

BHRSD DISTRICT IMPROVEMENT PLAN – 2015-2016

BHRSD Mission

To ensure all students are challenged through a wide range of experiences to become engaged and curious learners and problem solvers who effectively communicate, respect diversity, and improve themselves and their community.

2015-2016 District Level Goals

OVERARCHING OUTCOMES: All efforts directly support student growth and success.

We focus on two areas for 2015-2016:

- 1) We will provide a rich and effective curriculum in all classrooms. This curriculum is aligned with high-quality performance assessments that measure student growth and achievement according to our core educational values.
- 2) Fine tune an educator evaluation system that supports both student and educator growth.

To support thoughtful work in pursuit of these goals, we will:

- Support Professional Learning Communities (PLCs) and effective teams
- Equitably allocate resources
- Build community connections
- Build a system of shared services with other districts
- Implement useful and effective technology services
- Create a healthy learning environment through the food we provide in our schools
- Support student and educator social-emotional needs
- Design and refine targeted student interventions
- Deepen the systematic use of data-driven decision-making and research-based accountability measures in selection and evaluation of programs
- Support professional development and supervision programs that provide learning opportunities which are job-embedded

OUR COMMITMENTS

The District and Schools will provide a range of resources to support these goals:

- Tools – develop and share materials and resources, timelines and benchmarks and eventually electronic systems to support curriculum and evaluation.
- Data – gather and analyze in inquiry teams multiple representations of student learning to inform student growth through curriculum, professional development and planning.
- Time –structure and align collaboration utilizing whole and half PD days, release time, team meetings, faculty meetings, Central Office time, observations, school visits and other possibilities based on need.

- Funding – support aligned work by developing teacher capacity and leadership through, stipends, fellowships, conferences, and workshops.

Goal 1: *Provide a rich and effective curriculum in all classrooms*

We will continue to improve curriculum, instruction, and student achievement across grade levels. All teachers will receive aligned training and support to use the Understanding by Design process to improve our K-12 curriculum. Implementation of the Educator Evaluation system will also align with and support curriculum goals.

Action/ Objective	Major Tasks/Activities	Target Population	Responsibility	Dates	Measureable Outcomes
<p>We will continue to improve student achievement through developing a thoughtful, rigorous, and aligned curriculum</p>	<p>Individuals and teams continue to refine goals within and across schools to complete curriculum pacing guides, overview, and units of study using the District UbD template and the Atlas Rubicon platform. Emphasis this year is on High Quality End of Unit Assessments that prioritize interdisciplinary work. (Tier 2 of the UbD Framework.)</p>	<p>All students PK-12</p>	<p>Administration, classroom teachers, specialist teachers, academic support teachers</p>	<p>School level teams set goals and dates for completing the publication of remaining pacing guides, overviews, and units. By the end of the year, each class will have multiple high-quality performance assessments articulated in the Rubicon Atlas system.</p>	<p>Yearly pacing guides and overviews outlining units of study in academics and specials from September to June continue to be entered into Atlas Rubicon. Multiple Performance Assessments per class are articulated.</p>
	<p>Continue to establish common assessments where they do not exist. Articulate a balance of formative and summative assessments to inform curriculum and instruction.</p>	<p>All students PK-12</p>	<p>Administration, classroom teachers, specialist teachers, academic support teachers</p>	<p>Defined by Educator Goals for each grade level team, monthly starting 11/15</p>	<p>All students within a grade level/course are responsible for the same standards. Teachers meet regularly to analyze achievement and align expectations.</p>
	<p>Establish and articulate District Determined Measures (DDMs) to create student impact ratings. These effort support interdisciplinary projects and performances. DDMs directly reflect our mission and goals. By the end of year, a clear set of DDMS for student impact ratings are established for approximately half of the District. These DDMs will be used to generate impact ratings during the</p>	<p>All students PK-12</p>	<p>DDM team including administrators and Union representative. Approximately 50% of teachers and all administrators.</p>	<p>Monthly meetings 11/15-6/16. DDM discussion is aligned with and woven into curriculum planning, evaluation work, and professional development throughout the year.</p>	<p>DDM Team creates framework for creating and implementing student impact ratings by December, 2015. Multiple, cross-building teams (approximately 50% of classrooms) create DDMs for student impact ratings that are domain specific by June, 2016.</p>

	2016-2017 school year.				
	Target additional support (PD, goal setting, interventions, resources, etc.) in highest needs areas based on available data. Current goals include: closing persistent gaps between high and low-SES students, improving achievement with students with disabilities and special needs, closing persistent gaps between boys and girls.	Students in grades, subjects, and subgroups where growth is below average	Administration and teachers	Support is woven into goal setting, PD, and resource allocation throughout the year. Students identified as "Title 1 eligible" will receive additional, direct instruction in the form of after-school tutoring, when possible.	Formative and summative assessment document increased student growth. SGPs in target areas are set at the building level.
	Continue and further develop Year 3 of three-year project to improve and align writing K-12. Continue work with outside experts to improve writing instruction and ELA in social studies. Publish curriculum and further establish best practices and an engaging and aligned curriculum K-12.	All students PK-12	Administration, consultants, and all ELA and social studies teachers.	Embedded PD throughout the year in grade and course level meetings, faculty meetings, instructional team meetings, and data team meetings.	High quality end-of-unit assessments and published student work across all grades.
	Continue to develop capacity to use data to inform decisions. Continue to develop our use of predictive analytics.	All students, especially those at risk of failing academically	School-based data teams composed of administrators, guidance staff, and teachers.	School-based teams establish projects and meet regularly.	Written record of project goals, outcomes, and best practices developed. Improved student success within areas of data focus. Goal setting for how to expand the data work to the district level across all grades and subjects.
	Teachers provide students and parents with explicit feedback regarding their progress toward meeting identified learning objectives.	All students, especially those at risk of failing academically	Administration, classroom teachers, specialist teachers, academic support teachers	Ongoing throughout the year. Faculty meetings and team meetings will dedicate time to developing systems, methods, and norms of communication.	Improved communication with all families, including clearly defined, but flexible, district norms for home-school connection.

Goal 2: *Implement an educator evaluation system that supports both student and educator growth*

Implement the new Educator Evaluation System to support individual and collective continuous learning and growth. Implementation of the system is woven and aligned inextricably with professional development and overall improvement efforts.

Action/ Objective	Major Tasks/Activities	Target Population	Responsibility	Dates	Measureable Outcomes
Establish norms and processes for coherent, aligned, and effective implementation of the Educator Evaluation System. Weave and align implementation to support professional development and overall improvement efforts	<p>Continue implementing the Educator Evaluation System. Continue implementation of evaluation to directly support improvement projects district wide and within each school.</p> <p>Principals will review goals within buildings to support and ensure aligned implementation and connection to improvement goals.</p> <p>District administrators participate in complete process with principals for a subset of evaluations and with the goal the understand and support alignment opportunities, best practices, and coherence K-12</p>	<p>Administrators and teachers</p>	<p>Administrators and teachers</p>	<p>9/15 – 6/16</p>	<p>All administrators and staff on the evaluation cycle complete full evaluation process including self-reflection, goal setting and plan development, implementation, formative assessment, and evaluation All observation and assessment work is driving towards the goal of deepening our culture of professional discourse. All efforts are focused on how to improve professional practice and identify areas where additional support is needed. Student growth and achievement continues to improve based on multiple, diverse assessments.</p>
	<p>Continue with final year of the paraprofessional Professional Development and Educator Evaluation system pilot.</p>	<p>Para-professionals</p>	<p>Administrators, para-professionals</p>	<p>Develop evaluation schedule 10/15. Complete second cycle of evaluations by 6/16</p>	<p>Written record of aligned cohesive PD for para-professionals. Publish Para-Playbook of best practices. Written record of growth goals for all para-professionals. Begin the new cycle of evaluations, giving formative and summative assessments to paras who participated in the 2013-2014 school year.</p>

Additionally, we focus on these areas that support thoughtful work:

Support Professional Learning Communities (PLCs) and effective teams

Specifically increase coherence K-12 with shared systems and platforms for supervision and evaluation, curriculum mapping, and data use. Respond to near unanimous teacher requests for K-12 collaboration and alignment support.

Reinvigorate Administration Team Collaboration -- Monthly instructional and monthly operational meetings and on-going, regularly scheduled one-on-one interactions support clear communication, well delineated roles and responsibilities, crafting and adherence to timelines, and a shift to more proactive rather than reactive work. All goal writing and communication will be *directly tied* to clear action items so that every administrative interaction results in clear and coherent next steps.

Reinvigorate School Committee/Sub-Committee Collaboration -- Meetings and on-going regular interactions support clear communication, well delineated roles and responsibilities, crafting and adherence to timelines and a shift to more proactive rather than reactive work. This will include potentially incorporating specific programmatic reviews into every school committee meeting.

Equitably Allocate Resources

Allocate resources effectively to support school and District goals. Limited resources are used in support of specific priorities. These may include groups: low income, special education, and English Language Learners, areas: math, English, science, or other identified needs.

Multiple analytic tools will be used to evaluate equity. Emerging needs will be met with flexibility.

Continue to emphasize leveraging state and national grants/ opportunities to support local goals.

Support ongoing district capital needs.

Build Community Connections

Community partnerships deepen and result in demonstrated positive outcomes for students.

We better engage students through hand-on community based learning experiences in and out of school.

Use Community Forums to discuss and respond to challenging topics and circumstances and to take action.

Continue to decrease substance use by students through strengthening community partnerships and connecting with families. We build and refine partnerships and share curriculum, assessment and professional development to support coherent programming and collaborations.

Communicate through regular District and PD newsletters.

Build a system of shared services with other districts

District Improvement Plan, Draft – 10/15/15

Coordinate with other districts in Berkshire County to create more efficient, effective, and affordable systems for our schools.

Apply for Shared Services Grant Funding to support the implementation of a shared services model.

Look at sharing services as not only an opportunity to reduce cost, but as an opportunity to learn from successful practices in our community.

Implement useful and effective technology services

Continue to introduce technology that is of practical use to the staff, facilitates organization and communication, and enriches professional practice.

Fully implement the Power School system, including robust parent and student access.

Continue to use the Atlas Rubicon system to create curriculum and encourage cross-disciplinary work. Create a well-thought-out plan to take the Atlas system public so that our entire school community can understand what is happening in our classrooms.

Integrate Google Classroom into professional practice. Use this platform to strengthen the home-school connection as well as team collaboration.

Create digital student portfolios to support rich assessments that are more focused on long-term growth than short-term achievement.

Pilot the online organizational system MLPOasys with the admin team that supports teacher observation and evaluation. In the Spring, pilot the system with a few select teachers to prepare for implementation in the 2016-2017 school year.

Create a healthy learning environment through the food we provide in our schools

Recognize that physical health is crucial for intellectual, emotional, and social growth. With that in mind, we will ensure that the food we are serving our students meets the highest standards of nutritional excellence.

Improve how we label our food so our community is fully informed about what our students are eating.

Incorporate as much locally grown food in our cafeterias as possible. Develop a means to evaluate and fund this.

Find opportunities to integrate food, and food knowledge, into the curriculum.

Support student and educator social-emotional needs

Use a whole-child approach throughout the District that recognizes that *all* students need social and emotional support, guidance, and mindful development.

Continue to identify students with high social and emotional needs. Provide direct services to these high-needs students, and recognize that to ensure student growth, we need to first support emotional health.

Investigate emotional curricula, such as the Yale Emotional Intelligence Project, as possible tools to integrate into our District to support emotional health.

Recognize that the emotional health of our staff is equally important to the emotional health of our students. Continue to build support networks to ensure that everyone working in the District is in an emotionally safe and stable environment.