

**Monument Valley Regional Middle 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.

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.

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.

Overview

For the 2019-2020 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 program, 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&):
<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.

School Improvement Goals:

Goal 1: Answer the question: What does each Monument Valley graduate need to know and do to move on to high school?

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 Valley 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	Responsibility	Measurable Outcomes
Identify middle school proficiency areas.	Portrait of a Graduate	Work collaboratively to explore the following questions: <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 MVM?● 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—	Middle School Administration: Lead a discussion with faculty regarding the role of proficiencies in guiding educational outcomes. Instructional Leads: Facilitate faculty learning connected to proficiencies and lead discussions to assess current practices.	By June 2020, draft of middle school proficiencies will be shared with district administration and the faculties at the elementary and high schools for feedback and alignment.

		<p>we provide in our school and school system?</p> <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>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>Continue to implement Self-Regulated Strategy development program. Complete implementation in the English department for all new faculty and deepen practices with veteran faculty. Expand the use of the program into the Social Studies program.</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 improving the Studio Habits of Mind framework to assess skills and understanding in the Exploratory program by developing the student-focused component, teaching the students to recognize performance and growth within the Exploratory program within a year and year to year.</p>	<p>Middle 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 Exploratory 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>

		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.		
Examine current assessment practices and align practices to proficiencies.	Portrait of a Graduate	<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 8th 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 in reading and math for benchmarking and screening in fifth and sixth grades, and for progress monitoring in all grades for our students with disabilities and English language learners.</p> <ul style="list-style-type: none"> • Screen all fifth and sixth graders in fall and spring, and plan for increasing frequency in the following year • Administer STAR360 assessment quarterly for progress monitoring 	<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>
Examine practices in the development of Tier II Social and Emotional Learning (SEL) instruction through the	Community Engagement for Improved Outcomes	<p>Implement Tier II SEL program with support and monitoring by the MVM Clinical Team.</p> <p>Support the Collaborative Care Coordination model through the MVM Clinical team, making connections between students, teachers, families, pediatricians and community based services and supports.</p>	<p>School Administration: Provide teams with resources and time.</p> <p>Clinical Team: Coordinate with students, parents, administration and community partners to review and plan for implementation.</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</p>

MVM Clinical Team		Evaluate and refine MVM Clinical Tier II Intervention and Support plan for the following year.		Prevention Needs Assessment Survey.
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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.

Objective	DIP Alignment	Activities	Responsibility	Measurable Outcomes
Align work of ILs and TCs to support aligning the work and learning of teachers to the district and school improvement plan.	Support Teacher Leadership	<p>ILGs meeting agendas support professional learning and align work to SIP outcomes and objectives</p> <p>Teacher Team Coordinators meet monthly in Vertical and Horizontal team leadership meetings to develop aligned activities in each department and grade team.</p>	<p>School Committee: Review and approve the District Improvement Plan.</p> <p>School Administration: Write the School Improvement Plan in collaboration with teacher leadership.</p> <p>Instructional Leads: Collect feedback from faculty on the school improvement plans.</p> <p>Faculty: Engage in the ILG process and participate in professional learning activities in Vertical and Horizontal teams.</p>	<p>2019-20</p> <p>Professional development plan is based on goals of DIP/SIP and faculty work in professional development aligns with those goals.</p> <p>Work in Instructional Leadership Groups, Horizontal Teams, and departments aligns to SIPs and the professional development plan.</p>
Provide professional development support in facilitation and leadership of Instructional Learning Groups	Support Teacher Leadership	<p>Professional Learning plan is developed to reflect goals of the SIP</p> <p>ILs work with admin to develop facilitation skills and tools for leading school improvement.</p>	<p>Administration: Develop the professional learning plan and lead with ILs and TCs.</p>	<p>ILG, Vertical and Horizontal Team meetings have objectives that align to the SIP and the professional development plan.</p>

<p>(ILGs), teaching teams and departments and advisory.</p>		<p>Admin leads facilitation skills and tools with Vertical and Horizontal Team Coordinators.</p>	<p>Instructional Leads and Team Coordinators: Implement the professional learning plan.</p> <p>Use facilitation skills and tools to lead meetings in IL and TC groups.</p>	<p>ILG meetings are facilitated using a common set of tools and processes.</p> <p>The effectiveness of tools and processes used to facilitate ILG, Vertical and Horizontal Team meetings is assessed on an ongoing basis by school leadership.</p>
<p>Focus the work of the Instructional Learning Groups (ILGs), teaching teams and departments on work aligned to:</p> <ul style="list-style-type: none"> ● Equitable outcomes ● Student centered learning ● Community Engagement 	<p>Support Teacher Leadership</p>	<p>2019-20 Develop common understandings of equitable outcomes, student centered learning and community engagement.</p> <p>Develop tools to measure community engagement.</p> <p>Study and monitor alignment to equitable outcomes, student centered learning and community engagement, and reflect on the implications of their work.</p> <p>Use the district values of equitable outcomes, student centered learning, and community engagement to inform next year’s SIP.</p>	<p>Administration Identify goals for levels of community engagement.</p> <p>Teacher Team Leadership Lead teams in work to address equity and student engagement gaps and spur growth.</p> <p>Faculty Engage in district activities related to improving equitable outcomes, student centered learning and community engagement.</p>	<p>Gaps of performance between groups of students shrink.</p> <p>All students have equal opportunity and access to all programs in the district as evidenced by changes in participation rates in all programs.</p> <p>Students begin taking a more active role in their educational experience</p> <p>Establish a baseline of community engagement by creating a menu of existing opportunities for community stakeholders to get involved, and by studying levels of stakeholder involvement in .</p>

Goal 3: Through improved communication and outreach, develop community engagement with District initiatives to improve outcomes for all students.

Objective	Activities	Responsibility	Measurable Outcomes
Implement consistent and equitable engagement strategies	Shift communication and engagement processes to reflect feedback from community.	School Administrators: Collect information from teachers during supervision process about type/frequency of family communication.	Articulate a school approach for sharing information, encouraging involvement and share power. All communication from district and schools is published in accessible formats with sensitivity to the linguistic and cultural diversity within the district.
Engage community partners in defining areas of proficiency for a graduate of Berkshire Hills.	2019-20 Administrators will work collaboratively with key constituencies to explore the following questions: <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? 	Administration and Teacher Leadership identify key community partners to engage. Community partners give feedback to improvement plans through surveys and forums.	Portrait of a Graduate incorporates feedback and input from key constituencies.

<p>Focus the work of families and the community on partnership in:</p> <ul style="list-style-type: none"> ● Equitable outcomes ● Student-centered learning ● Shared ownership with community 	<p>School Administration communicates common understanding of equitable outcomes, student centered learning and community engagement to key constituencies.</p> <p>Develop community forums with key constituencies to inform and gather feedback on equitable outcomes, student centered learning and community engagement.</p> <p>Administrators and Teacher Leaders use the district values of equitable outcomes, student centered learning, community engagement to inform next year's SIP.</p>	<p>Administration and Teacher Leadership identify key community partners to engage.</p> <p>Community partners give feedback to improvement plans through surveys and forums.</p>	<p>Administrative Team publishes values to key constituencies on equitable outcomes, student centered learning and community engagement</p> <p>Key constituencies report operational understanding of equitable outcomes, student centered learning and community engagement.</p> <p>2021-2022 DIP and SIPs incorporate feedback from key constituencies on equitable outcomes, student centered learning, community engagement.</p>
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