**MBE SCHOOL IMPROVEMENT PLAN – 2021-2022**

**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.**

**2021-2024 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. Building a culture that values equity and diversity where **all** people are welcomed and valued.

We will focus on three areas for 2021-2024:

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

**MBE Mission**

Children will, as a result of their time at Muddy Brook Elementary School:

* Approach life and future challenges with joyful curiosity and the skills to succeed.
* Ask good questions, seriously consider big ideas, and effectively communicate their thinking.
* Develop knowledge of their strengths and challenges that will lead to a strong sense of self and increased confidence.
* Care for and respect themselves and each other, and connect with their community.
* Relish learning from differences and embrace diversity.

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| **Goal 1**: Articulate a coherent vision for the success of each and every student centered around the **Portrait of the Graduate** especially in the area of Social Emotional Learning (SEL). | | | |
| **Objective** | **Activities** | **Responsibility** | **Measurable Outcomes** |
| Draft the school proficiency areas especially in the area of SEL. | **2021-22:**  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? * What types of proficiencies are important here? * Why is a portrait of a graduate important? * What are the implications for the design of the learning experiences at MBE —and equitable access to those experiences—we provide in our school?   Draft the SEL 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 especially in the area of SEL that our children need for success in this rapidly changing and complex world? * Draft a prioritized set of SEL proficiencies.   Collect feedback from the community, refine and finalize. | **Elementary School Administration:**  Develop understanding of how proficiency-based education situates elementary education as part of a long term district endeavor especially in the area of SEL.  **Elementary School Staff:** Coordinate to finalize Social Emotional Competencies using information from the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework; the Yale Recognizing, Understanding, Labeling, Expressing and Regulation (RULER) system; and MBE Positive Behavioral Interventions and Supports (PBIS) i-Chart and Panorama survey data results. | By January 2022, update the 2019 draft MBE continuum of SEL proficiencies integrating CASEL; RULER; PBIS i-chart and early Panorama data results.  By June 2022: The MBE school community will have reviewed and given feedback on the MBE SEL continuum. |
| Create a district portrait of the graduate for grades 4, 8, and 12. | **2021-22**  Engage the BHRSD communities (e.g., County-wide POG group, 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 what it is that each student needs to know and be able to do at each level of their experience (core academic standards and habits of work)  Collectively complete the portrait and incorporate feedback from the school communities, refine and finalize. | **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  **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. Use the already-created standards-based report card and SEL Continuum as guidance in this work. | By Spring 2022**:** 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. |
| Restructure assessment practices to measure student attainment in the identified proficiencies. | **2022-23 (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 develop, pilot and analyze assessments. Support the PD necessary for assessments to be piloted for the end of 2022-2023. Determine what other components of the school (e.g., schedule, calendar,) may be affected by changes in assessment practices. | **By the Spring of 2022:** Catalog assessments in use at MBE in English Language Arts (ELA); Math (MA) and SEL to inform grading on already produced standards-based report card.  Renew use of MCAS ; STAR testing analysis and classroom assessments for instructional adjustments and intervention.  Continue research into Math Programs for Purchase including an assessment system. Secure programming and begin training staff for its use in 2022 2023  **By Summer of 2022:** Use preliminary MCAS assessment results; STAR results and applicable classroom assessments to determine overall effectiveness of current intervention model in use (Tier II Teacher-led intervention in PK/K; grades 1-3 pull out support and co-teaching model in upper elementary grades for instructional decisions for the 2022 2023 school year.  **By the end of 2023:**  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. |

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| **Goal 2**: Develop teacher leadership and a strong professional learning culture that will support ongoing reflection and improvement for student outcomes especially in SEL, 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** |
| Align work of ILs and TCs to support the work and learning of teachers to the district and school improvement plan. | **2021-22 (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**  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.  **School Council**  Meets twice a month. The councils from all schools convene twice a year | **School Committee:**  Review, understand, and approve the District Improvement Plan.  **Administration:**  Write the District Improvement Plan.  Provide draft of School Improvement Plan  **School Administration:**  Review, edit, and finalize the School Improvement Plans.  **Instructional Leads:**  Collect feedback from faculty on the school improvement plans.  Provide feedback to administrators on the District Improvement Plan; the draft version of the School Improvement Plan.  Lead groups in the analysis of the MBE SEL Proficiencies Continuum and assist with mapping of SEL curricula in use to identify strengths in instruction and gaps for ILG foci.  **Faculty:**  Engage in the IL process. | **By January 2022**  Reestablish School Council for MBE for twice monthly meetings.  **By June of 2021-22**  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.  Staff sharing of knowledge and resources available to enhance existing and filling of gaps in SEL instruction at MBE. |
| Provide professional development support in facilitation and leadership of Instructional Learning Groups (ILGs), teaching teams and departments. | **2021-22 (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.  Admin leads facilitation skills and tools in TC meetings to model for use in Team meetings. | **Administration:**  Develop the professional learning plan  Implement the professional learning plan aligning teacher goals in the areas of SEL; ELA and /or Math Instruction.  **Instructional Leads and Team Coordinators:**  Implement the professional learning plan. | **2021-22 (and ongoing)**  All ILG, horizontal Team, and department meetings have objectives that align to the SIP and the professional development 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 | **2021-2022 (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.  Inform families of weekly community building activities designed and delivered by Specialist teachers on the Week at a Glance every Friday.  **Faculty**  Engage in district activities related to improving equitable outcomes, student centered learning and community engagement.  **Specialist Teachers**  Provide grade-level access to weekly community building activities specifically designed to provide opportunities for appreciation of diversity, encouragement of belonging and accentuate personal wellness strategies. | 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 | **2021-2024:**    **Spring 2021**  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     **Summer 2021**  Develop systems to improve practices and procedures   * Incorporate reflections on school climate and Panorama survey results from stakeholders to improve communication and engagement. * Shift communication and engagement processes to reflect feedback from the community. | **School Administrators:**  Collect information from teachers during supervision process about type/frequency of family communication.  Inform about and encourage use of the MBE Family Liaison to provide parents/families with information, support, and community resources especially to immigrant families.  **MBE Faculty:** Utilize MBE Family Liaison for assistance with immigrant families. | Develop and adopt a school climate survey (Panorama) 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 in accessible formats with sensitivity to the linguistic and cultural diversity within the district. . |
| Engage community partners in defining areas of proficiency for the portrait of a graduate of Berkshire Hills. | **2021-22**  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 * Student-centered learning * Shared ownership with community | **2021-2022**  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 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 DIP. | Family Engagement Best Practices  STOKE  **STOKE at MBE:** Utilize STOKE Collective to collect staff, parent, community and student feedback specific to MBE. | Administrative Team publishes values to key constituencies on equitable outcomes, student centered learning and community engagement  Key constituencies report operational understanding of 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.  **By March 2022:** Staff is aware of both district and MBE specific STOKE findings.  **2022-2023** DIP and SIP at MBE incorporates both district wide and school specific STOKE feedback. |

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.