**MONUMENT VALLEY REGIONAL MIDDLE SCHOOL**

**SCHOOL IMPROVEMENT PLAN – 2018-2019**

**The Mission of the Berkshire Hills Regional School District**

**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.**

**2018-2019 District Level Goals**

**OVERARCHING OUTCOMES:** All efforts directly support high quality instruction and learning for all students.

We will focus on three areas for 2018-2019:

1. Foster the use of instructional techniques in co-teaching, differentiation and Universal Design for Learning through professional development and teacher leadership in order to improve equity and outcomes for all students.
2. Align District and school policies, procedures and protocols for addressing student and school safety.
3. Develop an aligned system to track student demographic, academic and intervention data.
4. Improve collaboration with families and community organizations to support the needs of students and provide a safe and supportive environment.

**District Commitments**

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

* Tools – develop and share materials and resources, timelines, benchmarks and electronic systems to support curriculum and evaluation.
* Data – gather and analyze multiple measures of student demographics, learning and growth to inform instruction, curriculum design and professional development offerings.
* Time –structure and align initiatives utilizing whole and half PD days, release time, team meetings, faculty meetings, District Office time, observations, school visits and other possibilities based on need.
* Funding – support work by developing teacher capacity and leadership through stipends, fellowships, conferences, and workshops.

**The Mission of Monument Valley Regional Middle School**

In cooperation with parents and the community, the Monument Valley Regional Middle School will provide all students a safe environment in which:

* Personal and academic excellence is promoted and celebrated.
* Student responsibility for learning is developed and expected.
* All people value and exercise respect and responsibility.
* A spirit of inquiry is recognized and fostered.
* An enthusiasm for life-long learning and community service is instilled.

**Overview**

For the 2018-2019 school year Monument Valley Regional Middle School continues to focus on engaging all of our students in learning, moving further into curriculum integration across grades and subjects. We make sure we are engaging every student with the right teaching so every student feels involved with their education. We emphasize critical and creative thinking as the most important part of the learning process while we encourage students to expand the limits of their knowledge and abilities. We want to ensure both academic and social-emotional growth and success.

The teaching teams make this happen. The entire faculty collaborates in reviewing our teaching practices and examining student learning and growth. We ask each other if students are achieving or exceeding the standards and expectations, what to do when students struggle and what to do when students need a diversity of approaches and inspiration. It is this deliberate, collegial work that allows us to reach all students.

We review our practice regularly: in weekly team meetings, in monthly professional development activities and faculty meetings, and in the informal conversations that are the hallmark of our collaborative faculty. We will also continue to involve children and adults in making healthy choices about life through our Exploratory, Advisory and Restorative Practices programs in each grade, and engaging parents as volunteers and partners in supporting children’s development from elementary to high school through their teenage years. We firmly believe that strengthening learning habits through these efforts will have a cumulative constructive impact on the community as a whole.

**School Data**

Relevant school data on demographics, achievement and accountability can be found in our DESE school profile:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=06180310&orgtypecode=6&>

The profile provides data on students, teachers, assessment, accountability and the comparative performance of similar schools in the state. These measurements are essential to understanding changes and development in our school over time as well as comparing performance and distribution of resources within a district. They are consistent for all Massachusetts schools and districts.

**Goals and Action Plans**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 1**: To foster the creation of a safe and supportive school by improving collaboration with and support of families.  District Goal Alignment: Further developing the structure of and expanding the use of the Collaborative Care model to support the behavioral health needs of all students that are clinically, culturally and linguistically appropriate and respecting family dynamics, experiences, and culture in this work and honors parents and caregivers as experts on their children. | | | | |
| **Action/ Objective** | **Timeline/Major Tasks/Activities** | **Target Population** | **Responsibility** | **Measurable Outcomes** |
| Understand families’ belief systems on behavioral health, how a diversity of families brings a range of values to the table, and how we support and collaborate with diverse families | Ongoing:  Professional development on building relationships and communicating with families.  By March 2019:  Revise Family and Student Handbook to reflect changes to family and student support as well as safety protocols for the school and district. | All students | MV Admin, MV Teacher Leadership Team, District Admin Team, Director of Learning and Teaching | Families report better collaboration and engagement with the school.  Educators report increased capacity to work with diverse families.  Increase in students’ self-regulation. |
| Ongoing:  Gather better feedback from families [and our community] on interests and needs, i.e. surveys and strategic planning from feedback to improve engagement with families | All students and families | MV Admin, MV SST, Grade Level SST | Family feedback informs professional development and guides our approach to family engagement |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 2**: To design and implement a student support system that is equitable and effective.  District Goal Alignment: Developing an aligned system to track student demographic, academic and intervention data; Developing a clear and aligned process to monitor student academic and non-academic data in order to target and adapt interventions to identified needs. | | | | |
| **Action/ Objective** | **Timeline/Major Tasks/Activities** | **Target Population** | **Responsibility** | **Measurable Outcomes** |
| Improve data practices to understand student needs, to provide timely supports and to design supports and interventions. | By January 2019:  Build a better data-based practice to inform our discipline program. | Tier 2 Behavior | MV SST,  Directed Study Supervisor | An accessible and current database of information. |
| By January 2019:  Research, choose, and implement a screening program for behavioral health. | Tier 2 Behavior | MV SST | Consistently used screening program to assess behavioral health for all students.  Tiered groups of behavioral health needs. |
| By March 2019: Refine academic screening program. | Tier 2 Academic | Grade Level SST | Data on academic screening is available for all faculty to access for planning, in addition to relevant information from existing support plans such as IEPs, 504s and Behavior Intervention Plans (BIPs).  Accommodation Supports developed for Tier 2 instruction to support teachers to meet literacy and math needs. How To manuals on differentiation as well as specific adjustments for students who need a Tier 2 Accommodations plan.  Data and action plans on Tier 3 interventions are available for teaching teams. |
| By March 2019:  Design a better early warning system to recognize needs. | Tier 2 Academic and Behavior | Admin Team,  MV SST,  Grade Level SST | Tracking system for student case management. |
| Ongoing:  Professional development to help educators match strategies and interventions to student needs. | MV Educators | MV Admin, MV PD Planning Team, District Admin Team | There is a support plan for each student with an identified need.  More than 70% of students make meaningful progress within their plan.  Faculty participated in professional learning cycle on cultural sensitivity.  Faculty are aware of Collaborative Care Model, and understand how the Student Support Team interfaces between family support and teaching teams. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 3**: To develop high quality critical Curriculum and the capacity to deliver Student Centered Instruction to all students.  District Goal Alignment: Foster the use of instructional techniques in co-teaching, differentiation and Universal Design for Learning through professional development and teacher leadership in order to improve equity and outcomes for all students. | | | | |
| **Action/ Objective** | **Timeline/Major Tasks/Activities** | **Target Population** | **Responsibility** | **Measurable Outcomes** |
| Improve instructional practices to guarantee learning for all students. | Implement Self-Regulated Strategy Development (SRSD) as the literacy tool for teaching writing and reading for writing in the middle school in all English and Social Studies classes.  Implement Teachers Development Group (TDG) as the instructional model for teaching thinking about mathematics in the middle school in all Mathematics classes.  Support the Accountable Talk model in all Science classes in the middle school.  Support the Studio Habits of Mind review as the model for feedback on effective instruction in Exploratory classes.  Support the implementation of American Council on the Teaching of Foreign Languages rubrics for proficiency through the Teaching of Proficiency through Reading and Storytelling model | English and Social Studies teachers  Mathematics teachers  Science teachers  Exploratory teachers  World Language teachers | Administration of school and district in collaboration with educators and teams | All educators in English and Social Studies Teams are using target systems in lessons and unit design.  80% of students make a year’s worth of growth in target instructional area.  Students who are below grade proficiency make more than a year’s worth of growth (15% of students). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 4**: To continue building a Restorative Community at Monument Valley that can serve as a beacon for the larger community.  District Goal Alignment: Improve collaboration with families and community organizations to support the needs of students and provide a safe and supportive environment. | | | | |
| **Action/ Objective** | **Timeline/Major Tasks/Activities** | **Target Population** | **Responsibility** | **Measurable Outcomes** |
| Align Restorative Practices (RP) to the needs of students and faculty to improve communication, problem solving and conflict resolution in our learning community. | Continue to develop lesson planning and delivery capacity of Advisors in the Community Circle program. | Advisors | Administration of school and district in collaboration with educators and teams | Articulated set of Advisory lessons to use as models for circle discussions.  Increased student leadership and participation in governance of the learning community. |
| Engage students in leadership of Restorative practices through developing a Student RP Leadership Team that designs a Student Conflict Resolution process, and acts as a council to identify topics for restorative work in the middle school learning community. | Students | Administration of school and district in collaboration with educators and teams  Advisors | Establishment of the Student RP Leadership Team  Student report through surveys of increased engagement and resolution of tension and conflict. |