

MONOMOY REGIONAL MIDDLE SCHOOL FY27 Budget Presentation

November 13, 2024



What I need,
when I need it.

Our Goal

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.

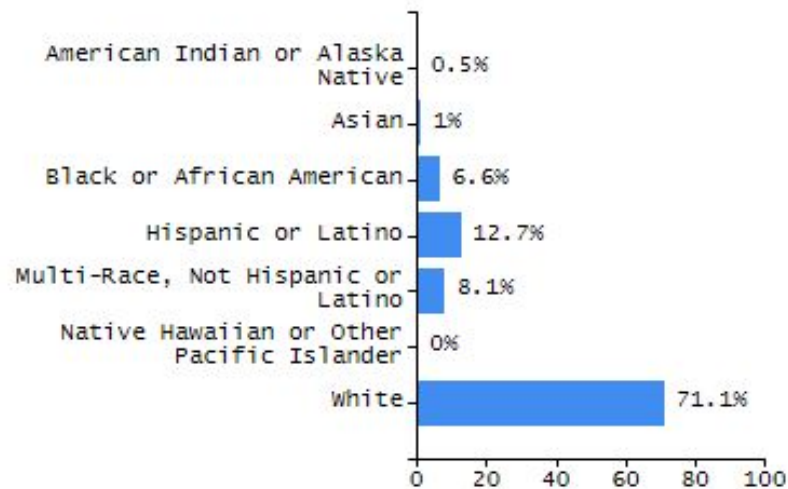
From the MRMS School Improvement Plan

MRMS Data Snapshots

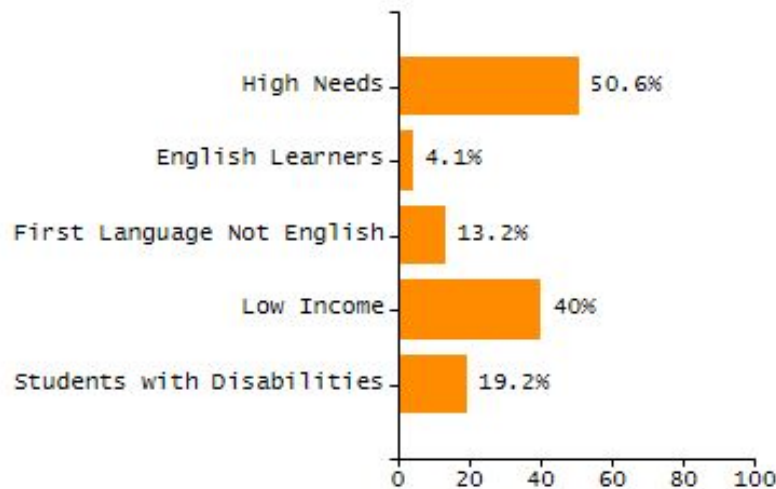
Our Story



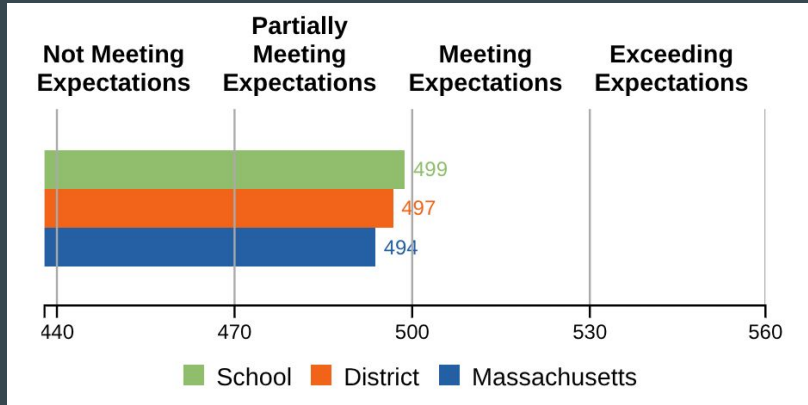
Race & Ethnicity



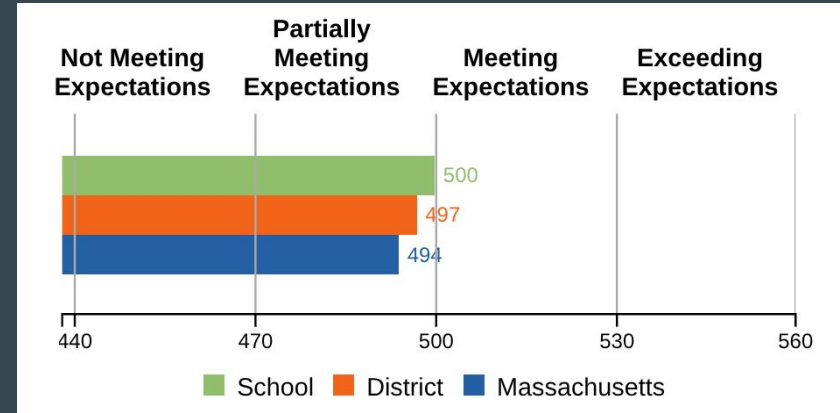
Selected Populations



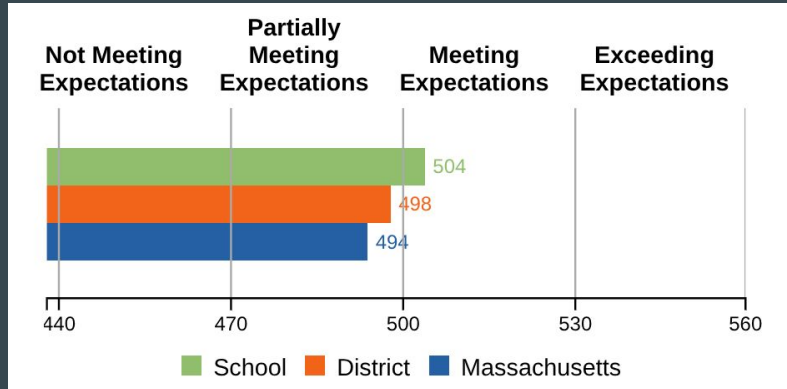
ELA Achievement



Math Achievement

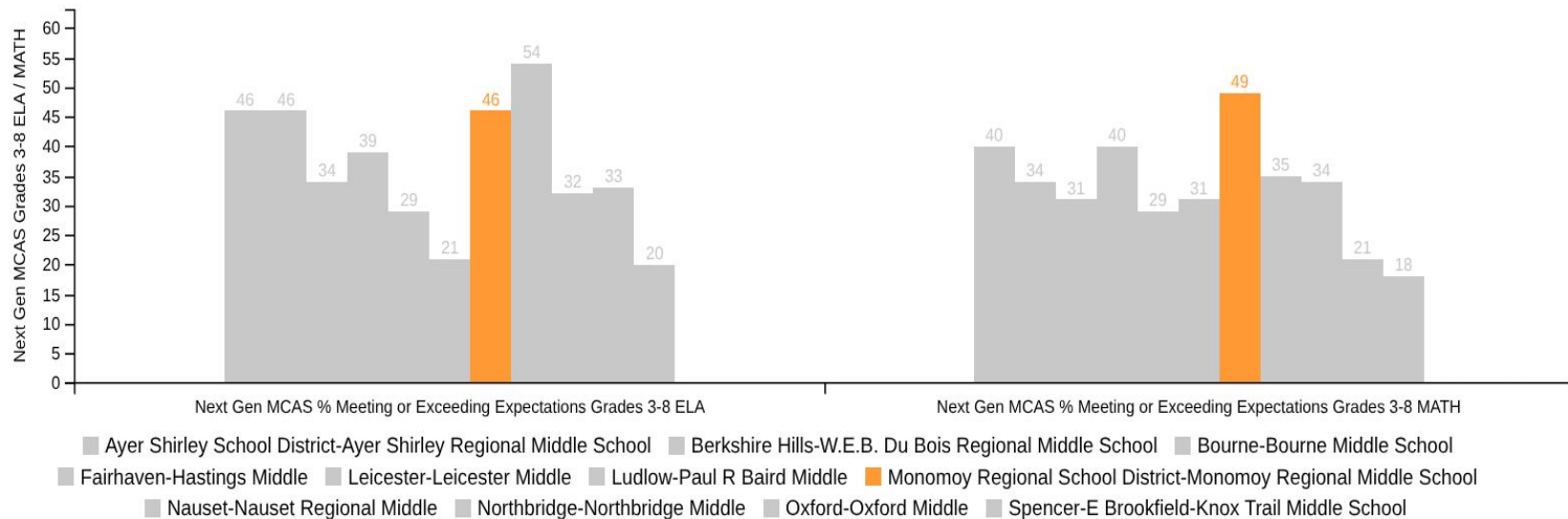
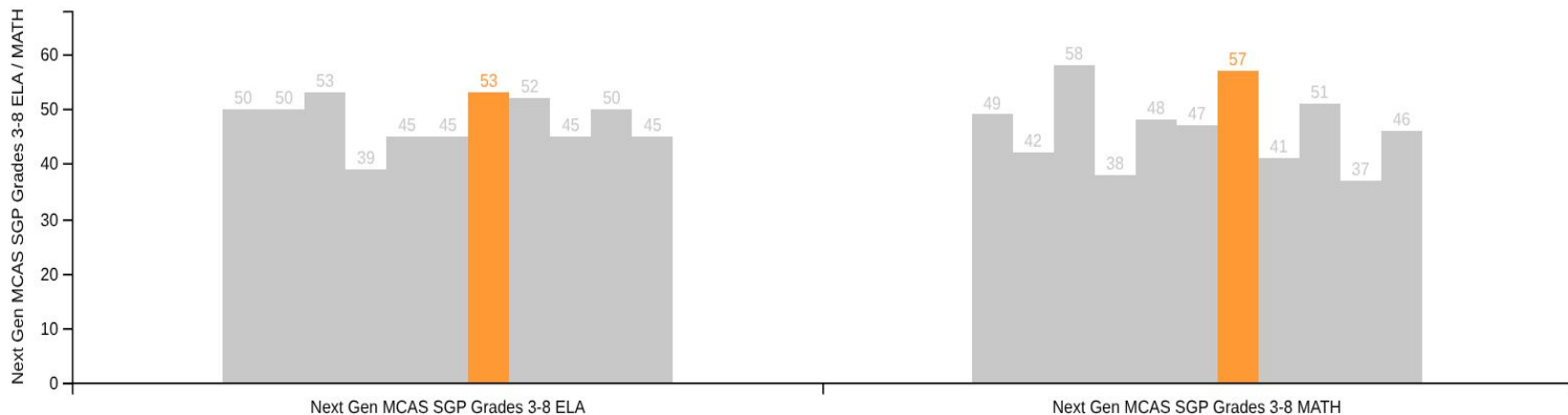


Science Achievement

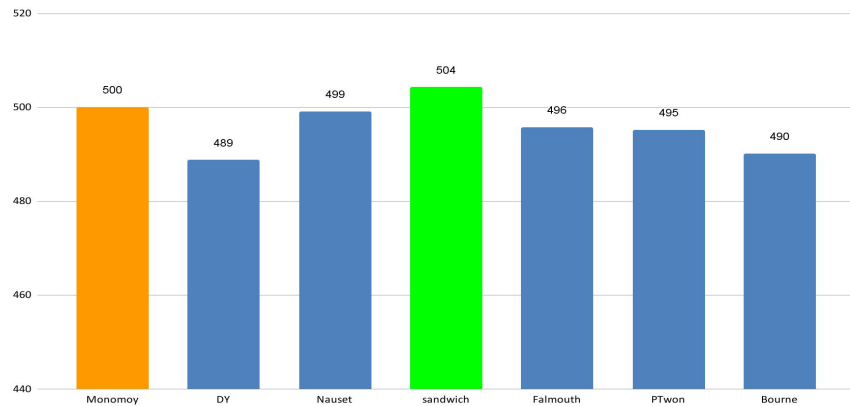


MRMS **continues** to perform above the state average

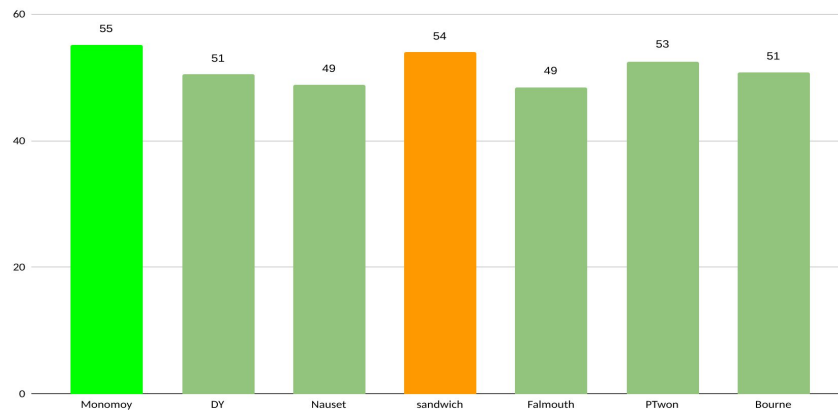
Comparable Schools - Total Enrollment, ELL, SWD, Low Income



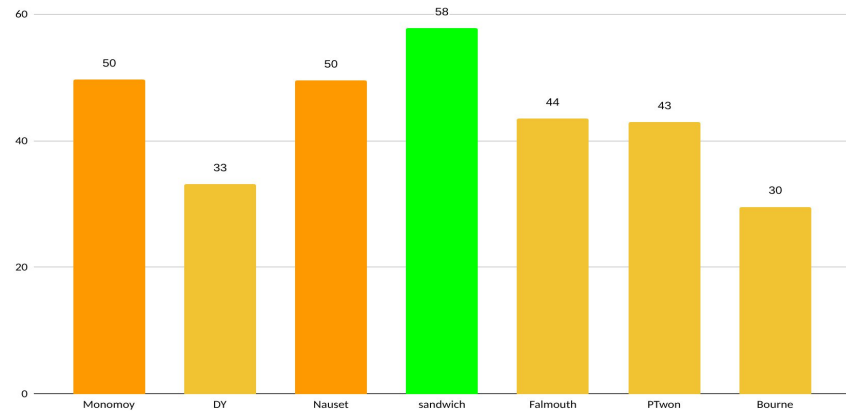
Average Scaled Score



Average SGP

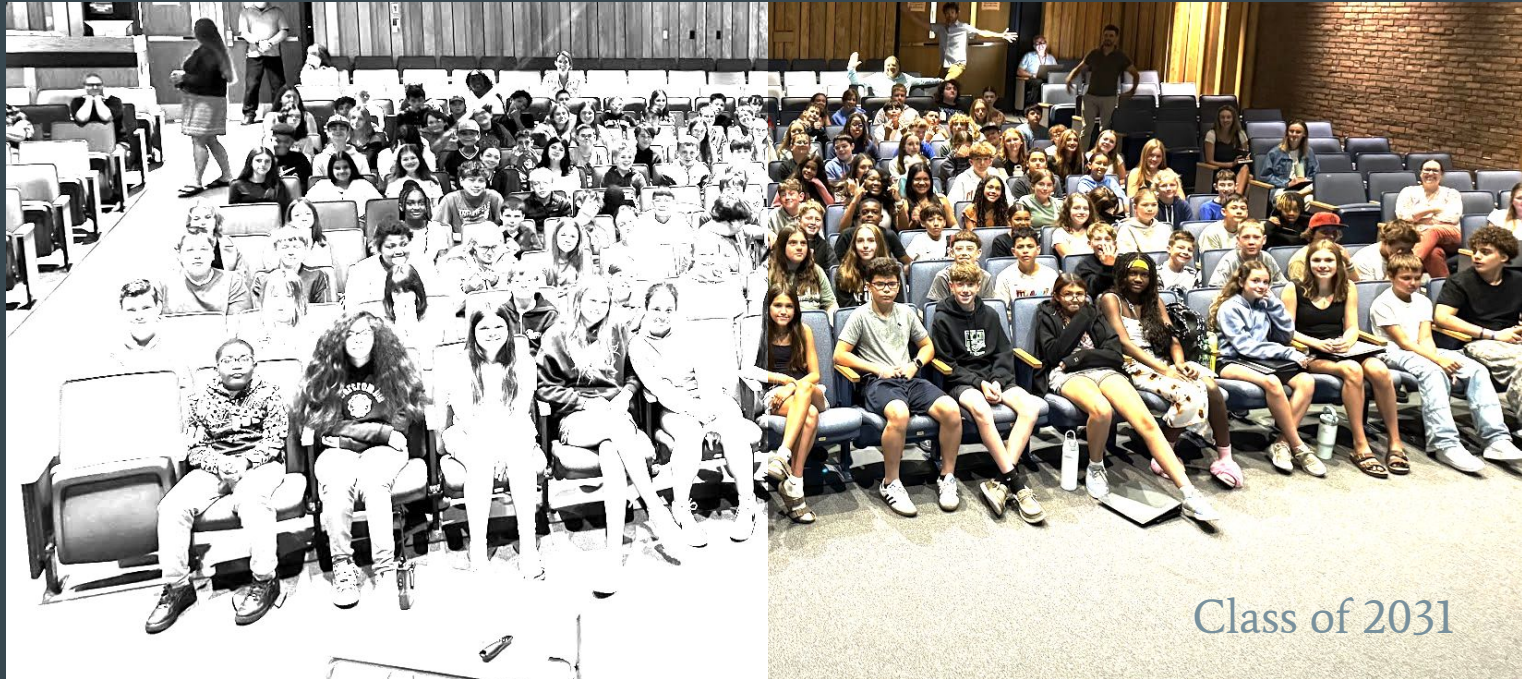


% Meets or Exceeds,



Cape Comparison: Grades 5-7
Monomoy, DY, Nauset, Sandwich, Falmouth,
PTown, Bourne

AND half our students are not meeting benchmark at grade level.





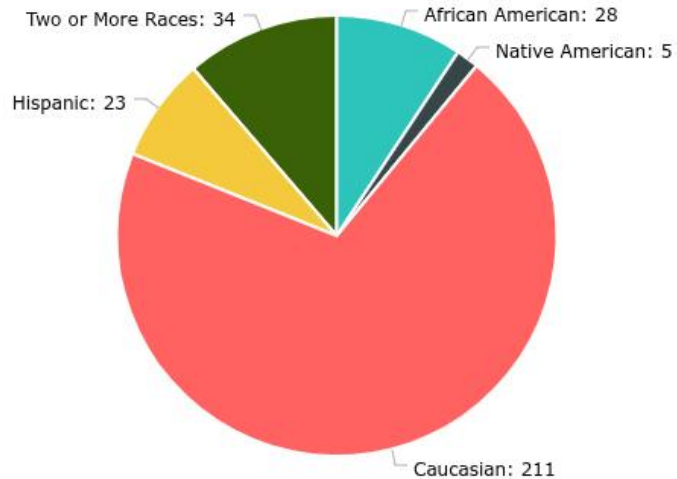
Subgroup Analysis

20/21	21/22	22/23	23/24	24/25
325	919	560	598	302

Conduct Summary FY25

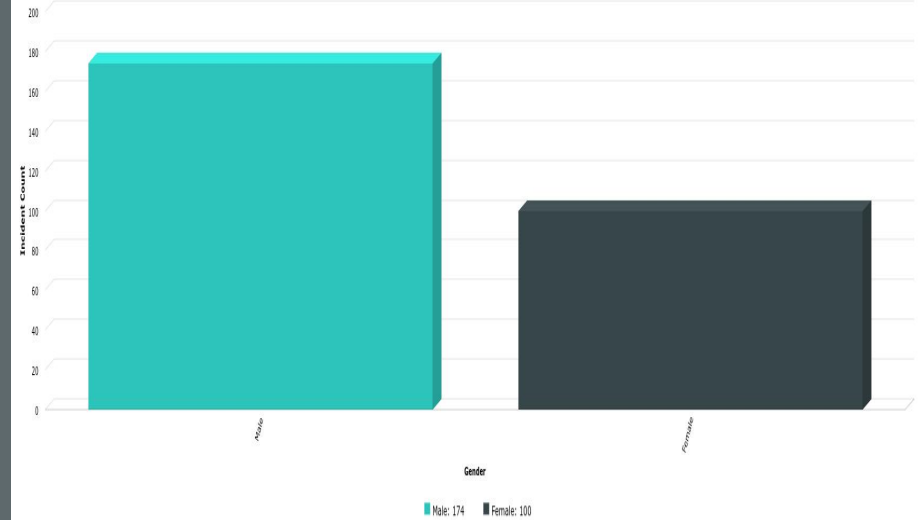
Discipline - By Race/Ethnicity

School Year: In 2025; Organization: In Monomoy Regional Middle School



Discipline - By Gender

School Year: In 2025; Organization: In Monomoy Regional Middle School



2025 MCAS by Gender	Math				ELA			
	<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>	
Year	% M/E	SGP	% M/E	SGP	% M/E	SGP	% M/E	SGP
2022	52	54	54	58	38	51	56	55
2023	51	54	50	50	45	54	57	60
2024	49	52	49	53	40	50	51	57
2025	53	59	44	55	44	51	46	55

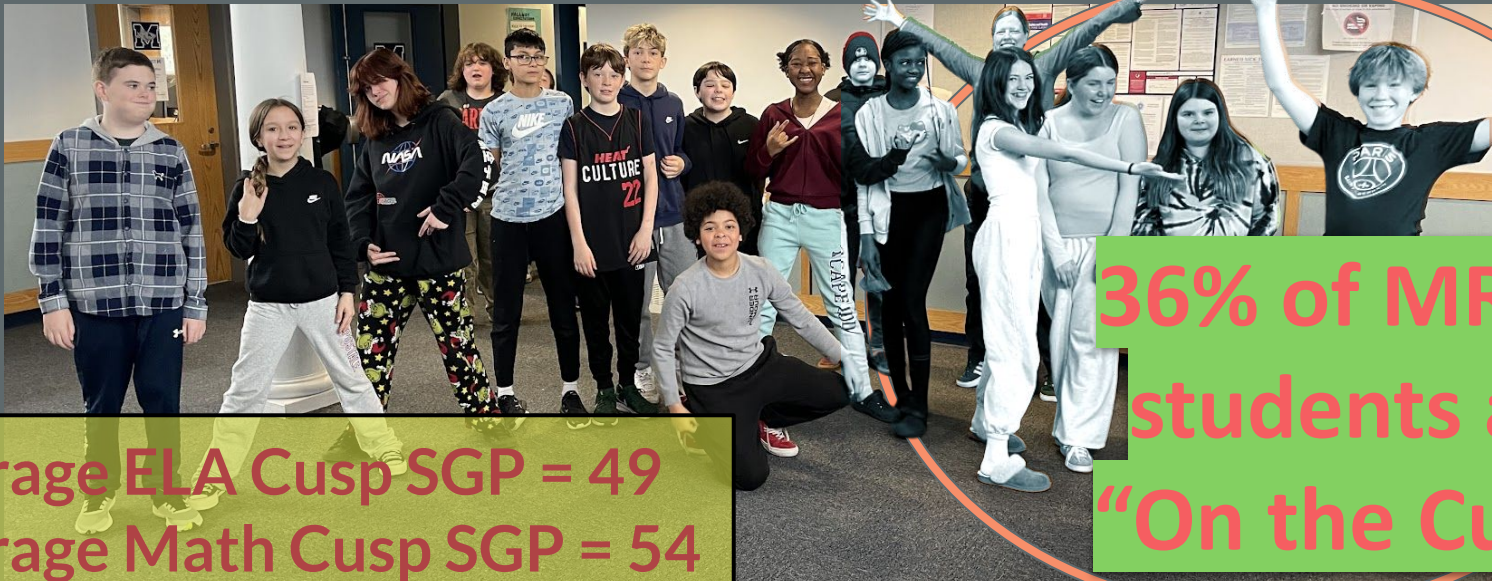
Gender discrepancies exist in FY25 Math Achievement, but not in all years.

2025 MCAS by IEP Status	Math		ELA	
	IEP Status	% M/E	SGP	% M/E
Yes IEP	15	58	11	51
No IEP	57	56	54	54

Achievement varies greatly by special education status, while growth is more stable.



2025 On the Cusp	Math 485-505	ELA 485-505
5th	40%	39%
6th	40%	32%
7th	41%	28%



Average ELA Cusp SGP = 49
Average Math Cusp SGP = 54

36% of MRMS
students are
“On the Cusp”

Strategic Focus



Universal Design for Learning

THE OPPORTUNITY MYTH

What Students Can Show Us About
How School Is Letting Them Down
—and How to Fix It

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)



I. Strong Tier I Instruction

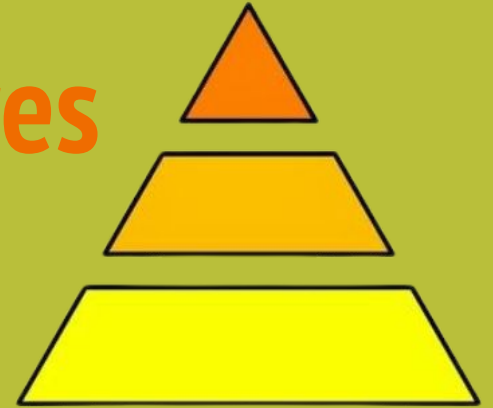
- Differentiation and Teacher Clarity
- Grade level standards and materials (rigor)
- Steal like an artist (welcome mat)
- DCAP, DCAP, DCAP

ACCESS



II. Streamline MTSS Structures

- Seminar WIN
- Tier 3 interventionists
- Build teams, process, and structure to implement with fidelity
- Acceleration Intervention Process



Give students what they need, when they need it.

III. Build out of the student management systems

- Increase Restorative work with staff/students
- Attendance Intervention
- Increase clear communication and systems
- Tier 2 groups with counselors

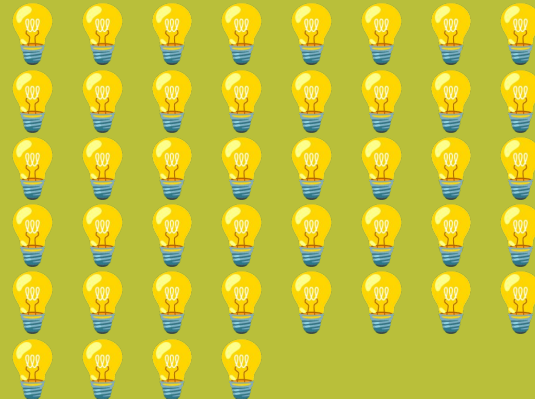
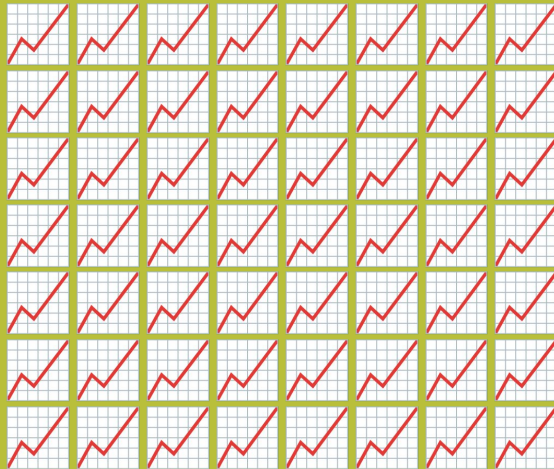
Trust the process!



ELA/Reading
48 students

Math
56 students

Executive Function
44 students



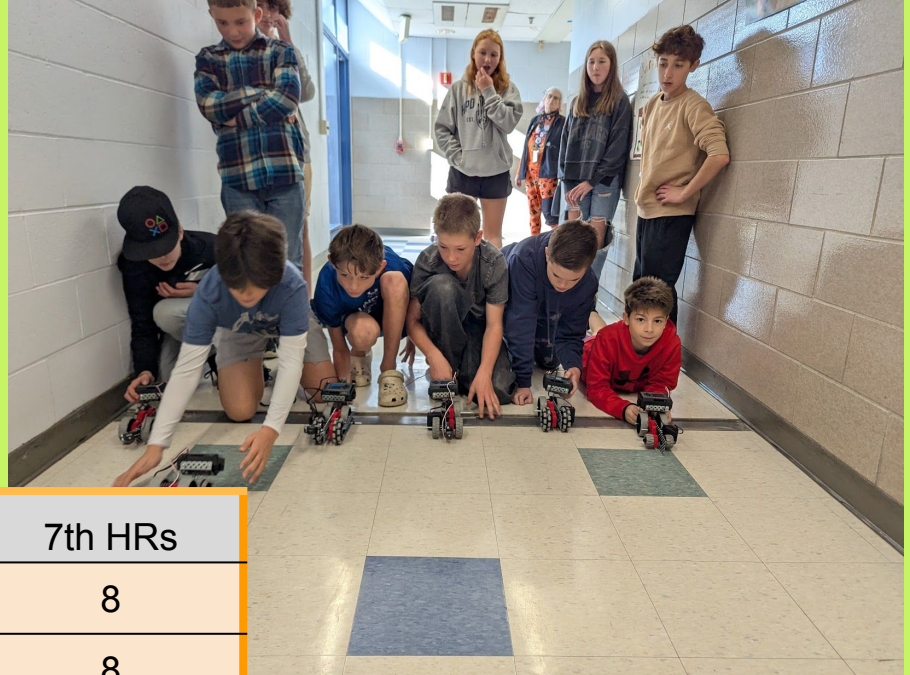
Current Tier 2/3 Academic Interventions

	6th Grade Teams					
Classes	ELA 1	Math 1	SS 1	ELA 2	Math 2	SS 2
1	6th ELA	6th Math	6th SS	6th ELA	6th Math	6th SS
2	6th ELA	6th Math	6th SS	6th ELA	6th Math	6th SS
3	6th ELA	6th Math	6th SS	6th ELA	6th Math	6th SS
4	6th ELA	6th Math	6th SS	intervention	intervention	intervention
Seminar	Acceleration	Acceleration	Acceleration	intervention	intervention	intervention

6th Grade 7 Section Model

Enrollment Story

FY26	TOTAL STUDENTS FY26
Grade 4	115
Grade 5	126
Grade 6	118
Grade 7	137

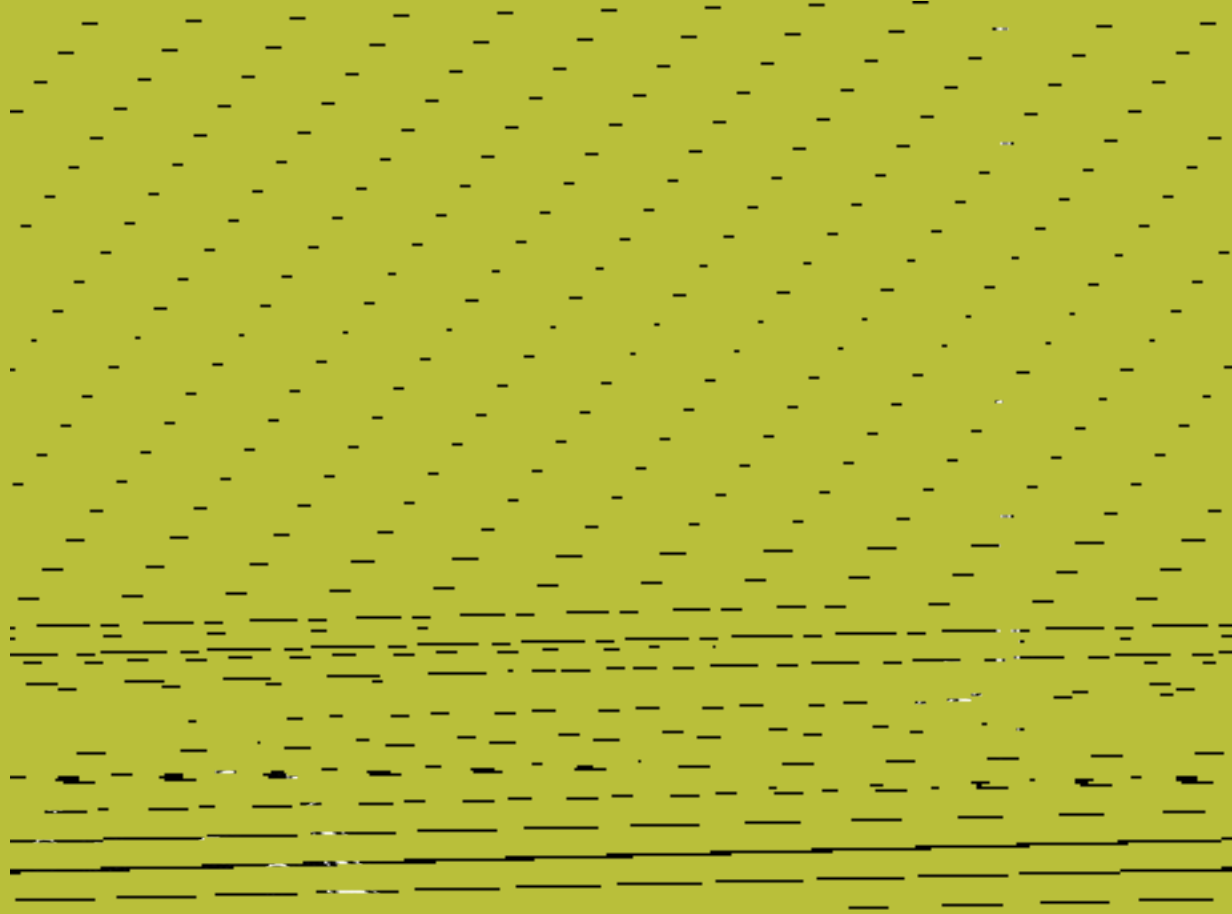


School Year	5th HRs	6th HRs	7th HRs
FY25	7	8	8
FY26	7	7	8
FY27	7	7	7

Staffing Considerations

- ❖ FY22-FY26 Staff Reduction
 - 》 3 Unit A
 - 》 3.6 Unit B
 - ❖ Academic Intervention Needs
 - ❖ Function of Restorative Justice Role
 - ❖ Counseling Design
 - ❖ Community Service Learning Role
-

Keep em Hooked





One Time

COSTS

Risers, Chairs, Stands for Chorus – \$15,000

- Allow space for students to use their binder, sit and write, note taking, bell ringers, and expansion on achieving state standards for reading and analyzing music.
- Allow air and space between students for a more comfortable and safe learning environment
- Would improve safety by upgrading current unstable wobbly risers and adding rails

Universal Designed Classrooms/Wellness Rm – \$15,000

High Quality Instructional Materials (HQIM) for Math – \$14,000/grade

Evergreen

Culture and Climate Team – \$5,000

Restorative Position – Move to Unit A

Reduction of one Unit A Position – Consider w/ cost of Restorative unit shift

we can do hard things.

 **MONOMOY MIDDLE SCHOOL**

Service

Hard Work

Accountability

Respect

Kindness

Community

Attendance

Care

Growth

Honesty