

**BCIS School Council Approved 10/29/2021**

**Vision for Success**

*Vision for Success: Using BCIS stakeholders' innate creativity and commitment to our school community, we will continue to co-create a school that cultivates a strong sense of belonging and partnership for all where learning is joyful, engaging and purposeful.*

**Equity Imperative:** The BCIS school community will continue to ensure equity through our unified actions. We will create a school climate where students' race, culture, identity, and ways of learning are valued, recognized and celebrated. Barriers to educational access will be eliminated ensuring that instructional practices are responsive to individual student's social-emotional, intellectual and academic uniqueness while promoting a joyful and high-quality educational experience. Awareness, respect and inclusiveness will be cultivated in all through engaging lessons and/or units that reflect social justice standards. We commit to shifting from reliance upon formal assessments to using real-time data to guide instruction and remediation and to accelerate learning for all students.

**Guiding Principles**

*Our stakeholders' actions will be guided by the following principles:*

- Every student wants to learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction and affects learning.
- Learning is a collaborative and shared responsibility.
- Students bring strengths and experiences to learning.
- Responsive environments engage learners.
- Every student will be safe, welcome and valued.
- Equity and inclusivity are cultivated.

## **Must-Dos**

### **BCIS Attendance Goal**

For the month of September and subsequent months, 90% students will meet the monthly goal of less than 10% absenteeism. This will be achieved through the creation of a Welcoming environment, strong family communication, and school-wide staff support.

Excused absences will include COVID-related absences.

### **Priority 1: Belonging and Partnership**

BCIS members will co-create a school that cultivates a strong sense of belonging and partnership where learning is joyful, engaging, and purposeful. We will strive to support the individual needs of every child. Through these efforts' students will feel a sense of belonging where they feel socially connected, supported, and respected. These efforts will improve student attendance rates.

### **Priority 2: Continuously Monitor Students' Understanding**

BCIS teachers will identify and access usable real-time, informal and formal diagnostic data and use it to adjust their teaching to deliver high quality, research-based instruction and accelerate learning and master grade-appropriate content. Through these efforts, BCIS teachers will know and respond to every student's unique strengths and needs.

### **Priority 3: Evaluate Curriculum and Plan Professional Development**

BCIS staff will engage in on-going implementation and evaluation of the new math and reading instructional materials, and our digital programs. Professional development will focus upon implementation strategies and materials that will accelerate learning and provide equitable access to grade-appropriate instruction.

## **Action Plan**

Must Do: Priority 1 ~ Belonging and Partnership

BCIS members will co-create a school that cultivates a strong sense of belonging and partnership where learning is joyful, engaging, and purposeful. We will strive to support the individual needs of every child. Through these efforts' students will feel a sense of belonging where they feel socially connected, supported, and respected. These efforts will improve student attendance rates.

Priority 1	Action Steps	Leaders	Resources	Data Use	Metrics	Phase 1 <i>Diagnostic and Planning</i> Before the 1 <sup>st</sup> day of school	Phase 2 <i>Launch</i> Sept. -Oct.	Phase 3 Progress Monitoring Nov. - April	Phase 4 Reflection and Planning May-June
<i>Sense of belonging</i>	<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How we know that we have made progress.</i>	<i>Are we on track, off track, or haven't implemented?</i>	<i>Are we on track, off track, or haven't implemented?</i>	<i>Students will demonstrate growth using a variety of measures and data points</i>	<i>Celebrate and reflect</i>  <i>Assess and analyze actions that affect our student's sense of belonging, set the course for summer school and next</i>
	Healthy Hallways, Happy Classrooms	School Counselors  School Staff  Principal	Hallway Display Cases will feature Inclusive, student - centered displays	Student and Staff Surveys  DESSA  Conduct data in Aspen  Nurse and counselor visits	For the month of September and subsequent months, 90% students will meet the monthly goal of less than 10% absenteeism. *Excused absences will include COVID-related absences.	<i>On Track</i> Developed and began implementation of Healthy Hallways Plan	<i>On Track</i> School Counselors making daily visits to classrooms and monitoring halls  Next Steps Develop "Classroom Check In Tally Sheet of classroom visits to collect data		

	Good Morning Greeters and Happy Goodbyes	School Counselors Principal Assigned Staff	Schedule for consistent staff to be morning greeters and happy goodbyes  Welcoming messages during Morning Announcements	Staff, Student and Caregiver Surveys  Define target (percentage of positive responses).	80% of staff, students and caregivers will report feeling welcome and respected on surveys	<i>On Track</i> Schedule developed for consistent staff to welcome and dismiss students	<i>On Track</i> Schedule implemented for consistent staff to welcome and dismiss students  Created DRAFT Surveys		
	Social Justice Lessons and Units	SJC Cadre Teachers Principal	SJC Standards SJS Curriculum Maps Cadre Meetings	Cadre Meeting Minutes  Lessons and Units  Student Work Samples	100% of classroom teachers and students will complete grade level SJC lessons and units	On Track  Plan developed to revise Grade Level Curriculum Maps based upon end of 20/21 feedback	Partially On Track  Cadre Meeting needs to be scheduled to revise Curriculum Maps		
	Attendance Monitoring	Attendance Team: Principal. School Counselors, Nurse, Admin. Assistant	Aspen Attendance Data  Attendance Info for Families  Blackboard Calls  Letter Templates in Eng., Port., Span.  Attendance Meetings  Family Resource Center	Attendance Records	90% students will meet the monthly goal of less than 10% absenteeism.	<i>Partially On Track</i> Attendance Team started to develop a plan to monitor attendance and respond to attendance concerns	<i>Partially On Track</i>  Plan is not fully developed		

	T-Shirt Tuesdays	Whole School Community	Highlight Inspiring T-Shirt messages during Morning Message	Informal Observations	Survey Question	<i>On Track</i> Yes! Occurs every Tuesday	<i>Partially On Track</i> Develop promotional plan to sustain action		
	Daily Scheduled Grade/Level Lunch Bunch Groups	School Counselors All students	Lunch Bunch Schedule detailed on master schedule Student Rosters Second Step	Maintain Log if students Document Lessons	By the end of SY 21/22 All BCIS students will have participated in 1 or more Lunch Bunch Groups	<i>On Track</i> Master Schedule developed to include Lunch Bunch Groups	<i>OnTrack</i> Lunch Bunch groups meeting regularly		
	Playground Improvement Project	Principal BPS Facilities Director School Council Playground Committee	Architectural Plans Funding School Council Meetings Playground Committee Meetings	Meeting Minutes Related Documents (I.E Invoices, Architect Plans)	Completed improvements	<i>On Track</i> Architect Plans Complete Trees removed Next Steps: Secure Funding	<i>On Track:</i> CPC approved next step: Formal Application		
	Second Step for Students	School Counselors Principal Classroom Teachers	Principal's Weekly Update will include the week's lesson # and content Staff Meetings & PD Highlighting New and Exciting components	DESSA Principal Email Updates Staff Meetings/ PLC & PD Agendas	Observations School Counselor's Input/ Observations DESSA	On Track School Counselors and most Classroom teachers teaching SS Lessons	Partially On Track Less than 100% of teachers using SS with fidelity Nest Steps: Focus on cultivating use throughout the building		

	Second Step for Adults	School Counselors  School Psychologist	Develop Plan to Roll Out  This is what it is Staff Survey	Staff Surveys  PLC Agendas	Most staff will report positive experience with SS for Adults	<i>On Track:</i> Implementation Team formed and meeting regularly	<i>Partially On Track</i>  Implementation Plan started		
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Must Do: Priority 2 ~ *Continuously Monitor Students' Understanding*

BCIS teachers will identify and access usable diagnostic data and use it to adjust their teaching to deliver high quality, research-based instruction and accelerate learning and master grade-appropriate content. Through these efforts, BCIS teachers will know and respond to every student's unique strengths and needs.

<i>Priority 2</i>	Action Steps	Leaders	Resources	Data Use	Metrics	Phase 1 <i>Diagnostic and Planning</i> Before the 1 <sup>st</sup> day of school	Phase 2 <i>Launch</i> Sept. -Oct.	Phase 3 Progress Monitoring Nov. - April	Phase 4 Reflection and Planning May-June
<i>Monitoring Students' Understanding</i>	<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>  <i>Identify strategies to reflect upon practice</i>	<i>Are we on track, off track, or haven't implemented?</i>	<i>Are we on track, off track, or haven't implemented?</i>	<i>Students will demonstrate growth using a variety of measures and data points</i>	<i>Celebrate and reflect</i>  <i>Assess and analyze student mastery of grade level content</i>  <i>Reflect on instructional practices, set the course for summer school and next year:</i>

	Identify and access usable diagnostic data including informal assessments	Principal Kelly White Jessica Burns Classroom Teachers School Counselors ELL Teachers, SPED Teachers School Psychologist	PLCs Digital Programs Teacher notes and observations Wonders and REVEAL Math DESSA Data MCAS item analysis Revised Student Data Form	Student Data Form detailing individual student concerns Lexia STMath STAR Data Teacher notes and observations Wonders and REVEAL Math DESSA Data RAZKids MCAS item analysis Imagine Learning Data	Student Data Form will be created and used to track student interventions and progress 40-60% Student Growth Percentile in STAR DESSA Rating Scales will show increased SEL skills	On Track Wonders and REVEAL Math (DESSE grant) purchased ST Math purchased (DESSE grant)	<i>On Track</i> <i>PLCs are meeting weekly</i> <i>Acceleration block- small instructional groups</i> <i>Professional development for our math program (Reveal Math) completed</i> <i>Completed Fall Dessa Rating Scales</i> <i>Next Steps:</i> <i>Complete revisions to Student Data Form</i>		
	Project Based Learning	PBL Specialist Teachers	PBL Specialist I Schedule for Special, PBL ~PLC, Push-In Support	Lesson Plans and Projects Completed	PBL Specialist I Schedule for Special, PBL ~PLC, Push-In Support	<i>OnTrack</i> Schedule developed and implemented to PBL Lessons and Supports	<i>OnTrack</i> Schedule developed and implemented to PBL Lessons and Supports		

**Must Do: Priority 3 ßEvaluate curriculum and plan for PD**

BCIS staff will engage in on-going implementation and evaluation of the new math and reading instructional materials, and our digital programs. Professional development will focus upon implementation strategies such as Project Based Learning (PBL) which will accelerate learning and provide equitable access to grade-appropriate instruction.

<b>Priority 3</b>  <i>ßEvaluate curriculum and plan for PD (Priority 3)</i>	Action Steps	Leaders	Resources	Data Use	Metrics	Phase 1 <i>Diagnostic and Planning</i> Before the 1 <sup>st</sup> day of school	Phase 2 <i>Launch</i> Sept. -Oct.	Phase 3 Progress Monitoring Nov. - April	Phase 4 Reflection and Planning May-June
	<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>	<i>Are we on track, off track, or haven't implemented?</i>	<i>Students will demonstrate growth using a variety of measures and data points</i>	<i>Celebrate and reflect</i>  <i>Assess and analyze student mastery of grade level content</i>  <i>Reflect on instructional practices, set the course for summer school</i>



	Professional development will focus upon implementation strategies and materials that will accelerate learning and provide equitable access to grade-appropriate instruction.	Teachers Specialists Cadres Mo Lovette Kelly White Jessica Burns Kelly White Jessica Burns PBL Specialist EL Teachers	Reading and Math Program Materials SJ Curriculum Maps Cadre Meetings CLEVER Access LEXIA Lexia Trainer RAZKids Imagine Learning REVEAL MATH PD McGraw Hill Trainers WONDERS PD McGraw Hill Trainers STMATH PD STMath Trainers SOCIAL JUSTICE PD PBL PD PBL Trainer	Usage Data Wida Access STAR Data Staff Survey RAZKids Class Usage Reports and Student Progress PD Agendas Program Usage and student growth data for digital programs. Staff Surveys PBL Projects	Usage Data Wida Access STAR Data Lexia Data Student Data Form Staff Surveys Completed Grade Level Social Justice Lessons and Projects	<i>On Track</i>  Scheduled PD for McGraw Hill Wonders, REVEAL Math, STMath	<i>On Track</i>  Teachers completed Wonders, REVEAL Math and STMath PD  Reading and Math Specialists created DRAFT Google Form for teacher to record successes and challenges and feedback about Wonders and REVEAL Math.  LEXIA PD Scheduled for 11/2/21 PD Day  Next Steps Schedule PBL PD		
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