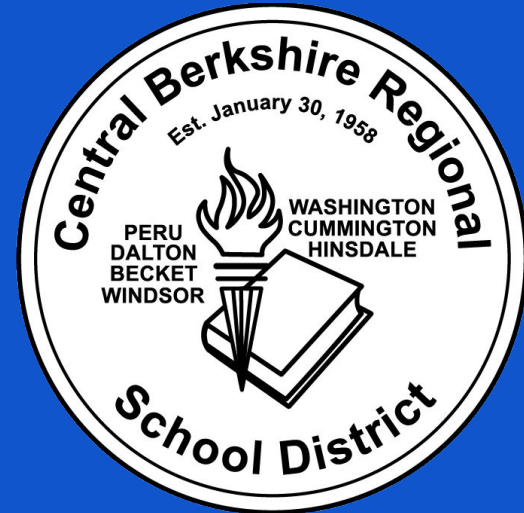


Central Berkshire Regional School District

November 20, 2026



School Improvement Plans

Wahconah Regional High School



Wahconah Regional High School

MCAS Highlights

- 100% Student Participation
- Performance **at or above state averages in English Language Arts (ELA), Math, and Science**
- Strong Math student growth (high growth points earned)
- Science stability with highest overall scaled score

Wahconah Regional High School

MCAS Growth Areas

- Reverse year-to-year declines and close gap to Department Elementary and Secondary Education (DESE) targets
- Address larger declines for Lowest-Performing and High-Needs groups
- Continue to move more students from “Partially Meeting” to “Meeting” expectations

Priorities:

- Identify priority standards
- Strengthen Multi-Tiered System of Support (MTSS)
- Replicate effective instructional practices across content areas

Wahconah Regional High School:

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

English Language Arts

- Pilot StudySync in alignment with the CBRSD Curriculum Improvement Plan
- Use the CBRSD Curriculum Council model to guide implementation and monitor impact

Professional Development

- Provide targeted PD to support the adoption of High-Quality Instructional Materials (HQIM)
- Build teacher capacity to deliver equitable, rigorous, and engaging instruction through coaching cycles and data review in Professional Learning Communities (PLC)

Mathematics Curriculum

- Convene a Curriculum Council to research and recommend math curriculum options
- Utilize DESE's IMplement process to identify a pilot curriculum aligned with state expectations

Data-Driven Reflection & Leadership Development

- Review StudySync pilot data with the Curriculum Subcommittee and Instructional Leadership Team (ILT)
- Use data to refine instruction, close learning gaps, and guide next steps

Equity Impact

- Ensures consistent access to high-quality curriculum across classrooms
- Strengthens collective teacher efficacy and leadership capacity
- Promotes continuous improvement to meet the needs of all learners

Wahconah Regional High School:

Providing equitable support systems for the academic, social and emotional needs of all students.

Align Counseling Practices

- Shift to the *MA Model for Comprehensive School Counseling* to promote equitable academic, Social Emotional Learning (SEL), and career development supports.

Strengthen MTSS & SST Systems

- Conduct a building-level review to identify gaps in supports, referral, documentation, and progress monitoring.

Build Staff Capacity & Tier I Instructional Support

- Provide targeted Tier I Professional Development (PD) for teachers focused on universal supports, classroom interventions, and early identification of student needs.
- Offer ongoing coaching and data review in Professional Learning Communities (PLC) to strengthen Tier I instruction and intervention fidelity.
- Provide PD (e.g., *Mass Partnership for Youth*) for counselors, psychologists, and Student Support Team members to ensure consistent and data-informed decisions.

Create Consistent Referral & Intervention Systems

- Establish clear criteria, timelines, and documentation for academic and Social Emotional Learning referrals and progress checks.

Map & Update Interventions

- Inventory Tier I–III academic, SEL, and behavioral interventions.
- Develop a menu of interventions (9–12) aligned with DESE MTSS guidance.

Monitor & Evaluate for Impact

- Hold quarterly SST reviews to evaluate fidelity, intervention effectiveness, and student progress.
- Participate in SEL Advisory to align routines with Collaborative for Social Emotional Learning (CASEL) competencies and *Portrait of a Graduate* attributes.

Wahconah Regional High School:

Expanding and strengthening family and community partnerships

Review Communication Channels

- Evaluate website, newsletters, social media, and press releases for reach, frequency, and effectiveness.

Align with District Branding

- Use CBRSD templates and visual guidelines for ParentSquare and social media to ensure a consistent look and tone.

Highlight School Stories

- Identify a “WRHS Influencer” to collect and share photos, celebrations, and school stories with the district each month.

Promote Student Learning

- Post regular updates that showcase student learning and align with district themes and priorities.

Nessacus Regional Middle School



Nessacus Regional Middle School

MCAS Highlights

- Exceeded, met or improved on all targets for all subgroups in ELA, Math, and Science
- Exceeded or improved on all targets for all subgroups for Chronic Absenteeism
- Received 96% of possible points for criterion-referenced targets (9.9/10.3)
- Identified by DESE as a “School of Recognition”

Nessacus Regional Middle School

MCAS Growth Areas

- Received 50% of points possible for criterion-referenced targets for Lowest Performing Students
- 4-8% of Students w/Disabilities Met/Exceeded (M/E)Expectations in ELA all grades
- 4% of Students w/Disabilities Met/Exceeded Expectations in Math 6/7 grades

Nessacus Regional Middle School:

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

- Provide professional development (PD) for Science, ELA and Math for new curriculum implementation to support Tier I instruction.
- Provide PD for iReady, Amplify and Dibels implementation and administer ELA and Math diagnostic.
- Utilize diagnostics to enhance accuracy and effectiveness of Tier II and Tier III interventions What I Need Now (WINN), Academic Support, and IEP services.

Nessacus Regional Middle School:

Providing equitable support systems for the academic, social and emotional needs of all students.

- Review current MTSS and Student Support Team (SST) practices across to **identify gaps in academic intervention, SEL Supports, referral process, progress monitoring and documentation.**
- Train 30 Grade 7 and 8 students in **Changemakers for Good**
- **Implement SEL competencies in all classrooms for the 2026-27 school year through Changemakers for Good curriculum** to address areas such as problem solving, civic engagement, and communication within scheduled SEL blocks.
- Signs of Suicide lessons delivered by SAC in all Health classes
- SBIRT (Screening, Brief Intervention, and Referral to Treatment) screening for all students

Nessacus Regional Middle School:

Expanding and strengthening family and community partnerships

- Establish school-wide communication guidelines that ensure consistent, professional messaging through ParentSquare.
- Expand use of social media, school website, newsletters, and local newspapers to feature celebrations and key district initiatives.
- Increase school-based family engagement events that showcase student work and performances and staff innovations.

Becket Washington Elementary School



Becket Washington Elementary School

MCAS Highlights

- BWES continued multi-year trend of not requiring assistance or intervention in the State Accountability System.
- BWES **reduced chronic absenteeism from 18.9% to 10.8%** exceeding state goals and earning all four accountability points.
- **ELA scores reflected typical growth and Math scores showed typical-high growth.**
- Overall Accountability Percentile at 64 meaning we are performing better than 64% of comparable schools.

Becket Washington Elementary School

MCAS Growth Areas

- Use iReady, Amplify, and classroom data to target students skills to improve both ELA and Math achievement so that at least three out of four accountability points are earned
- Strengthen ELA growth so that a minimum of three out of four points are earned
- Close gap between students with disabilities and general education students reflecting the percentage of students scoring at Meets or Exceeding Expectations.

Becket Washington Elementary School:

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

- Participate in DESE HQIM Community of Practice
- Support and implement proven effective Tier II and Tier III resources, including Wilson Reading, Title I Interventions
- Continue to provide a schoolwide assessment framework with **follow up progress monitoring for all identified students**
- Use data at **bi-monthly data meetings** to analyze student needs and how to address them at all Tier levels
- Ongoing meetings between Special Education Department (SPED) and general education teachers to address specific needs of Students With Disability (SWD).

Becket Washington Elementary School:

Providing equitable support systems for the academic, social and emotional needs of all students.

- Use district-wide SST process following clear criteria for identifying and addressing academic, SEL, and behavioral concerns
- Map existing Tier I, II, and III supports to align with DESE MTSS guidance.
- Scheduled, dedicated SEL instructional time at all levels as well as scheduled Student Adjustment Counselor (SAC) time in all classrooms to address social skills and anti-bullying.

Becket Washington Elementary School:

Expanding and strengthening family and community partnerships

- Consistent, positive communication with community to include newsletters, social media, school and district websites.
- Increase school-based family engagement events including **Bobcat Breakfasts and Family Reading** events.
- Collaborate with PTO to coordinate and support family activities.

Craneville Elementary School



Craneville Elementary School:

MCAS Highlights

Overall Targets

- Math — Achievement: 3 / 4
- ELA — Achievement (lowest performing): 3 / 4
- ELA — Growth (all students): 3 / 4
- Math — Growth (all students): 4 / 4
- ELA & Math — Growth (lowest performing): 3 / 4
- Chronic Absenteeism (all students): 4 / 4

Subgroup Highlights

High Needs — Moderate progress toward targets

- Chronic Absenteeism: 4 / 4
- Growth — Math: 3 / 4

Low Income — Substantial progress toward targets

- Growth — Math: 3 / 4
- Chronic Absenteeism: 4 / 4

Students with Disabilities — Exceeded targets (87%)

- ELA Achievement: 4 / 4
- Math Achievement: 4 / 4
- Science Achievement: 3 / 4
- Growth — Math: 3 / 4
- Chronic Absenteeism: 4 / 4

Craneville Elementary School:

MCAS Growth Area

Area of growth: Close the achievement gap between general education students and students with disabilities

- | |
|--|
| <ul style="list-style-type: none">• G3 ELA: 51% of all students M/E compared to 25% of students with disabilities• G3 Math: 61% of all students M/E compared to 38% of students with disabilities |
| <ul style="list-style-type: none">• G4 ELA: 25% of all students M/E compared to 5% of students with disabilities• G4 Math: 39% of all students M/E compared to 11% of students with disabilities |
| <ul style="list-style-type: none">• G5 ELA: 45% of all students M/E compared to 13% of students with disabilities• G5 Math: 48% of all students M/E compared to 19% of students with disabilities• G5 Science: 48% of all students M/E compared to 20% of students with disabilities |

Craneville Elementary School:

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

Goal 1: By June 2026, we will ensure the exploration and **implementation of quality Tier II and III intervention resources**, while continuing to support the integrity of Tier I HQIM.

Goal 2: By June 2026, we will continue to implement district assessment systems while **using diagnostic assessments to target students' specific skill deficits, the results of which will be discussed and analyzed during bi-monthly data meetings.**

Goal 3: By June 2026, **CES will strengthen Tier I instruction across all classrooms for all students by creating a structured model of collaboration between Gen Ed and SPED teachers**, so that the gap in achievement between students with disabilities and students without disabilities decreases by half.

Craneville Elementary School:

Providing equitable support systems for the academic, social and emotional needs of all students.

Goal:

By June 2026, **Craneville will ensure that their SST process is aligned with the district's goals for MTSS.**

Rationale:

A unified, data-driven MTSS framework will ensure that academic and social-emotional supports are delivered quickly and equitably, addressing the full spectrum of student needs. *By streamlining referral and intervention processes, Craneville can reduce chronic absenteeism, increase timely Tier II/III supports, and raise the percentage of students meeting or exceeding grade-level expectations.*

Outcome Measures:

Adopt and implement the updated SST manual by Spring 2026.

10% improvement in student well-being indicators on annual climate surveys [VOCAL] from an index score of 49 to an index score of 55 for both 4th and 5th grade data. [VC301]

Have academic, social, and emotional interventions in place by Spring of 2026.

Craneville Elementary School:

Expanding and strengthening family and community partnerships in an effort to increase student attendance

Goal:

Decrease chronic absentee rate for our lowest performing students from 20.5% to 15.0%

Rationale:

Our students with the highest need are often the ones who miss the most school. We need to strengthen our sense of community in order to ensure that we have an environment that our students can feel supported and safe to grow in.

- Use morning announcements to highlight student successes
- Administration to attend 100% of district sponsored community events to strengthen community connections.

Outcome Measures:

Attendance monitoring will take place after every 10th day of school and students to target will be identified.

Targeted students will demonstrate a 10% decrease in days absent quarterly.

Kittredge Elementary School



Kittredge Elementary School

MCAS Highlights

- Significant increase in targets met, **from 9% to 45%**
- Full points awarded for **reducing chronic absenteeism** from 17.5% to 11.5% (target was 16%)
- Lowest performing cohort improved 3.4 points in ELA and 4.3 points in math
- All groups showed “typical growth - high” in math

Kittredge Elementary School

MCAS Growth Areas

- Overall achievement dipped rather than grew (-1.6 in ELA and -0.3 in math)
- High needs students dropped 4 points in ELA and 3.4 points in math despite the increase in our lowest-performing cohort
- ELA growth was “typical-low” for all subgroups

Kittredge Elementary School:

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

- Principal and ILT participation in DESE's high-quality instructional materials community of practice
- 0.6 FTE ELA Interventionist for Tier II students, as well as consulting and monthly data meetings with classroom teachers
- Shift to i-Ready Assessment for math, which includes individualized, targeted, math intervention
- What I Need (WIN) blocks in grades 3-5 to support targeted remediation and extension
- Monthly progress monitoring for students on grade level to ensure continued progress for ALL students

Kittredge Elementary School:

Providing equitable support systems for the academic, social and emotional needs of all students.

- Support the development of a consistent and equitable plan for intervention, including entry and exit criteria, and common strategies or curriculum
- As in Goal 1, consistent intervention, WIN blocks, and ongoing progress monitoring for growth of all students
- Support the selection and implementation of district SEL curriculum in all classrooms

Kittredge Elementary School:

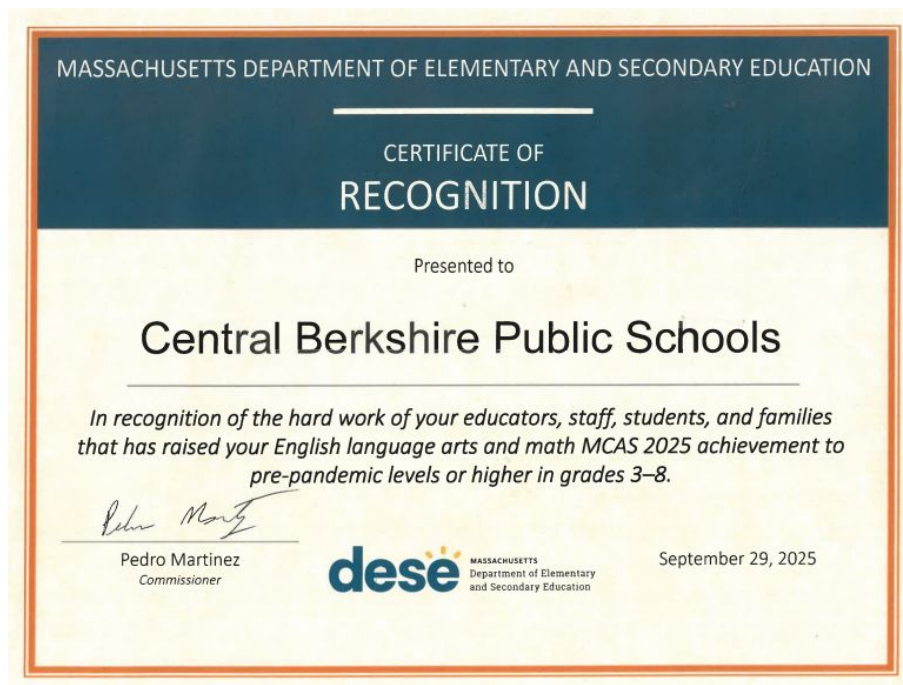
Expanding and strengthening family and community partnerships

- Contribute positive stories and photos to district communication channels
- Include student photos (of both high-leverage learning practices and positive social-emotional moments) in weekly family communications
- Encourage parent involvement in the school through increased PTO events as well as **weekly volunteer opportunities** within the school day.

2025 Official Accountability Report

All schools are classified as **“Not requiring assistance or intervention”**

	School Accountability Percentile
Becket Washington School	64
Craneville	64
Kittredge	46
Nessacus Regional Middle School	45
Wahconah Regional High	55



2025 DESE School of Recognition



	2024	2025
Annual criterion-referenced target percentage	42%	73%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	61%	
	Substantial progress toward targets	

2025 Progress toward improvement targets

2025 Progress toward improvement targets														
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)			All Students (High school grades)			Lowest Performing Students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	3	4	-	2	4	-	0	4	-	0	4	-	
	Mathematics achievement	3	4	-	2	4	-	0	4	-	0	4	-	
	Science achievement	4	4	-	-	-	-	0	4	-	-	-	-	
	Achievement total	10	12	67.5	4	8	67.5	0	12	47.5	0	8	67.5	
Growth	English language arts growth	3	4	-	2	4	-	3	4	-	3	4	-	
	Mathematics growth	3	4	-	3	4	-	4	4	-	4	4	-	
	Growth total	6	8	22.5	5	8	22.5	7	8	22.5	7	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	7	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	4	4	-	3	4	-	4	4	-	0	4	-	
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-	
	Additional indicators total	4	4	10.0	3	4	10.0	6	8	10.0	0	4	10.0	
Weighted total		8.5	10.3	-	4.1	7.6	-	3.6	10.7	-	1.6	7.6	-	
Percentage of possible points		83%			54%			34%			21%			-
Percentage of possible points by gradespan		68%						27%						-
		Weight of non-high school results: 68%						Weight of high school results: 32%						-
2025 Annual criterion-referenced target percentage		55%												

	2023	2024	2025
Annual criterion-referenced target percentage	27%	64%	55%

- CBRSD has made substantial progress towards targets.
- Reduced chronic absenteeism.
- Our effort to strengthen Tier I instruction and adopt HQIMs coincides with our progress in ELA, math, and science achievement and growth
- We are hopeful that continuing to strengthen our core curriculum materials and assessment practices into the HS produce similar results

District Improvement Plan

Strategic Objective #1: Provide equitable learning opportunities for students and staff to promote student achievement.			
Goal 1: By June 2026 100% of K-12 teachers will be either exploring, piloting, or implementing standards- and evidence-based high quality instructional materials (HQIMs) in English Language Arts, Mathematics, and Science, resulting in measurable gains in student achievement.			
Rationale: When every classroom uses the same high-quality, standards-aligned materials, all students—regardless of school, grade, or teacher—receive instruction that meets the standards and research shows that using HQIMs has a stronger effect on student learning than many other interventions.			
Strategy	Actions (Process Measures)	Timeline	Outcome Measures
1.1 HQIM Adoption Create and implement a multi-year, financially viable curriculum evaluation and adoption plan that includes input from relevant stakeholders, supports professional learning, aligns to the Massachusetts Curriculum Frameworks, and supports all students' needs.	☐ Update CBRSD Curriculum Improvement Plan and continue implementation ☐ Join the DESE HQIM Community of Practice Network ☐ Pilot HQIMs in accordance with CBRSD Curriculum Improvement Plan using CBRSD Curriculum Council model ☐ Provide professional development that supports the implementation of Wit and Wisdom, EL, and Eureka Math. ☐ Assess and monitor HQIM use and impact. ☐ Review data with <i>Curriculum Subcommittee</i> and <i>Instructional Leadership Team</i>.	☐ September 2025 ☐ August 2025 ☐ September-December 2025 ☐ November 2025, March 2026 ☐ February 2026 ☐ April 2026	5-percentage-point increase in MCAS proficiency rates in grades and subjects where HQIMs are fully implemented 5-percentage-point decrease in the achievement gaps between students with disabilities and students without disabilities in grade levels and subjects where HQIMs are fully implemented
Goal 2: By June 2026, the district will implement an upgraded, comprehensive K–12 assessment system that includes universal screening in English Language Arts and Mathematics at least three times per year, enabling early identification of students requiring targeted interventions and resulting in a 10% reduction in the number of students performing below grade level benchmarks across all schools and a 5-percentage-point decrease in the achievement gap between our lowest performing student subgroup and all students.			
Rationale: When every student's learning needs are identified early and addressed consistently, educators can deliver timely, data-driven interventions. By establishing a district-wide, comprehensive K–12 assessment system we can identify needs, monitor growth, and close achievement gaps			
Strategy	Actions (Process Measures)	Timeline	Outcome Measures
1.2 CBRSD Assessment System Establish and sustain a districtwide assessment framework that provides timely, standards- and skills-aligned data to inform Tier 1 instruction, Tier II/III interventions, and enrichment.	☐ Select DESE-aligned, research-based universal screening tools (DIBELS8, iReady) ☐ Develop a clear CBRSD Assessment Calendar and administer universal screenings three times annually (fall, winter, spring). ☐ Form a team with district interventionists and administrators to create clear criteria for progress monitoring in all tested grade spans. ☐ Provide i-Ready professional learning for educators and administrators on administration of benchmarks, data analysis, and using results to inform personalized instruction. ☐ Ensure data meetings are facilitated in all schools after each screening to identify students for Tier II/III interventions and enrichment.	☐ September 2025 ☐ August 2025 ☐ October 2025 ☐ October, February, June ☐ September, October ☐ October, February, June	100% of K–9 students participate in ELA and Math universal screenings three times per year 10% decrease in the proportion of students performing below grade-level benchmarks in ELA and Math between BOY and EOY testing. 5-percentage-point decrease in the Math and ELA achievement gaps between our lowest performing student subgroup and all students

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

1. By June 2026 **100% of K-10 teachers will be either exploring, piloting, or implementing standards and evidence-based high quality instructional materials** (HQIMs) in English Language Arts, Mathematics, and Science, resulting in measurable gains in student achievement.
2. By June 2026, the district will implement an upgraded, comprehensive K–12 assessment system that includes **universal screening in English Language Arts and Mathematics** at least three times per year, enabling early identification of students requiring targeted interventions and resulting in a measurable reduction in the number of students performing below grade level on benchmarks across all schools.
3. By June 2026, the district will strengthen Tier I instruction across all classrooms by upgrading its **system of instructional walkthroughs** to reliably identify and address areas for growth aligned to Standard II of the MA Teacher Evaluation Rubric (“Teaching All Students”) and then plan and implement professional development that will result in measurable gains in student achievement on district and state assessments.

#2 Provide equitable support systems for the academic, social and emotional needs of all students.

1. By June 2026, the district will **redesign a K–12 Multi-Tiered System of Supports (MTSS) process** that integrates academic, social, and emotional supports, ensuring that every school provides timely, data-driven interventions for the whole child, which will result in increased Tier II/III interventions, a reduction in chronic absenteeism, and an increase in the percentage of students meeting or exceeding grade-level expectations on district benchmark assessments.
2. By June 2026, **the district will strengthen Tier I social-emotional learning (SEL) curriculum** and classroom practices so that 100% of K–12 students experience daily, standards-aligned SEL instruction that fosters self-awareness, self-management, social awareness, relationship skills, and responsible decision-making all explicitly linked to the CBRSD Portrait of a Graduate.

#3: Expand and strengthen family and community partnerships

1. By June 2026, the district will **strengthen family and community partnerships through a comprehensive public relations strategy** that consistently highlights student, staff, and administrator achievements. Success will be evidenced by a 25% increase in family engagement with ParentSquare posts, a measurable rise in positive local media mentions, and measurable growth in community participation at district events.
2. By June 2026, the district will **strengthen family and community partnerships by conducting a series of Community Forums** (“Listen and Learning Tour”) in each school community to gather stakeholder feedback that will directly inform the Superintendent’s Entry Plan, the next District Improvement Plan, and a future iteration of CBRSD’s Strategic Plan. Success will be measured by participation from 25% of families, representation from every CBRSD town, clear documentation of stakeholder themes, and public presentation of findings.