



***Innovate. Inspire. Achieve 2024!***

Spencer-East Brookfield Regional School District  
Improvement Plan | 2021-2024

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## About This Document

The Spencer-East Brookfield Regional School takes pride in the fact that it is an integral part of the communities of East Brookfield and Spencer, Massachusetts as well as the Southern Worcester County Region. In developing this district improvement plan, we felt it important to ensure the opportunity for all members of the school and community to contribute. This is a “living” document and subject to change in reflection of the needs of the people we serve.

During the summer of 2019, we began to craft this new three-year improvement plan. During our annual leadership team retreat, administrators, teachers, parents, school committee members, and members of the community came together to begin this work. As a representative group, these individuals came together to review data and assess the current state of our union in order to accurately identify objectives and initiatives that will cultivate our growth as a school district.

The result of the work is what we refer to as **INNOVATE. INSPIRE. ACHIEVE 2024!** Integrating our portrait of progress - our graduates - and a clear set of expectations for “college, career, and life ready” students, this plan embraces our core values and beliefs while providing us with a focus on teaching and learning.



## Our Mission

We provide dynamic learning opportunities that inspire, develop, and support **every** student.

## Our Vision

Our students' intellectual, social/emotional, physical, and creative education will prepare them to be citizens of an ever-changing global society.

## Our Core Values

1. **Respectful:** We believe in creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered.
2. **Responsible:** We believe that motivating students to become independent “self-directed” learners leads to taking responsibility for their own learning.
3. **Ready to Learn:** We believe that all students deserve the opportunity to come to school ready to learn and prepared for the experience each and every day as evidenced by their ability to be cooperative and always giving their “best” effort! To achieve these ends, students will be:
  - **Resourceful:** Have the ability to find quick and clever ways to overcome challenges and difficulties.
  - **Reflective:** Have the ability to reflect on things--that is, look back at things that have been done or said and think calmly and quietly about them.
  - **Courageous:** Have the ability to be brave and take risks when presented with a challenge or difficulty.
  - **Inclusive:** Have the ability to provide others with what they need in a fair, equitable, and meaningful way - so they may access the teaching and learning opportunities of our regional public school district.
  - **Collaborative:** Have the ability to work jointly with others “together,” especially in an intellectual endeavor!
  - **Proud:** Have the ability to demonstrate reasonable and justifiable self-respect for our schools and the community.
  - **Safe:** Have the ability to be free from harm or danger so that our learning environment remains a safe and healthy place to learn and focused upon the promotion of healthy life choices/decisions.





## Dear SEBRSD Community

The process of developing an improvement plan is an opportunity to set a direction and make a difference within an organization. The Leadership Team, armed with knowledge and data provided by stakeholders, began with a vision, conducted a needs assessment by reviewing local data, surveys, and SWOT analysis and has identified these goals and objectives during a 3-day workshop in August. This workshop prioritized students, staff and community in its final recommendations, and is known as ***Innovate. Achieve. Inspire 2024!***

Spencer-East Brookfield Regional School District has moved into the 21<sup>st</sup> century over the course of the past five years, and while we recognize and are sensitive to the fact that we have experienced dissonance along the way, we remain focused upon and dedicated to the creation of new curriculum, updated resources including our Grades 3-12 1:1 Technology Integration Initiative, Chapter 74 and Pathways programs at the high school, increased athletic participation by adding an Assistant Athletic Director at the middle school, while also pursuing improvements of our capital through performance-based contracting with Siemens and a Core Project with the Massachusetts School Building Authority for our David Prouty High School! Moreover, with the support of the Regional School Committee, we have reorganized and restructured positions and services to support the needs of students without adding more than a handful of faculty positions.

***Innovate. Inspire. Achieve 2024!*** reaffirms our commitment to students and prepares them accordingly for college, career, and life in the community. Furthermore, this improvement plan is anchored in the beliefs of *Sho-Shim* (clear mind), *Kaizen* (continuous improvement), and The Power of Positive Teams – so that we may meet the needs of every student within our regional school district. Over the course of the next three years, we will work to meet the new objectives and initiatives while fostering and maintaining the continuous goal of addressing every child, in every classroom, every day!

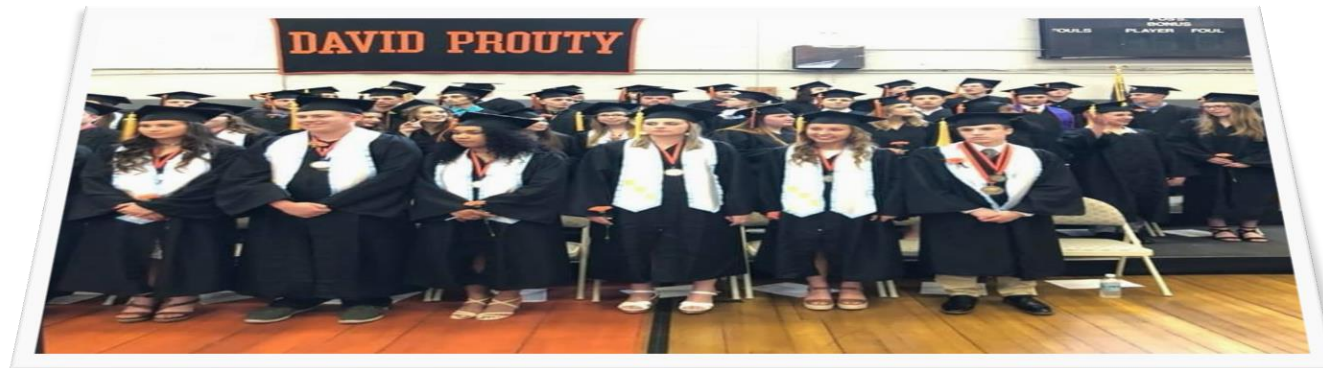
Sincerely Yours,

The SEBRSD Leadership Team

- Paul S. Haughey, Superintendent of Schools
- Matthew Bolduc, Director of Academic Affairs
- Kara Westerman, Director of Student Services
- Gary Suter, School Business Administrator
- Missy Farrow, Assistant Business Administrator
- Brianne Pulver, Director of Food Services
- Christian Gemme, Network Administrator
- Elizabeth York, Principal of David Prouty High School
- Nathaniel Malone, Assistant Principal of David Prouty High School
- Charles Fahey, Director of Athletics
- Linda Stanelun, Director of Preschool/Early Education and Care
- Ralph Borseth, Principal of Knox Trail Middle School
- Gina Fasoli-Figueroa, Assistant Principal of Knox Trail Middle School
- Ron Tomlin, Principal of East Brookfield Elementary School
- Melanie Ethier, Principal of Wire Village School
- Timothy Smolen, Assistant Principal of Wire Village School



## Portrait of Progress: Our Graduates



<b>Personal Responsibility and Accountability</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• Act responsibly with the interests of the larger community in mind.</li> <li>• Demonstrate personal integrity, honesty, and ethical behavior.</li> </ul>
<b>Social and Cross-Cultural Skills</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> <li>• Know when it is appropriate to listen and when to speak.</li> <li>• Conduct themselves in a respectable, professional manner.</li> <li>• Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</li> <li>• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.</li> </ul>
<b>Dynamic: Innovation and Responsive</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• Use a wide range of idea creation techniques (such as brainstorming, divergent &amp; convergent thinking).</li> <li>• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.</li> <li>• Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small success and frequent mistakes.</li> <li>• Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.</li> </ul>
<b>Critical Thinking and Problem Solving</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• Collect, assess and analyze relevant information.</li> <li>• Reason effectively.</li> <li>• Use systems thinking.</li> <li>• Make sound judgments and decisions.</li> <li>• Identify, define and solve authentic problems and essential questions.</li> <li>• Reflect critically on learning experiences, processes, and solutions.</li> </ul>
<b>Flexible and Growth Mindset-Oriented</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• Adapt to varied roles, jobs, responsibilities, schedules, and contexts.</li> <li>• Work effectively in a climate of ambiguity and changing priorities.</li> <li>• Incorporate feedback effectively.</li> <li>• Deal positively with praise, setbacks, and criticism.</li> <li>• Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments.</li> </ul>
<b>Information, Communication, Financial, and Digital Literacy</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• Use digital technology, communications tools, and/or networks to assess, manage, integrate, evaluate, and create information in order to function in a knowledge society.</li> <li>• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.</li> </ul>



# District-At-A-Glance 2021

## Student Demographics

### STUDENTS

1,380

STUDENTS \*



### HIGH NEEDS STUDENTS

50.1%

The number of students with high needs should be considered when analyzing and benchmarking educational data. A student is considered to have "high needs" if he or she is from a household designated as either low income or economically disadvantaged, is considered an English language learner (ELL) or former ELL (within 2 years), or is a student with disabilities who is on an individualized education plan.

\*Only students with a single designation are shown. Other students may have more than one designation.



37.3%  
Economically  
Disadvantaged

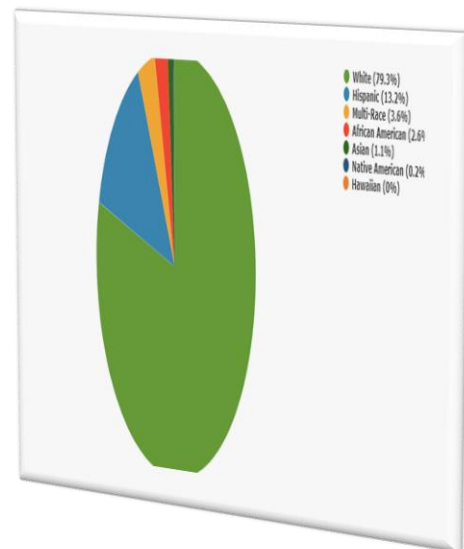


3.4%  
English  
Language  
Learner  
Students



22.7%  
Students with  
Disabilities

### STUDENT DIVERSITY



Data Source:

Per Department of Elementary and Secondary Education as of October 1, 2020.

\*Enrollment data as of June 2021.



# FUNDING

## REVENUE

State Aid (55.3%)

Assessments Received by  
Regional Schools (Operating)  
(40.9%)

Other Local Sources (3.8%)

## TOTAL SPEND

**\$25.9M**

## EXPENDITURES

Instructional Services (49.8%)

Employee Benefits (17.5%)

Out-of-District Education (9.2%)

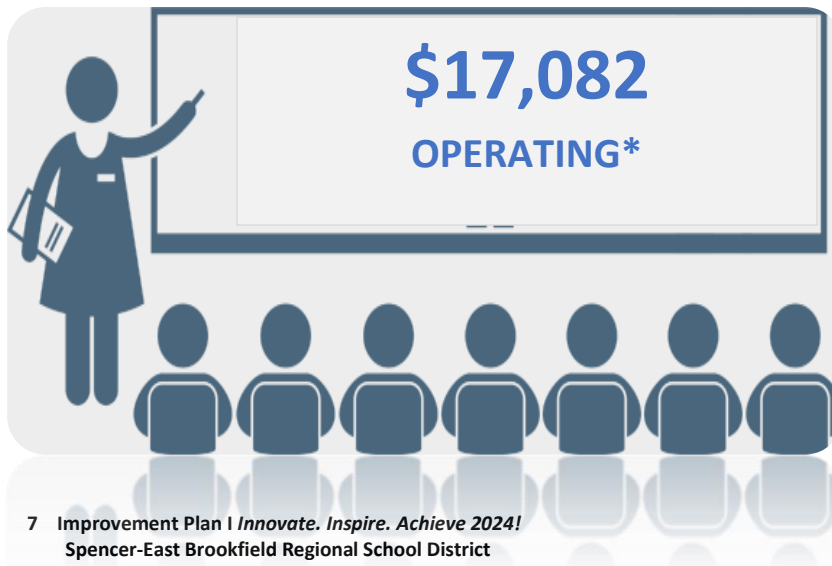
Pupil Services (9.5%)

Plant Operations & Maintenance  
(7.7%)

District Leadership & Administration  
(6.7%)

Other Fixed Costs (0.7%)

## EXPENDITURE PER STUDENT



*Expenditure per Student figure includes all related costs to the education systems including health care and retirement benefits. As such, these figures may differ from expenditures reported in the budget since these costs may be reported elsewhere.*

### Data Source:

Per Department of Revenue (Data through 2018)

\*Operating Expenditure per student is 2.1% higher than similar districts

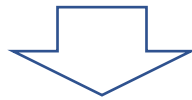


## PERFORMANCE OVERVIEW



**1,068**

Average SAT Score



**94%**

Graduate High School



**77%**

Go to College



Post Graduate Plans	Class of 2020
4 yr. College	24
2 yr. College	18
Work	8
Military	3
Apprenticeship	1
Unknown	5
<b>TOTAL</b>	<b>59</b>

### 2019 AP Scores

Exams Taken	2020
<b>DAVID PROUTY HIGH SCHOOL</b>	<b>22</b>
Biology	11
Calculus AB	11
English Language and Composition	12
English Literature and Composition	12
Grand Total	45

Qualifying Scores	2020
<b>DAVID PROUTY HIGH SCHOOL</b>	<b>14</b>
Biology	5
Calculus AB	6
English Language and Composition	2
English Literature and Composition	6
Grand Total	19

#### Data Source:

Per SEBRSD Department of Information Services (June 24, 2020); and Sarah Fierberg Phillips, Ph.D. Mass Insight Education & Research (August 27<sup>th</sup>, 2021).





## STRATEGIC OBJECTIVE 1:

**The Whole Child!** *Focus on every child, in every classroom, every day.*

- Support an approach to teaching and learning that is responsive to each student's academic, social and emotional needs.

## INITIATIVES

**Initiative 1.1: Meeting the needs of diverse learners by promoting social-emotional learning and the well-being of our students.**

- Create and implement an enhanced early childhood education program that strengthens the home-school connection in the early years so that the needs of our earliest learners (academically, socially, and emotionally) are ready and prepared for Grades PreK-2.
- Create and implement an integrated social-emotional learning framework that supports every student in PreK-12 with attention to research-based best practices (Positive Behavioral Interventions and Supports (PBIS), trauma-sensitive schools, guidance model curriculum, and aligned curriculum frameworks.
- Continue to monitor the social-emotional learning (SEL) and well-being of our students through school climate and SEL focused surveys that explore the core competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

**Initiative 1.2: Prepare our students to be college, career, and life ready.**

- Support student literacy proficiency in K-5 through a focus on a robust set of research-based teaching practices including individualized student supports and direct interventions by using formal and informal student assessments.
- Continuously monitor school-based data teams to ensure that instructional decisions and student placements are made utilizing student data (common assessments, benchmarks, teacher input, My College and Academic Plans).
- Create and implement My Career and Academic Plans (MyCAP) for every student starting in Grades 7-12 with attention to student-developed goals, academic plans, personal/social growth, and college, career and life skills readiness, i.e. Naviance.
- Create opportunities for personalized learning for students to engage, explore, and discover including integrated pathways to support student college and career goals.
- Support students as digital citizens, with opportunities to create digital content, responsible technology use, while putting forward to the world a positive digital footprint.
- Provide students with opportunities for project-based learning that engages them in solving a real-world problem and develops deep content knowledge as well as critical thinking, creativity, and communication skills.
- Prioritize success for all students by identifying achievement gaps and developing interventions that will move all students to be college, career, and life ready.



**Initiative 1.3: Develop and implement school to school transitions for all students.**

- Enhance teacher communication and planning for student transitions at all levels.
- Implement a comprehensive parent program that will educate and inform families as students transition at each level.
- Develop My Career and Academic Plans (MyCAP) to support college, career, and life ready decision making for Grade 7-12 students.



## STRATEGIC OBJECTIVE 2:

### **Professional Learning!** *Investing in our educators.*

- Sustain the high quality of our teachers and administrators by maximizing opportunities for professional development and collaboration, while also increasing diversity.

#### **Initiative 2.1 Create a school culture that puts Social Emotional Learning at the center of our work by supporting faculty and staff.**

- Develop school-wide practices that improve school climate & culture by providing staff with training and professional learning opportunities around the topics of SEL, Trauma-Sensitive Schools, De-escalation (CPI), Paraprofessional Training, Massachusetts Tiered Systems of Support (MTSS) - PBIS, Literacy supplemented with Orton-Gillingham & Wilson, and supporting student needs within the classroom setting.
- Support the social-emotional needs of all staff members by offering opportunities to enhance staff wellness through school-based culture and climate committees, professional learning days, and community events.
- Improving intervention strategies and practices to support diverse learners and their needs.
- Expand the toolboxes of all staff members so that they can better support the needs of all students by developing research-based best practice guides.

#### **Initiative 2.2 Provide staff high-quality professional learning opportunities within the district in order to enhance their practice and continuous learning by providing offerings through French River Educational Collaborative, local colleges and universities as well as through peer collaboration.**

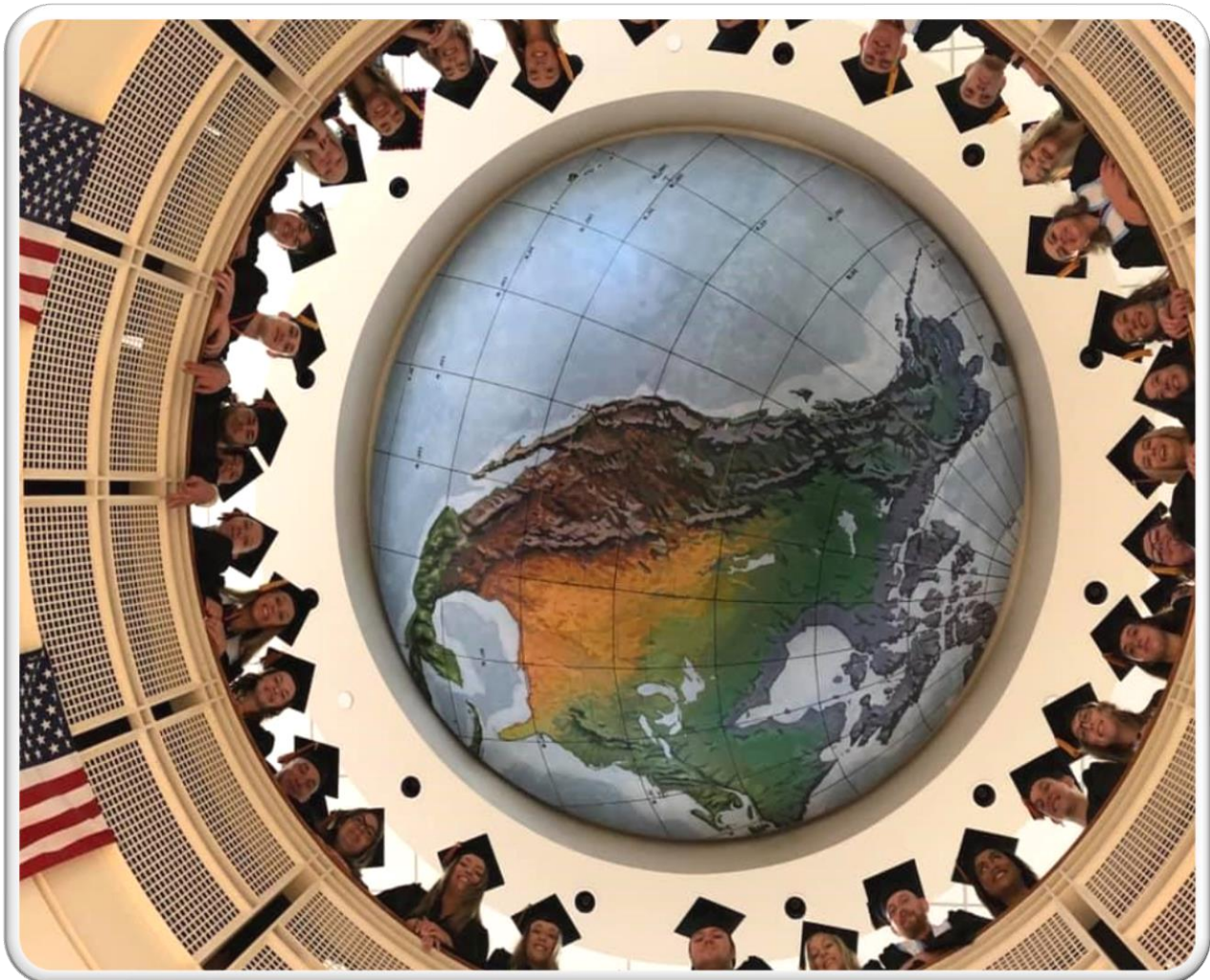
- The Professional Development Committee will continue to develop course offerings for all staff members that meet the needs of individual educators that align with the ***Innovate. Inspire. Achieve 2024!*** as well as school improvement plans.
- Building-based professional learning communities will develop school-based surveys to understand the needs of each staff member by exploring standard based report cards and the like.
- Create innovative professional learning opportunities for staff to meet the dynamic, personalized learning and project-based learning initiative in our classrooms for literacy (reading and writing), science, mathematics, social sciences, and the arts.
- Utilize UDL (Universal Design for Learning) principles to meet the district mission, *provide dynamic learning opportunities that inspire, develop, and support every student.*





**Initiative 2.3 Create and implement an enhanced educator evaluation system that promotes reflective practices and use of learning walks and lesson studies as tools for improvement.**

- Utilize the Department of Elementary and Secondary Education (DESE) “Look For” Guides as a means of guiding research-based teaching practices and creating professional dialogue amongst administration, faculty, and staff.
- Supporting students with social-emotional learning and/or behavior issues in the classroom.
- Utilize the evaluation system to create, warehouse and share teacher exemplar portfolios; i.e. *Identifying and establishing practices designed to improve students’ expressive literacy.*





## STRATEGIC OBJECTIVE 3:

**Innovation & Responsiveness!** *Provide dynamic, broad-based learning opportunities as part of an innovative and responsive public school system.*

- Further enhance the curriculum by including 21st-century skills, and by strengthening and expanding district science, technology, engineering, arts, mathematics (STEAM), college, career, and community offerings.

**Initiative 3.1 Address capital improvement needs within the regional school district by partnering with our parents/families, communities, the Massachusetts School Building Authority, and Siemens - so that our facilities are innovative, responsive and meet the needs of 21<sup>st</sup>-century teaching and learning.**

- Utilize performance-based contracting with Siemens to effectively and efficiently realize opportunities to improve our capital needs in the Wire Village School, East Brookfield Elementary School, and Knox Trail Middle School - so that all buildings are able to support teaching and learning needs for the 21<sup>st</sup> century.
- Partner with all stakeholders so that we may realize a Massachusetts School Building Authority project that accurately reflects and meets the teaching and learning needs of our students at David Prouty High School – so that STEAM, vocational and college and career opportunities are met now and into the future for our communities and the Southern Worcester County Region.

**Initiative 3.2 Integrate Instructional Technology**

- Provide teachers, support staff, and administrators with the resources, both human and capital, and professional learning needed to effectively utilize technology to support student learning and administrative tasks.
- Develop “Maker Spaces” or “Innovation Spaces” in each school building to allow students to explore the curriculum with hands-on learning opportunities in Grades PreK-12.
- Engage students in purposeful and differentiated digital learning activities across all grade levels and disciplines in Grades PreK-12.
- Maintain an updated inventory of equipment and digital resources utilizing industry standards for staffing, training, and maintenance aimed at preparing students for global careers.

**Initiative 3.3: Experiential learning at every grade level - including Service Learning – via external partnerships with college, career, and community connections so students are life-ready.**

- Establish external partnerships for further content enrichment offerings with FLEXcon, Siemens, American Heart Association, 15-40 Connection, UMass-Medical Center, UMass-Stockbridge, and the like.
- Expand Chapter 74 into Marketing/Business, Criminal Justice, Environmental Sciences, and Early Childhood Education.
- Design, develop and implement innovation pathways and college articulation (MWCC, QCC, MCA)
- Continue to strengthen connections between early education (PreK-2) and high school
- Promote the Advanced Placement Capstone Diploma program at David Prouty High School.
- Promote the Seal of Bi-Literacy program at David Prouty High School.



## Conclusion

***Innovate. Inspire. Achieve 2024!*** concludes with a summary of district strategic objectives that align with our core values of respect, responsibility and ready to learn. As a district, we believe that these strategic objectives enhance the school experience for all students within the Spencer-East Brookfield Regional School District!

## District Improvement Planning Committee Members

- Denise Avolesse, Executive Assistant to the Superintendent
- Martha Berthiaume, School Committee Member
- Peter Bogren, Teacher at Knox Trail Middle School
- Matthew Bolduc, Director of Academic Affairs
- Ralph Borseth, Principal of Knox Trail Middle School
- Brianne Pulver, Director of Food Services
- Melanie Ethier, Principal of Wire Village School
- Anthony Fama, Teacher at Knox Trail Middle School
- Melissa Farrow, Assistant Business Administrator
- Gina Fasoli, Assistant Principal of Knox Trail Middle School
- Paul S. Haughey, Superintendent of Schools
- Nathan Malone, Assistant Principal of David Prouty High School
- Heather Messier, School Committee Member
- Jason Monette, School Committee Chairman
- Meghan Pope, Teacher at East Brookfield Elementary School
- Maryellen Gauthier, Teacher at Wire Village School
- Christine Farra, Teacher at Wire Village School
- Timothy Smolen, Assistant Principal of Wire Village School
- Linda Stanelun, Director of Preschool/Early Education and Care
- Gary Suter, School Business Administrator
- Ron Tomlin, Principal of East Brookfield Elementary School
- Kara Westerman, Director of Student Services
- Elizabeth York, Principal of David Prouty High School



# Glossary of Terms

## **Achievement Gap**

The disparity between low and high student achievement measures compounded by race and poverty variables.

## **College, Career, and Life Ready**

Students are *College Ready* if they meet specified academic indicators OR standardized testing benchmarks. They are considered *Career Ready* if they have identified a career interest and meet behavioral and experiential benchmarks. Being *Life Ready* means students leave high school with the knowledge, skills, and perseverance to tackle and achieve their goals.

## **SEBRSD Budget Book**

An annual report to be distributed to the community containing updates from the District.

## **Positive Behavioral Interventions and Supports (PBIS)**

An empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills.

## **Professional Learning**

A set of coherent learning experiences that enables educators to facilitate the learning of students.

## **Professional Development Committee**

A group of SEBRSD professionals who seek out, explore and plan meaningful high-quality learning experiences.

## **Project-Based Learning**

A dynamic classroom approach in which students actively explore real-world problems and acquire a deeper knowledge.

## **Social-Emotional Learning (SEL)**

The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## **Student Literacy Proficiency**

The SEBRSD Literacy Plan assures high-quality literacy instruction and experiences in every classroom, every day, for every student.

## **My College and Academic Plan (MyCAP)**

Formerly called Individual Learning Plan (ILP), MyCAP is a student-directed, multi-year planning tool designed to personalize learning and increase students' understanding of the connections and relevance of what they do now to their future success. MyCAP is a process and an instrument that allows students to map academic plans, document personal/social growth, and engage in career development activities consistent with the student's unique, self-identified interests, needs, and goals for the attainment of post-secondary success.

## **Trauma-Sensitive Schools**

A safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors and succeed academically while supporting their physical health and well-being.

## **Two-way Communication**

Mutual conversation with both parties contributing their perspective.





## **Superintendent of Schools**

**Paul S. Haughey, Ed.D.**

## **Spencer-East Brookfield Regional School Committee**

### **Members**

**Jason Monette, Chairperson**

**Heather Messier, Vice Chairperson**

**Martha Berthiaume**

**Pat Lacaire**

**Heather Messier**

**Wendy Pelchat**

**Jeffrey Sauvageau**

**Christopher Woodbury**

### **We Are Social...**



**Find us @ChooseSEBRSD**