

BWB

Vision for Success

Vision Statement for the Barnstable Public Schools:

The Barnstable Public Schools educates 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.

2021-22 School Vision/Equity Imperative:

Barriers to educational access will be identified and responded to at BWB, ensuring that instructional practices are responsive to individual student's social-emotional, intellectual and academic needs while promoting a joyful, rigorous educational experience. We will foster curiosity, problem solving, and creativity and are committed to staff, student and community conversations that are open, honest and transparent. Our environment and curricular materials will mirror our diversity and lessons will offer opportunities to experience others' perspectives. Students who require services in special education or English language instruction will feel a stronger connection to their classroom communities and the curriculum presented in class, resulting in an increase in the achievement levels, more in line with their peers. Students who require tier 2 and 3 social emotional support will be taught the skills that are lagging and a therapeutic support system will be developed to offer improved access to the curriculum.

Guiding Principles

We build confident students by encouraging them to meet difficult challenges. In failure, we learn problem solving and perseverance.

All Students can succeed, provided with proper opportunities and supports; both academic and social/emotional. We treat them as individuals with unique skills, talents, and learning abilities/styles.

We are committed to openness, transparency, and learning.

We foster curiosity and problem solving and balance joy and rigor when planning.

Must-Dos

Phase 1 Diagnostic and Planning Before the 1st day of school	Phase 2 Launch Sept. -Oct.	Phase 3 Progress Monitoring Nov. - April	Phase 4 Reflection and Planning May-June
<p><i>Sense of belonging (Priority 1)</i> <i>Therapeutic Approach</i> <i>Walking Buddies</i> <i>Environment is reflective of diversity</i> <i>Dismantling labels in programs</i></p>	<p><i>Welcome students and families (Priority 1)</i> <i>Engaging Families and Community</i></p>	<p><i>Monitor Priorities 1, 2, 3</i></p>	<p><i>Celebrate and reflect</i></p>
<p><i>Systems to monitor students' understanding (Priority 2)</i> <i>Shifting from formal to more meaningful assessment</i> <i>REACH ESL for levels-School City</i></p>	<p><i>Continuously monitor students' understanding (Priority 2)</i></p>		<p><i>Assess and analyze student mastery of grade level content</i></p>

<p><i>β</i>Evaluate curriculum and plan for PD (Priority 3) SEL for Adults PLCs with Coaches New Teachers with Coaches Safety Care Reviewing CPS</p>	<p>Ensure strong grade-appropriate instruction (Priority 3) Walkthrough forms Coaches walks</p>		<p>Reflect on instructional practices, set the course for summer school and next year.</p>
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Action Plan

Must Do: <i>Develop and implement a therapeutic approach for students requiring intensive interventions</i>					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<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 will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Secure staffing for intensive programming	Beth	Hiring			on track
Develop schedule to support students	Beth, Meg Riley, Sacha Negron, Emma Lass	time and knowledge of students	feedback	student regulation	in progress
Create schedule that allows for specialists to implement sensory lessons with students	Beth, Specialists			student regulation, Consult with OT	in progress

Must Do: Implement a Walking Buddies System to create a sense of belonging and increase attendance					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<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 will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Introduce to staff	Beth		Incident Reports Attendance Data	Improved attendance less incidents higher Dessa ratings	in progress
Identify students	Katie Beebe Angela Pidala				
Match Students to staff mentors/buddies	Katie Beebe Angela Pidala				
Include Community Members	Beth				

Must Do: Schedule and implement walkthroughs with AP, Coaches and offer feedback regarding rigor, joy, equity					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<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 will know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
Create schedule of walkthroughs	Dylan Bissonette	Time			on track
Create Walkthrough form (electronic) that reflects equity imperative	Beth/Dylan	Roadmap coaches	Walkthrough data from form	consult with coaches STAR results	in progress

<p>participate in an activity/project .</p> <p>Develop a parent Survey to get feedback about our programing and support for their children.</p> <p>Implement Walking Buddies program to include family members and community members.</p>	<p>Student support team, school council</p> <p>Beth contacts Police and Fire</p> <p>Beth puts out invite for families to join.</p>	<p>Reach out to community resources to increase participation</p>	<p>Survey data at points throughout the year.</p>	<p>Positive feedback and increased awareness about our programing</p>	<p>In progress.</p>
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School Council Roster

This School Council has reviewed the school's improvement plan and budget including the professional development allocations.

Name and Position	Signature
Elizabeth Forbes, Principal	
Dylan Bissonnette, Assistant Principal	
Sara Paananen, Parent Representative	
Joelle McCarthy, Teacher Representative	

Letisha Morin, Teacher Representative

Marissa Caney, Community Representative

Whitney Wright, Community Representative