BHRSD DISTRICT IMPROVEMENT PLAN – 2019-2022

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.

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. Develop community engagement with district initiatives to improve outcomes for all students through improved communication, collaboration, and outreach with community partners.

Goal 1: Articulate a coherent vision for the success of each and every student centered around the **Portrait of the Graduate**.			
Objective	**Activities**	**Responsibility**	**Measurable Outcomes**
Draft the district proficiency areas.	**2019-20:** Work collaboratively to explore the following questions: ● Why are proficiencies important? ● What is the difference between proficiencies and standards? ● What are other schools doing with proficiencies?	**School Committee:** Understand and approve the draft district proficiency areas **Superintendent:** Share the draft district proficiency areas with community based constituents	By January 2020, each school will give feedback on a draft of the district proficiency areas.

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	• What types of proficiencies are important here at BHRSD? • Why is a portrait of a graduate important? • What are the implications for the design of the learning experiences—and equitable access to those experiences—we provide in our school systems? Draft the proficiency areas: • 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? • Draft a prioritized set of proficiencies including 21st century skills, mindsets, and literacies. Collect feedback from the community, refine and finalize.	(parents, business partners, selectboards, etc.) **Director of Student Services:** Connect and integrate the ideas from the proficiency areas to the transition planning process (PK-12) **Director of Learning and Teaching:** Supporting building administration and leading conversations with staff **Informational Technology Director:** Collaborate to create faculty and parent surveys **Administrative Team:** Draft the proficiency areas. **High School Administration:** Lead a discussion with faculty and Instructional leads regarding the role of proficiencies in guiding educational outcomes. **Middle School Administration:** Revisit core proficiencies developed last year with instructional leads and faculty to review and revise.	By March of 2020, community stakeholders will have given feedback on district proficiency areas. By June 2020: The school committee will have reviewed and approved the district proficiency areas.

		Elementary School Administration: Develop understanding of how proficiency-based education situates elementary education as part of a long term district endeavor.	
Create a portrait of the graduate for 4th grade, 8th grade and 12th grade.	**2020-21** Engage the BHRSD communities (e.g., Students, parents, business and higher education) to collaboratively to consider the following questions: • How have other schools integrated their competencies into a portrait of a graduate? • How might we develop and align portraits of 4th, 8th, and 12th grade graduates into a coherent arc of learning for students? • What are other schools doing with a portrait of a graduate? • What are other schools doing to verify students are meeting these outcomes and what do they do when students struggle? Articulate the things each student needs to know and be able to do at each level of their experience (core academic standards and habits of work)	**School Committee:** Understand and approve the draft portrait of a graduate **Superintendent:** Champion and shepherd the proficiencies and the portrait of a graduate (4th, 8th, 12th) **Director of Student Services:** Connect and integrate the ideas from the 'portrait' to the transition planning process (PK-12) **Director of Learning and Teaching:** Supporting building administration and leading conversations with staff **High School Administration:** Lead a discussion with faculty to define the knowledge and skills needed to be adept in each	By January of 2021: Each school will have a draft of what students will know and be able to do in relation to the proficiency areas when they graduate from 4th, 8th, and 12th grades.

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	Collectively complete the portrait and incorporate feedback from the school communities, refine and finalize.	proficiency area at the end of each grade level. **Middle School Administration:** Lead a discussion with faculty to define the knowledge and skills needed to be adept in each proficiency area at the end of each grade level. **Elementary School Administration:** Lead a discussion with faculty to define the knowledge and skills needed to be adept in each proficiency area at the end of each grade level.	
Restructure assessment practices to measure student attainment in the identified proficiencies.	**2020-21 (and ongoing)** Modify and align assessments based on proficiencies and current assessment practices in BHRSD. Pilot assessment practices, collect and analyze student data using the proficiencies.	**Superintendent, Director of Student Services:** Champion and shepherd the modified and aligned assessments as well as the pilot assessments. Support with time and resources. **Director of Learning and Teaching:** Research, gather, lead analysis of assessments. Oversee pilot of assessments at 3 levels. **School Administration:** Provide teams with resources and time to	By the end of 2020-2021: Students at grades 4, 8, and 12 will be assessed on 3 of the 6 proficiency areas. Results of assessments will be recorded and analyzed to determine progress towards reaching proficiency and planning next steps to address gaps.

		develop, pilot and analyze assessments. Support the PD necessary for assessments to be piloted for end of 2020-2021. Determine what other components of the school (e.g., schedule, calendar,) may be affected by changes in assessment practices.	

Goal 2: Develop teacher leadership and a strong professional learning culture that will support ongoing reflection and improvement of student outcomes, through strengthening the roles of teacher leaders--Team Coordinators (TCs) and Instructional Leads (ILs)--and their impact on the work of each school.

Objective	Activities	Responsibility	Measurable Outcomes
Algin work of ILs and TCs to support the work and learning of teachers to the district and school improvement plan.	**2019-20 (and recurring)** District Improvement Plan is written to enable School Improvement Plans to be aligned when written. **IL Summer Training** - IL's receive training in facilitation of common protocols and meeting formats - ILs review DIP and give feedback and draft SIP's. **ILG Meetings**	**School Committee:** Review, understand, and approve the District Improvement Plan. **Administration:** Write the District Improvement Plan. Provide draft of School Improvement Plan **School Administration:**	**2019-20** Professional development plan is based on goals of DIP/SIP and faculty work in professional development aligns with those goals. Work in Instructional Leadership Groups, Horizontal Teams, and departments aligns to SIPs and the professional development plan.

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	ILGs review Professional Learning Plan and give feedback. ILGs meeting agendas align work to SIP outcomes and objectives **TC Meetings** TCs review Professional Learning Plan and give feedback. TCs review SIP and give feedback. TCs Align work to SIP goals and outcomes. **Faculty Meetings** Teachers reflect on SIP outcomes and give feedback to inform next year's improvement plans.	Review, edit, and finalize the School Improvement Plans. **Instructional Leads:** Collect feedback from faculty on the school improvement plans. Provide feedback to admin on the District Improvement Plan and the draft version of the School Improvement Plan. **Faculty:** Engage in the IL process.	
Provide professional development support in facilitation and leadership of Instructional Learning Groups	**2019-20 (and ongoing)** Professional Learning plan is developed to reflect goals of DIP and SIPs ILs work with admin to develop facilitation skills and tools for leading school improvement.	**Administration:** Develop the professional learning plan Implement the professional learning plan	All ILG, horizontal Team, and department meetings have objectives that align to the SIP and the professional development plan.

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(ILGs), teaching teams and departments.	Admin leads facilitation skills and tools in TC meetings to model for use in Team meetings.	**Instructional Leads and Team Coordinators:** Implement the professional learning plan.	ILG meetings are facilitated using a common set of tools and processes. The effectiveness of tools and processes used to facilitate ILG, Horizontal Team, and Department meetings is assessed on an ongoing basis by school leadership.
Focus the work of the Instructional Learning Groups (ILGs), teaching teams and departments on work aligned to: ● Equitable outcomes ● Student centered learning ● Community Engagement	**2019-20 (and ongoing)** Develop common understanding of equitable outcomes, student centered learning and community engagement. Develop tools to measure community engagement. Study and monitor alignment to equitable outcomes, student centered learning and community engagement, and reflect on the implications of their work. Use the district values of equitable outcomes, student centered learning, community engagement to inform next year's DIP.	**Administration** Identify goals for levels of community engagement and tools to measure. Lead teams in work to address equity and student engagement gaps and spur growth. **Faculty** Engage in district activities related to improving equitable outcomes, student centered learning and community engagement.	Performance gaps between groups of students shrink. All students have equal opportunity and access to all programs in the district as evidenced by changes in participation rates in all programs. Students begin taking a more active role in their educational experience. Establish a baseline of community engagement.

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Goal 3: Develop strong and routine community engagement by increasing collaboration, communication and outreach to all community stakeholders in order to improve outcomes for all students.

Objective	Activities	Responsibility	Measurable Outcomes
Implement consistent and equitable engagement strategies	**2019-2020:** **Fall 2019** Analyze opportunities and access to communication with families and the community to identify gaps in engagement. ● Query teachers, teams and admins on how they provide information, encourage involvement and share power with families and the community. ● Deliver survey to stakeholders **Spring 2020** Develop systems to improve practices and procedures ● Incorporate reflections on school climate survey results from stakeholders to improve communication and engagement. ● 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.	Develop and adopt a school climate survey for students, staff, families and the community to deliver annually. Publish assessment of and reflections on school climate survey results to stakeholders. Articulate a district and school approach for sharing information, encouraging involvement and share power. All communication from district and schools is published accessible formats with sensitivity to the linguistic and cultural diversity within the district. .

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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: • 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 will identify key community partners to engage and reach out to.	Areas of Proficiency incorporate feedback and input from key constituencies.
Focus the work of families and the community on partnership in: • Equitable outcomes	**2019-2020** Administrative team studies the current status of community engagement in the district and articulates principles of engagement that will inform school improvement plans. **2020-2021**		Administrative Team publishes values to key constituencies on equitable outcomes, student centered learning and community engagement Key constituencies report operational understanding of

● Student-centered learning ● Shared ownership with community	Administrative Team communicates common understanding of equitable outcomes, student centered learning and community engagement to all constituencies. Develop community forums with key constituencies to inform and gather feedback on equitable outcomes, student centered learning and community engagement. Admins use the district values of equitable outcomes, student centered learning, community engagement to inform next year's DIP.		equitable outcomes, student centered learning and community engagement. 2021-2022 DIP and SIPs incorporate feedback from key constituencies on equitable outcomes, student centered learning, community engagement.

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

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.

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