

Duxbury Public Schools



**School Improvement Plan:
Duxbury Middle School
2025-2026**

***The Duxbury Public Schools commit to the following Core Values:
Students First, Cooperative & Caring Relationships, Inclusivity, and Integrity***

School Councils

School Councils are part of the Education Reform Law of 1993 that ensures meaningful involvement of parents, community members and school staff. The establishment of School Councils is one of the most important provisions of the law and one that professional staff considers an integral component of district best practices.

The School Council, co-chaired by the school principal, is required to:

1. meet regularly throughout the school year,
2. assist in the identification of facility and educational needs of students,
3. make recommendations for the development, implementation and assessment of programming,
4. assist in the review of the annual school budget,
5. promote relevant professional development,
6. review and make recommendations for the school handbook, and
7. develop school improvement plan goals that are consistent with the goals and standards of the district and the Department of Elementary and Secondary Education (DESE).

School Council Members:

Parent/ Guardian: Rachel Ezell

Parent/ Guardian: Amy Flynn

Faculty Member: Leah Grip

Parent/ Guardian: Megan Jeffers

Parent/ Guardian: Courtney L'Italien

Parent/ Guardian: Martha Loring

Administrator: Sarah McGuire

Faculty Member: Danyelle Torrey

Community Member: Daniel Kostreva

The initiatives outlined in the 2025-2026 DMS School Improvement Plan are aligned with priorities identified in the following documents:

[DPS Strategic Plan](#)

[DPS 2025-2026 Strategic Objectives and KPIs](#)

[DPS Equity Audit](#)

[Duxbury Portrait of a Graduate](#)

DMS School Improvement Plan: 2025-2026			
DMS Initiative 1:	During the 2025-26 school year, DMS will implement focused interventions and targeted strategies to improve student attendance with specific focus on improving the attendance of our students demonstrating “chronic absenteeism” which is defined by DESE as missing 10% of school days. We will work to reduce our number of chronically absent students from approximately 35 students to approximately 25 students over the course of the school year.		
Alignment with:	Strategic Plan	Equity Audit	Portrait of a Graduate
	Strategic Initiatives: 1.1, 1.2, 1.3 (KPI 1)	High Priority Area- Engage in Data Inquiry Cycles	Resilient & Flexible Learners Empowered & Healthy Individuals
Action Steps:	- Review attendance data over the past two years to identify patterns of attendance across grade level, demographic groups, time of year, and high needs populations. - Data pulled from Aspen identified 35 students in 2024-25 - Data pulled from Aspen in November identifies 49 students in 2025-26 18 students are represented both years - Data pulled from Aspen in May identifies 31 students in 2025-26 29 students from Nov list are no longer chronically absent, 14 additional students identified in May - Net drop of 18 students, May total (15 or more absences) 31 students - Review attendance data this year at regular intervals to identify students of concern. Leverage counseling team and team meetings to review this information. - Weekly guidance student support meetings - Weekly attendance review with Assistant Principals - November faculty meeting review of data and strategy implementation focused on engaging at risk students with teachers across all content areas		

	d. May administration and student support review of data and action steps across school e. Attendance Meeting Template for reference f. Sample Attendance Letter- sent in intervals of 5 3. Implement communication strategies with families regarding students with high absentee rates, including the use of district wide attendance letters to families as students accrue unexcused absences at regular intervals. a. Letters for intervals of accrued absences b. Parent meetings with administration c. Individual in class and engagement goals and supports implemented 4. Develop individualized attendance plans for students identified as highest need from data.		
Evidence/Data:	• Student attendance data • Intervention plans • Communication documents		
DMS Initiative 2:	During the 2025-26 school year, DMS will implement a social emotional learning screener to identify students in need of support, and use that data to inform interventions from our counseling team, and teaching staff for students identified in need of support. The screener will be administered twice over the course of the school year, and will be a student self-report screener.		
Alignment with:	Strategic Plan	Equity Audit	Portrait of a Graduate
	Strategic Initiatives: • 2.1 (KPI 2)	High Priority Area- Engage in Data Inquiry Cycles	Empowered & Healthy Individuals Resilient & Flexible Learners
Action Steps:	1. Develop implementation plan in collaboration with Assistant Superintendent and Guidance Director 2. Train all counseling staff in platform- October 10, November 4, February 12 3. Train all teachers in platform- November 4. Have all students grades 6-8 complete screener during ASP in fall to determine baseline data- November ASP 5. Review data in counseling staff meetings and SST settings to identify students in need of intervention and support- Nov, Dec meetings 6. Develop individualized interventions for identified population and implement them- Winter a. Integrate student mentoring leveraging DHS student mentors: Mentoring program, “Nextdoor Navigators”- DHS students supporting DMS students b. Lunch groups with school counseling staff c. Topics/ skills based groups (ie anxiety strategies group) with social workers d. Targeted support for grade level exhibiting most need- DHS leaders at assemblies, additional large group time		

	e. Parent/guardian topic nights hosted by social workers 7. Have all students grade 6-8 repeat screener during ASP in spring to measure growth- March 8. Review data in counseling staff meetings and SST settings to progress monitor students previously identified- April		
Evidence/Data:	● Fall and spring data ● Training opportunities in professional development and department time ● Data review protocols to identify students for intervention ● Intervention plans		
DMS Initiative 3:	During the 2025-26 school year, all students identified as two or more grade levels behind in their fall Reading and Math iReady diagnostics will meet their assigned stretch goal by the time of the spring iReady diagnostic administration.		
Alignment with:	Strategic Plan	Equity Audit	Portrait of a Graduate
	Strategic Initiatives: ● 2.1, 2.2, 2.3 (KPI 5)	High Priority Area- Engage in Data Inquiry Cycles	Resilient & Flexible Learners Communicators & Collaborators
Action Steps:	1. All students will complete fall diagnostic assessments in literacy and mathematics during September class and Academic Support periods. 2. STEM and Humanities supervisors, building administrators, and all staff will analyze data from initial diagnostics to identify students for tiered supports, inform curriculum at each grade level, and to select and integrate additional supportive materials through iReady and other platforms to support areas of weakness identified. Faculty, department, PLC, and professional development time will be used. This data will be coupled with MCAS data from spring 2025 testing as a part of the analysis process, with a focus on lowest performing student growth targets from DESE. 3. Teachers and staff across departments will implement instructional practices targeted at addressing identified areas of weakness in their lessons. Instructional practices will be targeted to support identified areas of need and with particular attention to high-needs subgroups of students. - November Faculty and Department meetings targeted strategies for students identified. 4. Leadership team will ensure additional professional development with iReady trainers on supportive measures, intervention tools, and analysis strategies with fall diagnostic data in fall and winter. 5. Students with the highest areas of need will be identified using diagnostic and MCAS data for intervention in literacy or math skills which will take place during Academic Support with tutors. Students with areas of need that can be addressed in the classroom using tier 1 instructional support will be identified using diagnostic and MCAS data in literacy or math, and supports will be provided by classroom teacher and associated staff. Intervention groups began in the fall and have continued through the winter and spring with parent/guardian communication and progress monitoring by tutors. 6. Steps 2, 3, 4, and 5 will be repeated for winter diagnostic and spring diagnostics on iReady platform.		

	7. Parent/guardian reports will be provided to share progress data and support plans for students at each diagnostic window. 8. At the time of the winter diagnostic, DMS was identified in “high performance/ high growth” in both areas of Reading and Math, though Math was lower in overall growth at the time of the diagnostic. Spring diagnostics are ongoing and occurring around MCAS testing. 9. At the time of the winter diagnostic, students identified as 2 + grade levels behind had dropped by 6% in Reading, and 8% in Math. Approximately half of these identified students were on track to meet their stretch goals.
Evidence/Data:	● iReady Fall, Winter, Spring data reports ● Professional development trainings with iReady ● Department, Faculty, PD agendas focused on data analysis and curriculum development around areas of identified need ● Intervention growth monitoring data