FY23 End of Year District Improvement Plan Update

Full District Improvement Plan

Update Key at End of Document

Strategic Initiative 1

Establish and foster an authentic Pre-K-12 learning environment.

Summary of Current Status FY22: *Looking to strengthen and build upon the success of our traditional academic program and better prepare students for the workplace of tomorrow, MERSD is committed to creating a future-focused education program designed to create and educational environment that allows us to achieve the Vision of the Graduate (VOG). Over the next three years the District will work to develop the systems and structures needed to define and establish a strong foundation on which to build a lasting authentic learning environment. Recognizing that we come to this work with each of our schools at a different readiness level and with a different set of challenges to program development, the district plan is by design organized to coordinate and ensure vertical and horizontal alignment, articulation, and cohesiveness while allowing for needed differentiation at the building level. Note: School specific actions steps are outlined in the two-year school improvement plans.*

3 Year District Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Conduct external elementary school level assessments of current practice inclusive of authentic learning self-study. [Student Centered, Student Achievement]	-C&T Director -Elem. Bldg. Principals	-NEASC Elementary Review	✓ Initial application made, site visit occurred, and accepted into program.
2. Define "student centered authentic learning" and develop internal needs assessments for secondary level schools. [Student Centered, Student Achievement]	-C&T Director -Secondary Building -Principals	-Generate and memorialize a secondary "student centered authentic learning" definition -Develop an authentic learning needs assessment -MS & HS Perform School Based Self-Assessment	✓ Definition statement (FY23)
3. Strengthen traditional academic program practices to ensure horizontal and vertical articulation. [Student Centered, Student Achievement]	-C&T Director -C&T Director -Principals -Department Chairs	-Implement district data collection and analysis practices K-8 to support student learning and growth. -Implement I-Ready K-8 -Define data team protocols -Establish annual meeting calendar -Map K-12 assessment delivery -Inventory and document K-12 programs and practices -Maintain curriculum review cycle - Document K-12 curriculum, assessments, tools, and common practices. -Special Education Program Review	✓ District K-12 Data Team Meeting Calendar (FY23-24) ✓ District K-12 Assessment Calendar (FY 23-24) ✓ Elementary Program Overview (FY23) ✓ Common Elementary Schedule (FY23) ✓ MS Program Overview (FY23/24)
4. Prioritize and support programming to promote creativity, innovation, and the arts. [Student Centered, Family Community Partnership]	-Superintendent -Student Service Dir. -Principals	-Reorganize K-12 Music staffing model -Develop job description for K-12 Fine/Performing Arts Coordinator -Engage educational partners to support enhancement of creativity and innovation programming.	❁ Job Description Fine/Performing Arts Coordinator (FY23) ❁ Fine/Performing Arts Coordinator Appointment (FY24)

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Strategic Initiative 2

Integrate social emotional learning into all aspects of the school day.

Summary of Initial Status FY22: *MERSD recognizes that the relationship between social emotional well-being and student success is key to student achievement for our students. MERSD believes schools must establish a safe environment that meets our students where they are and supports the growth and development of all. Schools must engage every aspect of a child's development, including knowledge, a sense of self, emotional well-being, physical health, and skills and strategies so that they will be available to access learning. To this end, the district has participated in a multi-year partnership with Yale University's Center for Emotional Intelligence and has implemented their systematic approach to teaching social emotional learning (SEL) with RULER. RULER is an acronym for the five skills of emotional intelligence: recognizing, understanding, labeling, expressing, and regulating. These behavioral practices are foundational to building a culture of competence needed to achieve an inclusive and equitable school community.*

3 Year District Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Create a Vertical SEL Team to support the implementation of SEL informed instruction. [Student Achievement, Student Centered]	-C&T Dir. -Student Services Dir. -Principals -MS Dean -Interventionists	-Establish/Train a K-5 MTSS District Team -Establish/Train MS Vertical Data Team - Establish/Train HS Vertical Data Team -Determine tiered interventions protocols	✓ K-5 MTSS District Team (FY23)

Strategic Initiative 3

Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of all individuals.

Summary of Initial Status FY22: : *The Manchester Essex Regional School District is racially a homogeneous community with a population that is 96.5 white. While racial diversity is not a predominant element of our culture, the community experiences cultural differences and inequities beyond race, including religious diversity, socio-economic diversity, linguistic diversity; diversity in learning and physical abilities, and diversity of identity and expression within our LGBTQ+ community. A key element of creating a safe and supportive school environment is developing a culturally competent faculty and staff who brings a global perspective that reaches beyond the walls of the classroom. This plan will support our efforts to provide all members of the MERSD community with a set of tools to address issues of equity, diversity, and inclusion in school and beyond. It is through heightened awareness that a community learns about its implicit bias and gaps in inclusivity. Through this work, faculty will be more skilled at increasing student access to the curriculum to better position all students to not only reach their individual potential but also develop strategies to negotiate and compete in a global environment.*

3 Year District Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Identify and hire a consultant/coach to support the district in achieving cultural proficiency in the area of diversity, equity and inclusion. *[Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]*	-Superintendent -School Committee - Dir. C&T	-Investigate how other districts are approaching the work/seek recommendations -Research and identify consultant	✓ Contract w/ Consultant (Ongoing)

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2. Build on and expand inclusion and cultural competence training for staff and students.	-Superintendent - Dir. C&T -Building Principals	-Train staff in the five components of cultural competence: awareness, attitude, knowledge, skills, practice -Leadership Team capacity building in preparation for leading school-based work -Building Leaders utilize faculty meetings as learning sessions for cultural competencies -Special Education Program Review -Expand district directed training on inclusion -Restart and expand Understanding Our Differences Student Workshops -Explore expansion of anti-defamation league (ADL) *World of Difference* to include K-5 -Apply for the Safe & Supportive Schools Grant - Utilize equity rubric to review district curriculum materials -Review District Policy to ensure alignment Core Values and anti-racism resolution -Review and improve recruitment practices to attract, hire and retain a more diverse workforce	✓ Principal Mentorship (FY 22-23) ➲ Foundational Training Cultural Competencies for Principals/ Staff (Ongoing FY22-25) School Committee Cultural Competency Training (FY23) ✓ Materials equity assessment rubric (FY23)

Strategic Initiative 4

Ensure funding for a stable, multi-year budget and capital improvement plan through collaboration with town and community partners.

Summary of Initial Status FY22: *MERSD's School Committee financial goals include the objective to develop and deliver a fiscally responsible budget that supports our Mission, Vision, Core Values, and strategic initiatives while maintaining educational quality. MERSD's operational budget is managed each year to deliver stable and predictable growth in spending and assessment by advocating for program needs and managing town funding constraints. Over the past seven years, spending and assessment increases have been relatively consistent, averaging 3.27% and 3.17%, respectively. It is essential that the District and our community partners collaborate to reliably provide the necessary funding to deliver on the promise of the MERSD strategic plan. Financial stability allows the District to focus its time and human capital on the core functions of teaching and learning as well as the implementation of our long-range improvement goals.*

3 Year District Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Develop and pass a budget that maintains quality and forward progress maintaining efficient practices but shifting to greater advocacy for increased funding to the District.	-School Comm. -Superintendent -Dir. Finance	-Propose revenue correction for Operating Budget to eliminate structural deficit and use of 1-time reserve funds to pay for recurring program needs -Develop SC Reserves policy per recommendation of auditors and credit rating agencies governing objectives for use of rainy-day funds	Approved Budget w/ Funding Correction. (FY23) Approved Reserves Policy document (FY23)

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2. Articulate large and small scale operational and facilities capital needs and obligations. [Student Centered, Student Achievement, Equity, Family and Community Partnerships, Resources]	-Superintendent -Dir. Finance -Facilities Mgr.	-Commission updated Facility Condition Index (FCI) for EES and initial FCI for MSHS -Finalize MMES Operations & Maintenance (O&M) plan through SBC project to inform updates to facility department's Preventative Maintenance plan -Update multi-year capital asset replacement plan, including funding sources (e.-g. operating budget allocation, reserves, special town assessments, MSBA and/or debt issuance)	✓ Facilities Condition Index Report (FY23) ✓ Multi-year capital plan (FY23) ✓ Statement of interest for Essex Elementary School (FY23/24)
3. Continue to evolve the central administrative organization structure to efficiently and effectively support district wide improvement goals. [Student Centered, Student Achievement, Resources]	-Superintendent -Dir. Finance -Dir. C&T -Dir. Student Services	-Assess current structure in comparison to like districts -Develop and implement a reorganization plan that results in the creation of a more efficient organization of task management. -Develop central office job descriptions -Research, design, and implement a reorganized curriculum support structure -Assessment of K-12 Administrative Structure in comparison to like districts	✓ Revised organizational chart ✓ Job Descriptions ✓ Hire HR Manager / Central Office Admin Assistant / Operation Admin Assistant ◍ Hire Payroll Clerk (FY23) ❖ K-12 curriculum support organizational chart (FY23) ✓ Job Descriptions (FY23) ➲ K-12 Administrative Organizational Chart (FY23) ➲ Job Descriptions (FY 24)
4. Review personnel efficiencies to improve or adjust delivery of programs. [Student Centered, Student Achievement, Equity, Resources]	-Superintendent -Dir. Finance -Dir. C&T -Dir. Student Services -Principals	-Annual review of staffing to identify operating and financial efficiencies -Use student data and local/state/national benchmarks to determine personnel needs and staffing ratios	✓ Districtwide elementary student support program (FY23) ✓ Implement Elementary and Secondary School Psychologist / SAC Model (FY23)

DIP Deliverables Key

✓ Complete

➲ In Progress / On Track

◍ In Progress / Behind

❖ Incomplete / Not Addressed

Every student is at the center of decision-making.