



Pittsfield Public Schools

2024 - 2025 Herberg Middle School Improvement Plan

MISSION: Pittsfield Public Schools, in partnership with students, families, and the community, empowers all students to thrive and build a more equitable and just world.

VISION: We will create a supportive, equitable, and challenging learning environment where all students experience joy in learning while becoming intellectually, emotionally, and socially ready to succeed through graduation and beyond.

CORE VALUES:



Excellence In Teaching



Embrace Human Uniqueness



Joy In Learning



Educational Equity



Sense of Belonging



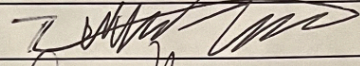
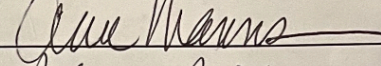
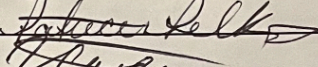
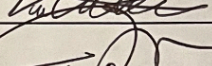
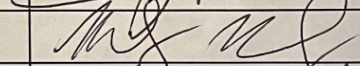
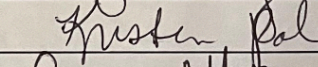
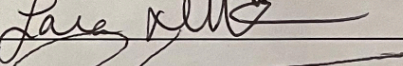
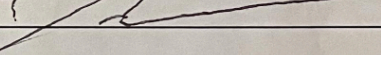

Academic Excellence

School Improvement Plan Executive Summary



Herberg Middle School (HMS) is one of two grade 6-8 middle schools in Pittsfield in Berkshire County, Massachusetts. Approximately 531 students currently attend HMS. Of these students, 57.6% are economically disadvantaged, and 18.1% are students with disabilities. 9.2% of Herberg students are English language learners; 13.9% of students have a first language other than English. Approximately 65.2% of students at Herberg are identified as students with high needs. The current administrative team is in its second year with its building principal at Herberg.

School Council Members

Name	Role	Signature
William Wood	Building Principal	
Ann Manns	Teacher	
Patricia Pelkey	Teacher	
Katrina Clukey	Teacher	
John Moreno	Teacher	
Kimberely Kirchner	Parent/Community	
Kristen Palatt	Parent/Community	
Lara Denmark	Parent/Community	
John Krol	Parent/Community	

2024-2025 HERBERG MIDDLE SCHOOL INSTRUCTIONAL PRIORITY

At Herberg, all educators will develop well-structured lessons with HQIM (or grade level standards aligned materials) and intentionally plan supports for students with disabilities, so that all students will access higher order thinking tasks and increase their grade-level reading skills.

Student Instructional Experience Focus Areas

Clarify the Learning Journey

Clearly posts and communicates content and language objectives aligned with grade-level standards with real-world connection to students.

Utilize High-Quality Instructional Materials (HQIM)

Implements questions, tasks, activities, and assessments tied to objectives with clear criteria for success through the use of HQIM in a culturally responsive space fostering positive relationships.

Evidence of Teacher Release

Gives students multiple opportunities for discourse, productive struggle, exploration, inquiry, and collaboration to demonstrate understanding.

Ensure Accessibility for All and Provide Timely Feedback

Purposefully adapts instructional materials to allow access for all students, including English learners and students with disabilities. Provide timely and ongoing feedback grounded in clear success criteria, offering actionable next steps to support student progress toward learning objectives.

2024-2025 District Instructional Priority:

In grades 4, 6, and 9 ELA educators will develop well-structured lessons with the district’s ELA HQIM, Into Reading and Into Literature, in order to intentionally plan supports for students with disabilities so that all students will access higher order thinking tasks and increase their grade-level reading skills (comprehension & fluency).

Strategic Objective #1	Goal	Measures	Practices
<div data-bbox="113 375 222 561" data-label="Image"> </div> <p>The district will build a shared understanding of the elements and a sense of urgency for the implementation of the Portrait of a Graduate.</p> <p><i>Indicators of Success in 3-5 years</i></p> <ul style="list-style-type: none"> • All schools have a consistent & common understanding of POG and the “why” behind the portrait. • Implementation of the POG is occurring at levels from Pre-K to 13. • Curriculum, Instruction, and Assessment are all explicitly connected to the competencies and made visible to students. • All DIPs and SIPs are explicitly aligned and connected to POG. • Data systems support the implementation of the POG. • The district has momentum and urgency for implementation of the POG. 	<p>By the end of the 2024-2025 school year, at least 85% of educators from 6th through 8th grade will possess a consistent understanding of the Portrait of a Graduate skills and competencies.</p>	<p>Educators will be provided with (4) learning experiences at different point school year staff meetings that support the understanding of the POG (<i>Note to self: place in Faculty PD planner now</i>)</p> <p>Educators will be surveyed at the start and end of the school year to gauge understanding and growth of their comprehension of the POG</p> <p>Each <i>grade level team</i> will develop a school based community event that supports <i>all or some</i> of the components of the POG. (For example: Multi-Cultural Fair, Civics something....., Math/Science related event)</p> <p><u>Survey Idea</u></p>	<ol style="list-style-type: none"> 1. Staff provided with professional learning experiences that demonstrate the importance of the POG 2. Pre & Post surveys developed and administered to gauge current level of understanding and monitor progress 3. Collaborate with grade level teams to develop a community event that supports all or some of the components of the POG 4. Presentation for all educators during opening days 5. Alignment of all PD and faculty meetings to the POG 6. POG posters in hallways and classrooms (signage incoming from district?) 7. Align PBIS activities and practices to the POG 8. Align weekly Second Step lessons to the POG (Dean and potentially TOD)

Strategic Objective #2	Goal	Measures	Practices
<div data-bbox="113 212 254 363" data-label="Image"> </div> <p data-bbox="268 207 567 568">The district will build a culture that fosters deep, durable learning through common language and shared understanding of the characteristics of deep/durable learning</p> <p data-bbox="107 617 552 649"><i>Indicators of Success in 3-5 years</i></p> <ul data-bbox="157 654 583 1052" style="list-style-type: none"> • We have a common definition and shared strategies for deep, durable learning. • We have independent learners in the classroom who are driving their own education. • We have robust professional development plans that support deep and durable learning. • We have exceeded the expected growth on common and state assessments. 	<p data-bbox="611 207 1083 613">By the end of the 2024-2025 school year, district learning walks at each school will demonstrate intentionally planned supports for students with disabilities, ensuring that all students engage in deeper learning experiences through their student work.</p> <p data-bbox="615 662 804 698">[linked here]</p>	<p data-bbox="1108 207 1482 386">90% Students with disabilities will meet their end of year Fastbridge goal in conjunction with their IEP goal</p> <p data-bbox="1108 427 1482 638">Families will be provided with (3) learning experiences at different points in the school year that focus on academic support for their students</p> <p data-bbox="1108 678 1482 930">Educators will be provided with (3) learning experiences at different points in the school year that focus on academic supports for students (differentiation of instruction and strategies)</p> <p data-bbox="1108 971 1482 1263">ILT walkthrough data will demonstrate consistent implementation of supports for students with disabilities (<i>Note: If we did this we would need to create a new tool or we could use the district tool</i>)</p> <p data-bbox="1108 1304 1482 1482">By the end of April 2025, analysis of HMS learning walk data will indicate steady improvement in each rubric dynamic</p>	<ol data-bbox="1556 207 2043 1450" style="list-style-type: none"> 1. Staff provided with professional learning experiences with high quality learning materials that demonstrate the importance of planned supports for students with disabilities 2. Families provided with learning experiences about support process at the school level, educational software, and how to provide academic support at home 3. Conduct at least 3 school based ILT walkthroughs that are aligned to the focus of deeper learning Add ILT walkthroughs using this tool 4. Benchmark data reviewed post window with a specific focus on the performance of special ed students 5. ILT to lead PD and provide support in common planning periods 6. APTL to use CPT time to develop deeper learning tasks using HQIM, analyze student work to determine mastery of grade-level standards and objectives. 7. Intentionally plan supports for students with disabilities and ML students - common accommodations (No. 7: Who is intentionally planning the

		<p>By the end of December 2024, HMS will have developed and implemented a common rubric for focus POG competencies</p> <p>Draft</p>	<p>supports for SWD and ML students?)</p> <ol style="list-style-type: none"> 8. Establish a school-wide assessment calendar for using curriculum assessments (HQIM) and purposeful data collection and analysis 9. Professional Development grounded in WIDA2020 language objectives that highlight target language functions and features related to the content of the lesson
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Strategic Objective #3	Goal	Measures	Practices
<div data-bbox="115 215 275 386"> </div> <p data-bbox="302 191 577 597">The district will build meaningful connections between its system of teacher evaluation/support with professional learning practices.</p> <p data-bbox="107 646 552 678"><i>Indicators of Success in 3-5 years</i></p> <ul data-bbox="107 686 577 1377" style="list-style-type: none"> • Our evaluation system (formal and informal measures), teaching practices, and professional development opportunities are meaningfully connected by our school and district goals. • We have consistent implementation of teacher evaluation standards and practices that align with the most current evaluation rubric. • Our evaluation system informs a professional development plan designed to sustain effective practice. • Our professional development plan is aligned with the goals of the district and differentiated to meet the needs of the educator. 	<p data-bbox="611 191 1073 735">By the end of the 2024-2025 school year, 80% of all informal and formal observations will reflect a direct alignment with the building's professional development focus, as outlined in school improvement plans and detailed in faculty meetings and professional development planners.</p>	<p data-bbox="1108 191 1480 410">3 ILT walkthroughs will focus directly on progress monitoring the implementation of strategies taught during professional development</p> <p data-bbox="1108 483 1480 703">80% percent of educator observations will show a direct connection to <i>standard I</i> of the educator rubric (<i>as this is the focus of the district goal</i>)</p>	<ol data-bbox="1556 191 2039 1027" style="list-style-type: none"> 1. Ensure observation criteria are aligned with professional development focus areas 2. Use data from observations to inform ongoing professional development needs. PD that explicitly provides learning around the 4 instructional focus areas. Provide informal feedback monthly to all teachers around the most recent PD CPT/faculty meetings 3. Teachers are encouraged to engage in self-reflection and peer observations to align their practice with district goals. Content labs for colleague observations 4. Teacher goals are aligned with POG objectives. 1-2 PDs focused on content teachers collaborating on best practices and utilization of POG

Strategic Objective #4	Goal	Measures	Practices
<div data-bbox="100 272 283 456" data-label="Image"> </div> <p data-bbox="289 272 569 581">The district will increase the representational nature and qualifications of its staff to better meet student needs.</p> <p data-bbox="107 634 552 667"><i>Indicators of Success in 3-5 years</i></p> <ul data-bbox="157 672 583 1138" style="list-style-type: none"> • We have a fully licensed, highly skilled, culturally responsive, and diverse staff. • We have a sustainable system of talent acquisition and retention for support staff, educators, and administrators. • We have staff (new and experienced) who experience a sense of belonging, feel supported and collaboratively contribute to a common purpose to promote a supportive and creative school environment. 	<p data-bbox="611 256 1083 589">By the end of the 24-25 school year, all educators and administrators will be invited to participate in a building-level stay interview to assess their sense of belonging and the supportive school environment.</p>	<p data-bbox="1108 256 1409 321"><i>Representational Nature & Qualification</i></p> <p data-bbox="1108 358 1440 483">Increase the participation of educators in committees to support shifts at the school level</p> <p data-bbox="1108 521 1482 686">Through community meetings, educators will be provided with a monthly opportunity to share a key focus with their grade level students</p> <p data-bbox="1108 724 1415 821">HMS will show a 80% decrease in the number of unlicensed teachers.</p> <p data-bbox="1108 859 1457 956">HMS will show a increase of 5% in the sense of belonging component of the staff survey</p> <p data-bbox="1108 1026 1463 1222">Survey staff on licensure progress and provide opportunities for study groups or collaboration on MTEL exams or other requirements such as SEI</p>	<ol data-bbox="1556 256 2022 545" style="list-style-type: none"> 1. Bolster mentoring model and check-ins with newer faculty 2. Intentionally framed one-on-one conversations between administrators, teachers, and paraprofessionals throughout the year focused on professional support