

Welcome to the  
2014/2015  
School Year

*Bourne Public Schools*  
*August 25, 2014*

We are proud to be a community where one hundred percent of Bourne Public School students graduate with the knowledge, habits and skills to compete and collaborate effectively as society evolves. The Town of Bourne is enthusiastically committed to empower students and staff to achieve personal goals and demonstrate life-long learning.

# Our mission

The Bourne Public Schools mission is to connect individuals to their success; engage the community in new ways to facilitate student achievement; guarantee a relevant, viable curriculum; and assure universal accountability that supports the success of all students.

# Objectives

- Create opportunities that foster community engagement experiences for all students at all levels.
- Support all students to demonstrate acquired knowledge, understandings, and skills reflected in PreK-12 curriculum maps in all disciplines.
- Empower students to establish and practice reflective learning habits.

Love what we do and never forget why we are here.

Pursue learning.

Build open and honest relationships.



**OUR BELIEFS**

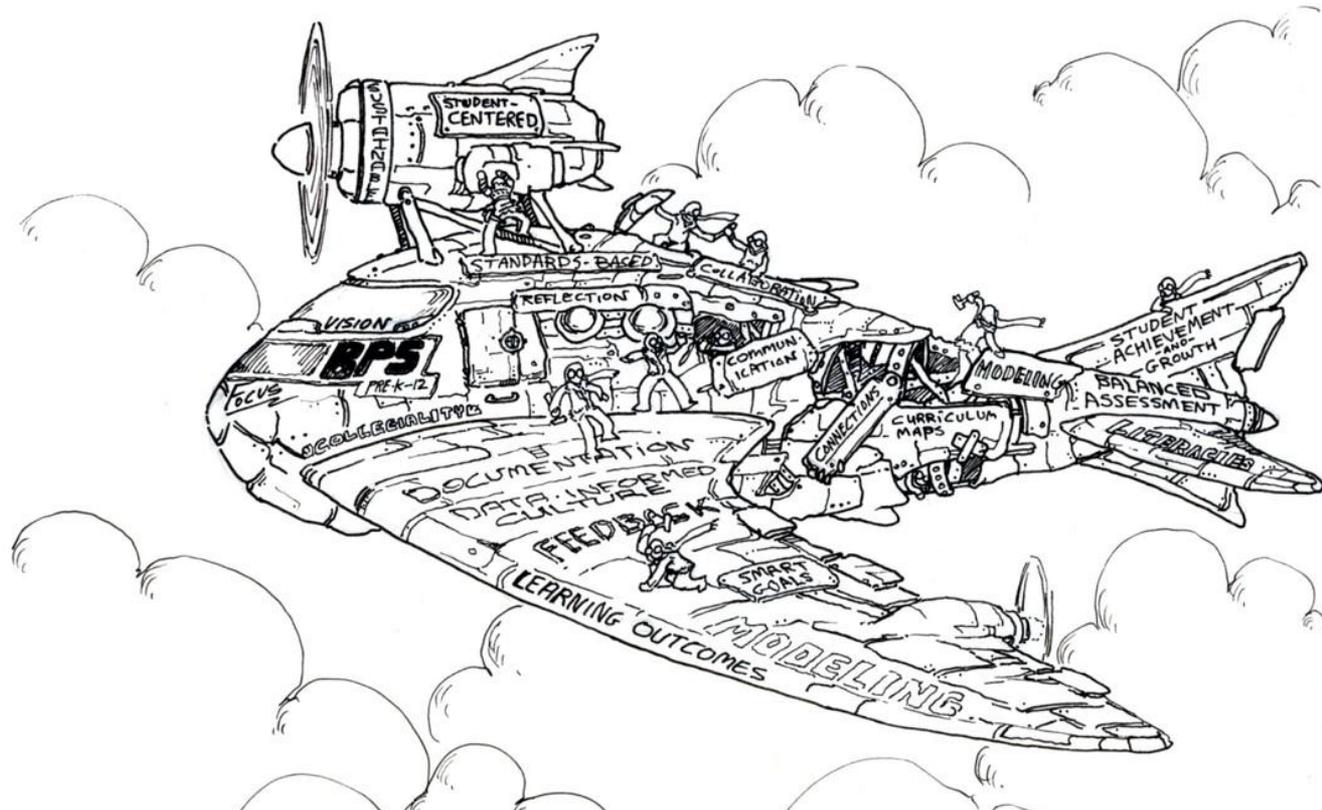
*Look at what we all have accomplished!*

- Vertically and horizontally mapped Stage 1 curriculum based on latest MA Frameworks!*
- AP scores above state average!*
- Professional learning communities district-wide and in every school*

- *Four full-day kindergarten classes!*
- *Participating member of Cape Cod and Islands STEM Network!*
- *Successful Science and Engineering Expos district-wide!*
- *Award winning drama program!*
- *Drama performances elementary and middle school students!*
- *Annual Engineering Design Challenge Day!*
- *Full implementation of Educator Evaluation System!*
- *Middle School Career Day!*

- *Embedded professional development and teacher-designed, teacher-facilitated workshops*
- *GATEWAY graduates*
- *Increased electronic efficiencies in and out of the classroom*
- *Outdoor classroom and gardens at BMS*
- *Early College Experience*
- *BHS Internship Program*

# The Multi-Year Plan



## STAGE 1:

Standards-based Curriculum Development and Implementation

Complete and revised annually

## Stage Two

June 2012 - June 2014

### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

# Using Curriculum and Assessment

**Mandates: Educator Evaluation  
District Determined Measures**

# Using Curriculum and Assessment

*This Stage 2 work continues...*

# Mutually Supported Integrated Initiatives

## EDUCATOR EVALUATION

- Provides evidence of learning and teaching
- Educators engaged in self-assessment and self-reflection
- Collaboration throughout learning communities
- DDms linked to mapped curriculum - formative and summative assessments
- Data collection and analysis
- Feedback loops

## ASSESSMENT

- Formative and summative assessments linked to mapped curriculum
- Performance/problem-based authentic assessments
- Common Grade level/like discipline unit assessments
- District Determined Measures (DDMs)
- Data collection and analysis

# STUDENT GROWTH

## DATA

- Effective collection and informative analysis
- Gauge efficacy of instructional practices
- Determination of student needs
- Evidence of student learning and growth

## CURRICULUM

- Clearly articulated, aligned (mapped in ATLAS)
- Focused enduring understandings and essential questions to guide learning
- Roadmap of what students should "know and be able to do, understand and transfer"
- Includes Common Unit Assessments
- Data collection and analysis

*Everything we do is interconnected!*

## Stage 1 Desired Results

### ESTABLISHED GOALS/STANDARDS

Indicator I-A. Curriculum and Planning:

Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

Indicator IV-E. Shared Responsibility:

Shares responsibility for the performance of all students within the school.

G

### *Transfer*

*Students will be able to independently use their learning to...*

T

### *Meaning*

#### UNDERSTANDINGS

*Students will understand that...*

U

#### ESSENTIAL QUESTIONS

Q

### *Acquisition*

*Students will know...*

K

*Students will be skilled at...*

S

## Stage 2 - Evidence

### Evaluative Criteria

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

### Assessment Evidence

TRANSFER TASK(S):  
TT

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

## Stage 1 - Desired Results

### Desired Goals

All students will be able to transfer their learning, think critically, and effectively solve problems as graduates of RPS. Quality of formative and summative assessments will improve with authentic assessment as a focus. Staff will be in developing formative and summative assessments that are explicitly linked to the mapped curriculum and will fully measure student growth in understanding and transfer of skills and knowledge.

**Plan for Continuous Improvement - 2014/2015  
School Year**

### Standings

Instructional approaches demanded by the Common Core and MA Science Frameworks (including SRSD as a writing tool), formative and summative assessments, and feedback loops are all interconnected and connected to developing and implementing quality formative and summative assessments. These are all mutually interconnected with the goal of enhancing student learning.

SRSD supports consistent horizontal and vertical curriculum alignment and is an effective communication tool for

### Essential Questions

- How is everything on our plates connected and integrated?
- How will developing and implementing quality authentic formative and summative assessments improve student growth and learning?
- How will we know if our students are growing?
- How will we adjust instruction based on assessment results?
- How is ATLAS central to our classrooms and our