

## **School Improvement team process--**

### **Purpose of the SIT -**

The purpose of the School Improvement Team is to provide input on and monitoring of SMART Goals (School Improvement Plan) for continuous improvement based on the District Strategic Goals (Scorecard), data, and feedback provided by school and district based teams such as the data teams, the health and wellness committee, and the MTSS teams. Teams will provide voice and an avenue for communication from each building to the their school community and the larger district community regarding progress toward our strategic goals and objectives.

### **Membership**

1. Who: 3 Students (secondary only), 3 Parents, 1 Community Member, 3 Teachers, 1 Administrator
2. Chaired by a Teacher (Principal can facilitate and organize)
3. One Parent or Teacher needs to be the liaison to the Health and Wellness Committee
4. Two members from the same family may not be on a team at the same time
5. **Membership process** - Application is due by September 15 and selections by September 22. Priority will be given to those who have not had an opportunity to participate in the past. Members can choose to serve two-year terms. They will need to re-apply to serve again after that. Student representatives serve for the duration of their time in the school. Members may opt to resign or may be asked to resign due to policy infractions or lack of attendance. Vacant positions will be filled within one month of vacancy following the application process.

### **Meeting Frequency**

1. Team will meet at least one time a month. Increased frequency may occur at the start of the school year

### **Development of SMART Goals -**

The school improvement plans will all use the same SMART Goal format. School Improvement teams will use these documents to either develop or provide input into a SMART Goal. The SMART Goals will be public documents that will be used to communicate progress toward goals.

**Each School will have:** 2 Academic Goals, 1 Student Success Student/Engagement, 1 SEL Goal, 1 Parent Culture Goal, and 1 Staff Culture Goal  
Connected to the Strategic Plan and District Scorecard

### **Monitoring of SMART Goals**

The school improvement team will monitor and use the Plan Do Study Act process to implement and/or adjust strategies embedded in the SMART Goals, if needed. They will report out benchmark data at the beginning of the year and progress data at the middle and end of the school year.

### **Communication**

The school improvement team representative will provide an annual report on strategy and goal area(s) at a beginning middle and end of the year faculty meeting and parent teacher organization meeting. The plan will be published on the websites of each school and linked into the newsletter. The administrators will report to the school committee at the beginning, middle, and end of year. Meeting agendas and minutes will be taken and published on the school website.

## SMART GOALS – TEMPLATE

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SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

### **A SMART goal is:**

**Specific (and strategic):** Linked to position summary, departmental goals/mission, and/or overall school goals and strategic plans. Answers the question—Who? and What?

**Measurable:** The success toward meeting the goal can be measured. Answers the question—How?

**Attainable/Achievable:** Goals are realistic and can be achieved in a specific amount of time and are reasonable.

**Relevant and realistic:** The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

**Time frame:** Goals have a clearly defined time-frame including a target or deadline date.

### *Examples:*

#### Not a SMART goal:

- Employee will improve his/her writing skills.

*Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.*

#### SMART goal:

The Department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by May 2015 and will publish the first monthly newsletter by September 2015. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by supervisor, distribute the newsletter to staff by the 15<sup>th</sup> of each month. Template Modified from *Learning by Doing* (2010) Solution Tree Press

**STUDENT SUCCESS GOAL 1**

Smart Goals Worksheet				
<b>School</b> Barrington Middle School	<b>Team Name</b> School Improvement Team	<b>Team Leader</b> Anderson	<b>Date</b> November, 2020	
<b>Team Members:</b> <b>Teachers:</b> <b>Parents:</b> <b>Students:</b> <b>Administrator:</b>				
<b>District Strategic Goal(s) from the Scorecard : STUDENT SUCCESS</b>				
<b>Team Smart Goal</b>	<b>Specific Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date and Time Line</b>	<b>Evidence of Effectiveness (Measurement)</b>
By June 2021, all PLC's will work together to review past projects and see how they can implement hybrid, distance, pod learning with the goal of doing their best to implement 1.	Content and Allied Arts teachers will work towards continuing to engage in planning, designing, and implementing one project-based learning opportunity with their students incorporating the Deep Learning Principles.	Anderson Silveira Teachers	By June, 2021	<b>Beginning of Year</b> EOY 90% of teachers have implemented PBL opportunities by the end of 2020 - 2020 academic school year.
By June 2021, BMS would establish a school based Culturally Responsive Team that focuses directly on embedded culturally responsive instruction in daily	Content and allied art teachers will continue to plan their United Nations Sustainable Goals\project grounded in Deep Learning principles for the 2021 - 2022 academic school year. Teachers will work towards	Anderson Silveira Teachers	By June, 2021	<b>Middle of Year</b>

instruction.	mapping UNSG projects out per grade level.			
	BMS will create an implementation plan to have a school based PBL/DL/DEI coach that will continue to lead our work.			
	Teachers new to BMS would receive training/coaching in the development of PBL and DL from a BMS PBL/DL coach.	Anderson Silveira New Teachers	By June, 2021	<b>End of Year</b>
	BMS Deep Learning Leadership Team will lead Deep Learning PD in daily deep learning opportunities that are aligned to curriculum scope and sequence. An emphasis will be placed on Deep Learning during distance, hybrid, and pod learning.	Anderson Silveira Teachers	By May, 2021	
	BMS will establish a school based Culturally Responsive Team and meet to identify its mission (aligned to our school/district's mission) and scope of work.	Anderson Silveira BMS Culturally Responsive Team	By June, 2021	
	Throughout the year, BMS Administration will formally/informally check in on teacher efficacy of project-based learning opportunities through CPT meetings(bi-monthly), cohort meetings(once a week for weeks), review of the shared folder (per trimester), teacher survey (twice a year).	Anderson Silveira BMS Deep Learning Leadership Team	By June, 2021	

**STUDENT SUCCESS GOAL 1 and 2**

**Smart Goals Worksheet**

<b>School</b> Barrington Middle School	<b>Team Name</b> School Improvement Team	<b>Team Leader</b> Anderson	<b>Date</b> November 1, 2020	
<b>Team Members:</b> Teachers: Parents: Students; Administrator:				
<b>District Strategic Goal(s) from the Scorecard: STUDENT SUCCESS</b>				
<b>Team Smart Goal</b>	<b>Specific Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date and Time Line</b>	<b>Evidence of Effectiveness (Measurement)</b>
BMS Goal 2A: Math By June 2021, BMS will decrease the gap for students with special needs by increasing the average percentile score from 48.86%	Last year (2019 - 2020) BMS Administration met with stakeholders to engage in a root cause analysis regarding the gap between students identified with special needs and students without special needs in both literacy and numeracy, and identified	Anderson Silveira	By October, 2020	

<p>percentile to 58% percentile based upon Fastbridge’s aMath.</p> <p>Note: According to 2019 RICAS Results, the gap between students with special education and non special education was 56%</p> <p>According to Fall Fastbridge, the gap between students with special education and non special education was 52%</p> <p>BMS Goal 2B: Reading By June 2021, BMS will Decrease the gap for students with special needs by increasing the average percentile score from the 41% to 51% based upon Fastbridge’s aReading.</p>	<p>schedule and mindset as our biggest barriers to closing the achievement gap.</p> <p>This year we will: Continue to revisit IEP’s to ensure services are written based on student need, and not based on schedule. For example, students receiving 20 mins of specialized instruction 3 days a week. In a typical year, this shift will allow general education teachers access to students identified with special needs during. FAST. As a school, this is a barrier that we need to address.</p> <p>In addition, the hiring of an IEP Coordinator position will regularly review IEP’s and monitor service hours and ensure services are documented correctly.</p> <p>Work with curriculum chairs to re-organize special education and general education teacher’s CPT schedule, so special educators and general educators could regularly engage in CPT.</p>			
<p>Note: According to 2019 RICAS Results, the gap between students with special education and non special education was 63%</p>	<p>Continue to place an emphasis/support on co-teaching and the workshop model grounded in Universal Design for Learning</p>	<p>Anderson, Silveira, Kristen Matthes, MTSS Leadership Team, Teachers</p>	<p>By June, 2021</p>	<p><b>Beginning of Year Math:</b></p> <p><b>Reading: 41%ile avg score</b></p>
<p>According to Fall Fastbridge, the gap between students with special</p>	<p>Emphasis placed on purposefully “layering” Tier 1, Tier 2, and Tier 3 interventions for students identified as needing special</p>	<p>Anderson, Silveira, Kristen Matthes, MTSS Leadership Team,</p>	<p>By January, 2021</p>	<p><b>Middle of Year Math:</b></p>

education and non special education was 45 %	education services who are not demonstrating proficiency delivered by both the general education teachers (ELA, Math, Science, Social Studies), special education teachers, and specialists (reading and math) during distance, hybrid, and pod learning.	Teachers		<b>Reading:</b>
	Reinforce a school wide practice where no classroom assignments/homework to be completed in academic support and only specially designed instruction designed to close literacy and numeracy gaps.	Anderson, Silveira, Matthes, Dillon	By December, 20120	<b>End of Year Math:</b>  <b>Reading</b>
	BMS will create a Special Education Planning Taskforce to evolve special education practices at Barrington Middle School grounded in best practices and research. Taskforce will present their ideas to district administration	Anderson, Silveira, BMS Special Education Taskforce		
	BMS Administrators, BPS Administrators, MTSS Leadership Team and Curriculum Leaders will seek out tools that are age appropriate Tier 2 interventions to help close gaps.	Anderson, Silveira, Kristen Matthes, MTSS Leadership Team, Curriculum Chairs	By January, 2021	
	All content teachers and special education teachers will receive training (in/out house) on progress monitoring tools and tiered interventions.	Anderson, Silveira, MTSS Leadership Team	By February, 2021	
	Throughout the year, BMS Administration will formally/informally check in on teacher efficacy of co-teaching and interventions	Anderson, Silveira	By January, 2021 By March, 2021 By June 2021	

	through CPT meetings (bi-monthly), progress monitoring data (bi-monthly), and curriculum chair meetings/curriculum meetings (bi-monthly).			
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**SOCIAL-EMOTIONAL WELL-BEING GOAL**

<b>Smart Goals Worksheet</b>				
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<b>School</b> Barrington Middle School	<b>Team Name</b> School Improvement Team	<b>Team Leader</b> Anderson	<b>Date</b> November 1, 2020	
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<b>Team Members:</b> <b>Teachers:</b> <b>Parents:</b> <b>Students;</b> <b>Administrator:</b>
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**District Strategic Goal(s) from the Scorecard: SOCIAL EMOTIONAL WELL-BEING**

<b>Team Smart Goal</b>	<b>Specific Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date and Time Line</b>	<b>Evidence of Effectiveness (Measurement)</b>
<b>By June 2021, 100% of students will experience/participate in RULER in advisory and other cluster based activities.</b>	BMS will establish a set advisory schedule where students will meet in advisory twice a month during FAST.	Anderson Silveira	By October, 2020	<b>Beginning of Year</b> 0%
	BMS RULER Leadership	BMS Ruler Leadership Team	By October, 2020	<b>Middle of Year</b>



<p><b>By June 2021, 85% of teachers will have examples of RULER tools within daily instruction as measured by walkthrough data (aligned with District's Goal)</b></p>	<p>Team will continue to develop RULER advisory lessons to be taught during advisory.</p> <p>Embedded in each lesson will be a RULER reflection piece to be included in student portfolios.</p>			
	<p>Each advisory will accomplish the following throughout the school year:  1st Trimester: Charter  2nd Trimester: Mood Meter  3rd Trimester: Meta Moment/Blueprint</p>	<p>Anderson  Silveira</p>	<p>End of first Trimester:  December, 2020</p> <p>End of Second Trimester:  March, 2021</p> <p>End of Third Trimester  June, 2021</p>	<p><b>End of Year</b></p>
	<p>Each classroom will have evidence of the following:  1st Trimester: Charter  2nd Trimester: Mood Meter  3rd Trimester: Meta Moment/Blueprint</p>	<p>Anderson  Silveira</p>	<p>End of first Trimester:  December, 2020</p> <p>End of Second Trimester:  March, 2021</p> <p>End of Third Trimester  June, 2021</p>	

**COLLABORATIVE CULTURE GOAL**

**Smart Goals Worksheet**

<b>School</b> Barrington Middle School	<b>Team Name</b> School Improvement Team	<b>Team Leader</b> Anderson	<b>Date</b> November 1, 2020	
<b>Team Members:</b> Teachers: Parents: Students; Administrator:				
<b>District Strategic Goal(s) from the Scorecard: COLLABORATIVE CULTURE</b>				
<b>Team Smart Goal</b>	<b>Specific Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date and Time Line</b>	<b>Evidence of Effectiveness (Measurement)</b>
Increase employee engagement, as measured by the Employee Engagement Survey from 3.85 to 3.95.	BMS will continue to improve distributed leadership practices by including teachers in the decision making process. The importance of including all teachers is critical.	Anderson Silveira	By January, 2021	<b>Beginning of Year</b> <b>3.85</b>
	BMS will continue to improve communication with regards to district/school mandates.	Anderson Silveira	By January, 2021	<b>Middle of Year</b>

	BMS will provide more options to collaborate.	Anderson Silveira	By January, 2021	End of Year
	BMS administrator will provide ongoing status updates of previous identified areas for improvement and continue to ask for continuous improvement feedback.	Anderson Silveira	By June, 2021	
	BMS will place an emphasis on faculty/staff wellness and culture. Examples of this includes: #bmsshines, monday morning meetups, Thankful Thursdays, weekly wellness tips, and Friday Faculty Blue and Gold day	Anderson Silveira	Bu January, 2021	

**PARENT AND COMMUNITY ENGAGEMENT**

Smart Goals Worksheet			
School Barrington Middle School	Team Name School Improvement Team	Team Leader Anderson	Date November 1, 2020
Team Members: Teachers: Parents: Students;			

Administrator:

District Strategic Goal(s) from the Scorecard: PARENT AND COMMUNITY ENGAGEMENT (DRAFT)

Team Smart Goal	Specific Strategies and Action Steps	Who is Responsible	Target Date and Time Line	Evidence of Effectiveness (Measurement)
Increase parent satisfaction, as measured by the Parent Satisfaction Survey, 4.04 to 4.14.	Prior to the end of each marking period, each teacher will send home 10 positive news from school (postcards, emails, phone calls, etc.).	Anderson Faculty	By December, 2020 March, 2021 June, 2021	<b>Beginning of Year 4.04</b>
	BMS Teachers will learn Canvas to best communicate to families on student progress. (includes grades, feedback, samples)	Anderson Cluster Teachers	By June, 2021	<b>Middle of Year</b>
	Within Clusters/Departments, teachers work towards consistency in appearance.	Cluster Teachers Department Teachers	By June, 2021	<b>End of Year</b>
	BMS will create a parent tutorial to help families navigate Canvas.	Anderson Canvas Ambassadors	By March, 2021	
	BMS will be creative and plan different ways for parents to be “partners in learning” where they will virtually have the opportunity to engage in the	Anderson BMS Leadership Council	By June 2021	<b>End of Year</b>

	teaching/learning process.			
	BMS will continue to provide weekly communication from school to home (ie. newsletters, BMS Fast Five, etc.)	Anderson	By June, 2021	
	BMS will stress the importance of families completing the satisfaction survey and develop a strong public relations campaign to increase participation.	Anderson	By February, 2021	

**Efficient Systems**

Smart Goals Worksheet			
<b>School</b> Barrington Middle School	<b>Team Name</b> School Improvement Team	<b>Team Leader</b> Anderson	<b>Date</b> November 1, 2020
<b>Team Members:</b>			

Teachers: Terri Couto, Peter McFarland, Abigail Williams; Parents: Kathleen Gantz, Marua McCrann, Jack Van Leer; Student: Kendal Bazerman;  
 Administrator: Andrew Anderson

**District Strategic Goal(s) from the Scorecard**

Team Smart Goal	Specific Strategies and Action Steps	Who is Responsible	Target Date and Time Line	Evidence of Effectiveness (Measurement)
BMS Administrators, BPS Administrators, and Curriculum Leaders will seek out tools that are age appropriate Tier 2 interventions to help close gaps.	BMS Administrators will meet with MTSS Leadership Team, curriculum chairs and specialists to audit current tools and investigate potential tools.	Anderson Silveira MTSS Leadership Team	By February, 2021	<b>Beginning of Year:            Non applicable</b>
	BMS Core Teachers, Specialist, and Special Education Teachers will pilot potential tools.	Anderson Silveira Special Education/Core Teachers	By March, 2021	<b>Middle of Year</b>
	BMS will work towards streamlining our MTSS process to make more efficient and effective (process, documentation.	Anderson Silveira MTSS Leadership Team		
	BMS Administrators, curriculum chairs, and specialist will meet with district	Anderson Silveira Curriculum Chairs MTSS Leadership Team	By April, 2021	<b>End of Year</b>

	administration to review potential tools to order.			
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