District Improvement Plan
Annual Progress Update

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INTRODUCTION

We are pleased to provide you with our annual report on progress in the implementation of the Beverly Public Schools District Improvement Plan. We have made significant progress in all four of our strategic objectives: Engaged Learning, Rigorous and Consistent Curriculum, Instructional Design and School Management Practices. From our application of Inclusive Practices across several grade levels, implementation of Zones of Regulation, to the development of our Vision of a Graduate and improvements in our framework for personalized and project based learning, to the development of our district wide crisis management team and the standardization of our safety training and protocols, we have surpassed milestones in all four areas. This report will focus on the cumulative progress in each of the four areas with specific attention to the initiatives identified for the 2018-2019 school year.

The collective work on our initiatives since the development of our District Improvement Plan in Spring of 2018 positively impacts the educational experience for the students in Beverly and our work will continue. Through the efforts and energy of our dedicated staff and students, Beverly Public Schools will maintain its focus on equity, excellence and community.

Engaged Learning - Equal Access for ALL Students

The first goal in our District Improvement Plan, *to ensure all students are provided equal access to an excellent education*, centers on providing learning experiences for all students that encourage the capacity to think critically, communicate effectively, understand and manage emotions, and engage in academic risks. In the first year of our plan our focus was two-fold: to increase access to grade level standards for all students, providing both reinforcement and enrichment opportunities as part of the universal design of lessons, and to work together to foster a positive climate and culture to support student learning. The creation of our Data and Climate Teams ensures that this work is approached from a variety of perspectives.

Inclusive Practices	Improve district programming to address students' needs with a focus on increasing opportunities for inclusion.	Significant Progress - on-going 2019-2020

Our work with inclusive practices began in the 2017-18 school year with a pilot for students in grade six. Utilizing Plan-Do-Study-Act (PDSA) cycle of improvement, we initiated these practices in all core content areas. Based upon the success of our students, our goal in the 2018-19 school year was to scale this opportunity in classrooms across the district. A major vehicle for the success of this work was the use of identified learning targets for our high needs students and continuous progress monitoring in ELA, Math and Science. Additionally, each individual building identified a common instructional change strategy as a major focus of professional development and support throughout the year. Consistent data meetings and the examination of student work in both grade level and content level team meetings provided both professional development and the opportunity to monitor the progress of individual students.

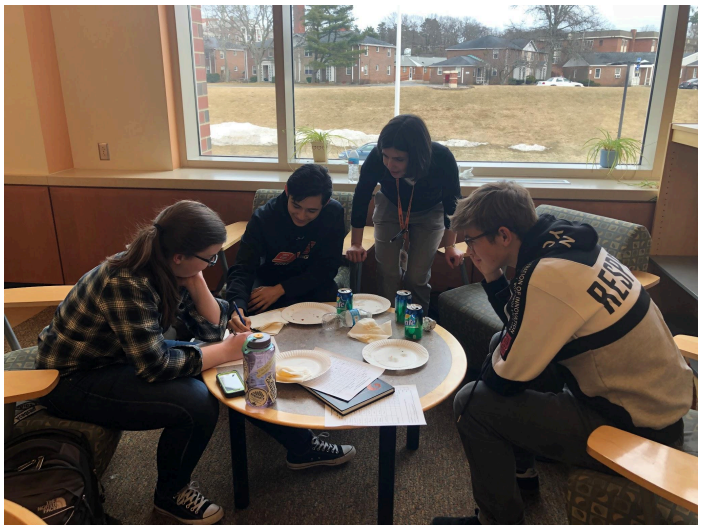


Engaged Learning - Equal Access for ALL Students

Climate	Assess, develop and maintain positive school climates and cultures and other conditions that affect student learning.	Some Progress - continue this work and expand 19-20 to SEL Framework

Positive school climate and school culture form the foundation of highly effective learning environments. Our focus on developing cultural competencies and expanding awareness of anti-bias enabled us to assess the current conditions in each of our schools and informed our investigation of curricula in areas of social-emotional learning (SEL) to support our work in creating student-centered learning experiences. Utilizing the CASEL Framework for SEL, we continue to operationalize the five social competencies and explore resources for explicit curriculum in this area. The addition of Zones of Regulation to our current scope and sequence of prosocial curriculum maps across all our elementary schools as well as in grades 5-6 has had a positive impact in both discipline and academics in our classrooms.

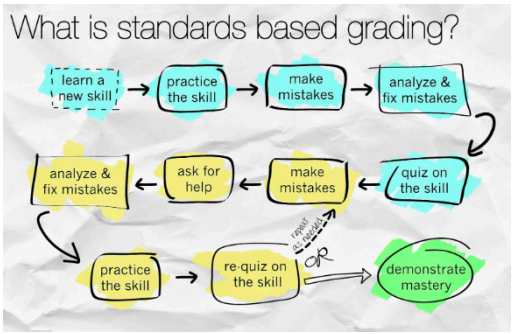
Rigorous and Consistent Curriculum



The second goal of our District Improvement Plan, Rigorous and Consistent Curriculum outlines our efforts *to create and implement well-aligned PreK-12 pathways of instruction and assessment throughout the district* for all students in Beverly. For the first year of this plan, we looked to the high school and utilized the opportunities provided as we embarked on our NEASC accreditation process. Opportunities for self-assessment, professional development and identification of power standards in our content areas allowed us to explore and better understand the shift to standard based teaching and the impact this shift has on grading.

Standards Based Grading	Develop a cohesive reporting system for grades that are accurate, consistent, meaningful and supportive of learning and the shift to standard based teaching: Identify common outcomes for graduates	Significant Progress - expand 19-20 to report card review (all grades)

The development at Beverly High School of a Vision of the Graduate, which has been created through the NEASC process, emphasizes a holistic view of expectations for students, including the transferable skills, content, understandings, and disposition that students should have by the time they graduate as well as a method of assessing a student's progress toward that vision. Teachers, working with students, parents and community members developed a vision for our Beverly graduates and set the stage for continued discussion and work on a more cohesive and consistent understanding of standards based grading.

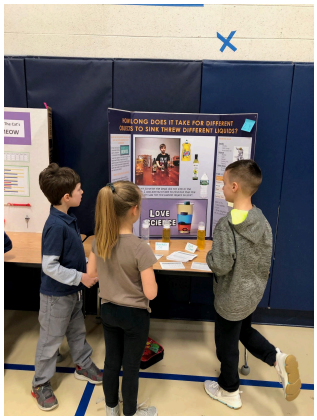


Innovative Practices

The third goal of our District Improvement Plan addresses *the implementation of targeted, innovative, learner-centered experiences*. Authentic learning encourages students to apply their knowledge to real world situations, with a focus on civic engagement, social justice, and empowering global learning. The emergence of project-based learning (PBL) and the expansion of personalized learning supports a comprehensive professional development plan that emphasizes design thinking and the creation of a PBL Framework.

Inclusive Project Based Learning and Personalized Learning	To address the needs of our students in a 21st Century Global community and expand learner-centered experiences with a focus on civic engagement and social justice, implement authentic tasks, incorporating a design thinking approach into Project Based Learning (PBL) to improve the management, inclusivity and rigor of PBL units in our classrooms.	Significant Progress

As we explored a structure for unit and project design, teams visited other districts already finding success with PBL. Working together, we addressed the question "What does authentic learning look like PreK-12?" We refined the definition of PBL, identified common language, and agreed upon a cohesive framework for Beverly. Looking to teachers across the district, we identified early adopters and provided Professional Development through summer institutes. We created opportunities for teachers to share and reflect upon their work through project showcases and have established a repository for units. Finally, administrators and coaches were trained on the elements of effective PBL, the development of driving questions and the three phases of PBL implementation.



School Management Practices

The fourth goal of the District Improvement Plan addresses the need *to plan for fiscal, facility and staffing needs for the long term future*. Year one focused on providing a safe and secure learning environment for students. If a situation arises, parents want to know their children are safe and community members want to know how they can help. Communication and the implementation of security protocols are paramount to effective school management.

Student Safety	Ongoing monitoring of District and School Level Emergency Operational Plans and Communication Plan to ensure the physical, emotional, and academic safety of staff and students.	Significant Progress

A primary initiative in this goal was the establishment of a District Wide Crisis Management Team (DWCMT). The team, made up of district administrators, Police and Fire, and representatives from municipal offices worked together to develop a schedule for ALICE trainings across the district. Trainings have been standardized and all school personnel have been trained. Additionally, a communication plan has been developed and successful implementation in a recent situation confirms the efficacy and resulted in positive feedback from a variety of stakeholders. Safety and security also includes a focus on social and emotional well-being. A review was conducted on the district wide process for identifying and referring students for mental health supports.

Focus Areas for 2019-2020

Engaged Learning - Equal Access for ALL Students

Inclusive Practices

Improve district programming to address students' needs with a focus on increasing opportunities for inclusion (MTSS, UDL, Co-Teaching)

Social Emotional Learning Framework

Develop and implement a PK-12 framework and systematic approach to build student and teacher capacity for social and emotional learning. (CASEL)

Rigorous and Consistent Curriculum

Assessments

Develop and implement common assessments that allow teachers to reflect on, improve, adapt and share best practices.

Instructional Design

Professional Development

Develop and implement ongoing professional development opportunities to support engaged academic and social emotional learning.

School Management Practices

Student Safety and Security

Ongoing monitoring of District and School Level Operational Plans and Communication Plan to ensure the physical, emotional, and academic safety of staff and students.