



Braintree Public Schools 2018-2019

2018-2019 Improvement Plans

November 26, 2018

Presentation Overview

- ✓ Overview of the BPS 5 Year Strategic Plan Framework
- ✓ Overview of 2018-2019 Elementary School Improvement Plans
- ✓ Overview of 2018-2019 Middle School Improvement Plans
- ✓ Overview of 2018-2019 Braintree High School Improvement Plan
- ✓ Overview of 2018-2019 Department Plans

Braintree Public Schools 5 Year Strategic Plan Framework

2017-2022

OUR VISION & MISSION

Our Vision

The Braintree Public Schools prepares all students to be responsible and contributing members of a diverse and global society.

Our Mission

The mission of the Braintree Public Schools, in partnership with parents and the community, is to prepare all students to become responsible and contributing members of a diverse and global society. We motivate and enable each student to develop intellectually, physically, socially, and emotionally through a rigorous and supportive educational program within an inclusive and safe environment that nurtures creative and critical thinking, the development of values, and the pursuit of lifelong learning.

OUR VALUES

The Braintree Schools recognize their shared responsibility with parents in developing students' values. This shared responsibility includes educating the whole child and working toward developing a good and informed citizenry. In support of the above, the following values are an integral part of the students' overall education.

Achievement

Creativity

Inclusivity

Respect

Honesty

Courtesy

Courage

Kindness

Integrity

Cooperation

Responsibility

Empathy

Work Ethic

Perseverance

Loyalty

Citizenship

Fairness

Acceptance

OUR BELIEFS

Since excellence in instruction and student achievement is our primary objective, we are committed to the following beliefs:

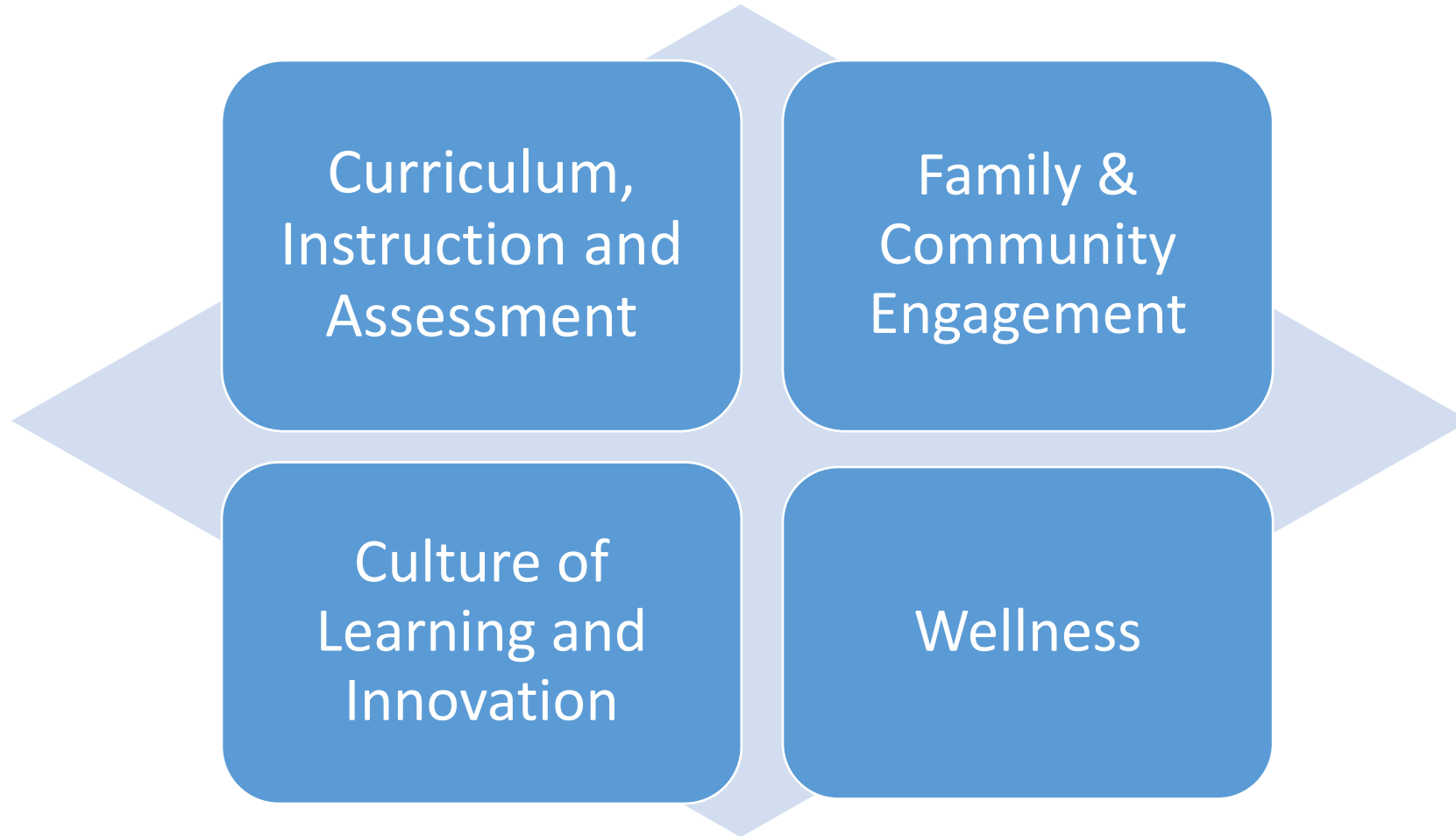
- Students should acquire a rigorous core of knowledge by thinking critically and creatively and making wise judgments in an inclusive environment that promotes higher level thinking skills across the curriculum.
- All students can achieve academic proficiency and strive for excellence.
- All students possess unique talents and gifts and should be encouraged to reach their maximum individual potential.
- Students should be able to collaborate and communicate effectively through reading, writing, speaking, problem solving, the arts, and technology.
- Students should acquire the knowledge, skills, and motivation necessary to achieve and maintain optimum health and lifelong wellness.
- Students should develop a sense of self-discipline, self-respect, and self-reliance and demonstrate social, civic, and environmental responsibility.

OUR BELIEFS

Since excellence in instruction and student achievement is our primary objective, we are committed to the following beliefs:

- Students should acquire skills to adapt to an evolving and technologically advancing society.
- Students should understand, respect, and appreciate the racial, ethnic, and cultural diversity of our society and the democratic principles upon which this nation was built.
- A safe and orderly environment, free of prejudice, drugs, violence, bullying, hazing and harassment of any kind, is essential to promote student learning.
- Ongoing opportunities for the professional growth and development of staff are essential for improving teaching and learning.
- Parents, guardians, and caregivers, in partnership with schools, are an integral part of their child's learning.
- Community involvement should be actively solicited, encouraged, and developed.

Goal Areas



Progress

- ✓ Identified objectives for each goal area to focus on for 2016-2017
- ✓ Developed template for principals to use for their School Improvement Plans
- ✓ Developed template for directors to use for their Content Area Improvement Plans
- ✓ Created a shared folder on the network drive to enable collaboration among administrators

Braintree Elementary Schools School Improvement Plans

Tara Boening, Liberty School

Flaherty Elementary School
Highlands Elementary School
Hollis Elementary School
Liberty Elementary School
Monatiquot School Kindergarten Center
Morrison Elementary School
Ross Elementary School

Stacey Soto
Dr. Nancy Pelletier
Tim MacDonald
Tara Boening
Donna Anderson
John Riordan
Frank McGourty

BPS OBJECTIVE	SCHOOL/DEPT. STRATEGY	EVIDENCE & METRICS	ACTION PLAN & TIMELINE Who will do what by when?
<p>1.3 Create or adapt programming, curricula and services to meet the diverse needs of all students.</p>	<ul style="list-style-type: none"> ● Implement a team of directors and elementary principals 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 that can support and enhance the implementation of the Workshop Model 	<ul style="list-style-type: none"> ● Common Assessment Scores ● Meeting notes ● MCAS Scores ● Classroom Observations ● Informed student placement 	<ol style="list-style-type: none"> 1. Principals and/or selected staff visit programs throughout the district. 2. Collaboratively with teachers and directors, analyze MCAS data, common assessment data, and other student data quarterly to identify struggling students and those achieving above level. 3. Principals, directors, and admin team will meet monthly to brainstorm strategies and interventions to promote student success. 4. Research, share, and implement strategies to better meet the needs of students. 5. Develop plan for transition of fifth grade to the Middle School 6. Provide opportunities for collaborative teaching and peer observations. 7. Directors and principals will complete a specialist schedule that allows for common planning time within grade levels.
<p>3.1 Provide students with academic instruction that develops skills in the areas of creativity, critical thinking, and problem solving.</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. 	<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 	<ol style="list-style-type: none"> 1. District will provide PD on Workshop Model. 2. Principal Leadership Team and Instructional Leadership Team will meet throughout the year to discuss progress and share feedback around the Workshop Model 3. Principals will monitor progress of Workshop Model through formal and informal observations. 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.

BPS OBJECTIVE	SCHOOL/DEPT. STRATEGY	EVIDENCE & METRICS	ACTION PLAN & TIMELINE Who will do what by when?
<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 and apply practical, real world skills.</p>	<ul style="list-style-type: none"> Explore, identify and/or refine interdisciplinary work to help students make real world connections. 	<ul style="list-style-type: none"> Unit/project outlines with a variety of products/ assessments Student work Classroom observation 	<ol style="list-style-type: none"> Principals will support teachers in opportunities to collaborate around interdisciplinary work. Principals will provide teachers with opportunities to explore project based learning and share outcomes.
<p>4.1 Develop and implement a comprehensive K-12 wellness program.</p>	<ul style="list-style-type: none"> Revitalize the building-based Wellness Teams to meet the needs of students, staff, and the community. 	<ul style="list-style-type: none"> Recruitment artifacts (emails, newsletters, etc. RSVP with Wellness Team members to co-chairs of BASHY by September 25, 2018 Attendance at the October, 4th meeting Wellness Assessment document Staff/Faculty agendas Wellness Team End of the Year Report Approval of School Based Wellness Action Plan for 2019-2020 	<ol style="list-style-type: none"> Principals will support the revitalization of a building-based wellness team. Perform a wellness assessment. Principals and Wellness Team members will attend the BASHY meeting Thursday, October, 4th to build their Wellness Teams. Create a building-based action-based plan based on the assessment results that focuses on two initiatives. Principals will support and encourage staff members to pursue a Wellness PD offering during 18-19. Principals will help promote participation in district-wide BASHY events. Principals will continue to check in with the Wellness Teams and offer any assistance or guidance when appropriate. Principals will allocate 5 minutes for Wellness Team updates during staff/faculty meetings.

Braintree Middle Schools Improvement Plans

Damon Rainie, South Middle School

East Middle School
South Middle School

John Sheehan
Damon Rainie

BPS OBJECTIVE	MIDDLE SCHOOL STRATEGY	EVIDENCE & METRICS	ACTION PLAN & TIMELINE Who will do what by when?
<p>1.3 Create or adapt programming, curricula and services to meet the diverse needs of all students.</p>	<p>Develop revised middle school schedule</p>	<ul style="list-style-type: none"> ● Middle School Schedule ● Middle School Program of Studies 	<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 1. Building administrators and directors will research strategies to improve learning outcomes through heterogeneous or homogeneous grouping, flexible grouping, and other practices
<p>3.1 Provide students with academic instruction that develops skills in the areas of creativity, critical thinking, and problem solving.</p>	<p>Identify thinking skills and process competencies students need to effectively wield 21st century skills</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 	<ol style="list-style-type: none"> 1. Explore opportunities to foster 21st century skills through effective feedback, grading, and assessment 1. Identify professional development needs of faculty <ul style="list-style-type: none"> ● effective instruction within heterogeneously grouped classes in grades 5 and 6 ● to incorporate comprehensive framework of wellness competencies across the curriculum

BPS OBJECTIVE	MIDDLE SCHOOL STRATEGY	EVIDENCE & METRICS	ACTION PLAN & TIMELINE Who will do what by when?
<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 and apply practical, real world skills.</p>	<ol style="list-style-type: none"> 1. Develop shared understanding of project-based learning as an instructional practice 1. Identify opportunities to implement, and/or hone current practices to advance, project-based learning 	<ul style="list-style-type: none"> ● Comprehensive definition of “project-based learning” to guide departmental and building-based professional development and innovation ● Artifacts, lesson plans, unit plans, and student work that demonstrate “project”-based learning outcomes 	<ol style="list-style-type: none"> 1. Building administration will work in collaboration with directors to research and define “project-based learning” 1. Identify opportunities that exist as well as current practices that align with project-based learning and interdisciplinary units of study
<p>4.1 Develop and implement a comprehensive K-12 wellness curriculum.</p>	<ol style="list-style-type: none"> 1. Develop intervention plan to improve student attendance 1. Establish building-based Wellness Teams to improve school climate 	<ul style="list-style-type: none"> ● Tiered intervention plan to identify and address chronic absenteeism ● Establish building-based Wellness Teams to improve school climate 	<ol style="list-style-type: none"> 1. Develop tiered intervention strategies to redress chronic absenteeism, utilizing school-based supports and community resources 1. Establish 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

Braintree High School Improvement Plan

Dr. Christopher Scully

BPS OBJECTIVE	STRATEGY	ACTION STEPS	EVIDENCE
1.3 Create or adapt programming, curricula and services to meet the diverse needs of all students	Focus the efforts of departments and programs as they increase the rigor of courses and diversify instructional approaches	<ol style="list-style-type: none"> 1. Compile college enrollment and persistence report 2. Support efforts to align science curricula with sending schools and within same-course groups 3. Refine and implement twelfth-grade courses in English 4. Revise sequence of courses in Social Studies to account for recent changes in standards 5. Study possible expansion of World Language offerings 	<ul style="list-style-type: none"> ● Department reports ● College enrollment and persistence ● Tier I college enrollment ● Science curriculum documents ● English curriculum documents ● Social Studies course sequence ● World Languages long-term planning documents
3.1 Provide students with academic instruction that develops skills in the areas of creativity, critical thinking, and problem solving	Modify existing courses and develop new curricula to emphasize the development of problem-solving skills	<ol style="list-style-type: none"> 1. Review recommendations about cross-curricular experiences from most recent NEASC report 2. Develop strategies in mathematics classes to emphasize the development of growth mindset 3. Develop proposals for increased CVTE offerings for students in specialized programs 4. Explore opportunities to expand programming offerings 	<ul style="list-style-type: none"> ● Number of interdisciplinary experiences ● Catalog of shop- or lab-based learning experiences ● Inventory of strategies; results of observations ● CVTE proposals ● Programming proposals

BPS OBJECTIVE	STRATEGY	ACTION STEPS	EVIDENCE
<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 and apply practical, real world skills</p>	<p>Develop a definition of what project based learning should look like at BHS in particular, and work toward designing specific project based learning experiences for piloting throughout the curriculum</p>	<ol style="list-style-type: none"> 1. Form a committee of teachers, directors, and administrators to examine Project Based Learning 2. In conjunction with the Curriculum Board, craft a definition of what project based learning can look like at BHS 3. Familiarize the school with current models of project based learning 4. Compile an inventory of current instructional practices which align with these models 5. Create a catalog of specific projects or approaches which may be appropriate applications of project based learning in various disciplines 6. Through the PBL committee, consider the possibility of instituting a senior capstone project 	<ul style="list-style-type: none"> ● Committee agendas and minutes ● Definition of PBL at high school level ● Agenda from faculty meetings ● Supporting documents for each discipline ● White paper on the possibility of a senior capstone project
<p>4.1 Develop and implement a comprehensive K-12 wellness curriculum.</p>	<p>Implement structures designed to help BHS students care for themselves (vaping, anxiety) and care for their community (cultural awareness)</p>	<ol style="list-style-type: none"> 1. Send building administrators and specialists to PD on school refusal 2. Run a book study group using information and materials gained through the above PD 3. Support student leaders in their attendance at cultural awareness trainings and conferences 4. Highlight the specific cultures of BHS through announcements and programs throughout the year 5. Reconvene the BHS committee on Advisory to explore how it may work at BHS, and create a recommendation for the 2019-2020 school year 6. Present information to all students on the dangers of vaping 	<ul style="list-style-type: none"> ● Agenda from school-anxiety related professional development ● Book study notes ● Attendance list for MARC workshop ● CAC presentation materials ● Develop a complete recommendation for an Advisory program ● Agenda from BHS-led PD offering on school anxiety ● Vaping information for distribution

Department Improvement Plans Highlights

James Lee, Assistant Superintendent
Jennifer Fay, Director of Personnel & Pupil Services

BPS Directors

Department	Director
Art Department	Heidi Hurley
English Department	Rock Roberts
Guidance Department	Anthony Garofalo
Health & Wellness Department	Melonie Bennett
Mathematics Department	Courtney Miller
Music Department	Rachel Hallenbeck
Nursing Department	Jean Afzali
Science Department	Dr. Betsey Clifford
Social Studies Department	Dr. Gorman Lee
World Languages	Gail Ward

Art

- Collaboratively with all art teachers continue to assess and review data from Growth Measure for a comprehensive vertical growth.
- Director will provide resources for teachers on project-based learning related to real-world career social impact on art and design in the world today.
- Career options will be introduced into the curriculum

English

- K-5 implementation of writing workshop throughout the year
- Review of common assessments at both middle school and high school to identify the thinking skills being assessed
- Discussions with English department on the implementation of the 9-12 Sequential Research Program and its connection to project-based learning.

Mathematics

- Explore student-centered math resources to support teaching in a Math Workshop model at the elementary level
- Support teachers in understanding growth mindset and how it applies to the math classroom
- Explore the possibility of implementing dual enrollment math courses in the high school program of studies

Music

- Director will organize professional development in adaptive music instruction that will meet the needs of students in specialized programs
- Director will continue to collaborate with BCAM to schedule recordings of performances to be broadcast on cable
- Collaboratively with teachers, director will continue to provide students with musical songs that promote positive messages and themes.

Science

- Collaboratively with teachers, analyze common assessment data quarterly to identify struggling students and those achieving above level.
- Teachers will collaborate to develop and implement project-based learning activities related to real-world phenomena in science.
- Director will support teachers in managing collaborative work effectively to reduce the frequency of conflicts.

Social Studies

- Committee to develop recommendations for K-12 curriculum map and scope and sequence, and implementation plan (in phases)
- History of Braintree (fall) - project-based historical research methods course elective for seniors: guest speakers: Mayor, Town Clerk, members of Town Council and/or School Committee, other town officials, residents, local historians and scholars, business and community leaders. Visit: Massachusetts State House, Bean Museum & Resource Center, and Town Hall.
- Develop wellness-focused lessons in social studies curriculum to increase academic achievement and communication skills, improve attitudes and behaviors, and develop empathy

World Languages

- Director will provide professional development about integrated performance assessments with authentic sources and interpersonal communication.
- Teachers will collaborate to develop and implement project based learning activities that apply practical, real world skills.
- Collaboratively with teachers, develop and implement strategies that alleviate student anxiety in presentational and interpersonal communication.

Guidance

- Implement anxiety workshops for students in the guidance curriculum
- Work in conjunction with the English and Math directors to strengthen the SAT Prep classes through the evening program.
- Review and/or create protocols for guidance-staff communication for at-risk student issues and return to school protocols
- Guidance and adjustment counselors and school psychologists will explore implementation of substance use prevention and intervention workshops

Health & Wellness

- Teachers will continue to collaborate to design and implement project-based learning activities that incorporate student collaboration and communication
- Director of Health and Wellness in collaboration with health education staff, guidance, school psychologist and nurses will provide teaching staff and parents/guardians education on substance awareness
- Director and Health Teachers will collaboratively work together to train a group of BHS students around Healthy and Unhealthy Relationships
- Identify, re-establish and support Wellness Teams at each school

Nursing

- Enhance Health and Wellness website with increased resources, helpful health updates and community links, as well as improved access to our non-English-speaking students and families.
- Identify, re-establish and support Wellness Teams at each school in conjunction with the Director of Health and Wellness

Special Services

- Vertical teaming will take place across transition grades to ensure accurate placement, effective instruction and continuous support across grades.
- Multiple class offerings in partnership with Massasoit college that promote problem solving and creative thinking (e.g. Work Readiness, Business Based Computer Applications).
- Begin implementation of a new de-escalation program (Safety Care) in partnership with the Health and Wellness Director.

