the 2018-19 school year, with a 10% increase in the number of experiences school-wide. • An inventory will be created detailing all the interdisciplinary projects completed during the 2018-19 school year for each grade and subject area. • Teacher requests for conferences to enhance knowledge and skills in the area of interdisciplinary instruction will be supported and encouraged. • The principal or department chairs will provide teachers with articles, videos and other published materials that relate to interdisciplinary instruction , or connecting their subject to real world problems. 	<ul style="list-style-type: none"> • By June 1st each teacher will submit at least one example that demonstrates an assignment or uit that connects student learning to the real world, or that focuses on a real world problem. • By June 1st, teachers will submit a list of interdisciplinary projects completed in their subject area to their respective department chair. • By June 15th each department chair will submit to the principal a complied list of all interdisciplinary projects in their department. • By June 1st each department chair will provide to the principal a list of conferences attended by teachers in their department that relate to interdisciplinary instruction, or real world problem solving. By June 15th the principal will compile a school wide list. • By June 1st each department chair will provide to the principal a list of articles, videos and other published materials shared with their teachers that relate to interdisciplinary instruction, or connecting their subject to real world problems. • The principal will provide a minimum of one resource to each core subject area that relates to their subject and interdisciplinary instruction, or connection of their subject to real world problems. • By March 1st, The Guidance Department will explore and report on the support and logistics of implementing a Career Day to the School Council.

Focus Goal Area # 2: All classrooms and curricula are learner-centered. All students are achieving the same standards in multiple ways based upon their learning styles, strengths, interests, and unique needs; they are learning in multiple ways and can demonstrate their learning through a variety of different assessments.

Objectives	Initiatives	Assessments
<ul style="list-style-type: none"> • Create hands on projects that support curriculum standards with an emphasis on higher order thinking skills. • Create lesson plans that engage students and provide opportunities for student exploration beyond the classroom. • Increase the number of lessons or units that incorporate student voice or choice into the learning. • Provide professional development and knowledge to teachers and administrators around learner-centered instruction. 	<ul style="list-style-type: none"> • Teachers in the science department will select textbooks or learning resources that support the standards and increase learner-centered units. • Every subject will incorporate reading, writing, and speaking into their content area, and ELA will review their curriculum to find areas integrate more non-fiction reading and writing skills. • Every subject area will demonstrate at least one example of how student voice or choice was integrated into an instructional unit. • Complete an inventory of learner-centered units. • Provide an in-school summer book group designed to help struggling readers complete their summer reading books. 	<ul style="list-style-type: none"> • By January 30th, 2019 the science department chair will submit a written realignment of the science curriculum to 2016 standards to the principal. • By January 1st the science department chair will propose text books or resources to include in the FY 21 budget. • By June 15th, 2019 the digital learning department chair will submit a written alignment of the (DLCS) curriculum to 2016 standards to the principal. • 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. • By June 1st, 2019 each department head will submit to the principal at least two examples of student work samples indicating the increased complexity of reading, writing and/or speaking within each content area. • By June 1st 2019 each department chair will submit a report on how student voice or choice was incorporated into their subject area's instruction. • By June 30th, 2019 the principal will create a report for the superintendent on all the manners in which student voice or choice was incorporated into lessons or unit in the middle school.

Focus Goal Area # 3: Instruction happens in many forms depending upon the teachers’ objectives and the nature of learners in the classroom. A variety of authentic learning strategies and assessments are common throughout the curriculum and across subject areas. Students and teachers experiment with teaching and learning strategies, as well as, various types of assessments without fear of failing.

Objectives	Initiatives	Assessments
<ul style="list-style-type: none"> • Develop the knowledge and skills to implement varying forms of formative assessments. • Continue to refine and use common assessments to shape curriculum and instruction to provide common learning objectives for all students. • Create a mechanism for teachers to share varying types of assessments, learning strategies and instructional practices that support authentic learning. 	<ul style="list-style-type: none"> • The principal will provide time in each faculty meeting for sharing of best practices and new initiatives. • Develop a shared database of formative assessments. • Provide professional development on: Formative Assessment and how they may be used. • Refine and use common assessments. • Develop a shared database on various types of assessments, learning strategies and instructional practices used to provide authentic learning for students. • Provide support and encourage teachers to attempt new strategies and instructional practices by providing time or resources, as well as, positive feedback on great effort rather than focus on success of the attempt. • Staff attends conferences in the areas of data use, assessments, and or personalized learning and shares their learning with other. 	<ul style="list-style-type: none"> • Created network space bank of formative assessments network space will have a minium of one suggestion submitted by each content area by June 1st, 2019. • Sign in sheets and agendas from trainings and workshops will be maintained on file. • Faculty meeting agendas reflecting best practices sharing will be maintained on file. • Sign in Sheets and Conference Reflection Sheets will be kept on file. • Department heads will incorporate a mechanism for teachers to share information learned at conferences and professional development workshops. • Binder of articles and research with written summaries will be maintained by the principal. • 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.

Focus Goal Area # 4: When students feel physically safe, emotionally secure, and happy, they are in the best position to benefit from opportunities for intellectual growth and learning, development of character, self discovery, and to find their unique place in the community.

Objectives	Initiatives	Assessment
<p>Safety:</p> <ul style="list-style-type: none"> Conduct an annual review with all employees and students on ALICE safety procedures followed by a drill. Involve the MS Crisis Team in planning and table top scenarios. <p>Culture of Kindness:</p> <ul style="list-style-type: none"> Continue to promote our theme of Creating a Culture of Kindness. Involve student council to provide leadership on building buy-in and promoting the Culture of Kindness theme. Provide education to staff and students designed to reduce hate and discrimination. 	<ul style="list-style-type: none"> Provide training workshops and assemblies to educate staff, parents and student around ALICE concepts. Hold MS Crisis Team meetings at least quarterly. Use multiple communication tools, letters, tweets, blogs and newsletter to promote our Culture of Kindness theme. The principal/assistant principal will meet with the Student Council Leadership Committee at least twice a month to plan initiative to build a Culture of Kindness . Provide a minimum of two educational opportunities designed to educate staff and students in how to Create a Culture of Kindness by reducing hate and discrimination. Review and revise all modes of communication such as the website and and newsletter to ensure it promotes our Culture of Kindness theme. Review and revise procedures to increase a welcoming environment that promotes our theme of Creating a 	<ul style="list-style-type: none"> By October 30th hold trainings, informational sessions and assemblies to teacher staff, parents and students about safety concepts and ALICE. By November 1st, hold the first ALICE Drill and conduct at least one addition drill by June 1st. MS Crisis Team meeting agendas will document the quarterly meetings. The principal/assistant principal will compile an overview by June 30th, 2018 and present to the superintendent the multiple methods used to promote the Culture of Kindness theme. The principal/assistant principal will attend a minimum of two student council meetings to discuss the leadership potential of students by January 30th, 2018. By June 1st the students will submit a report to the principal on the activities, strategies or events implemented to promote the Culture of Kindness Theme. By June 1st the school will sponsor at least two educational opportunities designed to educate staff and students in how to Create a Culture of Kindness by reducing hate and discrimination and will documented through agendas, newsletters or written resources provided at the trainings. Ongoing throughout the year a binder of conferences, articles, or other resources will be maintained on the topic of SEL.

<p>Social/Emotional Learning</p> <ul style="list-style-type: none"> • Provide professional development opportunities as it pertains to social-emotional learning (SEL) • Create a new middle school schedule to support STAC initiative of later start time. • Study how more SEL components may be imbedded into current curriculum. • Develop new programs and initiatives to support SEL for all students. • Work with district staff to explore one platform and work to get all members of the Masco faculty posting one platform or a Team Landing PAGE to consistently post assignments, homework and grades. • Develop a Parent Resources Link on the website. • Create a Parent Ambassadors Program to welcome new to district parents and families • Evaluate what we are already doing in the area Mindfulness and explore areas to increase and embed Mindfulness into the curriculum. 	<p>Culture of Kindness in the MS front office, guidance suite, and nurse's offices.</p> <ul style="list-style-type: none"> • Share workshops or conferences available on the topic of SEL. • Share articles, videos or other published materials on the topic of SEL. • Have a subcommittee of the Faculty Leadership Team members that serve as liaisons to the district-wide Scheduling Committee. • Inventory current strategies used to support SEL in the curriculum. • Use PLC time for each subject area to focus on developing new ideas and initiatives to imbed SEL into their curriculum. • Discuss at a at a MS department head only PLC areas in the curriculum where Mindfulness can be intergrated and embed into the curriculum. • Research and develop ideas that will be presented to both the Faculty Leadership Committee and School Council for implementation. 	<ul style="list-style-type: none"> • By June 30th, 2019 a new master schedule will be created to support a later school start time. • By June 1st teachers will submit to their respective department heads strategies and methods currently being utilized to promote SEL in the current curriculum. • By June 1st, teachers will submit to their respective department heads new strategies and methods teachers will pilot to promote SEL in the curriculum. • By June 15th, department chairs will submit a report to the principal on current and proposed strategies and initiatives to include SEL into the curriculum. • A summary report of steps completed to implement a single log in site for parents and students is presented to the school committee at the end of the school year. • By June 30th a Parent Resources Link with academic, SEL and school initiatives such as Creating a Culture of Kindness resources and suggestions will be active on the Middle School website. • By June 15th the principal will present a concept for an Ambassadors Program • By May 1st, an agenda will demonstrate a discussion at a at a MS department head only PLC on areas in the curriculum where Mindfulness can be intergrated and embed into the curriculum. • By June 15th, staff will share to their respective department heads areas where mindfulness is embedded in their curriculum. • By July 30th, the principal will write a summary report for the superintendent highlighting all incidences of
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<p>Grading:</p> <ul style="list-style-type: none"> Discuss how grading practices support, or hinder Vision 2025. 	<ul style="list-style-type: none"> Discuss how grading practices need to be approached, revised or communicated to support Vision 2025. 	<p>mindfulness currently being implemented Written report of what we are doing now and what could be added in the future.</p> <ul style="list-style-type: none"> By the end of the school year the staff will discuss at both a faculty meeting and PLC's meetings the impact of current grading practices. By the end of the school year the staff will discuss the question at both a faculty meeting and PLC's , "Are we challenging all students to reach their potential?"
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**Masconomet
Regional Middle
School
Classroom Core
Values**

Mutual Respect

Arrive Prepared

Speak After Thinking

Carefully Listen to
Others

Offer 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.