# Central Berkshire Regional School District

## Strategic Plan (2023-2028)

CBRSD

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# Strategic Plan Committee Members

## Central Office Administrative Team Members

**Leslie Blake-Davis**
Superintendent

**Michael Henault**
Assistant Superintendent

**Gregory Boino**
Director of Finance & Operations

**Nathan Loux**
Director of Student Services

## Instructional Leadership Team

**Mary Kay McCloskey**
Becket Washington Principal

**Becki Neet**
Craneville Principal

**Becky Sawyer**
Craneville Assistant Principal

**Kathy Buckley**
Kittredge Principal

**John Vosburgh**
Nessacus Principal

**Gary Campbell**
Nessacus Vice Principal

**Aaron Robb**
Wahconah Principal

**Steve Messina**
Wahconah Vice Principal

**Patricia Robie**
Grade 2 Teacher

**Shawn Therrien**
Instructional Coach

**Kelly Flynn**
Instructional Coach

## Policy Subcommittee Members

**David Stuart**
**Jake Eberwein**
**Amy Gelinas**
**Dick Lacatell**
**Liz Lounsbury**

*Acknowledgement and appreciation go out to the members of the Parent Advisory Committee for their ongoing feedback throughout this process.*

# To the Community of Central Berkshire Regional School District

The Central Berkshire Strategic Plan represents a culmination of work by a dedicated group of stakeholders to ensure our north star reflects equitable, high-quality learning opportunities. A priority endeavor through this effort was to create a plan that is community friendly and lays out a path for the ideal Central Berkshire graduate.

The primary goals of the strategic plan include providing equitable and inclusive learning opportunities for students and staff to promote student achievement, providing equitable and inclusive support systems for all students social and emotional needs, expanding and strengthening family and community partnerships, and ensuring comprehensive resource allocation and utilization. Each of these goals contains specific action steps to move us toward our goals.

Through this endeavor, we developed core values representing perspectives from diverse individuals across our seven-member towns. Implementation of the Portrait of a Graduate process allowed us to set a vision that imagined vital skills and habits of mind from multiple viewpoints, including from parents/caregivers, educators, students, and community members. This work concluded with identifying five primary attributes/core values that will steer the course of our work for several years to come.

Primary areas of growth as determined by summative and formative assessment data, our equity audit, survey data, accountability data, and input from community members are to 1) create robust multi-tiered systems of support in both academic and social and emotional learning, 2) develop shared understandings of high-quality instruction, 3) to close identified achievement gaps, and 4) to create increased opportunities for family engagement.

These are lofty goals. The documented initiatives reflect our community members' high expectations for our students. I want to thank our Seven Member Towns for their support toward leading Central Berkshire forward as a leading educational organization.
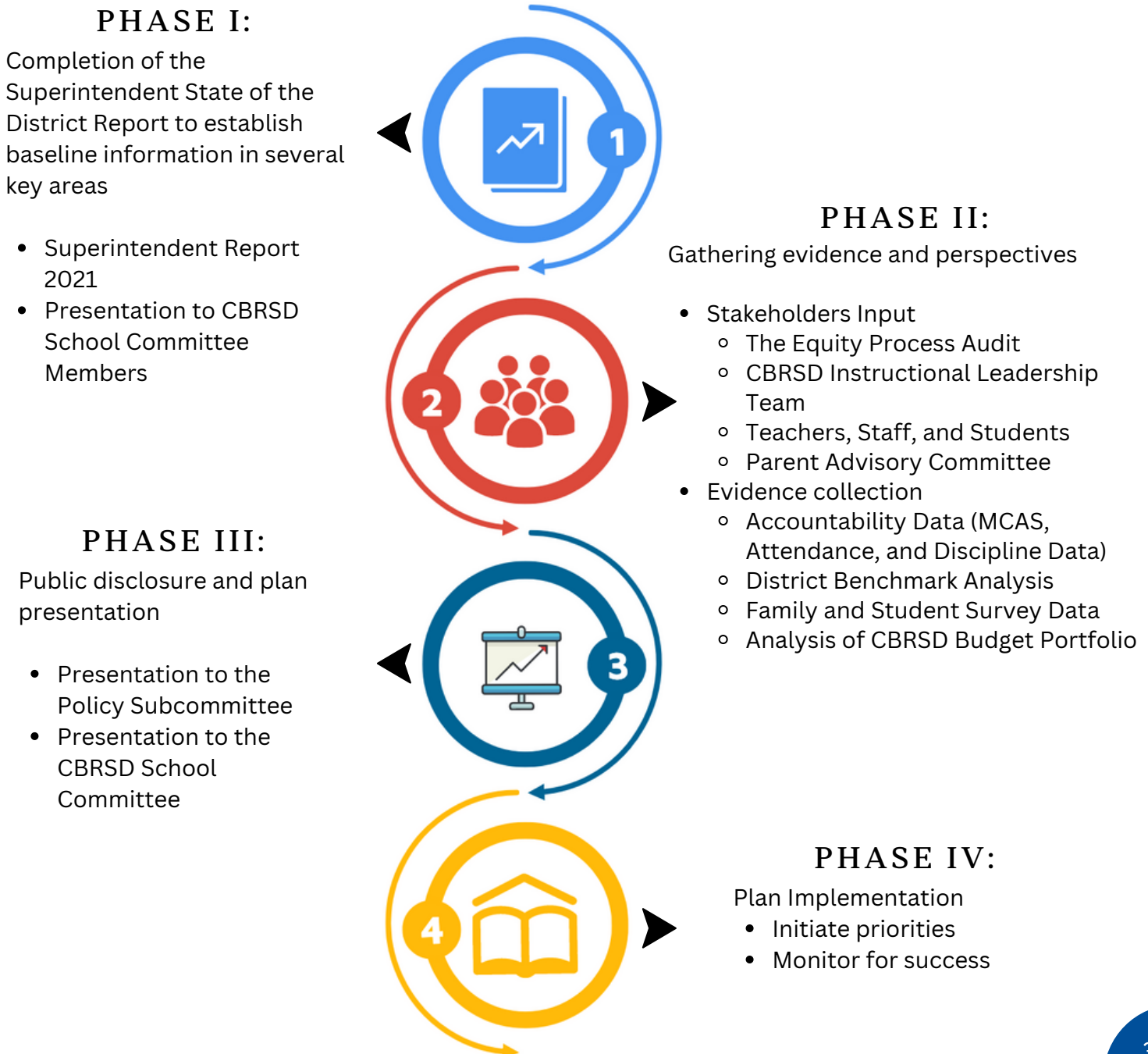
Respectfully Submitted,

Superintendent

# Summary of the Strategic Planning Process

The Strategic Plan is a critical document because it drives key district focus areas over a multi-year period. Simply put, these focus areas identify who we want to be and how we want to get there as an educational community. This process was invaluable as it provided us the opportunity to craft a multi-year plan that will allow us to best serve our constituents.

This process was broken into phases, each of which moved us toward our goal of creating a document that reflects our culture, the specific needs of our community, and the high expectations we have for all of our students.

## PHASE I:
Completion of the Superintendent State of the District Report to establish baseline information in several key areas

- Superintendent Report 2021
- Presentation to CBRSD School Committee Members

## PHASE II:
Gathering evidence and perspectives

- Stakeholders Input
  - The Equity Process Audit
  - CBRSD Instructional Leadership Team
  - Teachers, Staff, and Students
  - Parent Advisory Committee
- Evidence collection
  - Accountability Data (MCAS, Attendance, and Discipline Data)
  - District Benchmark Analysis
  - Family and Student Survey Data
  - Analysis of CBRSD Budget Portfolio

## PHASE III:
Public disclosure and plan presentation

- Presentation to the Policy Subcommittee
- Presentation to the CBRSD School Committee

## PHASE IV:
Plan Implementation
- Initiate priorities
- Monitor for success

# SUMMARY REPORT

| **Mission** | Through the implementation of the Strategic Plan, the Central Berkshire Regional School District will provide a high quality educational experience for all learners that leads to academic achievement and forms a foundation for success in 21st Century society. |
|---|---|
| **Vision** | Central Berkshire Regional School District will provide an inclusive education that supports the academic and social and emotional knowledge and skills to be successful community members in a pluralistic society. |

**Values**

We are committed to this vision through a relentless focus on our **core values**.

- We value **resiliency and persistence** in **problem solving**
- We value **courageous and compassionate collaboration**
- We value **curiosity and investment in learning**
- We value **ethical and community-minded leadership**
- We value **innovation and future-ready citizenship**

**Theory of Action**

**If we…**
- Provide **all students** with equitable opportunities for high quality, standards-based, and culturally responsive instruction
- Provide support for the social and emotional needs of all students
- Expand and strengthen our family and community partnerships
- Ensure equitable resource allocation and utilization

**Then…**
**All Central Berkshire students** will become knowledgeable and skilled in order to meet their goals and become successful community members.

Realizing Our Vision...

...Through Actionable Priorities.

# STRATEGIC OBJECTIVE #1

## Provide equitable learning opportunities for students and staff to promote student achievement.

Ensure high quality, standards-based instruction that supports the knowledge and skills needed to be successful  community members in a pluralistic society beyond high school.

| PRIORITIES | ACTION STEPS |
|---|---|
| 1. Identify attributes that reflect the ideal vision of a CBRSD graduate to be incorporated into a Portrait of a Graduate district profile that ensures successful grade level transitions and success beyond high school graduation | Gather stakeholder input around skills and expectations that lead to priority attributes of CBRSD Portrait of a Graduate<br><br>Identify instructional strategies that will develop these traits and skills through district-wide implementation<br><br>Create a measurement system that reflects progress toward successful acquisition of identified attributes |
| 2. Develop and implement flexible, tiered academic intervention model that incorporates data analysis into building-based decision making | Develop and implement interventions within the CBRSD Multi-tiered System of Support<br><br>Implement system of WINN blocks K-8 that matches instruction to student needs<br><br>Strategic content interventionists in grades 9-12 to target MCAS growth areas<br><br>Professional development to ensure evidence-based strategies used in Tier I and Tier II interventions<br><br>Acquisition of comprehensive resources that align with student learning gaps<br><br>Decision-making based on utilization of disaggregated data to monitor progress of student performance in order to close achievement gaps of identified populations. |

| | |
|---|---|
| 3. Implement a system of **Professional Learning Communities** that support development of shared, evidence-based pedagogical practices, monitor student progress toward grade level standards through increased opportunities for inquiry based collaborative professional learning | Create building-based schedules that allocate time for consistent teacher collaboration in PLCs<br><br>Create a system whereby multiple sources of student learning data (MCAS benchmarks, and school assessment results) are analyzed through a collaborative inquiry approach.<br><br>Implementation of instructional coaching model that strengthens the **instructional core** by focusing on pedagogy, curriculum programming, and student engagement through rigorous task design (Ellmore, 2010).<br><br>Utilization of disaggregated data to make decisions about and monitor progress of student performance in order to close achievement gaps of identified populations. |
| 4. Provide professional development that leads to strategic professional growth aligned with strategic objectives focused on closing achievement gaps within identified populations. | Create a CBRSD Professional Development Committee that is cross-disciplinary and representative of K-12 staffing responsible for crafting a multi-year PD plan<br><br>Develop collaborative multi-district approach to New Teacher Induction and Teacher Mentoring programs that incorporate updated DESE standards with district-specific needs |
| 5. Expand the implementation of Instructional Rounds from 9-12 to K-12 to address persistent disparitiesin achievement among student groups. | Training will be scheduled at both the middle and elementary schools.<br><br>Implementation of an IR Design Team at both the middle and elementary schools for facilitation of IR |

# STRATEGIC OBJECTIVE #2

## Provide equitable support systems for the <u>social and emotional</u> needs of all students

Focus on supporting students of all identities by providing equitable social and emotional and behavioral support needed for school success.

| PRIORITIES | ACTION STEPS |
|---|---|
| 1. Create a tiered system of social, emotional, and behavioral support that cultivates a districtwide commitment to developing social emotional competencies in self-awareness, self management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). | Develop a flexible, tiered system that serves as a model for matching students with whole group, small group, and individualized targeted SEL support<br><br>Develop a data tracking system to determine the frequency and effectiveness of tiered interventions as outlined in the tiered SEL model<br><br>Full implementation of Restorative Circles to build empathy and listening skills utilizing (Boyes-Watson, 2015)<br><br>Develop a code of conduct that incorporates progressive discipline, restorative practices, and accountable interventions and consequences |
| 2. Utilize data from the CBRSD equity audit to establish culturally responsive practices across all five Central Berkshire Schools. | Implementation of professional development that informs culturally responsive practices<br><br>Implementation of culturally responsive coaching through The Equity Process with building level administrators |
| 3. Maintain an active Diversity, Equity, Inclusion, and Belonging Steering Committee that is committed to ensuring all students experience a sense of belonging | Generate ideas and action steps around school and community practices that foster respect for differences of culture to include, race, ethnicity, gender and gender identity, age, religion, language, disability status, socioeconomic status, and geographic region |
| 4. Establishment and implementation of health and safety practices that encompass building level security practices, crisis intervention, and practices that lead to a healthy school environment | Revise and update the Safety and Wellness CBRSD Policy<br><br>Administrative participation in School Emergency Planning Committee (SEPC) |

# STRATEGIC OBJECTIVE #3

## Expand and strengthen <u>family and community</u> partnerships

Develop meaningful partnerships with families and community organizations toward reaching the district's vision for success.

| PRIORITIES | ACTION STEPS |
| --- | --- |
| 1. Develop a coordinated system of local and statewide partnerships that supports our strategic plan | Meet regularly with the <u>Diversity, Equity, Inclusion, and Belonging Steering Committee</u><br><br>Meet regularly with CBRSD Parent Advisory Committee to gather feedback and input to CBRSD priorities, to generate action steps that increase authentic community involvement, and to ensure the elimination of barriers in order to provide access and opportunities to a high quality education for all.<br><br>Administrators participate in group and one-on-one coaching with The Equity Process<br><br>Utilization of current community based partnerships (including CRA)<br><br>Explore opportunities for new local and statewide partner as they present |
| 2. Engage families through consistent opportunities to connect to CBRSD with a focus on teaching and learning | Develop a series of district-wide "Family Engagement Nights" that connect CBRSD curriculum and instruction with cross-curricular focus over a multi year plan consistent with the timeline of the strategic plan |

3. Prioritize best practices that lead to consistent two-way communication with families/caregivers and stakeholders

Refine the distribution and coordination of weekly family/caregiver newsletters using updated and preferred technology

Create a strategic public relations strategy that re-establishes media coverage through the development of press releases and discussion topics

Refine the distribution and coordination of weekly staff newsletters using updated and preferred technology

Regularly updated website that is monitored for accuracy and timeliness

# STRATEGIC OBJECTIVE #4

## Ensure equitable <u>resource allocation</u> and utilization

Align district resources to include time, funding sources, human resources, and property to ensure fiscal responsibility, as well as, implementation of the strategic plan.

| PRIORITIES | ACTION STEPS |
|---|---|
| 1. Align district resources to support the CBRSD strategic plan through yearly improvement planning and goal setting. | Creation and monitoring of **District Improvement Plan**<br><br>Creation and monitoring of **School Improvement Plans** (yearly)<br><br>Professional development that supports building administrators in school improvement planning |
| 2. Ensure that <u>yearly operating budget and grant procurement align to strategic objectives</u> | In collaboration with CBRSD school and district leaders, create an annual balanced budget that incorporates stakeholder feedback<br><br>Create a process for building-based resource requests that ensures equitable allocation of resources<br><br>Create transparency around allocation of resources by open communication of a thorough analysis of expenditures, available resources, and evolving district needs.<br><br>Continuous pursuit of funding opportunities through private and government grants. |

| | |
|---|---|
| 3. Ensure equitable access to technology through comprehensive planning, updates and upgrades that align with evolving technology advances and practices | Creation of five-year technology hardware replacement plan<br><br>Software upgrades yearly based on student, staff, and admin needs<br><br>Ensure a secure and updated digital infrastructure through best Cyber Technology practices |
| 4. Ensuring a safe, efficient, and effective learning environment through strategic infrastructure management | Development of a 5-year **Property and Equipment Improvement Plan (PEIP)**<br><br>Develop a system of Maintenance Walkthroughs with a consistent metric that identifies areas of immediate need and informs long term planning |

# SUCCESS MEASURES

## Measuring progress of implementation and impact on student success.

| STRATEGIC OBJECTIVE | SELECTED MEASURES |
|---|---|
| **Strategic Objective #1:** <br> Promoting student achievement | Annual analysis of graduation rates, college acceptance, ACCESS, MCAS and AP results to determine yearly targets. <br><br> Bank of lesson plans and resources linked to CBRSD Portrait of a Graduate attributes <br><br> Growth in knowledge and application of attributes as determined by baseline data collected in winter/spring 2023. <br><br> Analyze walkthrough data to monitor and support instructional practices. <br><br> Consistently updated CBRSD Professional Development Calendar <br><br> Established yearly targets toward closing gaps of student populations demonstrating as underperforming in comparison to the aggregate |

## Strategic Objective #2:
Social and emotional support systems

Administration of staff and student surveys to measure yearly progress toward the social and emotional competencies

Evidence that shows diminished suspensions due to increased competence with the social and emotional standards

Demonstration of decreased in-school and out of school suspensions

Growth on indicators from The Equity Process rubric will show progress toward culturally responsive practices as determined by scheduled walkthroughs conducted collaboratively with The Equity Process and CBRSD administrators

Survey data that shows students are experiencing an increased sense of belonging to include: VOCAL survey data, Boston University Survey Data through the Making a world of difference program, Needs prevention Survey Data (administered every two years)

CBRSD Policy Manual will reflect updated Safety and Wellness expectations

Documented and verbal feedback from community safety officials (SEPC) will indicate all drills and practices are done in the safest possible manner and reflect the most updated emergency practices

## Strategic Objective #3:
Strengthening family and community partnerships.

Increase diversity and representation of membership on the DEI=B and Parent Advisory.

Increase the number of PAC members to at least 10 members.

100% of administrators and district staff will participate in monthly coaching

Continue the same level of shared programming, including extra curricular activities, athletics, summer camps, and vacation camp.

Progressively increase attendance at family engagement night compared to baseline data collected in Spring 2023.

Increase readership of district and school newsletters by [25%]

100% of scheduled bi-weekly superintendent communications delivered to staff and families

Regularly communicate discussion topics through strategic memos and press releases as needed

100% of scheduled weekly principal communications delivered to staff and families

Website will reflect the current state of CBRSD as it pertains to equitable educational opportunities for all students

## Strategic Objective #4:
Equitable resource allocation

The district improvement plan includes goals, strategies to meet those goals, success measures, and fiscal impact by September of each school year.

100% of schools have a school improvement plan with goals, strategies to meet those goals, and success measures by September of each school year.

100% of schools will create dedicated meeting time to monitor improvement targets

CBRSD Professional Development Calendar

Favorable financial audit annually

Yearly budget profile that includes pertinent data demonstrating alignment to identified student needs (digitally accessible)

Maintain CBRSD budget profile

Increase the number of grant applications

CBRSD Hardware Replacement Plan

Current inventory of software including timeline for upgrades

Decrease number of CBRSD employees interacting with cybersecurity scenarios

PEIP

CBRSD Maintenance Walkthrough Rubric

Yearly summary of priority maintenance meetings including timeframe of completion

# GLOSSARY

**Belonging:** Students' sense of belonging is a critical — and often undervalued — condition for academic success. Students who feel a sense of belonging "feel socially connected, supported, and respected." They trust their teachers and their peers, and they "feel a sense of fit at school" due to efforts at the school level to promote a safe and supportive learning environment. In order to engage with students and their families as authentic partners, we must approach engagement with a focus on equity. This means a) establishing meaningful engagement activities and systems that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to education and b) acknowledging and navigating cultural differences through communication, humility, and sensitivity. (MA DESE/Acceleration Roadmap, p. 6)

**Culturally Responsive Teaching/Practices:** connects in-school learning to out-of-school living; promote educational equity and excellence; create community among individuals from different cultural, social, and ethnic backgrounds; and develop students' agency, efficacy, and empowerment" (Gay, 2013).

**Disaggregated Data:** Disaggregated data refers to numerical or non-numerical information that has been collected from multiple sources and/or on multiple measures, variables, or individuals. https://www.edglossary.org/disaggregated-data/
Disaggregating data can identify trends or patterns related to student achievement. Organizing data in this way, allows districts to determine if all students are getting what they need to succeed in school.

**District Improvement Plan:** District Improvement Plans are developed with input from staff, families, students, and community partners and support the implementation of the multi-year District Plan. The plan includes implementation benchmarks for the year, defining specific activities, persons responsible, and timelines for action to be taken to accomplish the initiatives in the District Plan and names the human and financial resources allocated to support these initiatives.
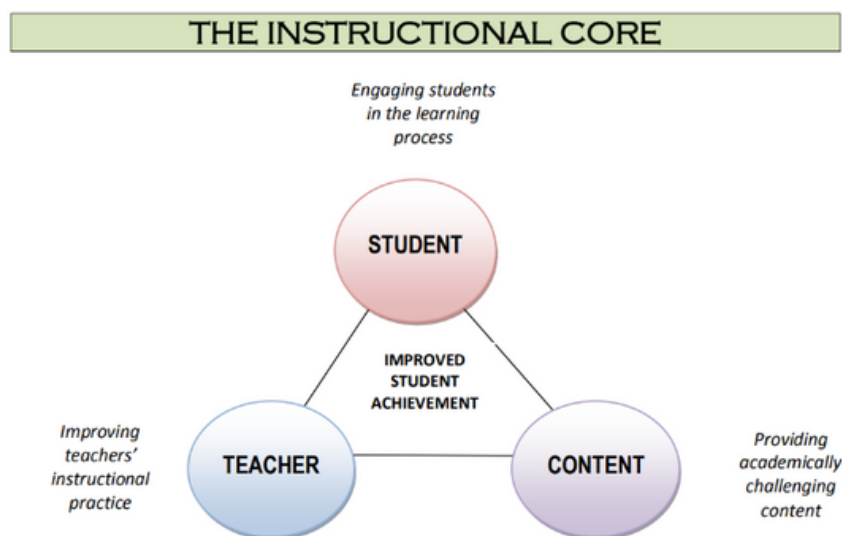
**School Improvement Plan:** School Improvement plans have the same components of a district improvement plan and support the implementation of the multi-year district plan at the school level.

**Walkthroughs:** Learning Walkthroughs are a systematic and coordinated method of gathering data to inform district- and school-level decision making. They involve establishing a Focus of Inquiry, and then engaging strategically selected teams of individuals in collaborative observations of classrooms with an emphasis on the interactions among teachers, students, and academic content (the instructional core). Learning Walkthroughs can be a powerful means of helping educators learn more about the ways in which instructional practices support student learning and achievement. Evidence from Learning Walkthroughs can inform analyses of other data.

**Multi-Tiered System of Support:** A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social, emotional, behavioral, and academic learning.

**Universal Design for Learning:** The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Learn more about the Universal Design for Learning framework from CAST. The UDL Guidelines can be used by educators, curriculum developers, researchers, parents, and anyone else who wants to implement the UDL framework in a learning environment. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. (https://udlguidelines.cast.org/)

**Instructional Core:** The instructional core includes three interdependent components: teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content. You don't change performance without changing the instructional core, the relationship between teacher and the student in the presence of content.



THE INSTRUCTIONAL CORE

Engaging students in the learning process

STUDENT

IMPROVED STUDENT ACHIEVEMENT

Improving teachers' instructional practice

TEACHER

CONTENT

Providing academically challenging content

**Professional Learning Communities:** A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. Most PLCs operate within a school building or across a district. They can be organized by grade level, content area or an entire teaching staff. (https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community#:~:text=A%20professional%20learning%20community%20(PLC,building%20or%20across%20a%20district.)

**Collaborative Inquiry:** The collaborative inquiry definition refers to educators working together to examine their instructional practices by looking at data to identify problems, plan lessons, monitor lessons and outcomes, and to think about next steps after outcomes are examined. This process often requires teachers and educators to ask many questions to reflect on their practices through teacher collaboration. (https://www.graduateprogram.org/2019/12/collaborative-inquiry-teachers-working-together/)

**Property and Equipment Improvement Plan:** Property and equipment and equipment (PP&E) improvement plans are strategic documents that outline the priorities of an organization for maintaining long-term assets essential to an organization.

**WINN Blocks (What I Need Now):** A scheduled block of time in schools that is designed to provide every student with what they need, when they need it. Its placement in the schedule ensures that every student is able to access the targeted support they need while also accessing Tier I instruction in inclusive classrooms. https://www.doe.mass.edu/

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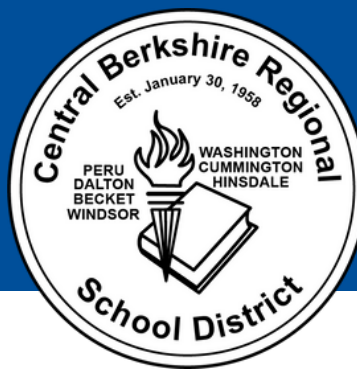
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