



MONOMOY REGIONAL MIDDLE SCHOOL

School Improvement Plan 2024-2027

MRMS 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.
- Clear communication is essential.
- Families and caregivers are partners in educating children.
- Student data is essential in school design and we use data to inform and drive all decision-making.

MRMS Core Values:

Service, Hard work, Accountability, Respect, Kindness

Sources of Student Data:

- Measures of Academic Progress (MAP) - Fall, Winter, Spring
- Massachusetts Comprehensive Assessment System (MCAS) - Spring
- Social and Emotional Learning Indicator System (SELIS) - Fall, Spring
- Student accountability measures: Attendance, Grades, Conduct
- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) - Spring
- Curriculum Based Measures (CBM) - ongoing
- Social Skills Improvement System (SSIS) - Fall, Spring

MRSD Mission: Monomoy Regional School District places students at the center of an educational partnership with caregivers and the community to create a welcoming and innovative learning environment that builds relationships, encourages curiosity, and elevates all students to achieve their full potential.

MRSD Vision: Monomoy is committed to being an exemplary school district, where all of our students become creative and critical thinkers, communicators and leaders, independent and confident learners, and engaged citizens.

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At a Glance

<p>Whole Student: Through strong relationships and knowing students by name, strength and need, provide the academic, social, emotional, and behavioral support for each student's success.</p>	<p>Instructional Goal: Work as a flexible and adaptable learning organization that uses data and analysis to support a continuous improvement process.</p>	<p>Community and Communication: Increase family engagement through transparent practices and communication between home and school.</p>
<p>Belonging - Increase student's sense of belonging, autonomy, and ownership in their education.</p>	<p>MTSS - Define and support implementation of MTSS, with emphasis on strong Tier 1 instruction, and clear resources and processes for Tier 2 and Tier 3 interventions.</p>	<p>Access to Information - Streamline access to information through consistent, culturally proficient practices.</p>
<p>Proactive Supports and Direct Teaching - Target initiatives that promote kindness, wellness, and clear expectations, for a supportive and safe environment.</p>	<p>Strong Tier I - Enhance the effectiveness of Tier 1 instruction by integrating differentiation and Universal Design for Learning (UDL) to meet the needs of all students, ensuring equitable access to high-quality instructional materials and grade-level standards.</p>	<p>Community Events - Expand opportunities for families to engage with the school.</p>
	<p>Teams and PLCs - Enhance the effectiveness of Professional Learning Communities (PLCs) and team collaboration to improve instructional practices and student outcomes through structured processes.</p>	

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Whole Student (Climate and Culture):

Through strong relationships and knowing students by name, strength and need, provide the academic, social, emotional, and behavioral support for each student's success.

I. Belonging - Increase student's sense of belonging, autonomy, and ownership in their education.	
Process Benchmark - <i>Changes in practice, attitude or behavior</i>	Responsible
Through the MRMS culture and climate team, create and implement student recognition system.	Culture Climate Team Assistant Principal
Build out 7th-grade pathways program in STEM, Music, and Language to increase student engagement. <ul style="list-style-type: none"> ● Develop mini survey for students in the pathway to measure engagement ● Design scope and sequence for classes ● Refine practice based on feedback 	STEM Director Principal Unified Arts Teachers
Analyze data trends from SELIS to identify global trends and individual skills in CASEL competencies <ul style="list-style-type: none"> ● Form intervention groups for skill building (tier 2) ● Identify goal-setting and tracking mechanisms for students in tier 2 and 3 SEL interventions 	Mental Health Coordinator Counselors School Psychologist Restorative Specialist
Increase access to academics using Universal Design for Learning, and differentiated instruction, with the understanding that access is crucial to student belonging. <ul style="list-style-type: none"> ● Create opportunities for student voice and opinion in their learning ● Model strategies for increased student engagement 	All Staff

II. Proactive Supports and Direct Teaching - Target initiatives that promote kindness, wellness, and clear expectations, for a supportive and safe environment.	
Process Benchmark - <i>Changes in practice attitude or behavior</i>	Person Responsible
Implement restorative model with clear processes. <ul style="list-style-type: none"> ● Relocate Student Success Center (SSC) ● Identify restorative component for each disciplinary action ● Revise and record processes for consistent and appropriate response 	Assistant Principal Restorative Specialist All Staff

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<ul style="list-style-type: none"> ● Train staff and support implementation of Collaborative Problem Solving, restorative models and process ● Ensure consistent communication to school and families regarding behavior intervention and discipline 	
Expand Ambassadors program to include push-in at the classroom level 3 times a year for anti-bullying education.	Principal Counselors Students
Create opportunities for school-wide learning through whole-school events, workshops, town halls, and student assemblies.	Student Leadership Leadership Advisors Counselors Culture & Climate Team Principal Assistant Principal
Increase robustness of advisory program including, consistent implementation, accountability, and tracking. <ul style="list-style-type: none"> ● Revise scope and sequence to Second Step program ● Apply previously designed fidelity tools 	Advisory Teachers Mental Health Coordinator Assistant Principal
Implement MRMS Executive Functioning Progression embedded in tier I with direct support and practice of skills in anchor block.	All Staff
Through explicit teaching and reteaching of high expectations and school routines, increase consistency of school wide implementation.	All Staff

Instructional Goal:

Work as a flexible and adaptable learning organization that uses data and analysis to support a continuous improvement process.

I. Multi-Tiered System of Support (MTSS) - Define and support implementation of MTSS, with emphasis on strong Tier 1 instruction, and clear resources and data-based processes for Tier 2 and Tier 3 interventions.	
Process Benchmark - <i>Changes in practice attitude or behavior</i>	Person Responsible
Increase competency driver through ongoing adult learning opportunities and modeling to place UDL within differentiation framework.	Instructional Leaders Curriculum Directors Principal

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	Assistant Principal
<p>Refine intervention systems and process for MTSS to provide targeted intervention and acceleration.</p> <ul style="list-style-type: none"> ● Build teams ● Draft and trial interventions and process including refining district data use systems and protocols ● Reflect and refine 	Math Interventionist Reading Teachers Librarian Principal School Psychologist
<p>Support consistent implementation of DCAP within Tier 1 settings.</p> <ul style="list-style-type: none"> ● Ensure DCAP is used as initial stage of intervention ● Expand professional learning on providing student accommodations 	Instructional Leaders Curriculum Directors Principal Assistant Principal
<p>Participate in Literacy Team through MRSD partnership with Hill Literacy</p> <ul style="list-style-type: none"> ● Provide professional development for reading intervention, acceleration, and enrichment ● Identify MS representatives for literacy team ● Identify and implement universal screening and follow up as needed 	ELA Teachers Librarian Literacy Team Members Principal Humanities Director
<p>Ensure fidelity of implemented interventions and data tracking for students on support plans including IEP, 504, BSP, and TIDE through MTSS Team.</p>	Special Education Liaisons Teachers
<p>With the Attendance Team, apply tiered structure to support students who are chronically absent or tardy.</p>	Attendance Team Counselors Assistant Principal Restorative Specialist

<p>II. Strong Tier I - Enhance the effectiveness of Tier 1 instruction by integrating differentiation and Universal Design for Learning (UDL) to meet the needs of all students, ensuring equitable access to high-quality instructional materials and grade-level standards.</p>	
<p>Process Benchmark - <i>Changes in practice attitude or behavior</i></p>	<p>Person Responsible</p>
<p>Provide all students access to grade-level materials that are grounded in the content standards.</p> <ul style="list-style-type: none"> ● Identify and implement lesson internalization framework ● Provide reflection opportunities for staff around mindsets and perceived barriers ● Create Equity Statement 	Instructional Leaders Curriculum Directors Principal Assistant Principal

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<p>Through coaching, observation and evaluation, and modeling, focus on strong tier I instructional practices that ask students to carry the cognitive load and think critically.</p> <ul style="list-style-type: none"> Collaborate between MRMS Admin and Curriculum Directors to create norming and consistency through the observation process Utilize the observation process and data to move practice through streamlined and focused feedback 	<p>Instructional Leaders Curriculum Directors Principal Assistant Principal</p>
<p>Follow district curriculum review cycles to ensure students have access to High-Quality Instructional Materials (HQIM).</p> <ul style="list-style-type: none"> Participate in K-5 math curriculum adoption to identify vertical alignment Social Studies curriculum implementation Create an STE learning progression by identifying the 5-7 transfer skills and the necessary technology tools, routine, and budget to support this progression 	<p>Teachers Instructional Leaders Curriculum Directors Assistant Superintendent Principal Assistant Principal</p>
<p>Increase access through differentiated instruction.</p> <ul style="list-style-type: none"> All content area teams will complete and integrate teacher clarity differentiation documents Increase use of formative assessment and flexible grouping 	<p>All Staff</p>
<p>Strengthen inclusive instructional practices by expanding co-teaching partnerships, providing collaborative planning time, and offering targeted professional development.</p>	<p>Teachers Special Educators Assistant Principal Curriculum Directors</p>
<p>Identify a system and process for identifying, differentiating, and accelerating students with high academic abilities.</p>	<p>Teachers Instructional Leaders Curriculum Directors Principal Intervention Teams</p>

<p>III. Teams and PLCs - Enhance the effectiveness of Professional Learning Communities (PLCs) and team collaboration to improve instructional practices and student outcomes through structured processes.</p>	
<p>Process Benchmark - <i>Changes in practice attitude or behavior</i></p>	<p>Person Responsible</p>
<p>Create a collaborative culture of increased peer observation and feedback which includes learning walks.</p>	<p>Teachers Instructional Leaders Curriculum Directors Principal</p>

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	Assistant Principal
Develop and adjust the PLC calendar to streamline school and district instructional focuses.	Instructional Leaders Curriculum Directors Principal Assistant Principal
Integrate regular analysis of student work into PLC meetings, and Common Planning Time (CPT) to identify trends, address learning gaps, and refine instructional strategies based on concrete evidence of formative, summative, and benchmark testing.	Teachers Instructional Leaders Curriculum Directors Principal Assistant Principal
Provide training for the Instructional Leadership Team (ILT) through the school council, and internal meetings to build capacity as teacher leaders.	Instructional Leaders Curriculum Directors Assistant Superintendent Principal Assistant Principal
All content area teams will complete and integrate teacher clarity differentiation documents.	Teachers Instructional Leaders Curriculum Directors Principal Assistant Principal

Community and Communication:

Increase family engagement through transparent practices and communication between home and school.

I. Access to Information - Streamline access to information through consistent, culturally proficient practices.	
Process Benchmark - <i>Changes in practice attitude or behavior</i>	Person Responsible
<p>Increase the use of Aspen and Google Classroom as a communication tool between students, home, and school.</p> <ul style="list-style-type: none"> ● Create consistent practices for teachers to include relevant information in Aspen for students and families ● Identify culturally responsive systems to provide training to families on the use of Aspen and Google Classroom 	<p>Teachers Office Managers Community Coordinator Counselors</p>

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Through teams, create streamlined access to classroom materials for families by developing and maintaining landing pages with class information, extra help opportunities, and supports for parents and caregivers.	Teachers Curriculum Directors Assistant Principal Principal
Revise grading practices to ensure they are equitable, consistent, transparent, and accurately reflect student mastery of the content. <ul style="list-style-type: none"> ● Revise report card comments to align with Casel Competencies and School Improvement Plan ● Create school-wide grading policy 	Instructional Leaders Curriculum Directors Principal Assistant Principal Culture & Climate Team
Establish platforms for families to provide voice and feedback on school practices. <ul style="list-style-type: none"> ● Design, send, and collect feedback by trimester ● Recruit members for school council to increase diverse perspectives 	Community Engagement Principal Assistant Principal Office Managers School Council

II. Community Events - Expand opportunities for families to engage with the school.	
Process Benchmark - <i>Changes in practice attitude or behavior</i>	Person Responsible
Establish a school store by filling stipend setting up a system for managing inventory and creating regular schedule with parent volunteers.	Principal School Store Manager Families/Caregivers School Council
Organize and hold up to two student work showcases, featuring various projects and achievements, and invite families, community members, and stakeholders to attend.	Counselors Teachers Principal Assistant Principal
Increase accessibility of information to families through student support newsletters, and weekly school newsletter that highlights student work, upcoming events, and opportunities for family involvement, with a target of increasing family readership and engagement.	Community Engagement Principal Multilingual Teacher Community Engagement Student Support Team
Redesign end-of-year recognition practices to include more frequent celebrations throughout the year, ensuring diverse groups of students are acknowledged and celebrated.	Culture & Climate Team Assistant Principal Counselors Principal

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Increase support for MRMS athletic programs including support for coaches, improved organization of sports logistics, consistent and reliable communication from teams, and family support for athletic registration.	Athletic Director Coaches Multilingual Teacher
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