

Nauset Regional Middle School

Keith Kenyon, Principal

School Improvement Plan 2021-2023



Mission

Nauset Regional Middle School Mission

Nauset Regional Middle School exists to educate each student to the highest attainable levels of academic excellence, social responsibility, and cultural awareness.

Nauset Regional School District Mission

Nauset Regional School District prepares each student to succeed in an ever-changing world by providing a rigorous academic program that integrates social-emotional learning with global awareness.

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This School Improvement Plan for Nauset Regional Middle School spans the academic years 2021-22 and 2022-23. This plan prioritizes the goals and objectives set forth in the school district's Strategic Plan (2021-2025) and is guided by the investments our school has already made in initiatives in each of these areas.

Goal 1: 21st Century Skills

Students will be able to practice and apply 21st Century Skills throughout the PK-12 curriculum to acquire deeper learning and be prepared for our ever-changing world.

Focus Area #1: Explicitly teach critical thinking skills, communication skills, and collaboration skills to students and encourage them to be creative in their thinking and in the application of their learning (Objective 2)

Initiative: Prioritize classroom time for student-to-student discussions and debates to help students learn to effectively talk and actively listen, leaving ample time for feedback and reflection. (2.1)

See table under Focus Area #2

Focus Area #2: Develop student autonomy by providing students with choice in their learning through inquiry-based instruction, project-based instruction, and authentic learning experiences. (Objective 3)

Initiative: Actively engage students in making decisions through inquiry- driven and project-based instruction, and authentic and interdisciplinary learning experiences, e.g. utilizing strategies such as student-focused learning, open-ended questions, creative solutions, flexible thinking, and navigating difficult situations. (3.1)

Actions	Responsibility	Measurable Outcomes	Timeline
Review current curricular framework in order to establish MS grade level objectives for inquiry driven instruction, project-based learning, and interdisciplinary learning.	Director of Curriculum & Instruction and current administration	Clear, published grade-level objectives for project-based learning and interdisciplinary learning. Alignment of the curriculum and sequence of content to support interdisciplinary learning by Fall 2022.	Semester 1 2021-22

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<p>- Provide professional development for all staff (focused on the standards) to challenge students of all academic abilities and to investigate the world, weigh perspectives and take action locally and globally.</p> <p>-Design interdisciplinary units focused on the standards to challenge students of all academic abilities and to investigate the world, weigh perspectives and take action locally and globally</p> <p>-</p>	<p>School Administration, District Administration, and Director of Curriculum & Instruction</p>	<p>- Teacher Feedback on professional development. Evidence that PD is used in at least one unit of teaching per department</p> <p>Appoint an oversight group to foster and ensure that interdisciplinary learning is taking place.</p> <p>Each grade-level team designs and pilots at least one interdisciplinary unit.</p> <p>Design and implement a measure of engagement and learning for students and document student growth over time.</p> <p>Create an inventory of local or global organizations that students are connected through their PBL or interdisciplinary projects for the teachers.</p>	<p>2021-2022</p> <p>2021-2022</p> <p>2022-2023</p> <p>2022-2023 (potential)</p> <p>2021-2022</p>
<p>Time, direction, and</p>	<p>School Administration,</p>	<p>- By June 2022, guidelines for</p>	<p>Ongoing</p>

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<p>support are provided for teacher observations of project-based learning initiatives.</p>	<p>Teachers, Subject Coordinators</p>	<p>successful support, resources and best practices will be provided for all NRMS staff for the purpose of observations of colleagues. - By June 2022, NRMS staff will participate in (frequent) teacher observation to support the implementation of project-based learning, as evidenced by a google doc that tracks the intervisitations.</p>	
<p>Teacher Share-a-thons</p>	<p>School Administration and Subject Coordinators</p>	<p>- Teacher's share a project or approach at one departmental meeting a month. - PLC and Department Meeting Notes reflect sharing and feedback</p>	<p>Ongoing</p>

Goal 2: Global Citizenship

Students will be able to develop the cognitive, interpersonal and intrapersonal competencies fundamental to global citizenship and cultural proficiency as well as the ecological understanding and skills needed to sustain our environment.

Focus Area #1: Enhance student exposure, understanding, and appreciation of cultural diversity and global issues to prepare students to be informed global citizens. (Objective 1)

Initiative: Develop a curriculum map of current K-12 practices related to cultural diversity and global issues and use it to identify and develop additional resources, practices, and programs. (1.1)

Actions	Responsibility	Measurable Outcomes	Timeline
Establish definitions, belief statements, and measurable indicators of success for global citizenship/ cultural awareness to guide decision-making on professional development for curriculum, instruction and assessment.	District and School Administration	Presentation and adoption of NRMS global citizenship objectives. Communicated to NRMS community (accepted) by December 2021 Communicated clearly to students by January 2022	Fall 2021
Evaluate current 6-8 curriculum maps for successful highlighting of cultural diversity and global issues initiatives and identify gaps or improvements based on global citizenship objectives.	Teachers, Subject Coordinators, Director of Curriculum and Instruction	Presentation of findings of current curriculum map connections.	December 2021
Conduct 3rd Party Review of	District and School	Identify a 3rd party	Ongoing

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Equity and Inclusivity of the curriculum	Administration, Director of Student Services Outside consultant?	reviewer by November 1, 2021	
Review global citizenship programs and initiatives at other schools that align with NRMS goals and objectives	District and School Administration	Assemble a team of administrators and teachers to survey materials and present findings. Decision to align/adopt global citizenship programs communication	By February 2022

Focus Area #2: Empower students to become active global citizens through the development of their self-knowledge and their responsibility as world citizens. (Objective 2)

Initiative: Teach the importance of respect, tolerance, humility, and empathy for all people.(2.2)

Actions	Responsibility	Measurable Outcomes	Timeline
Establish baseline data of current student body’s understanding of respect, tolerance, humility, and empathy with interviews of MS students and faculty (survey)	School Administration and Guidance Team	Survey/Questions created by August 2021 Data collected and presented by February 2022 (after completion of surveys).	Surveys administered: Faculty and 8th grade by 9/30/2021 7th grade 11/30/2021 6th grade 2/28/2022 Presented and reviewed
Review, evaluate and decide on	District and School	Presentation of results with	

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alignment of curriculum approaches referring to respect, tolerance, humility, and empathy with Nauset elementary schools	Administration, Equity Team	regards to alignment/gaps to professional planning teams	
Evaluate and establish PD opportunities for teachers for curriculum instruction and assessment of respect, tolerance, humility, and empathy	District and School Administration, Equity Team	Professional development is provided to teachers of Grade 8 in October 2021	Ongoing
Reflective Practice of Current Work with Students	Teachers, Guidance Staff, and Equity Team	Survey teachers about number of times they had reflective conversations/discussions in this area.	Ongoing
Conduct Exit Interviews with 8th Graders based on FALL 2021 questions	School Administration and Guidance Team	Interview 40% of 8th graders by June 1, 2022.	Ongoing

Focus Area #3: Deepen students’ ecological awareness by making connections between local and global solutions and fostering sustainability and biodiversity. (Objective 4)

Initiative: Include Civics Education to teach students how to propose and propel environmental initiatives. (4.2)

Actions	Responsibility	Measurable Outcomes	Timeline
Student Research Reports and Presentations	Civics (and possibly Science) Teachers	Grade 7 and 8 teams will develop at least one research report/ presentation for students.	2021-2022

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Partner with local organizations to gain awareness of issues affecting this region and integrate this information into class projects, middle school clubs, and volunteer opportunities	Civics and Science Teachers, (Guidance Counselors?)	Checklist of guidance for future curriculum development for teachers.	Ongoing
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Goal 3: Social-Emotional Learning

Facilitate students’ and adults’ development of the skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Focus Area #1: Implement a cohesive PK-12 SEL plan that includes rigorous, data-driven, evidence-based curricula and practices that are integrated across subject areas. (Objective 1)

Initiative: Establish and implement a PK-12 plan that ensures access to resources and programs for all students, including the use of Nauset’s Tiered System of Support. (1.2)

Activities	Responsibility	Measurable Outcomes	Timeline
Join and be active in the Massachusetts School of Mental Health Coalition	Guidance Counselors	NRMS is a member by Fall, 2021.	Fall 2021 Ongoing
Develop and implement a system of tiered supports (MTSS) Create a new school schedule that has time for meetings and interventions.	School Administration Guidance Department Director of Student Services Team Leaders Subject Coordinators	<ul style="list-style-type: none"> - Create a new school schedule that has time for meetings and interventions. - Designated times for both students and teachers to engage in SEL - Data tracking sheets - Identify tiered intervention - Develop additional tiered intervention 	By August 2022

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Professional Development	District and School Administration	<ul style="list-style-type: none"> - MTSS training - UDL training - Specific Tiered intervention to support SEL needs - SEL Program training 	Ongoing
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Initiative: Ensure diverse representation of race, ethnicity, gender identity and sexual orientation, disabilities, social class, and immigration status across the curriculum. (1.3)

Actions	Responsibility	Measurable Outcomes	Timeline
Survey staff and students to develop an understanding of current practices in curriculum, discipline, and language.	District and School Administration Subject Coordinators Team Leaders Equity Team	- Shared document with current practices	Fall 2021
Establish strengths and gaps in current practice and establish goals to meet gaps	District and School Administration Subject Coordinators Team Leaders Equity Team	- Convey to staff verbally and in writing the strengths, gaps, and goals	January 2022
Create and employ a checklist for evaluating curriculum.	Director of Curriculum and Instruction, Equity Team, Teachers District and School Administration	Checklist	January 2022

	<p>Subject Coordinators Team Leaders Equity Team</p>		
<p>Review curriculum to evaluate representation of diverse groups</p>	<p>Teachers, Subject Coordinators, Director of Curriculum and Instruction District and School Administration Subject Coordinators Team Leaders Equity Team</p>	<p>Report on curriculum review Delete below: Binder and data on representation. Conduct an independent review and audit Interview a representative group of student from all grades to school environment and cultural. Survey both teachers and the student body to develop a baseline of current practices.</p>	<p>Spring 2022</p>

Focus Area #2: Build and strengthen programs to provide social-emotional support to all students.

Initiative: Increase the use of Restorative Practices across all grade levels. (2.3)

Actions	Responsibility	Measurable Outcomes	Timeline
<p>Increase use of restorative practices.</p>	<p>All school staff</p>	<p>Decrease in suspension & recidivism rates</p>	<p>Ongoing (see other strategic goals)</p>
<p>Identify key situations for use of restorative practices and impactful</p>	<p>Guidance Department Administration</p>	<p>A collection of restorative activities for key situations</p>	<p>Spring 2022</p>

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restorative activities		Communicate to students how restorative practices will be used in response to their actions.	
Continued collaborating & reflecting on use of restorative practices	Administar	PLC/Team meeting notes MTSS data	Ongoing

Initiative: Develop and implement a transition plan for each student returning to school after an out-of-district placement, prolonged illness, hospitalization, or other social, emotional, or academic crisis. (2.4)

Actions	Responsibility	Measurable Outcomes	Timeline
Implement BRYT Program	School administration, Special Education Coordinator, and School Adjustment Counselor	<p>Decrease repeat hospitalizations</p> <p>Decrease in student absences and failures as related emotional health</p> <p>Use some measurable outcomes for the Bryt Program here.</p> <ul style="list-style-type: none"> -Increase rates of attendance for students who have been hospitalized -Increase grade completion/graduation rates for students who have been hospitalized commiserate with students who have not been 	EOY 2022, 2023

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		<p>hospitalized</p> <ul style="list-style-type: none"> -Decrease rates of repeat hospitalization -Decrease rate of students with chronic school avoidance 	<p>-These outcomes should be measured at least once at the conclusion of the 21-22 school year</p>
<p>Hire a dedicated educational assistant/academic coordinator for BRYT Program</p>	<p>School administration</p>		<p>Summer 2021</p>

Goal 5: Community Schools

Create partnerships between the school and the community at large where all members of the community can come together to learn, to teach, and to share ideas and interests.

Focus Area #1: Provide physical and behavioral health services and social services for students, family and the community.

Initiative: Create and implement programs targeting, but not limited to, at-risk youth and young adults. (3.2)

Actions	Responsibility	Measurable Outcomes	Timeline
Build an Innovation Lab that will hone future ready skills through real world applications and community partnerships.	Architect (firm of record with school district) Technology Committee Chairs and Committee School Administration District Administration and School Committee (budget) Teachers	<ul style="list-style-type: none"> ● By Summer 2021, the detailed architectural plans will be completed and reviewed by the budget office. ● From Fall 2021-February 2022, the bidding process and permitting process will be completed (contingent on funding) ● By June 2022, teacher expectations and dedicated PLC time will be established, along with other professional development critical to teacher success. ● In Summer 2022, construction will 	Ongoing

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		<p>commence and be completed.</p> <ul style="list-style-type: none"> ● In Fall 2022, the Innovation Lab will be accessible for use by the classroom teachers and by the community (in the form of Scout programs, adult ed, etc.) ● By June 2023, at least one core class per term per grade will pilot a project through the Innovation Lab. ● By June 2023, establish 3-4 community partners that may use the secure Innovation Lab when school is not in session. 	
<p>Offer free summer programming (SUNBURST) that embeds new and emerging technology in an application-based learning environment to students entering grades 6 - 8 and internships for high</p>	<p>SUNBURST Program Director and Staff</p>	<ul style="list-style-type: none"> ● From January to July 2022, teachers will co-plan and co-teach in a student-driven interdisciplinary way that integrates community partnerships into the learning experience. ● In June 2021, a metric for student engagement will be created and 	<p>Ongoing</p>

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school students.		<p>implemented</p> <ul style="list-style-type: none">● In July 2021 the program will commence● In Fall 2021, the school will re-apply for the Increased Access Grant grant to continue the program for one or more years.● From Fall 2021 to Spring 2022, Sunburst will serve as an incubator for projects that can be piloted in the Innovation Lab and for embedding the digital literacy/ computer science standards into the school's curriculum.	
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