



BOURNE PUBLIC SCHOOLS

DISTRICT IMPROVEMENT PLAN

2018



Bourne Public Schools District Improvement Plan

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I. Introduction

Acknowledgements

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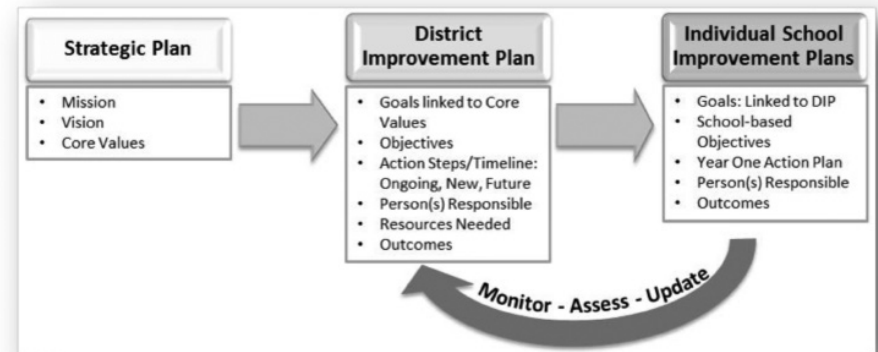
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Overview of the Strategic Planning Process

A Strategic Plan (SP) is a document developed through broad-based participation that expresses an organization's foundational beliefs and, through goals, objectives, and action plans, provides a "blueprint" for long-term decision-making. Typically, a Strategic Plan embodies a statement of core values, a mission, and a vision. In education, core values are a set of fundamental beliefs of a district and its personnel about children and learning that serve as guiding principles for behavior and action. Core values offer a sense of what is right and wrong and often generate a level of outrage when violated. A mission statement is a statement of a district's primary purpose and reason for existing. Often just a sentence or two, it communicates a sense of direction for the entire district and is intended to remain relatively unchanged over time. The vision is a description of the intended future for a district and its school community if the plan is realized.

The District Improvement Plan (DIP) builds upon the foundational principles of the Strategic Plan and expresses goals, objectives, and strategies that, if accomplished, lead to the achievement of the vision. The DIP, in turn, inspires initiatives in individual School Improvement Plans (SIP.) The SIPs define the efforts made at the school level to achieve district-wide goals, though independent school-based goals are also included. The graphic below depicts the relationship among the SP, DIP, and SIPs.



Goal and Purpose of the District Improvement Plan

The overall goal of the Strategic Plan, District Improvement Plan, and the individual School Improvement Plans is to build systemic and sustainable capacity to carry out data-supported planning going forward. Planning helps prioritize major initiatives and may impact far-reaching areas including curriculum development, teaching and learning, assessment, organization, facilities improvement, and data management.

The Bourne Public School District can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage its performance. To support this purpose, we have developed a multi-year District Improvement Plan that includes processes to support schools, students, and staff in their performance management efforts. The DIP has been designed to meet local, state, federal, and program accountability requirements.

Our District Improvement Plan must be evaluated and revised annually based on a number of components including but not limited to:

- Correlating Core Values
- Initiative Titles
- Goals
- Objectives
- Action Steps
- Resources
- Description of staff responsible for overseeing accomplishment of initiatives
- Outcomes or Products
- Timelines for implementation/completion of strategies

District Core Values and Guiding Themes

The Core Values of the Bourne Public Schools that serve as the foundation for continued planning are offered below:

- All students can learn
- All decisions are made in the best interests of students
- All students learn best when actively involved in the learning process
- Learning will be more successful when school experiences have meaning for students

Guiding Themes that characterize the educational processes and culture in the Bourne Public Schools are articulated in the district Strategic Plan and include the following areas:

- Student Achievement
- Personal Growth
- School Climate
- Collaborations and Partnerships
- Resources

Maintaining the DIP

In the spring of each school year, the DIP should be reviewed in its entirety and the plan updated for the new school year. This should precede the development of School Improvement Plans, produced by the individual school's School Council, that are closely linked to the updated DIP. Goals and objectives that have been accomplished may be eliminated from the future plan. Those goals that have not been completed should be carried over into the new plan. Any new goals that will be acted upon in the new school year will be supported minimally by articulated objectives, strategies, and person(s) responsible. This planning cycle, when successfully and routinely adopted, will maintain focus and stability over time.

Conclusion

For purposes of clarity, this district improvement planning process starts as a series of separate initiatives intended to be congruent. While the initiatives generally should be sequentially intertwined, they will not necessarily always coincide but may overlap between the phases and steps to accomplish each. As such, identified persons responsible for implementation should not feel bound to strictly interpret action steps as sequentially listed. They should feel empowered to "tweak" the initiative to fit the specific as the work evolves.

Finally, all district and school staff should remember the purpose of the district improvement planning process: to focus and provide a plan of action that consistently reinforces student learning and achievement.

II. DIP Initiatives

Core Values: All students can learn; all decisions are made in the best interest of students; all students learn best when actively involved in the learning process; and learning will be more successful when school experiences have meaning for students.

Guiding Theme: Student Achievement, Personal Growth, Collaborations and Partnerships, and School Climate

Initiative Title: Advancement and success for all learners

Type: Ongoing



<p>Goal</p>	<p>Implement district-wide systemic practices, processes and procedures that support maximum growth for all students academically, socially, and emotionally.</p>
<p>Objectives</p>	<p>Students are socially and emotionally ready to learn</p> <p>TIER ONE learning environments support unique learning needs of all students both academically and social/emotionally</p> <p>TIER TWO instruction occurs within all education classrooms on a consistent basis</p> <p>District-wide common problem-solving practices provide for diagnosing and monitoring of student needs</p> <p>The learning needs of all students drive the operating budget and the school master schedule</p> <p>The learning needs of all students drive District objectives and professional learning and student practice growth goal setting</p> <p>Individual student growth data is accessible, accurate, timely, and historical</p> <p>Norms of expected student behavior that encompass all grades and all students are established</p>
<p>Action Steps</p>	<p>MTSS PLC will lead, establish, and follow through with professional development opportunities and planning for all staff in all schools</p> <p>Focus on Tier One instruction and the sharing of effective evidence-based practices across classrooms across the district</p>

	<p>Utilize formative assessment practices as a tool for learning and for grouping students according to individual instructional needs</p> <p>Ensure fluidity with grouping students for the purpose of meeting their instructional needs</p> <p>District-wide benchmarking using common assessments by grade/discipline occurs at least three times per academic year</p> <p>Common assessments are readily accessible through ATLAS</p> <p>Data teams meet regularly using protocols to review benchmark, formative, and summative assessment data to include student written work samples.</p> <p>Data teams and teachers meet regularly to plan individualized student supports and interventions</p> <p>District-wide norms of behavior are established and followed by staff and students with fidelity</p> <p>A clear uniform, protocol-oriented structure for Student Support Teams (SST) to reinforce MTSS practices addressing social emotional learning interventions in support of academic experiences for all students</p> <p>Middle and high school students lead teacher conference opportunities with parents/caregivers</p>
Resources Needed	<p>Common planning time</p> <p>Ongoing professional development and teacher support opportunities establishing best, shared MTSS practices</p>

	<p>Community and district-wide support for recommended budget and scheduled enhancements to establish meaningful learning experiences for all students</p>
Person(s) Involved	<p>All students BPS staff School Committee Bourne Finance Committee Bourne Select Board Parents and Caregivers Community at-large</p>
Outcome(s) or Product(s)	<p>98% or more of our students will meet established norms of behavior</p> <p>80% or more of our students meet or exceed academic expectations with Tier One instruction</p> <p>TIER TWO instruction occurs within and across all education classrooms to support and enhance the Learning experience for the 15% of students who exhibit such need</p> <p>The number of students referred for suspected disabilities is reduced</p> <p>Clarity about what students know, understand, are able to do, and are able to transfer</p> <p>Articulated process to reflect on and improve our curriculum each year</p> <p>TIER THREE interventions are widely understood and provided for the 5-10% of students who exhibit such need</p> <p>Establish teacher driven sharing network through the effective use of ATLAS and the MTSS PLC</p>
Year of Completion	<p>2021</p>

Core Values: All decisions are made in the best interest of students.

Guiding Theme: Student Achievement, Personal Growth, Collaborations and Partnerships, School Climate and Resources

Initiative Title: Transition to Grade Span Schools

Type: Ongoing

<p>Goal</p>	<p>Communication and planning ensures a smooth transition for students from current BPS school configurations to realized grade span schools (PreK-2, 3-5, 6-8) upon the opening of a new 3-5 school facility</p>
<p>Objectives</p>	<p>All students’ social/emotional needs are understood and appropriately met as the change is in motion and the new configuration is actualized</p> <p>The number of transitions required of students while bringing the new grade configurations to fruition is limited to a 1:3 ratio</p> <p>Effective communication systems to reach all students, families and community members is established to understand change and mitigate the unknown</p> <p>Curriculum and instructional programs are adjusted to maximize student learning in the new grade span configured school system</p>
<p>Action Steps</p>	<p>Establish collaborative developmentally appropriate student centered transition plans to communicate to the parents/caregivers of all BPS students</p> <p>Collaborate with the Bourne Educators’ Association to establish staffing plans for the new grade span configured schools</p>

	<p>Develop student centered master schedules to maximize time on learning, student learning experiences and MTSS academic-support strategies</p> <p>Construct and communicate a developmentally appropriate transportation program to meet the needs of all students Prek-12</p> <p>Develop least disruptive and timely plan for moving teachers, materials and equipment</p>
<p>Resources Needed</p>	<p>Time to develop plans and services to move materials and equipment</p> <p>Appropriate funding</p>
<p>Person(s) Involved</p>	<p>Bourne School Transition Committee Bourne Scheduling Committees Bourne School Building Committee All teachers and administrators Assistant Superintendent of Schools Bourne Community at-large</p> <p>Outcome(s) or Product(s) Students in unique grade levels have shared educational and developmentally appropriate experiences</p> <p>Increased sense of “one community”</p> <p>Increased staff and student collaboration More effective and efficient use of district resources Improved, targeted support for students and families</p> <p>Increased opportunities for instructionally innovative experiences for all students</p> <p>Effective developmentally appropriate use of school facilities</p>
<p>Year of Completion</p>	<p>2019</p>

Core Values: All decisions are made in the best interest of students.

Guiding Theme: Resources

Initiative Title: Inventory of District Software

Type: Ongoing

Goal	Inventory and evaluate the use of district software to maximize efficiencies, eradicate redundancies and increase student achievement
Objectives	Establish a comprehensive inventory of widely utilized district software programs and systems to identify effective uses, underutilized efficiencies and cost containment through the elimination of redundancies
Action Steps	<p>Identify widely used software programs in the Bourne Public Schools</p> <p>Establish goals for use of each software</p> <p>Identify user proficiency strategies for each software</p> <p>Identify who is responsible for the effective use of each software</p> <p>Establish a system of support across the continuum of backend users to the end-user</p> <p>Establish a rubric to measure successful use of each software</p> <p>Identify and eliminate software redundancies</p> <p>Investigate alternative software programs and systems that would increase efficiency, decrease redundancies and enhance user experiences.</p>

	Develop a structured adoption plan from purchase to use for all new district-wide software programs and systems
Resources Needed	<p>Funding</p> <p>The time to organize and pull the information together</p>
Person(s) Involved	<p>Teachers</p> <p>Technology Department</p> <p>Administrators</p>
Outcome(s) or Product(s)	<p>Eliminated ineffective redundancies Increased end-user access and efficiencies Identified cost savings opportunities</p> <p>Meet continuous improvement standards</p>
Year of Completion	2020