



## Focus Area: Curriculum

**Goal:** Develop curricular units and programmatic offerings that prepare MRMS students to pursue credit-bearing, high-school level coursework beginning in grade 8.

**Rationale:** The 8-12 design of MRHS provides a unique advantage for students, granting them five years to pursue graduation credits and prepare for post-high school expectations associated with college, career, and civic life. To maximize that advantage, students exiting MRMS should be prepared to pursue at least one grade 8 offering that meets MassCore graduation requirements. In addition to strengthening the curriculum in all areas, MRMS will focus on preparing students to pursue algebra at grade 8.

**Links to MRSD strategic plan:** The MRSD strategic plan lists the following curricular initiatives:

- Develop Unit Plans that align with the Common Core State Standards (CCSS) and emphasize inquiry-driven and project-based learning
- Reverse engineer the district’s K-7 math curriculum to prepare all 8<sup>th</sup> graders for algebra

Outcome #1: Strengthen curriculum by adopting a standards-based, common format for unit design				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Train/update staff in Understanding by Design (UbD), with a focus on interdisciplinary learning and assessment	Director of Curriculum and Instruction (C&I) Building admin Department heads	Professional Learning Community time (PLC) Professional release time Professional literature Faculty PD days	Instructional units follow a web-based template and reflect interdisciplinary goals and outcomes	August 2017 Random audit of units using rubric / peer review tool
2. Establish quality standards for instructional units written in UbD format	Director of C&I Building admin Department heads	PLC time Professional release time UbD unit-design rubric	UbD units receive peer feedback; revised in response to feedback	August 2017 Units meet/exceed rubric expectations
3. Embed differentiated instruction (DI) into the UbD unit design	Director of C&I Building admin Department heads	UbD template	UbD units include specific DI approaches	August 2017 Review of UbD units for DI planning

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



4. Update existing scope and sequence documents for each content area that describes the standards addressed each term	Director of C&I Building admin Department heads	PLC time Professional release time	Scope and sequence documents available for curriculum planning	August 2017 Review of common assessment results for learned skills
5. Create curriculum maps for every course to ensure curriculum being taught aligns with expectations from the MA state framework	Director of C&I Building admin Department heads	PLC time Professional release time	Grade level teams within each content area meet to develop curriculum maps	August 2017 Curriculum maps published in ASPEN

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



Outcome #2: Develop local common assessments; use results from common assessments to inform instruction				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Develop common assessments that align with the targeted outcomes / curriculum frameworks / state-wide assessments of accountability	Department heads Teachers	PLC time Professional release time Collaborative Learning Time (CLT) Training	UbD units end with a common assessment aligned to unit goals / CCSS / PARCC	May 2017 Common assessments submitted as evidence of professional collaboration for educator evaluation
2. Provide calibration training on scoring common assessments; identify anchor papers; & create/adopt rubrics that describe developing, proficient, and exemplary work	Building admin Department heads Teachers	PLC time Professional release time Collaborative Learning Time (CLT)	Anchor papers exist and results from common assessments are shared with students and parents	May 2017 Student work from common assessments is compared to anchor papers
3. Analyze data from common assessments for patterns of strength and weakness; use information to set student-learning SMART goals	Department heads Teachers	PLC time Professional release time Collaborative Learning Time (CLT) TEAM time	Scatter plots used to make data visible; patterns of strength and weakness identified and used to set SMART goals	October 2018 Fall SMART goals show common assessment results being used to inform student-learning SMART goals

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



Outcome #3: Prepare MRMS students to pursue Algebra 1 in 8 <sup>th</sup> grade				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Provide professional development to support transition to Math-in-Focus (MiF), the district's newly adopted K-7 math program	Director of C&I Building admin	Professional release time Faculty PD days Funds for conferences / workshops	Math teachers explain the philosophy and learning theories embedded in Math-in-Focus and describe how these are reflected in instructional practices	September 2016 Observations reveal lessons designed / structured around MiF learning theories and philosophies
2. Align Math-in-Focus curriculum maps with CCSS expectations	Director of C&I	PLC time	Where MiF exceeds CCSS expectations, content has been deliberately included or excluded from maps	December 2016 Published maps communicate grade-level expectations for pacing / content
3. Create offerings within the master schedule to provide enrichment / remediation based on a student's individual math performance data	Building admin	Universal screening tool	Students enrolled in course offerings that target their specific learning needs	September 2017 Master schedule reflects unique learning pathways based on student performance data
4. Track student progress toward readiness for algebra and provide targeted intervention outside of the school day and/or school year to close learning gaps	Building admin Department heads for math & special education Teachers	Staffing Budget	Students with concerning math performance profiles receive additional instruction in foundational skills	September 2018 Incoming MRMS students attend "math academies" to remediate skill deficiencies

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## Focus Area: Instruction

**Goal:** Provide students with research-based instruction as an effective means to increase student engagement and raise student achievement.

**Rationale:** The MA curriculum frameworks reflect increased expectations for inquiry-based learning and higher-order questioning, which requires students to demonstrate their learning through rigorous, authentic performances tasks. In addition to content knowledge, students need to acquire 21<sup>st</sup> century skills – such as collaboration, creativity, communication, critical thinking, information, media, and technology skills- to be prepared for college, career, and civic life.

**Links to MRSD strategic plan:** The MRSD strategic plan lists the following instructional initiatives:

- Foster community partnerships that support our educational mission and strengthen civic-minded decision-making and attention to global responsibilities
- Create horizontal and vertical curriculum framework that integrates science, technology, reading, engineering, art, and math (STREAM) to achieve the Monomoy vision, leveraging the unique history and environment of our communities
- Promote 21<sup>st</sup> century learning within integrated units based on the core content subjects, with a focus on global awareness, and civic, health, environmental, and financial literacy
- Emphasize “Close Reading and Writing from Sources” across all disciplines (reading text closely; taking good notes; analyzing and synthesizing information from multiple sources; writing clearly and effectively using evidence)

### Outcome #1: Construct and teach interdisciplinary units that leverage the unique history and environment of Cape Cod

Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Adopt a service-learning approach that connects our students with community-based experts, organizations, and resources	Building admin	Professional release time Service-learning training Faculty PD days	Multiple staff members share a common vocabulary to describe high-quality, service-learning instruction	May 2017 Publish a list of MRMS staff members who have received service-learning training

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School Improvement Plan  
2016-2018



<p>2. Create capstone projects based on inquiry-driven, project-based activities that are based on the unique history &amp; environment of our community</p>	<p>Teachers</p>	<p>Professional Learning Community (PLC) time Professional release time Faculty PD days</p>	<p>Each grade level provides explicit learning experiences that target the unique environment and history of Cape Cod</p>	<p>September 2017 Curriculum Night brochure describes grade-level learning experiences</p>
<p>3. Develop interdisciplinary units that build a school-wide identity around environmental issues and responsible stewardship AND/OR social justice and active citizenship relative to authentic challenges facing Cape Cod / coastal communities / region</p>	<p>Building admin Department heads Teachers</p>	<p>PLC time Professional release time Faculty PD days</p>	<p>Experiential learning activities reflect themes of environmental stewardship to protect and enjoy natural resources AND/OR active citizenship in pursuit of social justice</p>	<p>June 2018 At the conclusion of seventh grade, students deliver capstone projects / presentations on authentic problems to a live audience</p>
<p>4. Design the master schedule so interdisciplinary units are delivered through course offerings that occur during the school day. Encourage staff to construct interdisciplinary units that reflect Science, Technology, Reading, Art, Engineering and Mathematics (STREAM) content.</p>	<p>Building admin</p>	<p>Time</p>	<p>Course learning goals reflect STREAM outcomes</p>	<p>September 2016 Master schedule reflects course offerings that address interdisciplinary content</p>

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



Outcome #2: Promote 21 <sup>st</sup> century learning skills: collaboration, creativity, communication, and critical thinking; information, media, and technology				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Initiate a one-to-one, lease-to-own Google Chromebook initiative	Director of Instructional Technology	Lease agreements that establish contracts for financing and servicing Supply of Chromebooks for students from free-and-reduced households	Lease agreements exist  Sufficient inventory of Chromebooks on hand to support financially disadvantaged students	September 2016  Every MRMS student is in possession of a Google Chromebook
2. Provide staff with professional development on 21 <sup>st</sup> century learning skills, focusing on the tools available through Google Classroom	Director of Instructional Technology	PLC time Professional release time	Professional development agendas reflect Google Classroom training for all levels of users	December 2016 Students receiving assignments and feedback through Google Classroom
3. Embed 21 <sup>st</sup> century learning outcomes across disciplines; create activities & assessments that require students to acquire and display these skills	Teachers	PLC time Professional release time	UbD units describe the technology-based outcomes / 21 <sup>st</sup> century learning outcomes being addressed	December 2016 21 <sup>st</sup> century learning outcomes explicitly measured through common assessment
4. Expand STEM instruction so there is a dedicated STEM teacher at each grade level	Building admin STEM teachers	Staffing	A STEM teacher is dedicated to each grade level; STEM curriculum describes learning outcomes for grades 5-7	June 2017 STEM time-on-learning increased by 33% for all students
5. Provide fifth graders with course in technological literacy, organizational skills, and effective study habits	STEM Teacher	Staffing	New course offering is included in master schedule	September 2016 Chromebooks used effectively by fifth graders

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



Outcome #3: Improve student ability to analyze complex texts, construct viable and valid arguments using evidence, critique the reasoning of others, and engage in argument using evidence				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Provide professional development on the nine instructional strategies that have a proven track record for improving student engagement / achievement	Director of C&I Building admin Department heads	Professional literature PLC time Faculty meeting PD time	Published agendas reflect training on the nine High Yield Instructional Strategies identified through the research of Marzano	December 2016 Observations reveal frequent use of effective instructional practices
2. Provide professional development in a “balanced literacy” approach to language arts instruction that strengthens skills re: written and oral communication	Director of C&I Director of Student Services Building Admin Department heads	PLC time	Staff attend district- sponsored training on effective literacy instruction	December 2016 Observations reveal frequent use of effective literacy practices
3. Model effective approaches to literacy instruction that can be used across all content areas, like Socratic seminars or visual representations of text	Director of C&I Building Admin Department heads Teachers	Faculty PD time	Four faculty meetings per year dedicated to professional development provided by colleagues	June 2017 Agendas from faculty PD meetings reflect literacy goals for all content areas

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## Focus Area: Culture

**Goal:** Establish and sustain a healthy and safe environment for students and staff as related to social, emotional, physical, and academic well-being.

**Rationale:** A strong school culture raises academic achievement, strengthens engagement, and develops positive social skills. There are four elements to the MRMS school culture:

- *Safety:* the physical and emotional safety of students, including social and emotional skills, as well as civic skills and dispositions
- *Relationships:* the social supports students receive from educators, parents, and community members
- *Teaching and learning:* the positive, professional relationships that exist between students, teachers, and our school
- *Institutional environment:* the physical environment of our school

**Links to MRSD strategic plan:** The MRSD strategic plan lists the following initiatives:

- Create an inspiring, positive culture that promotes and celebrates achievement
- Strengthen parent / community partnerships in support of learning
- Define Monomoy traditions that celebrate achievement of students and staff and recognize milestones and positive culture
- Create a social-emotional framework (PK-12) that is data-driven, promotes leadership, and advances a positive culture within Monomoy Schools

Outcome #1: Establish and sustain a school culture that celebrates growth, achievement, and citizenship				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Establish and publish criteria for how the school will recognize and celebrate student growth, achievement, and citizenship (positive behaviors)	Building admin Faculty Senate School Council	Budget	Students receive formal and/or informal recognition during school day and/or in school-to-home communications	September 2016 Brochure describes criteria / states how school will recognize and celebrate accomplishments

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



2. Develop student citizenship / leadership skills	Assistant Principal	Dedicated assembly time Budget	Students attending themed assemblies; listen to motivational speakers; discuss literature on influential figures; set goals for their own behavior	December 2016 Schedule of events / curricular units address and support civic skills and dispositions
3. Refine the "SHARK" initiative, which describes the positive behaviors MRMS seeks to instill in students, by tailoring expectations to specific grade-levels and/or individual students	Assistant Principal School Council	Monthly meetings	Students receive "SHARK" shout-outs for displaying positive behaviors	June 2017 20% increase in students receiving SHARK-Citizen and/or Presidential Citizenship Awards

Outcome #2: Maintain and improve the institutional environment through student ownership and school pride				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Involve students in building maintenance and upkeep, particularly building preparation over the summer	Principal Director of Facilities and Maintenance Lead Custodian	Parental approval Cleaning supplies Budget	Students sign up to assist with summer cleaning / building reconditioning tasks that are safe for students to undertake	September 2016 Walk-through of building prior to student return in fall finds condition as excellent
2. Create opportunities for students to assist with building maintenance and upkeep during the school year	Principal Director of Facilities and Maintenance Lead Custodian	Parental approval Cleaning supplies	Students perform routine cleaning tasks (windows, horizontal surfaces, desktops, etc.)	November 2016 Walk-through finds condition of building remains excellent

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



Outcome #3: Improve the institutional environment to advance student learning				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Replace outdated technology in STEM computer lab; redesign lab to become a flexible space for student collaboration and design (maker space); enhance STEM curriculum to include CAD experience / instruction in computer programming	Director of Instructional Technology Tech Assistant STEM Teacher	Budget	Lab space redesigned from present configuration to flexible space; Mac Lab installed to support course learning goals	September 2016 Students enrolled in ½ year STEM course and pursuing an enhanced STEM curriculum
2. Develop a yearly institutional environment plan to assist the Director of Facilities and Maintenance with allocating financial and human resources	Lead Custodian Principal Teachers School Council	Time Budget	Stakeholders receive opportunity to identify upgrades to physical plant	June 2017 Annual MRMS School Improvement Plan lists specific goals for improving the institutional environment

Outcome #4: Expand before-school and after-school programs; create “defining moments” for the middle school experience				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Expand offerings for before-school & after-school programs; expand student voice in determining these offerings	Staff Assistant Principal	Time Budget Student interest survey	Each term, school publishes expanded listing of before-and-after school programs	June 2017 Number of programs being offered increases by 15%

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



2. Pursue unusual opportunities – field trips; special events; unique happenings – that help shape and define the MRMS middle school experience	Building admin Teachers Parents Group	Time Budget	Students involved in classroom, grade-level, or whole-school experiences that transcend the classroom walls and/or extend the school day	June 2016 Student survey of “most memorable MRMS experience” identifies these opportunities as pivotal moments
3. Work with the district to reinstate a “Volunteers-in-Public-Schools” program (VIPS) that connects students / staff with community resources	District admin School Council Principal Educational council	Dedicated staff member	Community experts identified, trained, and working regularly with MRMS students and staff	June 2018 VIPS director publishes list of programs/resources in place at MRMS

Outcome #5: Use data to identify students in need of intervention or enrichment; provide appropriate academic support				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Make instructional decisions based on collaborative review of student performance data	Department heads	Universal Screening Data	Agendas reflect ongoing discussion of student assessment results and student work; interventions identified	October 2016 Staff use data to create instructional groupings and set interventions
2. Investigate and develop a daily schedule that provides optimal service delivery for intervention / enrichment by creating a What I Need (WIN) block that uses data to identify student learning needs / wants	Building Admin Department heads	Time Budget	Master schedule redesigned to maximize time-on-learning, coupled with academic support / extension	September 2017 School year opens with students pursuing custom learning pathways

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## Focus Area: Communication

**Goal:** Provide consistent, frequent communication to families and the community with regard to matters related to student social, emotional, physical, and academic success.

**Rationale:** A survey conducted and published by the Monomoy Regional School District in 2015 indicated opportunities for improvement exist with regard to supporting student learning at home (interactive homework, assessment feedback, summer reading) and communicating information about school and district-wide events (webinars, parent forums, etc.).

**Links to MRSD strategic plan:** The MRSD strategic plan lists the following initiatives:

- Develop homework expectations for each grade level that are responsive to diverse student needs
- Continue to develop strong school councils, parent organizations, and volunteer opportunities (VIPS) in each building
- Foster community partnerships that support our educational mission and strengthen civic-minded decision-making
- Strengthen use of ASPEN as a communication tool to support student learning and engagement, and school-to-home communication

Outcome #1: Provide effective school-to-home communication about school programs and student progress				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Determine which modes of communication (newsletters, school web site, ConnectEd, etc.) are viewed as effective by MRMS parents	School Council MRMS Parent Group Assistant Principal	Time	Survey confirms or refutes need to adjust existing pattern of communication	September 2016 Communication protocol describes how school will communicate
2. Define academic outcomes and behavioral expectations for MRMS courses / grade levels	Teachers	Time	Curriculum Night materials describe consistent approach across grade level	September 2017 Students receive course syllabus to open their year
3. Strengthen grading practices by publishing, for each course,	Building admin Teachers	Time	Grade level teams / content area teachers	September 2017 Course syllabus for

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



how grades are determined, including how classwork, homework, projects, tests, quizzes, extra credit, etc. are factored into grades			reach agreement on equitable & transparent grading practices	each class describes grading practices and weights for each grading criteria
4. Improve timeliness and accuracy of school-to-home communications on student performance through punctual, consistent use of ASPEN	Teachers	Time	Teachers enter student assignments into ASPEN; student work graded, returned with feedback, and results posted within ten school days	September 2016 Review of teacher gradebooks in ASPEN reveals 100% of classes reflect current grades and clear weighting
5. Develop protocols and expectations for school-to-home communication, particularly with regard to when students are struggling academically, socially, or behaviorally	Building admin Teachers	Time	Teachers using PLC time to reach agreement on protocols for communication with households	April 2017 Building admin contacts parents of struggling students; parents report experiencing, prompt, consistent, and supportive communication with teachers

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Monomoy Regional Middle School  
School Improvement Plan  
2016-2018



Outcome #2: Provide updates and information to families and the wider community on safety protocols and crisis management				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Schedule yearly parent forums on safety protocols and crisis management, including protocols for traumatic events	SRO School Admin Crisis Team	Time	Parents invited to attend annual forum on school safety / wellness	June 2017 Agendas / feedback from annual forum
2. Publish student-parent handbook that defines protocols, policies, and procedures	School Council Assistant Principal MRMS Parent Group Teachers	Monthly Meetings	Stakeholders receive opportunity to review and shape protocols, policies, and procedures	September 2017 Student-Parent Handbook approved by school committee and distributed to parents & students

Outcome #3: Strengthen parent and community partnerships in support of student learning				
Action(s)	Persons Responsible	Resources Needed	Evidence of Progress	Timeline & Measure
1. Increase membership in MRMS Parents Group and define its purpose and responsibilities	Building admin MRMS Parents Group	Time	Back-to-School Events / Curriculum Night / Newsletters used to advertise and recruit new members	September 2016 Membership up by 100%; brochure describes purpose and responsibilities
2. MRMS Parents Group assists with recruiting volunteers for VIPS offerings	MRMS Parents Group	Time	MRMS Parents Group compiles list of parents / organizations for VIPS	September 2017 VIPS provides specific offerings

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