



MONOMOY REGIONAL MIDDLE SCHOOL

School Improvement Plan 2021-2022

Mission: We are working towards the common goal of guiding students through an array of accessible opportunities that represent our changing world, recognizing that we are developing prerequisite skills that will prepare students for high school, college, and career.

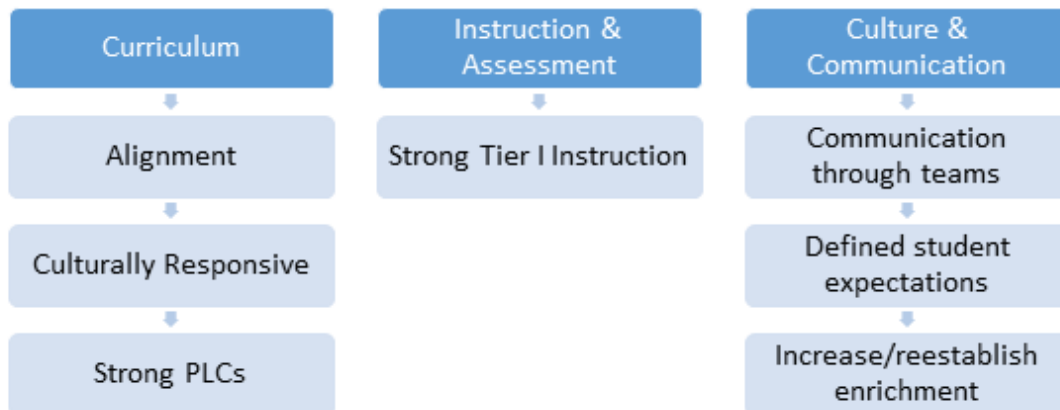
Guiding Principles:

- Kids are the most important and all decisions are rooted in that belief.
- We believe that all students can be successful.
- Every staff member holds a different role that is of equal importance.
- MRMS students, families, and staff are a team, and as such, we support each other and treat each other as teammates.
- Clear communication is essential.
- Families are partners with us in educating their children.
- Student data is essential in school design and we use data to inform and drive all decision making.

Sources of Student Data: MAP, MCAS, attendance, discipline, yet to succeed, positive relationships, SEL survey

Where We Are: The primary factor for decision making during the 2020-2021 school year was student safety. At times this factor was in direct contradiction to identified most effective instructional practices. As such, we recognize that our students' academic and emotional needs are now greater, more diverse, and our students are more at-risk than ever before. Increasing our awareness of students' needs has led to fundamental changes to our school day. This SIP plan was developed to strategically address our students' needs that continue to be affected by COVID.

At a Glance



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FOCUS AREA: Curriculum

Goal: Students will experience an aligned program of studies that is reflective and responsive of our student body and needs.

Outcome #1: Build on alignment of curriculum vertically and horizontally.

Actions:

1. Review schedule and staffing
2. Check alignment of course offerings to district plan
3. Identify linear components of our curricular design (reading, writing, math)
4. Review World Studies Grades 6-7
5. Review World Language Curriculum for alignment with high school courses.
 - a. Offer a placement exam for high school world languages

People:

- Instructional Leadership Team
- DCI (Marc Smith)
- Principals MS/HS/ES
- UA Teachers
- Core Teachers
- World Studies Teachers

Evidence of Progress:

- Continue to seek input from stakeholders on current and future schedule
- Continue to connect curriculum practices and design with ES/HS
- Continue implementation of DESE guided curriculum for Social Studies

Outcome #2: Increase the representation and practices of students of color through the curriculum.

Actions:

1. Provide professional development to staff on implicit bias and share disaggregated data.
2. Complete curriculum audit (ie analysis of resources, text, and classroom practices related to equity)
3. Utilize our instructional leadership team's understanding of problems of practice to engage in more robust discussions connecting student representation and the curriculum

People:

- Instructional Leaders
- PLC Teams

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- CIA

Evidence of Progress:

- Completed curriculum audit
- Professional development provided in the area of equity and access

Outcome #3: Educators use formative and authentic assessment to work with PLC to adjust and drive instruction.

Actions:

1. Identify protocol for formative assessment review (RULASW)
2. Train instructional leads on leading protocol
3. Begin with whole group discussions and move to grade level specific discussions

People:

- Department PLCs
- CIA
- Instructional Leaders

Evidence of Progress:

Consistent formative assessment reviews - PLC meeting notes

FOCUS AREA: Instruction and Assessment

Goal: Students will receive instruction that is at grade level, appropriately scaffolded, relevant, and meaningful.

Outcome #1: Strengthen tier one instruction through strategic differentiation, informed by formative assessment.

Actions:

1. Align PLC calendar with school improvement plan
2. Identify framework for differentiation (Tomlinson)
3. Provide training on analysis of MAP data and ways to flexibly group students
4. Engage staff in peer sharing, learning, and ownership of all students
5. Increase focus of observation and evaluation on instructional initiatives

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People:

- RTI Team
- All teachers
- Instructional Assistants

Evidence of Progress:

- Observation and evaluation data
- Implementation of flexible grouping and differentiated lesson design

FOCUS AREA: Culture and Communication

Goal: All students will feel safe and supported at school.

Outcome #1: Strong communication with families through teams.

Actions:

1. Teams are responsible for creating interventions and monitoring students (share D/F and absence reports with teams).
2. Teams are responsible for RTI
3. Must include regular communication with parents
4. Add Admin/Counselor to each team meeting
5. Team meetings happen with fidelity (1x6 day)

People:

Cross curricular team meetings

Evidence of Progress:

Meeting Minutes
RTI Folders

Outcome #2: Clearly define expectations for students (includes reporting to Aspen procedures, behavior flowchart, matrix, posters, non-negotiables).

Actions:

1. Review/Revise student handbook including dress code

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2. Define SHARK citizenship (what core characteristics do we want students exhibiting and how can we reinforce that), what are our non-negotiables that we want to see in place across all classrooms
-Reflect on previous citizenship initiatives
3. Create clear expectations for reporting student behavior (what is managed in the classroom with teacher designed consequences, what is managed by the office, who is communicating home)
4. Create matrix with student expectations across areas in the school
5. Create and post expectations
6. Identify times/mechanisms for homeroom teachers to review expectations with students

People:

- Counseling department
- Culture/Climate Committee
- Assistant Principal
- All Staff

Evidence of Progress:

- Posted expectations
- Streamlined use of Aspen

Outcome #3: Increase enrichment and community opportunities for students.

Actions:

1. Reestablish strong club and sports programs
2. Seek connections within the community and outside agencies, businesses to foster career opportunities (seminar)
3. Utilize the newly created Community Service Learning position to leverage authentic and meaningful learning experiences

People:

- Principal
- Coaches
- Club facilitators
- CSL Teacher

Evidence of Progress:

Data of participation of sports/clubs
Community connections identified

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