



COMBINED Elementary, Middle & High School School Improvement Plan 2019 – 2020

BPS OBJECTIVE	STRATEGY	EVIDENCE & METRICS	ACTION PLAN & TIMELINE Who will do what by when?
1.3 Create or adapt programming, curricula and services to meet the diverse needs of all students.	ELEMENTARY <ul style="list-style-type: none"> Explore a data team model to examine assessment and accountability data and develop best practice supports for students. Support the reconfiguration to the K-4 and 5-8 structure throughout the district. Explore schedule adaptations that best support and enhance all elementary programming. 	ELEMENTARY <ul style="list-style-type: none"> Common Assessment Scores Meeting notes MCAS Scores Classroom Observations Informed student placement 	ELEMENTARY <ol style="list-style-type: none"> 1. Principals and/or selected staff visit programs throughout the district. 2. Analyze MCAS data, common assessment data, and other student data to identify struggling students and those achieving above level each trimester. 3. Research, share, and implement strategies to better meet the needs of students. l 4. Provide opportunities for collaborative teaching and peer observations. 5. Directors and principals will complete a specialist schedule that allows for common planning time within grade levels.
1.3 Create or adapt programming, curricula and services to meet the diverse needs of all students.	MIDDLE SCHOOL <ul style="list-style-type: none"> Develop revised middle school schedule 	MIDDLE SCHOOL <ul style="list-style-type: none"> Middle School Schedule Middle School Program of Studies 	MIDDLE SCHOOL <ol style="list-style-type: none"> 1. Building administration will work in collaboration with directors to develop comprehensive, vertically- and horizontally-aligned middle school program, seeking opportunities to foster a variety of skills, talents, and interests. 2. Provide professional development for teachers to meet the needs of all learners through differentiation.
1.3 Create or adapt programming, curricula and services to meet the	HIGH SCHOOL <ul style="list-style-type: none"> Focus the efforts of departments and programs as they 	HIGH SCHOOL <ol style="list-style-type: none"> 1. Implement new 9th grade English Curriculum 	HIGH SCHOOL <ol style="list-style-type: none"> 1. Classroom Observations 2. Notes from scheduling and budget discussions 3. Written curricula, Workforce grant narrative

<p>diverse needs of all students.</p>	<p>increase the rigor of courses and diversify instructional approaches</p>	<ol style="list-style-type: none"> 2. Advocate for expansion of Broadcasting offerings 3. Expand business offerings by including all 12th graders in Credit for Life and exploring possibility of BHS DECA chapter 4. Codify Mathematics written curriculum to ensure vertical and horizontal alignment 5. Begin to develop adaptive music curriculum for specialized programs 6. Continue phasing-in of revised social studies curriculum 7. Support the development of the LAUNCH transition program 8. Commence a year-long review of BHS data related to Equity through Directors' meetings 9. Implement Massachusetts Seal of Biliteracy program 	<ol style="list-style-type: none"> 4. Curriculum documents 5. Minutes from meetings 6. Scheduling data, department meeting and PD agendas 7. Daily schedule, notes from Special Services meetings 8. Directors' meetings agendas 9. List of recognized students
<p>1.9 Continue the evaluation of our curricula, assessment, and instructional practices as we prepare for the transition to grade 5-8 middle school.</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> • Review support practices and programs for all students 	<p>ELEMENTARY</p> <ol style="list-style-type: none"> 1. Staff meetings, SST/CCT meetings 2. Data on student meetings 	<p>ELEMENTARY</p> <ol style="list-style-type: none"> 1. Develop a plan for transition of current fourth and fifth grade to East Middle School, while at the same time maintaining similar programming at Liberty and Highlands. 2. Review scheduling of students with the new schedule and time parameter

<p>1.9 Continue the evaluation of our curricula, assessment, and instructional practices as we prepare for the transition to grade 5-8 middle school.</p>	<p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • Modify content curricula, assessments, and reporting to align with the vision and schedule for the 5-8 middle school. 	<p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • Heterogeneous grouping strategies • Distinguished level descriptions in Program of Studies • Strategies for teaching in the new schedule • Curriculum unit guides • Mock cycle lesson plans • Report card templates 	<p>MIDDLE SCHOOL</p> <ol style="list-style-type: none"> 1. Principals/Directors will lead discussions with 5th and 6th grade teachers to identify and prepare to implement strategies to meet the needs of all learners in a heterogeneous class. 2. Principals/Directors will lead discussions with 7th and 8th grade teachers to identify how to distinguish the two levels in a way that is meaningful and conducive to students' development in the field. 3. Principals/Directors will provide professional development to guide planning for the longer blocks and the drop block schedule to implement next year. 4. Directors will collaborate with teachers to write/revise curriculum unit guides to fully utilize longer instructional blocks and accommodate dropped blocks. 5. Support teachers with research-based best practices in assessment, grading, and reporting models for grades 5-6.
<p>3.1 Provide students with academic instruction that develops skills in the areas of creativity, critical thinking, and problem solving.</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> • Support development of student centered classrooms through the Workshop Model. • Create and/or revise lesson plans that focus on developing skills and techniques for creativity, critical thinking and problem solving to support a growth mindset. 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> • Student work • Classroom observation • Assessment Data and Examples • Standardized test Performance • Review curriculum and practices used by LAB teachers 	<p>ELEMENTARY</p> <ol style="list-style-type: none"> 1. District will provide PD on Workshop Model. 2. Principal Leadership Team, Curriculum Board, and Elementary Curriculum Council will meet throughout the year to discuss progress and share feedback around the Workshop Model 3. Principals and Directors will monitor progress of Workshop Model. 4. Principals and staff will use staff meetings, peer observations and walkthroughs to promote and share best practices. 5. Staff will continuously analyze student data to inform instruction.

<p>3.1 Provide students with academic instruction that develops skills in the areas of creativity, critical thinking, and problem solving.</p>	<p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Identify thinking skills and process competencies students need to effectively wield 21st century skills 	<p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Framework for 21st century skills Assessments, grading practices Framework of wellness competencies, vertically-aligned and comprehensively incorporated horizontally 	<p>MIDDLE SCHOOL</p> <ol style="list-style-type: none"> Explore opportunities to foster 21st century skills through effective feedback, grading, and assessment Implement professional development to meet the needs of faculty related to <ul style="list-style-type: none"> effective instruction within heterogeneously grouped classes in grades 5 and 6 incorporating comprehensive framework of wellness competencies across the curriculum
<p>3.1 Provide students with academic instruction that develops skills in the areas of creativity, critical thinking, and problem solving.</p>	<p>HIGH SCHOOL</p> <ul style="list-style-type: none"> Modify existing courses and develop new curricula to emphasize the development of problem-solving skills 	<p>HIGH SCHOOL</p> <ol style="list-style-type: none"> Professional Development for Visual and Performing Art teachers in the areas of creativity and Growth Mindset Support the formation of a Science PLC focused on the Modeling Pedagogy Offer Massasoit CC courses emphasizing problem solving and creative thinking to students in specialized programs Continue to expand and support BYOD initiative 	<p>HIGH SCHOOL</p> <ol style="list-style-type: none"> Meeting agendas Meeting notices, attendance Enrollment report, notes from special services meetings End-of-year data
<p>3.4 Design and implement project based learning activities that allow students to develop the ability to collaborate and communicate as they learn about</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Explore, identify and/or refine interdisciplinary work to help students make real world connections. 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Unit/project outlines with a variety of products/ assessments Student work Classroom observation 	<p>ELEMENTARY</p> <ol style="list-style-type: none"> Principals and Directors will support teachers in opportunities to collaborate around interdisciplinary work. Principals and Directors will provide teachers with opportunities to explore project based learning and share outcomes.

and apply practical, real world skills.			
3.4 Design and implement project based learning activities that allow students to develop the ability to collaborate and communicate as they learn about and apply practical, real world skills.	MIDDLE SCHOOL <ul style="list-style-type: none"> Support teachers in implementing project-based learning units. 	MIDDLE SCHOOL <ul style="list-style-type: none"> Artifacts, lesson plans, unit plans, and student work that demonstrate “project”-based learning outcomes 	MIDDLE SCHOOL <ol style="list-style-type: none"> Principals will work in collaboration with directors to identify teachers working on project-based learning. Provide support for teachers in learning about project-based learning and developing and implementing units.
3.4 Design and implement project based learning activities that allow students to develop the ability to collaborate and communicate as they learn about and apply practical, real world skills.	HIGH SCHOOL <ul style="list-style-type: none"> Pilot Project Based Learning units and consider what form the development of collaboration and communication skills may take in various academic areas 	HIGH SCHOOL <ol style="list-style-type: none"> Apply to be a member of DESE “Deeper Learning” grant/cohort program Support pilot PBL units in various academic areas Continue revision of Health courses to incorporate skills-based curriculum Sponsor problem-based learning professional development in Math Provide Science teachers resources for developing new PBL units based on real-world phenomena Open the BHS Bistro and develop real-world curriculum for students involved 	HIGH SCHOOL <ol style="list-style-type: none"> Grant application to DESE Observation notes of units in action Written curriculum PD session agendas, observations List of resources Direct observations, record of communications
4.1 Develop and implement a comprehensive K-	ELEMENTARY <ul style="list-style-type: none"> Continue each school 	ELEMENTARY <ul style="list-style-type: none"> Attendance at events Staff/Faculty agendas 	ELEMENTARY <ol style="list-style-type: none"> Principals and Directors will support the continuation of a building-based wellness team

<p>12 wellness program.</p>	<p>based Wellness Team to meet the needs of students, staff, and the community.</p>	<ul style="list-style-type: none"> Wellness Team End of the Year Report 	<p>and each team will develop an action plan specific to staff, students and families.</p> <ol style="list-style-type: none"> Support the district wellness focus on Lunch To Go program and the breakfast program. Principals and Directors will help promote participation in district-wide BASHY/school based wellness events. Principals will provide time for Wellness Team updates during staff/faculty meetings.
<p>4.1 Develop and implement a comprehensive K-12 wellness program.</p>	<p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Develop intervention plan to improve student attendance Support building-based Wellness Teams to improve school climate 	<p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Tiered intervention plan to identify and address chronic absenteeism Summary of activities from building-based Wellness team 	<p>MIDDLE SCHOOL</p> <ol style="list-style-type: none"> Develop tiered intervention strategies to redress chronic absenteeism, utilizing school-based supports and community resources Continue to support building-based Wellness Teams <ul style="list-style-type: none"> perform building wellness assessment identify two focus areas within each building for action-based wellness initiatives
<p>4.1 Develop and implement a comprehensive K-12 wellness program.</p>	<p>HIGH SCHOOL</p> <ul style="list-style-type: none"> Implement structures designed to help BHS students care for themselves and care for their community 	<p>HIGH SCHOOL</p> <ol style="list-style-type: none"> Pilot BHS Advisory through full year. Gather feedback and consider improvement to the program during the spring of 2020. Install and implement vape detectors Train additional instructors and expand vaping cessation program Continue Guidance department workshops and curricular programs Support the work of BHS Diversity Council 	<p>HIGH SCHOOL</p> <ol style="list-style-type: none"> Collection of Advisory lessons Notes from surveys and feedback Observation, implementation of reporting procedure Attendance records, personal feedback, announcements of new sessions Report on student attendance at sessions Schedule of meetings, conference paperwork