**MMRHS SCHOOL IMPROVEMENT PLAN – 2021-2024**

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.

**MMRHS Mission**

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

**MMRHS School Level Goals: 2021-2024**

1. Identify school wide graduation proficiencies and create units and assessments that align to the proficiencies and provide feedback through shared rubrics designed to improve each student's growth and performance.
2. Engage teacher leadership in a strong professional learning culture that supports ongoing reflection, data analysis, equitable instructional practices, equitable assessment practices, and social emotional learning practices, which will lead to improved student outcomes.
3. Improve collaboration and communication with all constituents to increase student, parent and community participation in school governance, program development, and program evaluation to improve outcomes for all students.

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| **Goal 1**: Identify school wide graduation proficiencies and create units and assessments that align to the proficiencies and provide feedback through shared rubrics designed to improve each student's growth and performance. | | | |
| **Objective** | **Activities** | **Responsibility** | **Measurable Outputs/Outcomes** |
| Identify 4-6 cross curricular and 4-6 content specific (in each department) graduation proficiencies | January 2022:  Draft content specific graduation proficiencies, and use them to identify cross curricular themes.  February 2022:  Draft the 3-6 cross curricular proficiencies considering 21st century skills, mindsets, and literacies from graduation proficiencies.  June 2022:  Refine Monument Mountain graduation proficiencies.  Spring 2022 - June 2023:  Align proficiencies K-12 and finalize graduation proficiencies. | **School Committee:** Question and approve the final graduation proficiencies  **Superintendent:** Share the final graduation proficiencies with community based constituents (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:** Support building administration with resources and aligned PD, coordinate conversations across schools and lead professional learning with staff.  **School Administration:**  Lead professional learning with faculty, Instructional Leads and Department Coordinators in identifying and refining graduation proficiencies. | A finalized set of graduation proficiencies. *(June 2022)* |
| Define 5-10 performance indicators per graduation proficiency. | January 2022-June 2023:  Draft performance indicators that are specific enough to be measurable at a grade span or course level, which provide multiple pathways for students to demonstrate proficiency.  June 2022:  Each department will define 5-10 performance indicators with articulated rubrics for two of their content specific proficiencies.  June 2022:  Faculty will have 5-10 performance indicators with articulated rubrics for the cross curricular proficiency: *communication*.  September 2022:  Finish creating draft performance indicators and rubrics for the remaining cross curricular proficiencies.  January 2023:  Finish creating performance indicators and rubrics for the remaining content specific proficiencies. | **Director of Student Services:** Ensure performance indicators allow for multiple and varied options for students to demonstrate evidence of learning.  **Director of Learning and Teaching:** Supporting building administration and lead conversations with staff about the purpose, measurability, and flexibility of performance indicators.  **School Administration:**  Lead professional learning sessions with faculty, Instructional Leads and Department Coordinators in identifying and refining performance indicators for each proficiency. | A finalized set of performance indicators for each graduation proficiency. *(June 2023)* |
| Develop units and assessments aligned to graduation proficiencies that provide multiple pathways for students to demonstrate proficiency and have opportunity to personalize and excel. | **Ongoing Sept 2021-June 2024:**  June 2022:  Each teacher will have a draft unit with a summative assessment aligned to at least one cross curricular and one content specific proficiency.  June 2022:  Each teacher will pilot two units aligned to shared graduation proficiencies and provide feedback to students using shared rubrics. | **Superintendent, Director of Student Services:** Champion and shepherd the modified and aligned assessments as well as the pilot assessments. Support with PD and release time and professional development resources and funding.  **School Administration:** Provide teams with current and relevant resources, expertise, and time to develop and analyze assessments.  **Instructional Leads:** Facilitate conversations to align units to proficiencies, and lead and support teachers in refining units through the examination of curricula, student work, and data. | All units and assessments in all 9-10 grade courses will be realigned to graduation proficiencies. *(June 2024)*  All 9th & 10th grade students will receive feedback on their progress towards achievement of each graduation proficiency.  *(June 2024)*  All 11-12th grade coursework will be at least 50% aligned to graduation proficiencies.  *(June 2024)*  Narrow gaps in student performance for sub groups: gender, SES, race, ELLs, Special Education. *(June 2024)* |

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| **Goal 2**: Engage teacher leadership in a strong professional learning culture that supports ongoing reflection, data analysis, equitable instructional practices, equitable assessment practices, and social emotional learning practices, which will lead to improved student outcomes. | | | |
| **Objective** | **Activities** | **Responsibility** | **Measurable Outputs/Outcomes** |
| Develop a culture of authentic collaboration and provide a safe forum in which colleagues can examine student data, learn from student work, share instructional strategies and curricula, and work through dilemmas with the support of colleagues to better meet the needs of all students. | Ongoing 2021-2024:  ILGs meet weekly in structured meetings to reflect, analyze and align work in order to improve instruction.  ILGs review STAR 360 and Panorama data twice annually as part of data inquiry cycles to identify patterns in student need and performance regularly problem solve to better meet the needs of students. | **School Committee, Superintendent, Director of Student Services:** Support with time and resources.  **School Administration and Director of Learning & Teaching:**  Collaborate and coach Instructional Leads (ILs) in effective collaboration by offering time, expertise, and resources.  **Instructional Leads:**  Collaborate with other ILs and Department Coordinators, plan agendas for weekly team meetings, encourage colleagues to support noticings and wonderings using data, and work to engage in a cycle of growth and authentic inquiry.  **Faculty:**  Engage in the ILG process. | A measurable reduction in the % of students needing separate academic or clinical tier II intervention.  *(June 2024)*  An increased % of students reporting their academic experience is providing the appropriate balance of challenge and support.  *(June 2024)* |
| Develop a shared understanding and expectations for the five core SEL competencies from CASEL (the Collaborative for Academic, Social, and Emotional Learning):  *Self-Awareness*  *Self-Management*  *Social Awareness*  *Relationship Skills*  *Responsible Decision-Making*  and collaborate to embed these into students’ academic and co-curricular experiences. | 2021-23:  Support staff and students in managing challenges connected to the pandemic including uncertainty and anxiety and their impact on teaching and learning.  Engage full faculty in SEL professional learning grounded in RULER and the CASEL competencies.  Administer the Panorama SEL survey to students and staff twice annually, and review data to identify priorities in SEL work.  2022-24:  The SEL and Crew planning teams will develop and train staff in targeted lessons that can be implemented through Crew to support student social emotional growth and wellbeing.  The Panorama data management system will be used to track student SEL, and academic data as it compares to student demographic status.  The SEL team, Crew team, ILs and administration will use the Panorama data with ILG teams to examine instructional and intervention practices for targeted support and improved student outcomes. | **School Committee, Superintendent, Director of Student Services:** Support with time, expertise, and resources.  **School Administration, District Wellness Coordinator and Director of Learning & Teaching:**  Collaborate and coach Instructional Leads (ILs), SEL, and CREW teams with time, expertise, and resources.  **SEL team, Crew team, and Instructional Leads:**  Create SEL lessons and implement professional learning. Leads will review SEL data and lead data driven discussions and planning with colleagues.  **Faculty:**  Engage in SEL work during professional learning and ILG time, and implement lessons with students. |  |

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| **Goal 3**: Improve collaboration and communication with all constituents to increase student, parent and community participation in school governance, program development, and program evaluation to improve outcomes for all students. | | | |
| **Objective** | **Activities** | **Responsibility** | **Measurable Outputs/Outcomes** |
| Increase student voice in the decision making process of the school. | Build Youth and Adult Partnership in decision making within the school with the support of Up for Learning.  Create a Student Advisory Board consisting of one student rep from each Crew.  Include student reps on the faculty governance board and on the school committee.  Administer at least two student surveys annually to gather student feedback on school improvement.  Use ParentSquare to improve communication between administration/faculty and the student body.  Investigate emerging technologies to improve communication with students. | **School Administrators:**  Support the development of the Student Advisory Board with time, expertise, and resources. Provide training to staff in new methods of communication and review student survey data for feedback.  **Faculty:**  Solicit student representations from their Crews, engage in conversation with students about school improvement and support students in dialogue with their peers. | Develop an articulated school approach for sharing information, encouraging involvement and sharing power with all school constituents.  Students will report increased engagement and ownership of school programs. |
| Build a student centered restorative practice to improve school culture. | Expand the Student Ambassador Group in partnership with The STOKE Collective and Railroad Street Youth Project by training additional students in the work.  Identify space and funding to support student-led restorative circles designed to address student concerns and broaden practices for handling student affairs. | **School Administration, District Wellness Coordinator and Director of Learning & Teaching:**  Provide time and resources to support the continued development of restorative practice.  **Faculty:**  Participate in conversations and training with students to build a school wide restorative practice. Shift toward restorative practices for addressing student affairs and classroom behavior. | Students will begin to take a more active role in their educational experience by participating in restorative conversations with their peers.  Students report an improved sense of inclusion and respect between peers.  Tier I discipline referrals to the assistant principal decrease. |
| Build healthy two-way communication between the school and all families and community partners, that is not limited by barriers in language, time or other factors that may limit a family or partner’s ability to participate in the school community. | Ongoing 2021-2024:  Create and distribute at least two parent surveys annually to solicit feedback.  Host parent forums on specific topics of interest related to school improvement.  Engage with community partners to expand outreach efforts to underrepresented stakeholders.  2021-22:  Pilot the use of ParentSquare as a tool to increase and improve direct communication from administration & teachers to targeted subgroups of families.  2022-24:  Establish a baseline of community engagement by creating a menu of existing opportunities for families & community stakeholders to get involved, and by studying levels of stakeholder involvement in these areas.  Analyze use of school wide communication tools; website, newsletter, ParentSquare, Facebook, instagram, etc; to determine which tools are best in which circumstances. | **School Administration, Director of Student Services, District Wellness Coordinator and Director of Learning & Teaching:**  Support staff, families & community partners in reflecting on what aspects of communication are working well and where improvement is needed. Make sure all information is communicated in languages and formats to reach all parents. Provide time and resources to oversee the development of an action plan to improve and build two way communication.  **Faculty:**  Participate in meetings, open houses, and other opportunities for family & community engagement. Establish methods for parents to engage in their student’s work on a regular basis. | Articulated school approach for sharing information, encouraging involvement and sharing power.    An increased percentage of families report positive interactions with school staff to support the success of their student.  An increased percentage of families report understanding the school’s improvement efforts.  Communication is published through accessible formats with sensitivity to the linguistic and cultural diversity within the district. |