

Mt. Greylock Regional School District 2024-2027 District Improvement Plan

GOAL # 1 Instruction and Curriculum Alignment

	Objective	Actions	Those Responsible	Timelines
1.1	Create a renewed focus on best practices in <i>teaching all students</i>	<ul style="list-style-type: none"> ● Through sustained professional development and discussion create learning opportunities on best practices in differentiated instruction (including Universal Design for Learning practices) at all grade levels. ● Expand the use of universal screening in literacy and mathematics (using the Illuminate Fastbridge Assessment system) to middle school grades along with accompanying professional learning in the reports modules. ● Use universal screening assessment results to help inform the need for potential changes to the middle school program of study offerings. ● Examination of best practices in intervention instruction (scheduling, curriculum, instruction) for middle school students using the expertise of trained specialists within the district in conjunction with MA DESE resources. ● Continue to offer professional learning opportunities related to Sheltered English Immersion to ensure access to rigorous grade-level instruction for identified multilingual learner students. 	<ul style="list-style-type: none"> ● Principals ● Curriculum Director ● Specific Teachers and Paraprofessionals 	<p>January 2024: Begin using Fastbridge screening in the middle school</p> <p>Ongoing data review</p> <p>Additional PD on related topics will occur winter/spring 2024 and through the 2024-2025 school year.</p> <p>Ongoing considerations of scale over the 2023-2024 and 2024-2025 school year.</p>

	Objective	Actions	Those Responsible	Timelines
1,2	Plan for implementation of the 2023 Comprehensive Health and Physical Education Framework	<ul style="list-style-type: none"> ● Create opportunities for PK-12 faculty to review and unpack the 2023 Comprehensive Health and Physical Education Framework. ● Review District policy and MGL opt-out regulations to ensure local policies are current and family notification statutes are being met. ● Communicate information on the new Frameworks to families and the School Committee. ● Participate in all DESE-offered PD through spring and summer 2024, including review of curricula offered. Write a grant to support the work as funds become available. ● In line with the vision, guiding principles, practices, and content standards of the 2023 Framework, identify areas for revisions to related courses within the Mount Greylock Program of Study. ● Assess the landscape of health education in the elementary schools and plan for structural and procedural changes needed to ensure elementary students are engaged with the required learning outlined in the 2023 Framework. ● Update puberty units for elementary schools to include <i>Gender, Sexual Orientation, and Sexual Health</i> content standards detailed in the Framework. ● Examination of budgetary impacts and tradeoffs related to both the curricular and instructional lenses, as well as a review of personnel needs related to licensure and expertise areas. 	<ul style="list-style-type: none"> ● Principals ● Curriculum Director ● Superintendent ● Specific Teachers 	<p>Spring and summer 2024, participate in DESE-provided PD</p> <p>Spring 2024 work with elementary principals to identify specialized faculty (i.e. social workers, school nurses, PE teachers, SEL teachers) to begin the work of unpacking the Frameworks with an eye toward implementation</p> <p>Spring 2024 Superintendent to review MGL and relevant policies with School Committee. Revise if needed.</p> <p>Summer/Fall 2024 (or when available) conduct local review DESE-reviewed puberty/sexual education curricula for consideration</p> <p>Fall 2024 begin implementation of selected new K-6 standards as decided upon with school-based admin and faculty.</p>

				<p>Additional PD on related topics will occur through the '24-'25 school year.</p> <p>Ongoing considerations of scale over the 2023-2024 and 2024-2025 school year.</p>
	Objective	Actions	Those Responsible	Timelines
1.3	Plan for, process, select and implement an updated math curriculum pre-K through 6	<ul style="list-style-type: none"> • Via a district-created survey, gather qualitative data regarding the current state of PK-6 math instruction, including teachers' impressions of the effectiveness of the current math program, the extent to which they regularly supplement the curriculum with other materials, which additional resources are being used, which students are best and least served by the curriculum... • Form a representative elementary math committee comprised of teachers and administrators from both schools to lead the work in reviewing survey and assessment data, establishing a vision for PK-6 math instruction, reviewing potential new curricula, and planning professional development related to best practices in math instruction. • Provide focused professional development • Pilot one to two math curricula in grades K-6. • Choose new curriculum and create an implementation timeline plan including necessary launch PD and sustained support over the first two years. 		<p>December 2023, teacher survey</p> <p>Winter/Spring 2024: Set a vision for math instruction, use available curriculum review tools (i.e. CURATE and EdReports) to research programs and make decisions about which programs to formally review, meet with sales representatives from chosen publishers and engage in program demos, choose program(s) to pilot, receive materials for pilot teachers, engage in related program PD.</p>

				<p>Spring/summer 2024: Plan foundational and program-agnostic PD on best practices in math instruction as well as late spring training for eventual new curriculum</p> <p>Fall/Winter 2024: Math committee teachers pilot selected curricula, ongoing evaluation of pilot impact on student learning and teacher use, secure quotes for potential purchases to inform district budget planning</p> <p>Spring 2025: Make purchasing decisions, order materials to ensure they arrive before the end of the school year, plan short and long-term PD to ensure proper teacher support for new curriculum rollout and create a PD map</p> <p>School Year 2025-2026 Implement new curricula, K-6, continued PD</p>
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	Objective	Actions	Those Responsible	Timelines
1.4	Focus on increased literacy at all grade levels	<ul style="list-style-type: none"> Engage in a planning process for developing a formal District Dyslexia Action Plan. Apply for admission to the MA Dyslexia Institute to support the above. Using data from District early literacy screening tools, develop and communicate an intentional framework for intervention and instructional practices grounded in culturally and linguistically sustaining practices, for working with students who are at risk of or diagnosed with dyslexia and other reading difficulties. With the District literacy team, review the District Literacy Plan and revise it with updated needs that meet the next steps in our implementation of Tier I HQIM in literacy, K-6. Research and review current best practices in elementary writing in an effort to improve written expression, including research skills, and outcomes for students in grades K-6. Provide professional development for instructional staff on all of the above. 		<p>December 2023, apply for the district team to engage in the MA Dyslexia Institute</p> <p>Winter/Spring 2024, create dyslexia plan</p> <p>Ongoing considerations of scale over the 2023-2024 and 2024-2025 school year.</p> <p>Spring 2024, revise literacy plan, research/review writing best practices/curricula, create PD plan</p>

Goal #2 Student Support and Social and Emotional Wellness

	Objective	Actions	Those Responsible	Timelines
2.1	Plan for an increase in therapeutic and therapeutic supervision needs for students in all grade levels.	<ul style="list-style-type: none"> ● Continue to zero in on data that suggests specific challenges (ie numbers and frequency of in-school and out-of-school suspensions among students with and without individualized education plans. ● Build an appropriate supervisory model for inclusion that allows for 360 degrees of student safety while maintaining appropriate inclusion levels. ● Model and examine budget requirements (particularly related to staff and transportation) for more restrictive in-school programming that better supports the therapeutic and trauma-informed needs of specific students but maintains local building presence for students (as opposed to out-of-district placements). ● Identify space needs in each building, including the potential for one elementary-level program housed in one of the district elementary schools but serving both distinct schools. ● Identify budgetary needs related to space needs and upgrades dependent on program grade level. 	<ul style="list-style-type: none"> ● Principals ● Special Education Director ● Central Office Staff 	<p>Ongoing data review</p> <p>Budgetary implications by March of 2023</p> <p>Ongoing considerations of scale and leveling up over the 2023-2024 and 2024-2025 school year.</p>

	Objective	Actions	Those Responsible	Timelines
2.2	Curriculum review specific to Tiered Levels of Support in k-12 to increase student learning and student achievement, particularly in examining levels and models of instructional support for students with and without individualized education plans to address better very specific needs and areas where students have fallen behind grade level expectations.	<ul style="list-style-type: none"> ● Specific achievement and MCAS score review for students to determine where current levels of programming and support are working, and where they are not. ● The examination will be made through a curriculum lens and an instructional model lens. ● The data focus will be on the gaps between report-card grades and MCAS achievement levels and growth scores. ● Examination of best practices making use of MA DESE resources and MA DESE personnel (through curriculum channels, special education channels, and the Tiered Focus Monitoring Review process). ● Examination of budgetary impacts and tradeoffs related to both the curricular and instructional lenses, as well as a review of personnel needs related to licensure and expertise areas. 	<ul style="list-style-type: none"> ● Principals ● Special Education Director ● Curriculum Director ● Specific Teachers and Paraprofessionals ● Central Office Staff 	Ongoing examination

GOAL#3 Technology

	Objective	Actions	Those Responsible	Timelines
3.1	Select and use an evaluation tool that includes feedback from stakeholders (students & teachers), data privacy, usage reporting, an equity lens and curricular connections to drive budgetary decisions and implementation practices moving forward.	<ul style="list-style-type: none"> • Participate in MA DESE EdTech Equity Learning Cohort facilitated by The Learning Accelerator • Form a cross-functional team comprising educators, administrators and stakeholders to evaluate potential tools • Pilot test the selected evaluation tool with three softwares to gather initial feedback • Join SDPA (Student Data Privacy Alliance) • Expand out use of evaluation tool • Tech team to identify three most widely used and beneficial tools. • Develop a plan for the phased implementation of the tools (this may vary by building) • Provide professional development for three tools • Establish a feedback loop to continuously assess the effectiveness and make adjustments as needed 	<ul style="list-style-type: none"> • Director of Academic Technology • Director of Curriculum, Instruction, and Assessment • Tech team • Principals 	<ul style="list-style-type: none"> • Cohort year 2023-2024 • SDPA by January 2024 • Pilot by June 2024 • Expand Evaluation tool over 2024-2026 • Re-Implement tools Fall 2025
	Objective	Actions	Those Responsible	Timelines
3.2	Enhance computer and network security to respond to evolving cybersecurity needs.	<ul style="list-style-type: none"> • Switch from traditional anti-virus software to Endpoint Detection & Response (EDR) • Increase cybersecurity awareness for all staff through trainings and table top exercises • Roll out MFA for all users across domains 	<ul style="list-style-type: none"> • Director of Operations & Technology • Director of Academic Technology • Asst. Supt/ Business Office 	<ul style="list-style-type: none"> • Network adjustments as needed • Fall Compliance Trainings Annually • Fall 2023 MFA for all Google Accounts

	Objective	Actions	Those Responsible	Timelines
3.3	Develop comprehensive guidance for the district's use of Artificial Intelligence (AI) and communicate it to all stakeholders.	<ul style="list-style-type: none"> Review resources from AI experts and educators to draft initial AI usage guidelines. Bring draft guidelines to staff and students for review Revise guidelines based on feedback from staff and students Develop a communication plan to share AI guidance document to all district teachers, administrators, staff, students and families Schedule training sessions to introduce AI Continue support over school years 	<ul style="list-style-type: none"> Director of Academic Technology TeachAI.org Williams Office of Instructional Technology Tech team Principals 	<ul style="list-style-type: none"> Intro PD February/ March 2024 Share an inventory of teaching tools with staff Draft Guidance Spring 2024 Finalize Guidance Fall 2024 Training Fall 2024 Continued PD Spring 2025, Fall 2025, Spring 2026
3.4	Implement a digital wellness program to promote healthy technology usage habits among students and staff.	<ul style="list-style-type: none"> Form a committee comprising school counselors, psychologists, and technology specialists to design the digital wellness program Develop yearly workshops for students and staff focusing on digital wellness practices Include feedback from the workshops from stakeholders who attend Adjust and refine the digital wellness program based on feedback and emerging trends in digital health research (which is all subject to change) 	<ul style="list-style-type: none"> Director of Academic Technology School Counselors, Social Workers and Psychologists Tech team Principals 	<ul style="list-style-type: none"> Committee Formation Winter 2024 Workshops annually each Spring for each stakeholder group

GOAL #4 Belonging, Equity, Inclusion, and Diversity

	Objective	Actions	Those Responsible	Timelines
4.1	Further develop and implement processes for checking all curriculum—for formal and informal—for bias of all types.	<ul style="list-style-type: none"> ● Engage the MA DESE for technical assistance and support ● Promote working groups in each school to examine curriculum, classroom libraries, school media centers, and other sources of materials used in coursework, grade levels, and available for student use ● Make use of both DESE and other resources to have inform, develop, and operate these process: <ul style="list-style-type: none"> ○ https://www.teachingforchange.org/selecting-anti-bias-books ○ https://www.cde.ca.gov/ci/cr/cf/lc.asp ○ https://www.michigan.gov/-/media/Project/Websites/mde/Academic-Standards/Tools_Guidance_Eval_Bias_Educational_Mats.pdf?rev=8bddf50e63d042bba7d61f0abbc113cc ○ https://www.learningforjustice.org/sites/default/files/2019-04/TT-Critical-Practices-for-Anti-bias-Education.pdf ○ https://www.doe.mass.edu/ccte/cvte/programs/review.docx 	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent ● Director of Curriculum ● Principals ● Curriculum and Grade level Leaders ● Teachers 	<ul style="list-style-type: none"> ● Training will begin spring of 2024 school year ● Ongoing training and processing ● Key component of new curriculum adoption process, including those referenced in this document

	Objective	Actions	Those Responsible	Timeline
4.2.	Work to reduce chronic absenteeism gaps among student demographic groups.	<ul style="list-style-type: none"> ● Identify individuals within student data, and identify individual needs ● Identify specific needs/root causes among student demographic groups (Low Income, Students with Disabilities, Multilingual Learners, Asian, and African American/Black students all miss school at greater rates than All Students, White, and Latino students) for absenteeism ● Work with neighboring districts and other like and unlike-districts in the Commonwealth to examine best practices ● Identify attendance and communication procedures and practices 		

GOAL # 5 District-Building

	Objective	Actions	Those Responsible	Timelines
5.1	Create more and more frequent opportunities for students, families, and staff to work together to build district cohesion and strength, particularly as students approach the grade 6 to grade 7 transition.	<ul style="list-style-type: none"> • Work collaboratively with school councils, principals, and school staff to identify natural areas for increased cross-school student interaction. • Work collaboratively with school principals and school staff to identify natural opportunities for cross-school collegial work and opportunities (such as the year-long efforts to rebuild and revise the Library Materials Selection and Review policy) • Close examination of student opportunities related to curriculum-based projects and fine/performing arts opportunities that can assist in bringing students together, and help students and families better understand the opportunities that await them at MGRS. 	<ul style="list-style-type: none"> • Principals and school Administrative Teams • Curriculum Director • Specific Teachers and Paraprofessionals • School Councils • Central Office Staff 	<p>Ongoing timeline with a mid-winter kickoff of an internal-school district-based work group to examine opportunities for spring and summer of 2024.</p> <p>Ongoing timeline to build greater opportunity for all parties.</p>
	Objective	Actions	Those Responsible	Timelines
5.2	Streamline school and district website/communications to have similar organizational structure and ease of access to all	<ul style="list-style-type: none"> • Review site maps at all three schools and the district website bi-annually and make adjustments as needed • Review Finals site (website host) analytics to review content engagement • Periodic Review of ParentSquare posts • Continued training on ParentSquare 	<ul style="list-style-type: none"> • Webmasters • Principals • District Admin Team • Director of Academic Technology 	Ongoing

	MGRSD families	<ul style="list-style-type: none"> best practices Review ParentSquare Engagement Analytics 		
	Objective	Actions	Those Responsible	Timelines
5.3	Develop new 3 year Student Opportunity Act Plan (SOA)	<ul style="list-style-type: none"> Analyze district data and select student groups for focused Plan support Set three-year targets for improving student achievement Engage families/caregivers and other stakeholders around the plan Select evidence based programs/actions (EBPs) to address disparities in outcomes 	<ul style="list-style-type: none"> Superintendent & Asst. Superintendent Principals Special Education Director Curriculum Director Specific teachers 	By April 1, 2024

Voted and Approved January 11, 2024