

Bourne High School School

School Improvement Plan 2022 - 2023



Amy Cetner, Principal

Ken Girouard, Assistant Principal

Jessee Clements, Curriculum Director 6-12

District Strategy

Vision		
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 empowering students and staff to achieve personal goals and demonstrate life-long learning.		
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.		
Core Values and Beliefs About Learning		
<ul style="list-style-type: none"> • All students can learn • All decisions are made in the best interest of students • All student learn best when actively involved in the learning process • Learning will be more successful when learning experiences have meaning for students 		
B2B Core Values		
We are Bourne to be Respectful, Responsible, and Safe.		
Strategic Objectives		
<p><u>Building Community</u></p> <p><i>Expand opportunities to promote a consistent positive climate & culture through communication, collaboration and social-emotional support</i></p>	<p><u>Promoting Equity</u></p> <p><i>Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement & access</i></p>	<p><u>Striving for Excellence</u></p> <p><i>Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations</i></p>



School Demographic Snapshot (2021-2022)

Enrollment by Grade (2021-22)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Bourne High School	0	0	0	0	0	0	0	0	0	0	82	97	88	110	16	393
Bourne Intermediate School	0	0	0	0	104	137	124	0	0	0	0	0	0	0	0	365
Bourne Middle School	0	0	0	0	0	0	0	151	142	149	0	0	0	0	0	442
Bournedale Elementary School	46	105	93	113	0	0	0	0	0	0	0	0	0	0	0	357
District	46	105	93	113	104	137	124	151	142	149	82	97	88	110	16	1,557

Enrollment by Gender (2021-22)		
	District	State
Female	790	442,763
Male	767	467,772
Non-Binary	0	994
Total	1,557	911,529

Title	% of District	% of State
First Language not English	2.1	23.9
English Language Learner	1.0	11.0
Low-income	38.4	43.8
Students With Disabilities	19.9	18.9
High Needs	48.3	55.6

Click for [MCAS 2022 Data by School & District](#)



Previous School Improvement Plan (2019-2022)

Goal 1

SC Objective: Civic Responsibility - Support all students to demonstrate the intellectual skills essential for informed, effective and responsible citizenship	District Goal: Implement district-wide systematic practices, processes, and procedures that support maximum growth for all students academically, socially, and emotionally.
BPS Strategic Objective: 2. Promoting Equity - Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement and access.	
BHS Goal 1: BHS will utilize the Massachusetts Tiered Systems of Supports with fidelity to identify and implement appropriate targeted academic interventions to improve academic and social/emotional outcomes for all students. <i>(NEASC 2020 Standards 2.4, Instructional practices are designed to meet the learning needs of each student)</i>	
EOY Status: WIN block established in schedule for the purpose of student intervention and enrichment opportunities. Benchmark and progress monitoring program established for the purpose of using data to provide interventions (use of digital and locally created assessment practices); Data teams established to review data and assign appropriate students to intervention groupings; Enrichment opportunities provided for those students not needing intervention.	

Goal 2

SC Objective: Support all students to demonstrate the intellectual skills essential for informed, effective and responsible citizenship.	District Goal: Implement district-wide systematic practices, processes, and procedures that support maximum growth for all students academically, socially, and emotionally
BPS Strategic Objective: 3. Striving for Excellence - Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations	
BHS Goal 2: By 2022, BHS will ensure equity and access for all students at all levels <i>(NEASC standard 3.4, Collaborative structures and processes support coordination and implementation of curriculum)</i>	



EOY Status: Established and distributed the MTSS Handbook as a replacement to the District Accommodation Plan; establish a Pre-AP program in English I, Biology, US History, and Music Theory; Continue work with the District and Building-Based MTSS teams focused on academic interventions; Professional development and support around the implementation of UDL, which was reinforced through the use of the Modern Teacher Learning Plans (which was an expectation of all teaching staff at the high school); DEI Committee work, including professional development opportunities for all staff, as well as the implementation of student-listening groups (for the purpose of gathering feedback for improvement)

Goal 3

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

District Goal: By spring 2022 BHS will expand opportunities to involve educators, students, and families in meaningful and defined roles in decision-making that promote responsibility and ownership.

BPS Strategic Objective: 1. Expand opportunities to promote a consistent positive climate and culture through communication, collaboration, and social-emotional support.

BHS Goal 3: By spring 2022 BHS will expand opportunities to involve educators, students, and families in meaningful and defined roles in decision-making that promote responsibility and ownership *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, The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning)*

EOY Status: School Council, routine surveys, participation in the district DEI committee are the main ways we involve parents/families; The principal meets regularly with the School Council and the School Committee student representatives to discuss school and district related issues. This provides students with a strong voice and gets them directly involved with decision-making and input at both the school and district levels. Educators are afforded a myriad of opportunities to take on leadership roles and participate in meaningful and defined decision-making roles to promote responsibility and ownership. They currently serve as members of the Data Team, Scheduling Committee, Building (and district) MTSS Committees, Literacy Committee, & School Council.



Bourne High School Improvement Plan 2022-2023

2022-2023 Improvement Overview

The following goals were proposed by the school administration after a careful review of the plan with the BHS School Council. The purpose of the goals identified is to support the BPS strategic objectives (Building Community, Promoting Equity, Striving for Excellence). In addition, the team reviewed the 2022 MCAS data, VOCAL data, and DESE Report Card

Goal 1

BPS Strategic Objective - Building Community: Expand opportunities to promote a consistent positive climate and culture through communication, collaboration, and social-emotional support. (1.c.)

BHS Goal 1 Rationale: The COVID pandemic has had a significant impact on student behaviors and expectations around attendance. There has been consistent feedback from staff, students, and the student representative on the School Council that student behaviors have become more challenging and more disruptive to classes.

In addition, attendance rates have decreased with a significant increase in the number of students who are chronically absent:

- Pre-pandemic attendance rate 2020 (94.5%; 11% chronically absent), 2019 (94.5%; 12.9% chronically absent)
- Attendance rates in 2021 (92%; 24.2% chronically absent), 2022 (92.1%; 27.9% Chronically absent)

The following 2022 View of Climate and Learning (VOCAL) Data around Engagement also demonstrates the need for improvement:

- Relationships (46%) Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual orientation; (61%) Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.
- Discipline - (36%) My teachers will first try to help (guide) students who break class rules, instead of punishing them; (32%) Students have a voice in deciding school rules. (36%) Teachers give students a chance to explain their behavior when they do something wrong; (34%) The consequences for the same inappropriate behavior (e.g., disrupting the class) are the same, no matter who the student is.

BHS Goal 1: By 2023, Bourne High School will promote shared expectations for behavior by employing our B2B Core values and MTSS strategies with all students and staff, as evidenced by a decrease in discipline referrals and increased student attendance. (1.b.)

Action Steps →	Intended Outcomes →	Persons Responsible →
----------------	---------------------	-----------------------



<ul style="list-style-type: none"> <input type="checkbox"/> Review attendance and discipline data from the previous year(s) to establish a baseline <input type="checkbox"/> Conduct a student handbook review with emphasis on discipline and attendance policies <input type="checkbox"/> Develop and implement Standard Operating Procedures for attendance <input type="checkbox"/> Develop and implement Standard Operating Procedures for discipline <input type="checkbox"/> Conduct a student & staff assemblies to review expectations <input type="checkbox"/> Establish consistent consequences for disciplinary infractions <input type="checkbox"/> Establish best practices around the regular engagement of student self-assessment of their alignment with our B2B Core Values reflected in the Personal Responsibility Rubric <input type="checkbox"/> Regularly review grade books for evidence to support the use of the Personal Responsibility Rubrics <input type="checkbox"/> Establish protocols and an action plan around using SWIS data to support decision-making, expected behaviors, and interventions <input type="checkbox"/> Share SWIS data with the Building Based MTSS teams and all staff monthly 	<ul style="list-style-type: none"> <input type="checkbox"/> There will be a 5% increase in student attendance compared to previous years and throughout the year <input type="checkbox"/> There will be a 5% decrease in tardies compared to previous years and throughout the year <input type="checkbox"/> There will be a decrease in student behaviors/discipline referrals by 10% compared to previous years and throughout the year 	<ul style="list-style-type: none"> <input type="checkbox"/> BHS Administration <input type="checkbox"/> Curriculum Coordinator 6-12 <input type="checkbox"/> Building-Based MTSS Team members <input type="checkbox"/> Adjustment Counselors <input type="checkbox"/> BHS Teachers/Staff
--	--	---



Resources Needed	Supporting Professional Development	Budget Implications
<ul style="list-style-type: none"> <input type="checkbox"/> SWIS Data Management System <input type="checkbox"/> School Committee (for Approval of Student Handbook) <input type="checkbox"/> Feedback from School Council, students, staff 	<ul style="list-style-type: none"> <input type="checkbox"/> PD around the appropriate use of data <input type="checkbox"/> Ongoing training on MTSS, UDL, DEI <input type="checkbox"/> Media-related PD/Specialist to support and enhance existing and proposed outlets 	<ul style="list-style-type: none"> <input type="checkbox"/> Building-based MTSS Team stipends (Multi-Year, District) <input type="checkbox"/> SWIS Data Management subscription (Multi-Year, District) <input type="checkbox"/> Data PD costs (Multi-Year, District) <input type="checkbox"/> Staffing needs to support and enhance implementation (Multi-Year, District or reallocation)

Goal 2

BPS Strategic Objective - *Promoting Equity*: Expand opportunities to promote a consistent positive climate and culture through communication, collaboration and social-emotional support.

BHS Goal 2 Rationale: Teachers report needing more PD around the use of data and providing interventions to close equity gaps. In addition, the use of data will support the strategic scheduling of students for the WIN intervention period. Proficiency rates for all students, as well as equity gaps for marginalized students, that must be addressed are identified in the 2022 MCAS Accountability data (in percentages) noted below:

All Students - Proficiency by year:

ELA - 70.8 (2019), 73.5 (2021), 42.5 (2022)

Math - 49.1 (2019), 44.0 (2021), 33.7 (2022)

Science - 28.1 (2022)

Equity gaps noted by subject

ELA - Proficiency deficit compared to white students:

Hispanic -2.5%

Multirace -9.2%

Native American -9.2

IEP/504 Students (compared to those without) -29.1%

Math - Proficiency deficit compared to white students:



Multi-race -1.4%
 Native American -1.4%
 IEP/504 Students (compared to those without) -19.9%

Science - Proficiency deficit compare to white students:
 (none by race/ethnicity)
 IEP/504 Students (compared to those without) -27.4%

BHS Goal 2: By 2023, Bourne High School will expand the capacity of all educators to analyze data, identify and eliminate equity gaps, monitor student progress, and identify intervention and enrichment learning opportunities. (2.c.)

Action Steps	Intended Outcomes	Persons Responsible
<ul style="list-style-type: none"> <input type="checkbox"/> Engage Data Team in ongoing training with the consultant, Laurie Casna <input type="checkbox"/> Participate in RISE training (Co-teachers) <input type="checkbox"/> Establish a vision for the use of data at BHS <input type="checkbox"/> Establish a clear protocol for the review of data by classroom teachers <input type="checkbox"/> Provide relative data training for all staff <input type="checkbox"/> Ensure that staff are using data appropriately (meeting agendas, walk-throughs, strategic WIN groupings) <input type="checkbox"/> Ensure that appropriate scaffolding is in place to support the Pre-AP coursework (CPT agendas, teacher meetings, observation, walk-throughs, use of Imagine Math) <input type="checkbox"/> Monitor WIN intervention groupings 	<ul style="list-style-type: none"> <input type="checkbox"/> There will be an improvement in MCAS scores in all subjects for all subgroups <input type="checkbox"/> There will be an increase in the number of students scoring in the Meeting and Exceeding categories <input type="checkbox"/> A reduction of failure/retention rates to 10% with special attention to Special Education/Subgroups will occur 	<ul style="list-style-type: none"> <input type="checkbox"/> BHS Administrators <input type="checkbox"/> Curriculum Director 6-12 <input type="checkbox"/> Data Team Members <input type="checkbox"/> All staff



to ensure that they are based on data with progress monitoring systems in place		
Resources Needed	Supporting Professional Development	Budget Implications
<ul style="list-style-type: none"> ❑ Online resources for the purpose of benchmark assessments (SAEBRS, Galileo, Imagine Math, Albert IO, etc.) ❑ Time (for training and data analysis work) 	<ul style="list-style-type: none"> ❑ PD in Data Analysis (Laurie Casna) ❑ PD in intervention strategies ❑ PD in RISE training ❑ Modern Teacher Refresher/Training ❑ Common planning time expectations ❑ Imagine Learning 	<ul style="list-style-type: none"> ❑ PD & Trainer costs (District, multi-year) ❑ Online benchmark assessment costs/Galileo (multi-year, district funded) ❑ Consultative Services for Data refresher and training for all staff (multi-year, district funded)

Goal 3

BPS Strategic Objective - *Striving for Excellence*: Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations

BHS Goal 3 Rationale: We have applied for and been granted Innovation Pathways designation by DESE in Spring 2022. A great deal of preliminary work has been completed to ensure the successful implementation of the Innovation Pathways program beginning Fall 2022. We want to ensure that the programs roll out successfully and work to continue to grow and expand pathway options in the future. The goal of the program is to expand school and career readiness for all students. This way, students understand the “why” (connections between) the coursework.

Pathways work helps to address the VOCAL data where students reported the following responses:

- Instructional Environment (32%) The things I am learning in school are relevant (important) to me; (37%) In my academic classes, there is a good balance between students having to master subject content and being able to explore topics that interest them; (45%) In my academic classes, there is a good balance between students having to master subject content and being able to explore topics that interest them.
- Consistent feedback from students in Career Readiness class indicates that a majority of students find it difficult to connect the coursework/learning (the why) to their futures in real meaningful ways.

BHS Goal 3: *By 2023, BHS will provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations. (3.b.)*



Action Steps →	Intended Outcomes →	Persons Responsible →
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure the successful implementation of the Innovation Pathways programs in Business and Finance and Environmental and Life Sciences <input type="checkbox"/> Expand Innovation Pathways to include those that align closely with student interest and career goals <input type="checkbox"/> Expand and support programming and electives to include technical coursework <input type="checkbox"/> Support coursework that enhances the use of the business suite and medical center <input type="checkbox"/> Increase opportunity for industry certifications <input type="checkbox"/> Expand opportunities for senior internship placements through community partnerships and outreach <ul style="list-style-type: none"> <input type="checkbox"/> Reconvene the scheduling committee to consider schedules that support internship opportunities <input type="checkbox"/> Provide multiple opportunities for all staff to reflect and share ways in which they are making content relevant for all students <input type="checkbox"/> Provide appropriate supports as needed to ensure the successful completion of challenging (AP) level work through regular progress-monitoring, use of scaffolds, 	<ul style="list-style-type: none"> <input type="checkbox"/> There will be an increase in enrollment in the Innovation Pathways Program by 10% each year (over the next three years) <input type="checkbox"/> Industry certifications for graduating seniors will increase by 10% each year (for the next three years) <input type="checkbox"/> Student enrollment in senior internship opportunities will increase by 10% each year (for the next three years) <input type="checkbox"/> There will be an increase in students articulating what is relevant, valuable and authentic that would allow them to meet a defined standard, tying in their interests, culture, and personal strengths (UDL 7.2) 	<ul style="list-style-type: none"> <input type="checkbox"/> School to Careers & Innovation Pathways Coordinator <input type="checkbox"/> Internship Coordinator <input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> BHS Administrators

<p>and inclusive practices through the RISE co-teaching model</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply for and secure grant funding to support new programming, as well as materials, and professional development <input type="checkbox"/> Establish summer programming options for students to increase engagement 		
Resources Needed →	Supporting Professional Development →	Budget Implications
<ul style="list-style-type: none"> <input type="checkbox"/> Staffing and to support new coursework and implementation (teachers, counselors, IP coordinator) <input type="checkbox"/> Training/PD to support growth and development of programming <input type="checkbox"/> Google applications to solicit feedback and support progress monitoring and improvement <input type="checkbox"/> Grant funding <input type="checkbox"/> RISE training 	<ul style="list-style-type: none"> <input type="checkbox"/> Pathways partnership and training <input type="checkbox"/> PD around new coursework (from core coursework to AP) <input type="checkbox"/> Regular meeting time for feedback and progress monitoring <input type="checkbox"/> Assistance with grant writing 	<ul style="list-style-type: none"> <input type="checkbox"/> New technologies (computers, programs, etc) (grant funding, district, multi- year) <input type="checkbox"/> New materials and furniture (for classrooms and innovative spaces)(grant funding, district, multi-year) <input type="checkbox"/> Promotional/advertising costs (grant funding, district, multi- year) <input type="checkbox"/> Additional Staffing, as the program grows (reallocation/district, multi- year) <input type="checkbox"/> Professional development costs (grant funding, district, multi- year) <input type="checkbox"/> Funding for Summer work of the Coordinator for the purpose of grant writing, internship development and continued community partnership development (grant funding, district, multi- year)

BHS School Council 2022-2023

Amy Cetner, Principal
Ken Giriuard, Assistant Principal
Addison Dion, Student
Mackensie McMaster, Student
Judy Ariango, Parent/Caregiver
Elizabeth Boucher, Adjustment Counselor

