

Barnstable Public Schools

District and School Improvement Plans

October 5, 2022



BPS Vision and Core Values

The Barnstable Public Schools educate the whole child by creating a student centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

In Barnstable Public Schools, we value commitment, collaboration, and community...

- **Commitment:** We are dedicated to the continuous learning and growth of all.
- **Collaboration:** We work together while keeping student needs at the center of all decision making.
- **Community:** We build strong, respectful partnerships that support student success.



Priorities 2022-2023

Continue and build from 2021-2022 priorities

- **Foster a sense of belonging**
- **Implement systems to monitor student understanding**
- **Ensure strong grade-appropriate instruction**
 - Academics
 - Social-emotional skills including positive behavior
- **Evaluate curriculum and plan for PD**

District Improvement Plan 2022-2023

Sara Ahern

Superintendent of Schools



District Improvement Plan Goals

- **Foster a sense of belonging**

- ▶ Engage in an inclusive entry process to yield long term District Strategy for Improvement
- ▶ Leverage communication channels to inform, grow confidence in, and expand BPS brand awareness
- ▶ Strengthen school safety practices in collaboration with school resource officers
- ▶ Complete Facilities assessment to yield equitable Facilities Plan
- ▶ Continue to implement recommendations from Athletics Department Climate review (including equity across all extracurriculars including music, theatre, clubs, etc.)

- **Implement systems to monitor student understanding**

- ▶ Examine academic, discipline, school culture (and other) data with an equity lens
- ▶ Use data to take action to support student achievement and well-being

District Improvement Plan Goals

- **Ensure strong grade-appropriate instruction**

- ▶ Calibrate feedback on instruction across evaluators
- ▶ Develop district-wide philosophy and equitable approach towards teaching appropriate behaviors (including discipline and restorative practices)
- ▶ Evaluate District's specialized programs serving students with intensive special needs
- ▶ Revise District and Building Accommodation plans and incorporate into instruction, interventions, and referral process

- **Evaluate curriculum and plan for PD**

- ▶ Initiate documentation of curriculum using Atlas Rubicon
- ▶ Develop the foundation for long-term, predictable curriculum review cycle that includes a lens of equity within our curriculum
- ▶ Explore opportunities in literacy, early college, JROTC, and dual language programs



District Improvement Plan - Specific Equity-Focused Goals

- Continue efforts to recruit and retain diverse faculty and staff
 - Continue and expand recruitment avenues
 - Expand involvement in Teacher Diversification PLC (year 2)
 - Research study involvement
 - Mentoring/Support for faculty and staff of color
- Engage in an inclusive entry process to yield long term District Strategy for Improvement embedding equity
 - Listen to and respond to students' voicing of bias-based incidents and inequities and suggested solutions
 - Peer leaders and anti-bias curriculum, peer mediation, professional development, restorative practices
- Build awareness of and provide education/PD on cultural months/days of recognition and holidays

School Improvement Plans 2022-2023

Principals:

Nikki Caucci, ECELC

Cathy Milne, BCIS

Beth Forbes, BWB

Kim White, Centerville

Kathi Amato, Hyannis West

Wendy Hesse, West Villages

Mike Wojkowski, BUES

Jason Conetta, BIS

Liz Freedman, BHS



Enoch Cobb Early Learning Center

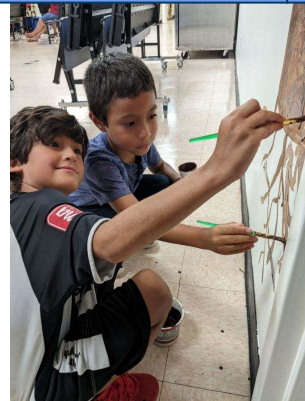
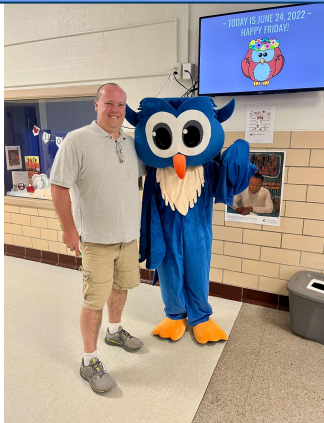
Must-Dos

<p><i>ECSE Priority 1: Improve systems to engage effectively with families</i></p>	<p><i>ECSE Priority 2: Improve systems to assist transition from early intervention to prekindergarten and from prekindergarten to kindergarten</i></p>	<p><i>ECSE Priority 3: Improve instruction to increase educational outcomes in:</i></p> <ul style="list-style-type: none"> <i>• social/emotional skills and social relationships</i> <i>• acquiring and using knowledge and skills</i> <i>• taking appropriate action to meet needs</i>
<p><i>1) Improve and expand opportunities to connect with and support preschool families.</i></p>	<p><i>3) Improve and expand kindergarten transition practices.</i></p>	<p><i>5) Identify and pilot new curriculum resources for ELA and Math instruction.</i></p>
<p><i>2) Revise special education procedures to ensure they are developmentally appropriate for students and sensitive to the needs of families.</i></p>	<p><i>4) Reestablish transition practices with community partners (Early Intervention/Kennedy Donovan Center and Head Start) due to turn-over of management staff and service providers.</i></p>	<p><i>6) Implement systems to monitor students' understanding and support tiered instruction.</i></p>



Barnstable Community Innovation School

Priority 1: Belonging and Partnership	<u>Restore Family and Community Engagement</u> Relaunch BCIS Enrichment Clusters Recruit parents and community members as approved classroom and school volunteers.	<u>Expand and Enhance Successful PBIS Initiatives</u> OWL_Ways Behavior Matrix, Big Hoots Incentives Healthy Hallways Warm Welcomes and Caring Goodbyes T-Shirt Tuesdays Diversity Display Cases Multicultural Library In-person All School Community Meetings Consistent communication w/ families using interpreters and translations	<u>Create Accessible, Safe and Welcoming Learning Environments</u> Renovate our Cafeteria Plant a Pollinator Garden Expand our playground. Refinish the Gym Floor Replace Doors and Windows
Priority 2: Continuously Monitor Students' Understanding	<u>Implement Project Based Learning (PBL) Gold Standards and practices to engage students and accelerate learning.</u>	<u>Improve Core Instruction</u> Implement MTSS Literacy Academy (3 year grant). Improve Core Math instruction through ongoing MTSS data analysis and ongoing adjustment to instructional practices and programming.	<u>Develop a Tool/Rubric to Progress Monitor Social Emotional Learning (SEL) Skills Acquisition</u> Analyze the impact of SEL programs, interventions and support on students' social emotional learning.
Priority 3: Evaluate Curriculum and Plan Professional Development	<u>Develop ELA and Math, Grade Level Curriculum Maps aligned with new Core Math and Reading Programs</u> Create cross-curricular crosswalks to Social Justice Standards, PBL, ELL standards and SEL Components with identified, relevant assessments.	<u>Improve Core Instruction by Implementing MTSS Literacy Academy (3 year grant).</u> Support the Professional Development of our Reading Specialist's year long work to become a trained Literacy Coach. Analyze and adjust curriculum materials, schedules and instructional practice	<u>Dedicate Professional Development & Professional Learning Communities opportunities to increase differentiated, high quality instruction for all students throughout every school day.</u> PD for new Math and Reading Programs, PBL, Heggerty, LFIN (Learning Framework in Number), Lexia



Barnstable-West Barnstable Elementary School

Creating a Sense of Belonging



- Culturally Responsive PBIS
- Family Nights with Parent Workshops
- Continued Surveying of Parents, Students and Staff through castle.org
- Working with facilities to make our school and playground accessible for all

A Deeper Dive into our Phonics Instructional practices



- Spending time learning about DESE's literacy resources including the new Appleseed's programming
- Creating a structure for our 90 minute ELA block that meets the needs of each grade level

Implement Systems to Monitor Student Understanding



- Create a schedule of walkthroughs with AP and coaches
- Create an Electronic Walkthrough form that reflects instructional best practices, and evidences opportunities for joyful learning experiences that are rigorous and culturally responsive

Centerville Elementary School



- Morning Walking Program
- Monthly Bee Assemblies
- Arrival of Therapy Dog
- Family/Community Engagement Committee
- School Culture Committee
- Data Analysis Committee
- Literacy Night
- Math Night
- STEAM Night
- Community Project

Must Do's:

- Establish a sense of belonging for students, families and staff.
- Develop and implement a systematic approach of effectively utilizing data from assessments and lesson studies to improve instruction, develop, and implement effective interventions that address learning gaps.
- Define the purpose of PLC, PD and Common Planning Time and establish norms and expectations for each. Promoting effective professional practices will enable staff members to meet children's changing needs and identify instructional next steps.



Hyannis West Elementary School

<i>Foster a sense of belonging and partnership (Priority 1)</i>	<i>Continuously monitor students' understanding (Priority 2)</i>	<i>Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed (Priority 3)</i>
<i>1) Improve ongoing communication and support with Hy West families related to curriculum and supporting learning at home.</i>	<i>4) Utilize school-based resources to provide a multi-tiered system of support. (schedule, staffing, targeted interventions)</i>	<i>7) Develop consistent, strong Tier I instruction through the MTSS Tiered Literacy Academy. (lit block, Pd)</i>
<i>2) Provide a positive, welcoming experience for new Hy West families.</i>	<i>5) Provide targeted intervention using online platforms. (Lexia, dreambox, imagine learning)</i>	<i>8) Create opportunities for educators to collaborate on grade-level curriculum, instruction, and assessment. (PLC template, learning walks)</i>
<i>3) Utilize a culturally responsive lens when making decisions related to school-wide behavioral expectations.</i>	<i>6) Gain knowledge of successful ESL and Special Education instructional models. (work w/ district staff, school visits, consult)</i>	<i>9) Ensure that high quality instruction is observed throughout the school. (ed eval, pd, ongoing feedback)</i>



West Villages Elementary School

- Build a sense of belonging, community and trust among all staff, students and families. Support the PTO in bringing families & volunteers into WVES. (*Open house)
- Monitor systems and data during PLCs and MTSS meetings to drive instruction that values our students' social emotional, intellectual and academic needs while supporting purposeful, rigorous and joyful learning experiences.
- Professional development focused on literacy (Lexia, UDL & Handwriting) and high quality instruction.



Barnstable United Elementary School

Guiding principles

1. Teaching social and emotional skills is as important as teaching academic content.
2. How and what we teach is as important as what students learn.
3. Increased cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Must Do #1 Reduce student absenteeism rate

Must Do #2 Identify exactly what unfinished learning needs to be addressed and ensure that students consistently receive grade-level materials and tasks, along with targeted scaffolds that make the work accessible

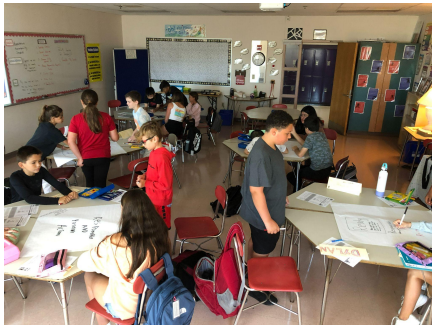
Must Do #3 Continue to develop instructional practices, including addressing the unique needs of English learners and providing individualized, modified content and appropriate accommodations for students with disabilities.



Barnstable Intermediate School



Focus on Effective Instruction
Focus on Active Learning
Focus on Positive Relationships



Be Kind..... It is who we are
Work Hard.....It is what we do
Have Fun.....It is how we do it



Each Barnstable Intermediate School student will demonstrate high levels of achievement in a safe & secure environment that honors our diversity





Barnstable High School



Vision for Success

Create an equitable educational environment for the world we are becoming as we transition from the one we have known. Empower students in their learning experiences by developing skills, knowledge and a sense of purpose; educating them through meaningful, connected and relevant learning, that will lead them to become thoughtful, productive members of a global society.

- **Goal 1:** Create more relevant learning experiences for students so that BHS is a place where students find their 'why'. ("Finding Your Why")
- **Goal#2:** Build capacity around social emotional learning and cultural relevance and apply them in day to day communications in all contexts
- **Goal #3:** Develop and organize systems that need to go in place to support all students learning and well-being



Questions/Comments

It is going to be a wonderful 2022-2023 school year!

