

**Monument Mountain Regional High School
2019-2020 School Improvement Plan**

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.

2019-2022 District Level Goals

OVERARCHING OUTCOMES: All efforts directly support high quality instruction and learning for all students; we are committed to improving equitable outcomes for all students within the district.

We will focus on three areas for 2019-2022:

1. Articulate a coherent vision for the success of each and every student centered around the **Portrait of the Graduate**.
2. Develop teacher leadership and strong professional learning culture that will support ongoing reflection and improved instructional practices leading to improvement of student outcomes.
3. Through improved communication and outreach, develop community engagement with District initiatives to improve outcomes for all students.

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.

Monument Mountain Mission

To create opportunities that foster intellectual and personal growth and challenge all to become courageous learners, engaged citizens, and individuals of integrity.

Context/Background

Data over the past decade indicates the achievement gap between high needs students at Monument Mountain and non-high needs students remains, and in some instances has actually widened. As a comprehensive high school, our core value has always been to serve all students in our community. As such, it is incumbent upon us, to examine our work in response to these gaps and shift our practice to guarantee equitable outcomes for each Monument Mountain graduate. This work must include academic learning, student voice in their education, and their overall health and wellbeing. As a recipient of the MA IDEAS school redesign grant funded through Nellie Mae and the Barr Foundation and the Massachusetts Department of Education Innovative Pathway grant, the evolution of programs to address these needs as accelerated.

School and District Improvement for 2019-2022: A Focus on Equity

As an overarching outcome for all district students, all three BHRSD schools will focus on equity and equitable educational outcomes over the span of the District Improvement Plan. An assumption present at all schools is that we will strive for instruction of the highest quality and effectiveness to meet the wide range of talents and interests present in our student body. To accomplish these aims we will grow in our use of inclusive educational practices and we will strive for cultural competence and social justice. Successful realization of these efforts will result in higher achievement for all students and enhanced opportunity for students in all subgroups.

Relevant Data 2014-2019

	Total School Enrollment	% Students with High Needs	Average Daily Attendance	Dropout Rate	Gd 9 Passing All Courses Rate*	Graduation Rate (4 year cohort)	Percent Attending College	High Needs Attending College
2014-2015	552	31%	95%	1.1%		94%	82%	75%
2015-2016	548	32%	88%	0.4%		90%	77%	66%
2016-2017	547	31%	88%	0.7%		95%	72%	55%
2017-2018	523	31%	88%	1.4%	93%	90%	71%	65%
2018-2019	530	31%	93%		91%			
2019-2020	516	31%						

* New measure in 2017-2018 shown to be accurate predictive measure of graduation.

The most observable trend in the data above is the steady decline in total school enrollment that is consistent with a trend of school-age enrollment around the region. It is also of note that the proportion of the high needs population is steady despite the declining enrollment. In addition, while the graduation rate is relatively steady, the percent of graduates attending college has been declining for the past five years. Understanding the reasons and implications for this and our work is important both for supporting our students as well as our community as a whole.

MCAS and Assessment Trends

	MCAS Grade 10 ELA % M/E / State	MCAS Grade 10 Math %M/E/ State	MCAS Science % M/E / State
2014-2015	95 / 91	81 / 79	70 / 72
2015-2016	97 / 91	83 / 78	80 / 74
2016-2017	96 / 91	81 / 79	85 / 74
2017-2018	99 / 91	84 / 78	81 / 74
2018-2019	67 / 61**	65 / 59 **	74 / 74

** First year of the MCAS Next Generation Computer Based Testing

The MCAS scores over the past five years show Monument Mountain students performing above the state average consistently on all MCAS measures.

School Improvement Goals:

Goal 1: Answer the question: What does each Monument Mountain high school graduate need to know and do to receive a MMRHS diploma? Use this to develop school wide proficiencies and assess current alignment of curriculum and assessment to these newly developed proficiencies.

Rationale: To improve equity of outcomes for each Monument graduate, there must be a clearly articulated vision for a guaranteed core experience for each student with multiple opportunities to demonstrate mastery of the academics, skills and mindsets necessary for success.

Objective	DIP Alignment	Activities 2019 -2020	Responsibility	Measurable Outcomes
Identify high school proficiency areas.	Portrait of a Graduate	<p>Work collaboratively to explore the following:</p> <ul style="list-style-type: none"> ● Why are proficiencies important? ● What is the difference between proficiencies and standards? ● What are exemplar schools doing with proficiencies? ● What types of proficiencies are important here at MMH? ● Why is a portrait of a graduate important? ● What are the skills and habits of mind that our children need for success in this rapidly changing and complex world? ● What are the implications for the design of the learning experiences—and equitable access to those experiences—we provide in our school and school system? <p>Gather and use community feedback to define the hopes, aspirations, and dreams for our young people.</p> <p>Draft a prioritized set of proficiencies including 21st century skills, mindsets, and overarching academic outcomes.</p> <p>Refine and finalize.</p>	<p>High School Administration: Lead a discussion with faculty regarding the role of proficiencies in guiding educational outcomes.</p> <p>Instructional Leads: Facilitate faculty learning connected to proficiencies and lead discussions to assess current practices.</p> <p>Department Coordinators: Lead discussions within departments to identify priority learning standards to be included in school wide proficiencies.</p>	By June 2020, draft of high school proficiencies will be shared with district administration and K-8 faculty for feedback and alignment.

<p>Examine current instructional practices and learn new techniques to improve student engagement and outcomes.</p>	<p>Professional Learning Culture</p>	<p>Continue to work with the Teachers Development Group in Mathematics to focus instruction on the Habits of Interaction and Habits of Mind to build student mastery of justification and generalization.</p> <p>Introduce NGSX professional development to the Science department to build the instructional practices of modeling and constructing explanations, questioning strategies and other “talk moves” to create a classroom culture of critical thinking.</p> <p>Continue work with an instructional coach in the techniques of co-teaching and Universal Design to improve differentiation, access to material, flexibility in the ways students engage in material, and flexibility in the way students demonstrate that they understand material in a fully inclusive instructional setting.</p>	<p>High School Administration: Coordinate professional development and provide time for departments and teams to work together on lesson development and analysis.</p> <p>Department Coordinators: Math, Science, English and Special Education coordinators lead departments in work and coordinate with administration to assure time for planning and implementation.</p>	<p>Increase in the percentage of high needs students performing in “Met” or “Exceed” expectation in the 2020 ELA, Math and Biology MCAS.</p>
<p>Examine current curriculum and where it is necessary to realign to the MA Frameworks. As proficiencies are defined, begin to identify the core standards in each content area for 9th and 10th grade that align.</p>	<p>Portrait of a Graduate</p>	<p>Review 9th and 10th grade math curriculum to ensure alignment with MA Frameworks and Next Generation MCAS.</p> <p>Work with district wide math team to choose curriculum for the 2020-21 school year.</p> <p>Develop new tenth grade core social studies curriculum to align to the new MA Frameworks.</p> <p>Develop core 9th and 10th grade ELA curriculum students are guaranteed regardless of course level.</p> <p>Align 9th grade biology curriculum to the Next Generation standards while creating a core experience across both honors and college prep.</p>	<p>High School Administration: Coordinate professional development and provide time for departments and teams to work together on lesson development and analysis.</p> <p>Department Coordinators: Math, Science, English, Social Studies and Special Education coordinators lead departments in work and coordinate with administration to assure time for planning and implementation.</p>	<p>By February 2020, choose new curriculum for 9th and 10th grade mathematics.</p> <p>By June of 2020, 10th grade social studies curriculum prepared for implementation in 2020-21.</p> <p>In Spring of 2021, improved performance on ELA, Math and Biology MCAS as a result of these shifts.</p>

<p>Examine current assessment practices and align practices to proficiencies.</p>	<p>Portrait of a Graduate</p>	<p>Work collaboratively to consider the following questions:</p> <ul style="list-style-type: none"> • What will each student need to demonstrate by the end of 12th grade as a measure of meeting each proficiency? • What are exemplar schools doing to verify students are meeting these outcomes and what do they do when students struggle? What do they do when students excel? • Do our current assessment practices align with expectations? <p>Implement STAR360 for progress monitoring in reading and math for our students with disabilities and English language learners.</p> <ul style="list-style-type: none"> • Administer STAR360 assessment quarterly for progress monitoring • Prepare for ninth grade benchmarking in 2020-21. 	<p>Director of Student Services and the Director of Technology: Provide support in the setup of the STAR360 system and training in its use. Support with time and resources.</p> <p>School Administration: Provide teams with resources and time to develop and analyze assessments.</p> <p>Instructional Leads: Facilitate conversations and learning that connects standards and proficiency based education.</p>	<p>Staff can articulate the vision of proficiency based education and the implications on assessment.</p> <p>Improved progress toward literacy and math goals for students with disabilities and English language learners.</p>
<p>Examine practices in the development of student health and wellness and identify areas of improvement.</p>	<p>Portrait of a Graduate Community Engagement for Improved Outcomes</p>	<p>Create a wellness team comprised of faculty, students, parents and community partners to review current practices in comparison with state and national standards.</p> <p>Create an action plan based on the review for implementation in 2020-2022.</p>	<p>School Administration: Provide teams with resources and time.</p> <p>Wellness Department: Coordinate with students, parents, administration and community partners to review and plan for implementation.</p>	<p>By December of 2019, a proposal for shift to the ninth grade PE program towards a comprehensive wellness program.</p> <p>By June of 2020, a fully developed action plan for shifts in practice for FY21 and FY22.</p> <p>A reduction of students reporting depressive symptoms in the next Prevention Needs Assessment Survey.</p>

Goal 2: Develop teacher leadership and strong professional learning culture that will support ongoing reflection and improved instructional practices leading to improvement of student outcomes.

Rationale: Strong professional culture enables teachers to regularly share their practice, in order to give and receive feedback that is based on a shared understanding of effective teaching, learning goals, and student needs in order to improve student learning and outcomes for all students.

Objective	DIP Alignment	Activities 2019-2020	Responsibility	Measurable Outcomes
<p>Improve professional culture and shared ownership of students to improve and align practices across all disciplines.</p>	<p>Professional Culture</p> <p>Equitable Outcomes</p>	<p>ILGs meet weekly during the school day with agendas that support professional learning and align work to SIP outcomes and objectives.</p> <p>Full faculty work collaboratively to develop shared norms for professional work.</p> <p>Department Coordinators work within departments to align instruction and curriculum and build shared core student experiences.</p> <p>Advisory teams plans and collaborates with other teams to plan student activities to support social emotional learning and student wellbeing.</p> <p>All teachers work with advisory groups to implement shared lessons at grade levels.</p>	<p>School Committee: Review and approve the District Improvement Plan.</p> <p>School Administration: Draft, review, edit, and finalize the School Improvement Plans. Provide time and resources for teams to meet.</p> <p>Instructional Leads: Provide feedback to administration from staff on work connected to the School Improvement plan. Plan and lead meetings with interdisciplinary groups of teachers to examine practices and student work.</p> <p>Department Coordinators: Support teams in collaborative work.</p> <p>Advisory Team: Plan advisory lessons and coordinate with other teams.</p> <p>Faculty: Engage in the ILG process.</p>	<p>Improved building culture as evidenced by increased student and staff participation in activities.</p> <p>Increased percentage of high needs students passing courses as a result of shared ownership and increase student support through advisory.</p>

<p>Develop facilitation and leadership skills in teachers and students to improve teacher and student voice and engagement in shared decision making and leading school improvement.</p>	<p>Professional Culture Community Engagement Equitable Outcomes</p>	<p>Provide professional development to all Instructional Leads and Department Coordinators in the use of protocols to facilitate conversations.</p> <p>Instructional Leads and Department Coordinators review Professional Learning Plan and SIP and provide feedback.</p> <p>Provide training in facilitation methods to a group of student and faculty leaders through Youth and Adults Transforming Schools Together (YATST).</p> <p>School Administration models facilitation skills and tools with Department Coordinators, Advisory Team members, the full faculty and student leadership.</p> <p>A governance council is formed consisting of faculty and students to inform and align decision making.</p>	<p>School Administration: Develop and implement the professional learning plan.</p> <p>Instructional Leads, Department Coordinators and other teacher leaders: Use facilitation skills and tools to coordinate meetings in ILGs, departments and other groups.</p> <p>Full Faculty: Follow norms and engage in professional dialogue with colleagues.</p> <p>Student Leaders: Lead facilitated conversations with both peers and with faculty to gather feedback for school improvement.</p>	<p>All ILG, horizontal Team, and department meetings have objectives that align to the SIP and the professional development plan.</p> <p>All ILG meetings are facilitated using a common set of tools and processes.</p> <p>The effectiveness of tools and processes used to facilitate ILG, Horizontal Team, and Department meetings is assessed on by consistently debriefing protocols in the forums in which they are used.</p>
<p>Focus the work of the Instructional Learning Groups (ILGs) and departments on work aligned to: -Equitable outcomes -Student centered learning -Refine assessment practices</p>	<p>Portrait of a Graduate Equitable Outcomes</p>	<p>Develop a common understanding of equitable outcomes, student centered learning and strong assessment practices.</p> <p>Engage in ILG protocols to collaboratively examine lessons and assessments to improve practice.</p> <p>Create common ninth grade assessments in core academic areas (biology, English, mathematics, social studies and world language).</p>	<p>School Administration: Lead teams to address performance gaps and student engagement to spur growth.</p> <p>Instructional Leads and Department Coordinators: Use facilitation skills and tools to coordinate meetings in ILGs, departments and other groups.</p> <p>Faculty: Engage in collaborative conversations to assess and refine practice to improve engagement and assessment.</p>	<p>Gaps of performance between groups of students shrink.</p> <p>All students have equal opportunity and access to all courses and programs at the high school as evidenced by changes in enrollment rates.</p>

Goal 3: Through improved communication and outreach, develop community engagement with school initiatives to improve outcomes for each student.

Rationale: Understanding and data-gathering must be a collaborative, shared process that honors the voices of those most impacted by the school itself: the students and the community. Conversations with students and community members can push school teams to design models that are responsive to a diverse student body. Student portraits are, in a way, a compact between the school and the community, indicative of a thriving partnership.

Objective	DIP Alignment	Activities 2019-2020	Responsibility	Measurable Outcomes
<p>Implement consistent and equitable engagement strategies to evolve programs.</p>	<p>Community Engagement</p> <p>Equitable Outcomes</p>	<p>Train students to engage in communication with peers, faculty and families.</p> <ul style="list-style-type: none"> ● student facilitators with restorative circles and Anti-Defamation League ● YATST: Up for Learning <p>Articulate a school approach for sharing information, encouraging involvement and sharing power.</p> <p>Include students, parents and community representation on working teams in wellness, environmental initiatives, CTE advisories, and grants.</p> <p>School Council will meet with principal monthly to engage in learning and feedback on evolution of program.</p> <p>Provide targeted engagement opportunities for English Language Learners’ families.</p> <p>Align to new pathways with the support and input of community partners.</p> <p>Expand articulation agreements with BCC.</p>	<p>School Administrators: Collect information from teachers during supervision process about type/frequency of family communication. Provide resources and time for training and implementation of communication with students.</p> <p>Career & Internship Coordinator: Organize, plan and support team meetings with community members and students.</p>	<p>All communication from schools is published in accessible formats with sensitivity to the linguistic and cultural diversity within the district.</p> <p>Students take a more active role in their educational experience as indicated by participation and attendance in YATST, student facilitators and student government.</p> <p>Families of our ELLs are more actively engaged in their students’ learning and programming opportunities.</p> <p>Increased percentage of students graduating with college credits.</p>

<p>Engage students and community partners in defining areas of proficiency for a graduate of Berkshire Hills.</p>	<p>Portrait of a Graduate</p>	<p>Work collaboratively with key constituencies to explore the following:</p> <ul style="list-style-type: none"> ● What are the hopes, aspirations, and dreams that our community has for our young people? ● What are the skills and habits of mind that our children need for success in this rapidly changing and complex world? ● What are the implications for the design of the learning experiences—and equitable access to those experiences—we provide in our school systems? ● Why are proficiencies important? ● What is the difference between proficiencies and standards? <p>Areas of Proficiency incorporate feedback and input from key constituencies.</p>	<p>School Administration: will identify key community partners to engage and reach out.</p> <p>Career & Internship Coordinator: Organize and plan with community members and students.</p>	<p>By June 2020, draft of high school proficiencies will be shared with district administration and K-8 faculty for feedback and alignment.</p>
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