

Bourne High School Improvement Plan 2017-2019



School Council Members: (Parents) Belinda Rubinstein, Sandi Lacasse, Laurie McAnaug; (Students) Kami McAnaug, Mary Schmidt, Kathleen Weiler; (Teachers/Admin) William Dow, Jen McDonald, Kelly Cook, Amy Cetner (Community Member) Cassidy O'Connor

School Improvement Plan Alignment with District Goals, District Improvement Plan, and DESE Conditions of School Effectiveness

1. **SC Objective: Civic Responsibility: Support all students to demonstrate the intellectual skills essential for informed effective citizenship.**

DIP Goal: Implement district-wide systemic practices, processes and procedures that support maximum growth for all students academically, socially, and emotionally.

Conditions of School Effectiveness: III. Aligned curriculum; IV. Effective instruction; V. Student assessment; VII. Professional development and structures for collaboration; VIII. Tiered instruction and adequate learning time

2. **SC Objective: Assessment: Provide frequent and varied opportunities to establish a balanced approach in assessing student success for college and career readiness.**

DIP Goals: Implement district-wide systemic practices, processes and procedures that support maximum growth for all students academically, socially, and emotionally

Conditions of School Effectiveness III. Aligned curriculum; IV. Effective instruction; V. Student assessment; VII. Professional development and structures for collaboration; VIII. Tiered instruction and adequate learning time

3. **SC Objective: Vision 2020: Engage the community in a district wide improvement of learning and teaching through our transition to grade span schools.**

DIP Goals: 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

Conditions of School Effectiveness: X Family-school engagement

Additional DIP Goal: Inventory and evaluate the use of district software to maximize efficiencies, eradicate redundancies and increase student achievement

Conditions for School Effectiveness and School Improvement Planning

1. *The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice.*
2. *The school improvement plan 1) aligns with the district improvement plan, 2) reflects input from all staff, 3) is based on data, 4) accurately reflects the academic, social, and emotional needs of students, and 5) sets actionable and measurable goals that target school improvement.*
3. *Staff can state the school’s mission, understand the school’s improvement goals, and demonstrate a sense of ownership for both.*
4. *School leadership uses the school improvement plan to guide how time, personnel, funds, and other resources will be used to achieve the school’s mission.*
5. *Leaders ensure that students, families, and community partners understand the school’s improvement plan and learning goals; leaders strategically leverage family and community resources in service of these goals.*

<http://www.doe.mass.edu/accountability/school-effect-self-assessment.pdf>

Bourne High School - School Improvement Plan

Objective:	SMART Goals	Action Steps and Responsible Parties	Measuring Success – Benchmarks
<p><i>Ensure educational equity, access, and excellence for all students at all levels (2020 Standards 2.4)</i></p>	<p>By spring 2019, BPS will establish a coherent, coordinated district-wide plan for academic and social/emotional supports for all students through a shared commitment to implement a Multi-Tiered System of Support with fidelity.</p>	<p>Provide professional development on MTSS (MTSS Implementation Team 9/2017)</p> <ul style="list-style-type: none"> ● Simplify language in order to increase understanding across the district ● Identify and understand the three levels of support ● Create bullets for each core value identified (for each level) 	<p>Structures are in place to support a collaboration process within teacher teams focused on high-quality instruction for students above, at, and below grade level standards</p> <p>Staff and school leaders use an established decision making process to tier supports for students</p>

		<p>Establish a structure to support formal collaboration among teacher teams that support high quality instruction for all students at all levels</p> <p>Establish a decision making process for the implementation of tiered supports for students</p> <p>Establish building based MTSS teams that are representative and meet regularly to monitor school-wide tiered instruction and supports</p> <p>Establish building based tier 3 supports that will be available and how the school's schedule/course offerings will support them</p>	<p>School leaders and staff establish an MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports</p> <p>School leaders and staff develop sample academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards</p>
Objective:	SMART Goals	Action Steps and Responsible Parties	Measuring Success – Benchmarks
<i>The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources. (NEASC 2020 -Learning Culture 1.2)</i>	By spring, 2019 BHS will develop and implement a plan to regularly review and revise the school's core values, beliefs, and learning expectations	<ul style="list-style-type: none"> Gather feedback from all stakeholders on the school's core values, beliefs about learning, and vision of a graduate Revise the school's documents to reflect current core values, beliefs 	<p>Comprehensive data/feedback from students, staff, parents and community partners on the vision of a graduate</p> <p>An updated written document describing BHS's:</p> <ul style="list-style-type: none"> core values beliefs about learning vision of a graduate

		<p>about learning, and vision of the graduate</p> <ul style="list-style-type: none"> Establish a drop down menu on Atlas Curriculum Maps to reflect the elements of the Vision of a Graduate being assessed for each unit 	<p>Feedback from all members of the school on their understanding and knowledge of the new document</p> <p>Evidence of the school's core values, beliefs about learning, and Vision of a Graduate reflected in the curriculum maps</p> <p>Evidence that the school's core values, beliefs about learning, and Vision of a Graduate drive professional practices, learning support and allocation of learning resources</p>
Objective:	SMART Goals	Action Steps and Responsible Parties	Measuring Success – Benchmarks
<p><i>Educators, students, and families are provided opportunities to be involved in meaningful and defined roles in decision-making that promote responsibility and ownership (NEASC 2020 Standards 1.6)</i></p>	<p>By spring 2019 BHS will develop and implement a plan to involve educators, students, and families in meaningful and defined roles in decision-making that promote responsibility and ownership</p>	<p>Examine existing systems in place (School Council, Team Leaders/Meetings, and participation on committees, etc.)</p> <p>Solicit feedback from teachers, parents, and students on ways they wish to improve participation in the decision making process</p>	<p>Feedback from teachers, parents and students on their participation in decision making at the school level</p> <p>Evidence of increased involvement in decision making by teachers, students and parents (via feedback/survey)</p>

Objective:	SMART Goals	Action Steps and Responsible Parties	Measuring Success – Benchmarks
<p><i>All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. (NEASC 2020 - Learning Support 4.2)</i></p>	<p>By spring 2019 BHS will develop and implement a comprehensive guidance curriculum to increase guidance services for all students</p>	<p>Make Enrichment groupings homogeneous (by grade)</p> <p>Develop a 9-12 guidance curriculum</p> <p>Run grade specific guidance workshops/seminars</p> <p>Solicit feedback from student to improve practice/offerings</p>	<p>Guidance Curriculum established (mapped in Atlas)</p> <p>List of completed workshops by grade</p> <p>Feedback from students</p>