

School:	Mountview Middle School	Plan Duration (Years):	2021-2024
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Goal Description			
Goal Number:	1	Goal Title:	Meeting Student Social-Emotional Needs
S.M.A.R.T. Goal	To promote systems and strategies that foster safe, positive, healthy, culturally-responsive, and inclusive learning environments that address students' varied needs and improve educational outcomes for all.		

Goal Details and Performance Indicators	
Rationale for Goal:	If the district supports effective researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, then students will be able to utilize their knowledge and skills to maximize their learning potential.
Strategic Plan Alignment [Domain, Strategic Objective, and Strategic Initiative]	5A. Build an understanding of social, emotional and physical health as factors affecting learning.
Anticipated Outcomes (Interim and Final)	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>• By the end of the 2021-2022 school year, all MTV staff will be aware of the major social/emotional focus areas for each of the three grade levels.</li> <li>• By June of 2022, students will improve to at least the 40th percentile in Sense of Belonging and Teacher Student Relationships as measured by the Panorama survey.</li> <li>• By June of 2023, all students will be in the 50th percentile or higher in all categories as measured by the Panorama Survey.</li> <li>• By June of 2023, there will be a 20% reduction in students needing emergency services as compared to 2022 data.</li> </ul> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students will have a variety of coping skills to draw upon to manage social, emotional and behavioral</li> </ul>

	situations.
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Work collaboratively with administration, and school psychologists to fully articulate three-year sequence of social/emotional learning based on district-wide grade level themes by the end of the 2023-2024 school year.	time allocation, required curriculum resources	2021-2022 school year, then ongoing
Requisite training in DESE’s CASEL completed by identified staff and comprehensive plan for tier 2 and tier 3 social/emotional supports articulated and implemented by the start of the 2022-2023 school year.	time allocation, staff support	2022-2023 school year
School-wide buy-in and training in classroom level implementation of social/emotional curriculum completed by the start of the 2023-2024 school year.	time allocation, staff support, required curriculum resources, schedule modification as necessary	begin 2022-2023 school year complete 2023-2024 school year

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Goal Description			
Goal Number:	2	Goal Title:	Technology Integration
S.M.A.R.T. Goal	Promote and support effective use of technology for curriculum and instruction, and ensure reliable and efficient technology infrastructure.		

Goal Details and Performance Indicators	
Rationale for Goal:	If educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, then all students will be

	challenged to grow as individuals and global citizens.
Strategic Plan Alignment [Domain & Strategic Objective]	Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.
Anticipated Outcomes (Interim and Final)	<ul style="list-style-type: none"> <li>• Ensure that level of technology and infrastructure is sufficient to meet student instructional needs</li> <li>• Support and train staff in integrating technology into the classroom environment that supports and engages students</li> <li>• Establish building based PLC's to research, pilot, and share best practices</li> <li>• Use technology to prepare students to be successful global citizens</li> </ul>

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
By September 2021, ensure that all students will have access to a district provided chromebook.	IT Department, Administration	September 2021
By the end of 2022, Survey staff on professional development needs. Use the results to define PD offerings. Evaluate all PD offerings and share results with staff.	Administration	June 2022
By the end of 2023, creation of Technology Committee consisting of various members of the Mountview staff in addition to district level staff.	Administration IT Department	June 2023

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Goal Description			
Goal Number:	3	Goal Title:	Effective Instruction Informed by Assessment Practices
S.M.A.R.T. Goal	The percent of students scoring at or above benchmark on the STAR Assessment will increase from 67% to 78% in Reading and Mathematics.		

Goal Details and Performance Indicators	
Rationale for Goal:	If Mountview staff members utilize common/ benchmark assessments to identify and support the use of highly effective instructional strategies and practices, then Mountview students will have improved ability to meet their targeted learning goals.
Strategic Plan Alignment [Domain & Strategic Objective]	<p>Domain 2: Aligned Curriculum -2A: Develop common assessments to measure student progress and/ or attainment of identified priority standards. -2B: Use these newly developed benchmark and formative assessments to evaluate instructional strategies and student growth.</p> <p>Domain 3: Effective Instruction -3A: Staff will engage in consistent and focused review and reflect on the effectiveness of instructional practices. -3B Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices. Students will consistently receive constructive, targeted feedback and guidance.</p>
Anticipated Outcomes (Interim and Final)	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>Year 1: Establish a calendar of STAR Assessment testing with three testing windows between September and June</li> <li>Year 2: Same-subject teachers in ELA and Math will meet to review student results and refine instructional practices to differentiate instruction to support students below benchmark. Information and student watch lists shared with building administration.</li> <li>Year 3: Ongoing use of STAR ELA and Math assessment to monitor student progress</li> </ul> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>Staff will be trained to examine and evaluate student work to plan and adjust instruction, and evaluate student learning</li> <li>Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices</li> <li>Students consistently receive constructive, targeted feedback as well as guidance on how to improve</li> </ul>

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<ul style="list-style-type: none"> <li>Grade level teams will meet regularly in order to engage in planning to integrate existing priority standards into upcoming units/ lessons and use this knowledge to drive instruction</li> </ul>	<ul style="list-style-type: none"> <li>Planning time. Resources (existing practices/ assessments)</li> </ul>	<ul style="list-style-type: none"> <li>Grade level meetings</li> <li>Faculty Meeting Time</li> <li>Building Based Professional Development</li> </ul>
<ul style="list-style-type: none"> <li>Mountview teaching staff will use information from STAR Assessments to</li> </ul>	<ul style="list-style-type: none"> <li>Planning time, Budget</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Meeting Time</li> </ul>

monitor effectiveness of Tier 1 instructional practices.	allocation to support purchase of materials, Technology PD for staff members to maximize Google tools for education	<ul style="list-style-type: none"> <li>Building Based Professional Development</li> </ul>
<ul style="list-style-type: none"> <li>Mountview staff members will use technology (Google Docs, Sheets, and other technological resources) to support the development, sharing and storing of assessment information.</li> </ul>	<ul style="list-style-type: none"> <li>WREA Budget (Technology)</li> <li>WREA PD Fund</li> <li>WRSD Technology Department</li> <li>Building Administration</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Meeting Time</li> <li>Building Based Professional Development</li> </ul>
<ul style="list-style-type: none"> <li>Mountview staff will utilize assessment information to set targeted intervention goals for students who are not meeting mastery/ proficiency expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Planning Time</li> <li>Professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Meeting Time</li> <li>Building Based Professional Development</li> </ul>

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Goal Description			
Goal Number:	4		Positive School Culture
S.M.A.R.T. Goal	With the implementation of a positive, proactive approach to discipline, student referrals for misbehavior and discipline will decrease each year by 20%.		

Goal Details and Performance Indicators	
Rationale for Goal:	A productive, student-centered culture is a place for developing strong learners and future leaders. Members of the Mountview community value the positive, supportive atmosphere here.
Strategic Plan Alignment	Domain 5: If the district supports effective researched- based practices that promote a healthy school climate, builds

[Domain & Strategic Objective]	an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, then students will be able to utilize their knowledge and skills to maximize their learning potential.
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ul style="list-style-type: none"> <li>● Establishment of a school-wide approach to positive discipline.</li> <li>● Analysis of student needs that lead to behavioral disruption.</li> <li>● Establishment of a recognition process for positive contributions to the school and local communities.</li> <li>● Students and teachers will have an evolving understanding of what it means to be a “global citizen.”</li> </ul> <p>Final Outcomes:</p> <ul style="list-style-type: none"> <li>● A school-wide approach to prosocial discipline supports student learning.</li> <li>● Explicit guidelines for behavioral expectations throughout the school will increase a sense of belonging and decrease interventions from the office.</li> <li>● Pertinent resources and research materials and training will support prosocial behavior in our school.</li> <li>● As students take on leadership roles, our school community has greater purpose for our learners.</li> <li>● Community involvement enhances our learning environment, models citizenry for our students, and provides service opportunities for our students.</li> <li>● Increased understanding of specific learning needs, such as executive functioning, sensory integration, and language based processing will support all our learners.</li> <li>● Making learning visible through exhibition, demonstration, and project based instruction supports students’ sense of purpose and belonging in our school and communicates to the community what we are learning and why.</li> </ul>

Implementation Benchmarks (Years 1-3)		
Action Year 1:	Supports/Resources	Timeline/Frequency
Create opportunities for student leadership through avenues such as student council, SIMCO, and Model UN	Administrators	Year-long
Analyze behavioral referrals to date this year to determine the root cause of difficulties and to understand how learning issues may be playing a part	Administrators/ School Psychologist	Year-long
Utilize Panorama data to gather data on the atmosphere and culture of Mountview and how it impacts learning.	Administrators/ School Psychologist	October, January and May when assessments are

		scheduled
Implementation Benchmarks (Years 1-3)		
Action Year 2:	Supports/Resources	Timeline/Frequency
Analyze behavioral referrals to date this year to determine the root cause of difficulties and to understand how learning issues may be playing a part	Administrators/ School Psychologist	Year-long
Organize a team of teachers to focus on rolling out school-wide behavior expectations.	Administrators/ School Psychologist	Fall of 2022
Implementation Benchmarks (Years 1-3)		
Action Year 3:	Supports/Resources	Timeline/Frequency
Continue to analyze behavioral referrals to date this year to determine the root cause of difficulties and to understand how learning issues may be playing a part	Administrators/ School Psychologist	Year-long
Sharing of behavior expectations with students on an ongoing basis.	Administrators	Year-long