School Improvement Plan

2021-2022

# 2021-2024 District Level Goals:

### The Mission of 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.**

### District Improvement Outcomes and Goals:

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.

# W.E.B. Du Bois Mission and Goals

### 

### UPDATE: The Mission of W.E.B. Du Bois Regional Middle School (written in 2016)

Our middle school learning community will:

* Support students to take responsibility for doing their personal best,
* Grow children into active citizens who build a sustainable future with our local and global community,
* Model equity to close gaps of opportunity for every student in learning and life,
* Acknowledge the importance of every student’s sense of place and self-worth,
* Prepare every student for college, career and community engagement, and
* Foster a spirit of inquiry and lifelong learning for all.

### W.E.B. Du Bois Goals for SY 2021-22

1. Articulate a coherent vision for the success of each and every student centered around the **Portrait of the Graduate** and proficiency based learning.
2. Develop a learning culture among youth and adults that strengthens outcomes and responds to the collective challenges--from the pandemic, shifting community demographics, etc.--through social emotional learning and culturally responsive engagement.
3. Promote more involvement of parents and community partners in the life of the school in order to improve outcomes for students.

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 1**: Articulate a coherent vision for the success of each and every student centered around the **Portrait of the Graduate** and proficiency based learning. | | | |
| **Objective** | **Activities** | **Responsibility** | **Measurable Outcomes** |
| Define proficiencies for each discipline taught at Du Bois Middle School | Staff meetings devoted to vertical team time. Teams work together to discuss and define learning proficiencies for every grade-span and every quarter. | Principal, Vertical Team Leaders, Vertical Teams. | Defined learning proficiencies are drafted and compiled into one document (output)  Student learning is focused on demonstrating mastery of learning proficiencies (outcome) |
| Provide professional learning on giving rubric based feedback to students regarding academic mastery. | District and school based professional development sessions on using rubrics and giving proficiency based feedback. | Director of Teaching and Learning, Principal, Great Schools Partnership | Staff use rubrics more frequently to deliver feedback and measure student progress towards mastery. |
| Build a Student Led Conference (SLC) routine to allow for student reflection on their academic growth. | Write supporting materials to assist teachers in leading student-led conferences.  Provide professional learning sessions and extra opportunities to learn about implementing SLCs. | Director of Learning and Teaching, Principal, Instructional Leadership Team | 95% participation in SLCs by students and families. |
| Revise Du Bois portrait of a graduate based on our earlier work, the proficiencies developed by teams, and district conversations. | Develop a draft of Academic Literacy, one of the five pillars of the DBM POG developed two years ago. The discipline based prificieciences inform how we will coach students into proficiency in subjects.  Review the Five Pillars of the DBM POG developed two years ago. Prepare for synthesis process in 2022-2023 to finalize the DBM POG. | Director of Teaching and Learning, Principal, Great Schools Partnership | Draft proficiencies developed for each of the four quarters in every subject and grade level. (Academic Literacy)  Professional learning plan for 2022-2023 developed to synthesize the Academic Literacy portion of the POG with the other four areas. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 2**: Develop a learning culture among youth and adults that strengthens outcomes and responds to the collective challenges--from the pandemic, shifting community demographics, etc.--through social emotional learning and culturally responsive engagement. | | | |
| **Objective** | **Activities** | **Responsibility** | **Measurable Outcomes** |
| Develop Teacher leadership teams to drive the work of teacher teams. | Provide professional learning and regular meeting times for Instructional Leaders, Vertical Team Leaders, Horizontal Team Leaders, and the Crew Leadership Team. | Principal, Assistant Principal, Great Schools Partnership | Robust meeting and professional learning calendar (output)  High functioning teacher teams (outcome) |
| Target crew curriculum to each grade level | Develop a crew leadership team with members from each grade level. | Assistant Principal, Crew Leadership Team, Horizontal Teams. | Increased consistency in crew programming and implementation. |
| Train staff in a unified Social Emotional Learning Program | Train a Leadership team in RULER.  Deliver professional learning to all staff on RULER program and practices. | Assistant Principal, Crew Leadership Team | Staff ability to use RULER tools and language.  Increase in positive Panorama data. |
| Measure Student Growth in Social Emotional Learning | Give the Panorama Survey to students twice in the school year.  Make Panorama data available to teachers.  Use Panorama data on clinical team to track student progress and direct the use of school and community partner resources. | Director of Teaching and Learning, Assistant Principal, Clinical Team | Student data regularly discussed in clinical team  Student data used by teachers.  Increase in positive Panorama data. |
| Increase staff and student capacity to engage in and use restorative practices to navigate conflict. | Form a school culture team composed of students, teachers, community partners, and families to lead restorative work.  Provide training to students, staff, and parents to increase capacity.  Use restorative processes to address conflicts as they arise. | Assistant Principal, Stoke coalition | Greater capacity of students and staff to solve and avoid conflicts in school.  Increased comfort and safety in the school environment. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 3**: Promote more involvement of parents and community partners in the life of the school in order to improve outcomes for students. | | | |
| **Objective** | **Activities** | **Responsibility** | **Measurable Outcomes** |
| Strengthen our collaborative care partnerships with local pediatricians. | Develop data tracking practices to measure student response to collaborative care interventions.  Streamline process of getting families involved in collaborative care. | Assistant Principal, Clinician, Macony Pediatrics, CHP | More efficient use of area resources to support students.  More students and families involved in collaborative care.  Growth and progress due to collaborative care is measurable. |
| Family meetings | Continue to engage families as requested for teachers, Crew Leaders, Horizontal team meetings, Special Education Team meetings. | Admin, Clinical team, Horizontal Team Coordinators, Crew leaders | Sustained and robust schedule of family meetings to meet the needs of students. |
| Student Led Conferences (SLCs) | Develop a SLC process that works for families, students and educators. | Admin, Horizontal Teams, Instructional Leads, Students, Families | Every student has a SLC.  SLC process revised for 2022-2023 based on experience and feedback from students, families and educators. |
| Form a parent advisory council to inform ongoing school improvement work. | Support the development of the Du Bois Welcome Crew. This is a group of parents and guardians who collaborate to welcome families who have not traditionally felt welcomed into our community. | Principal, parents and guardians, community partners (VIM, CCC, hopefully others). | DBM Welcome Crew designs and implements family engagement functions.  Families join the Welcome Crew to help.  Students and Parents/Guardians from historically marginalized families or demographics report increased engagement and facility with the learning community. |