

MASCONOMET REGIONAL HIGH SCHOOL

2021-2022

School Improvement Plan



Mary Jo Carabatsos, Principal; Katherine Dinardo, Assistant Principal; Alyssa Schatzel, Assistant Principal; Department Chairs;
Student Services Administrators

School Council:

Students	Parents	Faculty
Brian (Cam) Farmer Krystal Zepaj	Bethany Blake Danielle Emig Karri Madonna Rachel Viera	Suzanne Densmore-Clark Laura Greeley Michael Kachinski Lisa Tatterson

High School Mission and Expectations

Learning is Life

The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills, and knowledge necessary for lifelong learners to think critically and creatively in order to participate in and have an impact on our 21st Century global society.

Upon graduation, students will have demonstrated that they have embraced these beliefs by meeting the following academic, social, and civic criteria:

Academic Expectations

- Students will demonstrate effective verbal, written, and digital communication skills. Students will demonstrate mathematical competency.
- Students will demonstrate effective problem-solving skills.
- Students will demonstrate the ability to use a variety of technological and informational resources to research, analyze, and synthesize facts, results, ideas, and concepts.

Social Expectations

- Students will demonstrate our core ethical values of respect, responsibility, honesty, and compassion in school and the community.
- Students will demonstrate responsible and ethical use of electronic media.
- Students will demonstrate respect for themselves and others.

Civic Expectations

- Students will participate in decision-making and collaborative team-building activities.
- Students will demonstrate and practice an understanding of the rights and responsibilities of global citizenship.
- Students will make positive contributions to the community.

School Improvement Plan Development

SIP Strategic Objectives

School Climate and Culture
Student-specific Supports and Instruction to All Students
Curriculum, Instruction, and Educator Growth

SIP Timeline Process

- SIP was shared and discussed with the High School Leadership Team on December 1, 2021.
- SIP was shared and discussed with the School council on December 2, 2021, and December 16, 2021.
- SIP was shared and opportunities to discuss were provided at a voluntary meeting on December 13, 2021, and by appointment.

Personnel Abbreviations:

Executive Leadership Team (ELT): Dr. Michael Harvey, Mr. Jeff Sands, Ms. Patricia Bullard, Dr. McManus, Dr. Carabatsos

High School Leadership Team (HSLT): Dr. Carabatsos, Dr. Story, Dr. O'Hearn, Ms. Fay, Ms. Hildebrand, Mr. Hodges, Mr. Daileneas, Mr. O'Keefe, Ms. Mannheim, Ms. Smith, Ms. Schatzel, Ms. Dinardo, Dr. Duros, Ms. Bridges, Mr. Denton

School Council: Mr. Brian (Cam) Farmer, Ms. Krystal Zepaj, Ms. Bethany Blake, Ms. Danielle Emig, Ms. Karri Madonna, Ms. Rachel Viera, Ms. Suzanne Densmore-Clark, Ms. Laura Greeley, Mr. Michael Kachinski, Ms. Lisa Tatterson

Student Support: Asst. Supt. Patricia Bullard, Mr. Brad Denton, Dr. Irene Duros, Ms. Marie Bridges, Adjustment Counselors, Guidance Counselors, Academic Support Faculty

Student Health Advisory Council(SHAC): Dr. McManus, Dr. Carabatsos, Dr. Irene Duros, Asst. Supt. Patricia Bullard, Ms. Katherine Dinardo, Mr. Gavin McGonagle, Ms. Meredith Shaw, Ms. April Cochran, Ms. Nicole Gregoire-Ellis, Ms. Jacki Dubois, Mr. John Daileanes

School Climate and Culture	
1.1 Ensure Masconomet is a welcoming, safe, supportive, and inclusive school environment for all school community members.	
Indicators/Goals	Personnel
Examine the level of “belonging” by creating, executing, and analyzing a student and adult belonging survey to support ongoing initiatives to be a more culturally responsive school community.	HSLT School Council Faculty Student Council
Develop an implementation plan for Faculty and staff to attend IDEAS training for the 2022-2023 school year to build capacity for culturally responsive teacher and learning practices.	ELT HSLT
1.2 Social-Emotional Literacy	
Create a speaker series to address all school constituents that address teen SEL issues and evaluate programming efficacy through survey feedback.	Principal Student services Guidance SHAC
Identify student cohorts to pilot the uSafeHS program (research-informed app, that offers students social and emotional learning content, safety, and reporting features) and utilize the application dashboard data for student trends to pinpoint future and ongoing SEL needs.	Principal Assistant Principals Guidance Peer Leading Wellness Faculty

Student-Specific Supports and Instruction to All Students	
2.1 Ensure strategies and structures that allow students to meet their personal success goals.	
Indicators/Goals	Personnel
Identify and refer students who need additional support to the Academic Success Center where EF strategies will be taught and practiced with an analysis of student progress as a result of Tier 2 interventions.	ASC personnel ASC Referral team Guidance Assistant Principals
Provide peer-to-peer support both during and outside the school day utilizing the community service commitment of the NHS program and track the use of the tutors to begin to grow the program beyond NHS members.	Principal Guidance Students Services NHS Advisor Teachers
Review and maintain compliance and instructional practices aligned with all IEP and 504 modifications and accommodations that meet the requirements of the Department of Education are being followed in all areas of school life.	ELT HSLT Student Services Faculty
2.2 Ensure unfinished learning is being addressed through accelerated teaching practices.	
Utilize Formative (application) to create, execute, and analyze student assessments to monitor skill growth and track growth in areas related to unfinished learning.	Department Chairs Faculty Student Services Technology
Identify individual students who would benefit from accessing ELA and Math Acceleration Academies and use attendance and skills growth data as well as qualitative data to support growth will be analyzed in the respective English and/or Math classes.	Student services Math Department Chair ELA Department Chair English/Math Faculty

3. Curriculum, Instruction, and Educator Growth	
3.1 Provide ongoing and intentional professional development to meet the needs of all learners.	
Indicators/Goals	Personnel
Incorporate two professional development opportunities using Formative as a student growth assessment tool with implementation data drawn from the Administrator dashboard.	Faculty Department Chairs Digital Learning ELT
Incorporate a minimum of three professional development opportunities on using Newsela and track implementation through the Administrator dashboard in the English and History departments to increase student engagement through the use of relevant content.	Faculty Department Chairs Digital Learning
3.2 Ensure the school curriculum is relevant and provides opportunities for authentic learning.	
Update the current department-level curriculum to align with the Massachusetts frameworks and fully represent our current commitment to culturally responsive teaching practices in the era of post-pandemic learning.	Faculty Department Chairs
Analyze discipline-specific assessments with a shared understanding of proficiency levels using a student-work protocol within the construct of departmental PLCs.	Executive Leadership Team Department Chairs Faculty