

Vision for Success

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.

Equity Imperative: For too long, children have had inequitable experiences and inequitable outcomes in public schools. While we didn't create these inequities, we are responsible for illuminating and addressing them. Educational equity can be achieved through cultural proficiency, which is the ability to successfully teach students who come from cultures other than their own. It involves developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that underlie effective cross-cultural teaching.

Guiding Principles/Core Values

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.

Must-Dos			
<i>Foster a sense of belonging and partnership (Priority 1)</i>	<i>Implement systems to monitor students' understanding (Priority 2)</i>	<i>Ensure strong grade-appropriate instruction Academics and SEL (Priority 3)</i>	<i>Evaluate curriculum and plan for PD (Priority 4)</i>
<p><i>Use the Superintendent's Entry Plan process to synthesize voices of students, faculty, staff, families, and community members with observations within schools and available data/reports and</i></p> <ul style="list-style-type: none"> ● <i>Engage in short term actions based on findings</i> ● <i>Use findings to build a long-term District Improvement Plan that represents the consensus vision of the constituents.</i> 	<i>Use District data teams to examine MCAS, STAR, VOCAL, Lexia, discipline, student enrollment, professional turnover, and other sources of data to support district-wide improvement efforts.</i>	<i>Review and improve priority areas as part of the District's Multi-Tiered System of Support.</i>	<i>Develop a long-term, predictable curriculum review cycle process.</i>

Action Plan

Must Do #1: *Foster a sense of belonging and partnership (Priority 1) through the use of the Superintendent's Entry Plan process to synthesize voices of students, faculty, staff, families, and community members with observations within schools and available data/reports and*

<ul style="list-style-type: none"> Engage in short term actions based on findings Use findings to build a long-term District Improvement Plan that represents the consensus vision of the constituents. 					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
What steps must be taken?	Who will lead which pieces of the work?	What specific supports are needed to implement?	What data will we collect?	How will we know if we have made progress?	Are we on track, off track, or haven't implemented?
<p>Develop Superintendent's Entry Plan and present to the School Community. Hold listening sessions, read reports, make observations, and communicate a report of findings</p>	<p>Superintendent of Schools</p>	<p>Data reports</p> <p>Reports of consultants</p> <p>School visits</p> <p>Time/spaces for virtual and in person meetings</p>	<p>Stakeholder perceptions</p> <p>Data reports</p> <p>Reports of consultants</p> <p>Observations from school visits</p> <p>Report of Findings</p>	<p>Awareness of and community consensus on the Report of Findings</p> <p>School Committee approval of the Strategy for Improvement</p>	
<p>Recruit and retain diverse faculty and staff</p> <ul style="list-style-type: none"> Hire faculty and staff representing the level of diversity within the 	<p>Superintendent of Schools</p> <p>Educator Diversity Professional Learning Community Team Members</p>	<p>Recruitment materials (membership and advertisement)</p> <p>Mentoring opportunities</p> <p>Training and professional</p>	<p>Perceptions of the educator experience</p> <p>Hiring data of faculty/staff</p> <p>Initial action plan from PLC</p>	<p>Increased recruitment and retention of diverse faculty and staff.</p> <p>Continued development of Action Plan.</p>	

<p><i>Town of Barnstable.</i></p> <ul style="list-style-type: none"> • <i>Support faculty and staff of color by providing opportunities for mentorship and belonging.</i> • <i>Engage in research study and implement selected recommendations</i> • <i>Participate in year 2 of Diversification PLC at DESE</i> 	<p><i>Director and Assistant Directors of HR</i></p> <p><i>Hiring managers (district and school administrators)</i></p>	<p><i>development for hiring managers</i></p> <p><i>Training and professional development for faculty and staff</i></p>	<p><i>Recommendations from research study</i></p> <p><i>Participation of faculty and staff in mentoring opportunities</i></p>		
<p><i>Leverage Communication Channels to inform, grow confidence in, and build awareness of the BPS Brand</i></p>	<p><i>Superintendent of Schools</i></p> <p><i>Communications Coordinator</i></p>	<p><i>Website, social media, and newsletter platforms</i></p> <p><i>Access to Town-wide E-News Weekly</i></p> <p><i>Video/audio assets</i></p>	<p><i>Stakeholder engagement (clicks on newsletter; increase in followers on social media)</i></p> <p><i>Awareness of BPS Report of Findings</i></p>	<p><i>Increased engagement with communication platforms</i></p>	

	<i>Community Connections Committee</i>		<i>and Strategy for Improvement</i>		
<i>Strengthen our school safety practices in collaboration and partnership with the Barnstable Police Department and school resource officers.</i>	<i>Superintendent of Schools School Administrators School Attorney School Resource Officers</i>	<i>Additional training and professional development Additional safety equipment</i>	<i>Perspectives of stakeholders Recommendations from safety assessments</i>	<i>New Memorandum Of Understanding with BPD Implementation of enhanced practices</i>	
<i>Complete analysis of our Facilities through a Facilities Conditions Assessment and use the information to develop a long-term strategy for equitable resources in all schools.</i>	<i>Superintendent of Schools Director of Facilities Deputy Director of Finance for Schools</i>	<i>Consultants to complete the Facilities Conditions Assessment Budgetary resources towards equitable facilities (operating and Capital Improvement Projects)</i>	<i>Facilities Assessment Plan</i> <ul style="list-style-type: none"> ● <i>Space utilization</i> ● <i>Conditions assessment</i> 	<i>Begin to develop a long-term strategy for equitable facilities</i>	
<i>Continue to improve equity in the student-athlete experience by implementing recommendations</i>	<i>Superintendent of Schools High School Principal</i>	<i>Financial resources to develop equity across athletics</i>	<i>Use climate study report as baseline Re-survey in a few years</i>	<i>New Athletic handbooks for</i> <ul style="list-style-type: none"> ● <i>students/families</i> ● <i>coaches</i> 	

<i>from the Athletic Climate Study (2019).</i>	<i>Athletic Director</i>	<i>Professional development for coaches</i>		<i>Athletic schedules and facility use</i>	
--	--------------------------	---	--	--	--

Must Do #2: <i>Implement systems to monitor students' understanding (Priority 2); use District data teams to examine MCAS, STAR, VOCAL, Lexia, discipline, student enrollment, professional turnover and other data sets to support district-wide improvement efforts.</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 will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Use District leadership meetings to review data sets</i>	<i>Superintendent of Schools</i> <i>Assistant Superintendent of Schools</i> <i>Data Administrator</i>	<i>District data reports and analysis tools</i>	<i>Action steps implemented from data review (e.g. faculty meeting and professional development, supervision and evaluation, budget recommendations to the school committee, Facilities Plan, mentoring/induction practices etc.)</i>	<i>Agenda and minutes from leadership meetings</i> <i>Inclusion in the new District Strategy for Improvement</i>	

Must Do #3: *Ensure strong grade-appropriate instruction Academics and SEL (Priority 3); review and improve priority areas as part of the District's Multi-Tiered System of Support.*

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 will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<p><i>Calibrate aspects of the educator evaluation process across all District administrators.</i></p> <ul style="list-style-type: none"> ● <i>High-quality instruction</i> ● <i>Observation feedback</i> 	<p><i>Assistant Superintendent of Schools</i></p> <p><i>Directors of Teaching and Learning</i></p>	<p><i>Time at Barnstable District Leadership Team meetings</i></p> <p><i>Access to high-quality instructional videos</i></p> <p><i>Standards for Success evaluation platform</i></p>	<p><i>Evaluation data</i></p> <p><i>Observational data</i></p>	<p><i>Shared definition of high-quality instruction</i></p> <p><i>Increased alignment of observation feedback</i></p>	
<p><i>Continue to develop a District-wide philosophy and developmentally and culturally responsive approach to student behavior.</i></p>	<p><i>Executive Director for Social-Emotional Learning and Student Support Services</i></p>	<p><i>Meeting time with principals and assistant principals</i></p> <p><i>Consultation with school attorney(s)</i></p> <p><i>Professional development for faculty and staff</i></p>	<p><i>District Management Group report as baseline (2019)</i></p> <p><i>Discipline data - trends</i></p>	<p><i>District-wide philosophy and matrix</i></p> <p><i>Vertical alignment among schools with respect to proactive and reactive behavioral supports</i></p> <p><i>Consistent disciplinary practices</i></p>	

<p><i>Complete a program evaluation of the District's approach to meeting the needs of students with intensive special needs. (NECC Partner Program; Intensive Learning Centers; Intensive Resource Room; Crossroads)</i></p>	<p><i>Co-directors of special education</i></p> <p><i>School principals</i></p> <p><i>Special Education Coordinators</i></p>	<p><i>Consultant services</i></p> <p><i>Models from comparable districts</i></p> <p><i>Collaboration with families and SEPAC</i></p>	<p><i>Patterns of student learning needs</i></p> <p><i>Staffing details</i></p> <p><i>Student enrollment trends/forecast</i></p> <p><i>Models from comparable districts</i></p>	<p><i>Budgetary and programmatic recommendations for the School Committee spring 2023</i></p>	
<p><i>Revise District/Building Curriculum Accommodation Plan and provide professional development to all staff. Incorporate into the referral processes.</i></p>	<p><i>Assistant Superintendent</i></p> <p><i>Exec. Dir. SEL and Student Support Services</i></p> <p><i>Co-directors of special education</i></p> <p><i>School principals</i></p> <p><i>Special Education Coordinators</i></p>	<p><i>Meeting time to develop and roll out</i></p>	<p><i>Use of DCAP/BCAP strategies in classroom observations and/or referral process</i></p>	<p><i>Use of DCAP/BCAP strategies in classroom observations and/or referral process</i></p>	
<p><i>Build awareness of and provide education/PD on cultural months/days</i></p>	<p><i>Superintendent of Schools</i></p> <p><i>Communications Coordinator</i></p>	<p><i>Communication assets</i></p> <p><i>Open Access resources (e.g.</i></p>	<p><i>Holidays and recognitions of importance to the Barnstable community</i></p>	<p><i>Student and staff culture and climate data</i></p>	

<i>of recognition and holidays</i>		<i>Anti-Defamation League, Learning for Justice, Facing History, others)</i>	<i>Awareness efforts through communication channels</i>	<i>Inclusion in lessons, newsletters, school based social media</i>	
------------------------------------	--	--	---	---	--

Must Do #4: Evaluate curriculum and plan for PD (priority 4); develop a long-term, predictable curriculum review cycle process.					
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 will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<i>Begin implementation of Atlas Rubicon as a curriculum documentation system. Use this foundation to develop a long-term, predictable curriculum review cycle process.</i>	<i>Assistant Superintendent Directors of Teaching and Learning Curriculum Coordinators and Department Heads</i>	<i>Atlas Rubicon Software Models from comparable Districts</i>	<i>Audit of current curriculum</i>	<i>Increased documentation of current curriculum Development of a multi-year curriculum plan - incorporate into District's Strategy for Improvement</i>	

<p><i>Explore programs to enhance instruction in Barnstable.</i></p> <ul style="list-style-type: none"> ● <i>Literacy</i> ● <i>Early college</i> ● <i>JROTC</i> ● <i>Dual language</i> 	<p><i>Superintendent of Schools</i></p> <p><i>Assistant Superintendent</i></p> <p><i>School Principals</i></p> <p><i>Director of English Learning</i></p>	<p><i>Collaboration with partners including</i></p> <ul style="list-style-type: none"> ● <i>DESE</i> ● <i>Military branches</i> ● <i>Cape Cod Community College</i> ● <i>Area districts</i> <p><i>Grant development support</i></p>	<p><i>EdReports (DESE review of curricular resources)</i></p> <p><i>Observations in classrooms</i></p> <p><i>Student surveys</i></p> <p><i>Student enrollment data</i></p>	<p><i>Selective incorporation of recommendations in budget and District's Strategy for Improvement</i></p>	
--	---	---	--	--	--