

**MASCONOMET MIDDLE SCHOOL  
2019-2020 School Improvement - Final  
November 5<sup>th</sup>, 2019**



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# TABLE OF CONTENTS

	PAGE
Table of Contents	2
Mission Statement and Vision Statement	3
Focus Goals:	4
Focus Goal Area #1: Interdisciplinary learning and real-world problem solving	5
Focus Goal Area # 2: Learner-centered classrooms and curriculum	6
Focus Goal Area # 3: Social-emotional learning and a safe learning environment	8
Focus Goal Area #4: Instructional technology	9
Core values and Non-Discrimination Statement	10

**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 2019-20 school year that will provide a strong foundation for moving forward throughout the next decade to implement Vision 2025. 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:** 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 finding their unique place in the community.

**Focus Goal Area #4:** Students will develop 21<sup>st</sup> century skills, including the use and application of technology, and becoming responsible, productive citizens in a technology-centric and global 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.

<b>Objectives</b>	<b>Initiatives</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Ensure that student experiences connect their learning to the real world.</li> <li>• Students will participate in interdisciplinary projects that involve more than one subject area.</li> <li>• Professional Development opportunities will be provided to increase teachers' knowledge and skills in the area of interdisciplinary instruction, or connections to real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Every subject will provide a minimum of two experiences that connects student learning to the real world, or focus on real world problems.</li> <li>• Every student will participate in a minimum of one interdisciplinary project during the 2019-20 school year.</li> <li>• An inventory will be created detailing all the interdisciplinary projects completed during the 2019-20 school year for each grade.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• By June 1<sup>st</sup> each teacher will submit at least one example that demonstrates an assignment or unit that connects student learning to the real world, or that focuses on a real-world problem.</li> <li>• By June 1<sup>st</sup>, teachers will submit a list of interdisciplinary projects completed in their subject area to their respective department chair.</li> <li>• By June 15<sup>th</sup> each department chair will submit to the principal a compiled list of all interdisciplinary projects in their department.</li> <li>• By June 1<sup>st</sup> 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.</li> </ul>

**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"> <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> <li>• Increase the number of lessons or units that incorporate student voice or choice into the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Every subject will incorporate reading, writing, and speaking into their content area, and ELA will review their curriculum to find areas to integrate more non-fiction reading and writing skills.</li> <li>• Every subject area will demonstrate at least one example of how student voice or choice was integrated into an instructional unit.</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 1<sup>st</sup>, 2020 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.</li> <li>• By June 1<sup>st</sup> 2020 each department chair will submit a report on how student voice or choice was incorporated into their subject area’s instruction.</li> <li>• By June 30<sup>th</sup>, 2020 the principal will create a report for the superintendent on all the manners in which student voice or choice was incorporated into lessons or units in the middle school.</li> <li>• Provide an in-school summer book club for August 2020.</li> </ul>

**Focus Goal Area # 3:** 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 finding their unique place in the community.

Objectives	Initiatives	Assessment
<p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Conduct an annual review with all employees and students on ALICE safety procedures followed by a drill.</li> <li>• Involve the MS Crisis Team in planning and table top scenarios.</li> </ul> <p><b>Culture of Good Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Continue to promote our theme of creating a Culture of Good Citizenship.</li> <li>• Involve student council to provide leadership on building buy-in and promoting the Good Citizenship theme.</li> <li>• Provide education to staff and students designed to reduce hate and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training workshops and assemblies to educate staff, parents and student around ALICE concepts. and hold MS Crisis Team meetings at least quarterly.</li> <li>• Use multiple communication tools, letters, tweets, blogs and newsletter to promote our Culture of Good Citizenship theme.</li> <li>• The principal/assistant principal will meet with the Student Council Leadership Committee to build a Culture of Good Citizenship.</li> <li>• Provide a minimum of two educational opportunities designed to educate staff and students in how to Create a Culture of Good Citizenship by reducing hate and discrimination.</li> <li>• Review and revise all modes of communication such as the website and and newsletter to ensure it promotes our Culture of Good Citizenship theme.</li> <li>• Students will understand the rights and responsibilities that come with being an American Citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• By October 30<sup>th</sup> hold trainings, informational sessions and assemblies for teacher staff, parents and students about safety concepts and ALICE.</li> <li>• By November 1<sup>st</sup>, hold the first ALICE Drill and conduct at least one additional drill by June 1<sup>st</sup>.</li> <li>• MS Crisis Team meeting agendas will document the quarterly meetings.</li> <li>• The principal/assistant principal will compile an overview by June 30<sup>th</sup>, 2020 and present to the superintendent the multiple methods used to promote the Good Citizenship theme.</li> <li>• The principal/assistant principal will attend a minimum of two student council meetings to discuss the leadership potential of students by January 30<sup>th</sup>, 2020.</li> <li>• By June 1<sup>st</sup> the school will sponsor at least two educational opportunities designed to educate staff and students in how to Create a Culture of Good Citizenship by reducing hate and discrimination.</li> <li>• Develop a Civics curriculum that will be taught in grade eight.</li> </ul>

<p><b>Social/Emotional Learning</b></p> <ul style="list-style-type: none"> <li>• Study how more SEL components may be embedded into current curriculum.</li> <li>• Develop new programs and initiatives to support SEL for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Use PLC time for each subject area to focus on developing new ideas and initiatives to embed SEL into their curriculum.</li> <li>• Research and develop ideas that will be presented to Faculty and the School Council for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• By June 1<sup>st</sup> teachers will submit to their respective department heads strategies and methods currently being utilized to promote SEL in the current curriculum.</li> <li>• By June 1<sup>st</sup>, teachers will submit to their respective department heads new strategies and methods teachers will pilot to promote SEL in the curriculum.</li> <li>• By June 15<sup>th</sup>, department chairs will submit a report to the principal on current and proposed strategies and initiatives to include SEL into the curriculum.</li> </ul>
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**Focus Goal Area #4:** Students will develop 21<sup>st</sup> century skills, including the use and application of technology, and becoming responsible, productive citizens in a technology-centric and global community.

Objectives	Initiatives	Assessment
<p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Use 21<sup>st</sup> Century tools to enhance student learning</li> <li>• Greater availability of Chromebooks as tools to support student learning</li> <li>• Effective use and application of technology to solve real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have opportunities to develop basic computer programming (“Coding”) and web design skills.</li> <li>• Students will have access to Chromebooks when needed.</li> <li>• Students will conduct research and collaborate online, create multi-media presentations and be able to use spreadsheets and graphs to analyze data.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a “Web-Design/Coding” elective to students.</li> <li>• Each team will have two dedicated Chromebook carts. The Library will have two dedicated Chromebook carts and two sign out Chromebook carts. United Arts will have four dedicated Chromebook carts. One Chromebook cart for the new Web Design/Coding course. Two dedicated Chromebook carts for Foreign Languages. (This would require the purchase of 8 additional Chromebook carts)</li> <li>• By June 1<sup>st</sup>, each teacher will submit at least one example that demonstrates an assignment that connects student learning to the use and application of technology</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.