



**Building Based Teacher Leadership Team**

Melissa Ryan, Principal/Co-facilitator  
Catherine Lyons, Learning Coach  
Peggy King, grade 5 ELA/Social Studies teacher  
Angela Ribeiro, grade 8 ELA teacher  
Ann Marie Strode, Learning Coach  
Lynn Weeks, grade 5-7 Digital Literacy teacher  
Laura Perry, grade 5-8 Special Education Teacher  
Kathy O'Donnell, grade 6 ELA/Social Studies Teacher

**School Council**

Sydney McCabe, parent  
Erika Fitzpatrick, parent  
John Schmidt, parent  
Michael Colella, grade 6 special education teacher  
Melissa Ryan, Principal

**Student Profile**

Bourne Middle School currently serves 738 students in grades 5-8. Bourne Middle School follows a typical middle school team structure with four teams in grades 5 and 6 consisting of 2 teachers per team (math/science and ELA/social studies). Teams in grades 5 and 6 have an average of 50 students per team. Grade 7 and 8 consist of 2 teams with one teacher for each major content area (math, English, science, and history). Teams in grades 7 and 8 have an average of 100 students per team. The current student enrollment is made up of 191 students (26%) in grade 5; 184 students (25%) in grade 6; 187 students (25%) in grade 7, and 174 students (24%) in grade 8. Bourne Middle School is a title 1 school, providing intervention to a targeted group of students in grades 5-8 based upon individual student performance. Bourne Middle School currently provides Title 1 services to 103 students (14%) with 55 students (7%) receiving instruction in English Language Arts and 48 students (6%) receiving instruction in mathematics. Bourne Middle School currently provides special education services to a 118 students (16%) in grades 5-8. Special education services for students primarily consist of inclusion support in the general education setting, predominantly in the area of ELA and mathematics. Bourne Middle School has three substantially separate classrooms that provide special education services for students, as needed outside of the general education classroom. Bourne Middle School currently has 218 students (29%) who are eligible to receive free and reduced lunch benefits. Bourne Middle School currently has 55 students (7%) accepted under school choice. Bourne Middle School currently offers an accelerate math and English Language Arts course in grade 7 and grade 8. Currently 55 students (32%) in grade 7 are participating in the grade 7 accelerated math course and 69 students (39%) in grade 8 are participating in the grade 8 algebra course. Currently 50 students (27%) in grade 7 and 58 students (33%) in grade 8 are participating in Accelerated English Language Arts.

**Summary of Self-Assessment (Conditions of School Effectiveness)**

According to the Conditions of School Effectiveness Self-Assessment, Bourne Middle School is currently in the “Developing” range for Effective School Leadership in order to improve student learning (CSE II). Bourne Middle School has established a strong Instructional Leadership Team (known in Bourne as the BBTLT) that meets regularly. The BBTLT is making steps towards using data to make decisions on teaching and learning for the building; similar the school as a whole is developing a results-oriented focus on teaching, learning, and student success.

Our greatest strength both as a school and as a district is our work towards an aligned curriculum (CSE III). The district has spent the last three years writing curriculum for grades K-12. The curriculum work has been completed using Atlas Curriculum Mapping software allowing all staff to access curriculum at all levels. At this time, all staff is implementing the units of instruction as written and is providing feedback as needed. Through this process, Bourne Middle School and the district are moving towards the implementation of common unit assessments. This school year Bourne Middle School has adjusted the master schedule to allow for content alike teachers in grades 7 & 8 to have a common block off from teaching to allow for meeting time. These meetings are being facilitated by the Director of Humanities for English Language Arts and History and by the Director of STEAM for the areas of Math and Science.

Bourne Middle School continues to develop instructional practices that are based on evidence from a body of high-quality research and on high expectations for all students. While the staff uses a variety of instructional techniques to address the many needs of our students, teachers are still working towards the use of formative assessment data to inform teaching and learning. Bourne Middle School purchased new math text books which include the envision Math text book from Pearson for grade 5 and the Course 1, Course 2, Course 3, and Algebra 1 text book from Pearson (Prentice Hall) for grades 6, 7, and 8 . While Bourne Middle School has a common textbook, teachers utilizes a variety of other resources to support math instruction. Bourne Middle School has also been working towards implementing Self Regulated Strategy Development for writing. SRSD is a research based approach to teaching writing. Implementation has included intensive training for all ELA teachers through a certified trainer, as well as a less intense workshop for all other content area teachers. SRSD has allowed Bourne Middle School to start looking at student work through a common writing assessment within specific genre areas. Some teachers at BMS are looking to extend their knowledge with the SRSD practices by taking the SRSD Level 2 workshop offered through The Hills for Literacy.

Bourne Middle School continues to develop a system for formative and benchmark assessments (CSE V). While Bourne Middle School has a range of assessments, some are common horizontally. Bourne Middle School has made the first step towards vertical common assessments through the implementation of SRSD. Bourne Middle Schools needs to develop more defined system for collecting, analyzing, reviewing, and reporting of assessments of student learning.

To the extent possible within district personnel policies, budgetary restrictions, and with the approval of the superintendent, the Principal currently has the authority to make staffing decisions based on the School Improvement Plan and student needs (CSE VI).

Another area of strength for Bourne Middle School includes professional development for school staff including individual activities and school based, job embedded approaches, such as instructional coaching (CSE VII). The district utilizes a professional development committee to coordinate district professional development opportunities. Bourne Middle School currently maintains two instructional learning coach positions that meet with and work in the classroom with teachers. Bourne Middle School is working towards increasing collaborative time focused on instruction and learning, including the use of protocols to guide collaborative discussions. BMS is working to revise and define the roles of the Learning Coaches (grade 5-8) as they work with Directors (grades 7-12) to ensure adequate support across all grade levels, fluidity with curriculum works horizontally and vertically, and to limit overlap across positions.

Bourne Middle School continues to develop a tiered approach to instruction to meet the needs of all students (CSE VIII). Bourne Middle School recognizes that each student is an individual and as a result has individual learning needs. Bourne Middle School has a basic structure for providing interventions to students through a Response to Intervention (RTI) model. Tier 1 in the RTI are interventions that are applied in the classroom setting by teachers. As part of Tier 2 BMS is able to provide supplemental services through Title 1 in the area of math and reading. At this time there is no formal screening process in place to use formative assessment data to provide a flexible tiered approach in which students move in and out of the 3 tiers of interventions based upon their response (growth and progress). Bourne Middle School is offering an afterschool tutorial program, as supported through Title 1 for students identified as high risk in the area of math.

Bourne Middle School creates a safe school environment that includes a system for addressing the social, emotional, and health needs of its students (CSE IX). The school has established safety and behavioral expectations with individual classrooms creating predictable environments for learning. A system of varied support is present, including guidance counselors, health classes for students in grades 5-8, a school nurse, and basic needs for students including breakfast for all students but specifically targeted to students meeting free and reduced requirements.

Bourne Middle School continues to develop strong working relationships with families and community partners (CSE X). Bourne Middle School has sought to increase family engagement through the introduction of monthly parent information sessions. These sessions target topics specific to the middle school aged student, such as Conflict vs. Bullying; How to Manage Expectations and Stay Organized in Middle School; High School-Tough Choices; Connection with Kids – Communication is Key; Middle School in the 21<sup>st</sup> Century. Bourne Middle School is seeking ways to increase parent attendance at these monthly sessions. Bourne Middle School has found opportunities to partner with members of the community through after school clubs/activities such as the Builder's Club, which is the middle school version of the Key Club which is associated with the local Kiwanis chapter; the Garden Club which has partnered with members of the high school, community, and school cafeteria to develop a vegetable garden, renew the courtyard, develop garden boxes at the local community garden, and provide vegetables to the cafeteria for daily school lunches. Bourne Middle School has also partnered with the Massachusetts Aggression Reduction Center (MARC) as part of their bullying prevention and intervention program. Through MARC, BMS sent a group of students to peer leadership training. Student in this group worked to identify an action plan on developing a stronger school community. All students in grades 5-8 attended an assembly by MARC on bullying. All staff members attended a professional development day on bullying prevention and intervention. Lastly, MARC offered a parent and community event in which Dr. Elizabeth Englander presented on Bullying. Parent and community attendance at this event was disappointing. Bourne Middle School continues to seek ways to build a strong relationship with families and community partners to contribute to student learning and students' social, emotional, and physical well-being.

Bourne Middle School continues to make effective use of district and school resources and has a sufficient budget to do so (CSE XI).

**School Improvement Plan**

Objective: Create opportunities that foster community engagement experiences for all students at all levels.	SMART Goals	Action Steps and Responsible Parties	Measuring Success – Benchmarks
<p>X on the CSE self-assessment</p> <p>Bourne Middle School will work to create opportunities that foster positive community engagement experiences for students in grades 5-8.</p>	<p>During the 2014-2015 school year Bourne Middle School will work to foster a positive school community for students in grades 5-8.</p>	<p>Bourne Middle School will partner with the Massachusetts Aggression Reduction Center (MARC) as part of the bullying prevention and intervention program at BMS. <a href="http://marccenter.webs.com/">http://marccenter.webs.com/</a></p> <p>Bourne Middle School will highlight opportunities that foster community engagement that support positive relationships as highlighted through the bullying prevention/intervention plan as exemplified by increased parent and community participation in school events. <a href="http://www.bourneps.org/departments.cfm?subpage=637758">http://www.bourneps.org/departments.cfm?subpage=637758</a></p> <p>Bourne Middle School will create opportunities to foster community engagement experiences for all students at all levels.</p>	<p>Workshops and training surround bullying prevention and intervention will be offered to staff, students, and parents/community.</p> <p>A group of student leaders will be formed to discuss the needs of the school and work on actionable steps for improvement.</p>

Objective: Support all students to demonstrate acquired knowledge, understandings, and skills reflected in PreK-12 curriculum maps in all disciplines.	SMART Goals	Action Steps and Responsible Parties	Measuring Success – Benchmarks
<p>III, IV, V on CSE self-assessment</p>	<p>By the end of the 2014-2015 school year Bourne Middle School will demonstrate an increase of 10% student growth as measured through standardized state tested subjects at each grade level (5-8).</p>	<p>Grade level teams will review student growth data, at regular intervals, as provided by the Learning Coaches and administration to make instructional decisions to be applied during the 2014-2015 school year.</p> <p>Targeted students in grades 5 &amp; 6 will participate in an after school math tutorial session.</p>	<p>Grades 5-8 will reach an overall ELA SGP of 48.4</p> <ul style="list-style-type: none"> <li>Grade 5 will reach an overall ELA SGP of 34.1</li> <li>Grade 6 will reach an overall ELA SGP of 63.8</li> <li>Grade 7 will reach an overall ELA SGP 56.1</li> <li>Grade 8 will reach an overall ELA SGP of 41.8.</li> </ul> <p>Grades 5-8 will reach an overall Math SGP of 41.8</p> <ul style="list-style-type: none"> <li>Grade 5 will reach an overall math SGP of 34.1.</li> <li>Grade 6 will reach an overall math SGP of 63.8.</li> <li>Grade 7 will reach an overall math SGP of 45.65</li> <li>Grade 8 will reach an overall math SGP of 35.2.</li> </ul>
<p>Bourne Middle School will demonstrate growth with knowledge and understanding in all content areas for students in grades 5-8.</p>	<p>By June 2015 90% of teacher diary maps will be updated and reflect real curriculum and grade 5-8 science curriculum will reflect DRAFT STE MA Frameworks. <a href="http://www.doe.mass.edu/stem/standards/FoundationBoxes.pdf">http://www.doe.mass.edu/stem/standards/FoundationBoxes.pdf</a></p>	<p>Content area teachers will revise curriculum outlined in Atlas Curriculum Mapping, to reflect adjustments made through the curriculum review and feedback process. <a href="http://bourne-public.rubiconatlas.org/Atlas/Public/View/Default">http://bourne-public.rubiconatlas.org/Atlas/Public/View/Default</a></p>	<p>Grade 5 will work with an independent math consultant once a month.</p> <p>Grade 5 math teachers will complete site visits of similar demographic schools that are high</p>



	<p>By June 2015, all BMS teachers will have participated and collaborated on classroom implementation of MA Curriculum Frameworks. <a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a></p>	<p>Grade 5 will work to improve student growth within the area of mathematics. .</p> <p>Grades 5-8 will continue to demonstrate growth of all students within the area of writing by utilizing a common writing approach.</p> <p>Grades 5-8 will work to revise the science curriculum to reflect the changes as noted in the new science standards.</p> <p>Grade 5-8 will evaluate the level of text used at each grade level for teaching and learning.</p> <p>Grade 7 &amp; 8 World Language courses will be revised to align French and Spanish courses across the district</p>	<p>performing.</p> <p>Grade 5-8 ELA teachers will complete pre and post writing assignments with specific writing genres for each grade level.</p> <p>Grade 5-8 science teachers will develop a roll-out plan for revisions to the science curriculum grades 5-8.</p> <p>Grade 5-8 ELA teachers will evaluate the texts used at each grade level based on purpose, rigor, and access.</p> <p>World Language teachers will develop a level 2 course for both Spanish and French.</p> <p>World Language teachers will revise and align the level 1 course for French and Spanish with Bourne High School.</p>
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Objective: Empower students to establish and practice reflective academic habits.	SMART Goals	Action Steps and Responsible Parties	Measuring Success – Benchmarks
V on CSE self-assessment	During the 2014-2015 school year, Bourne Middle School students in grades 5-8 will develop reflective writing practices through the use of a universal writing approach, as evidenced in SRSD work. <a href="http://www.hillforliteracy.org/">http://www.hillforliteracy.org/</a>	Teachers new to BMS during the 2014-2015 school year will participate in a full training for Self-Regulated Strategy Development (SRSD).	Students in grades 5-8 will complete a pre-assessment within writing genres specific to their grade level.
Bourne Middle School will work to empower students to establish and practice reflective academic habits within the area of writing.		Teachers previously trained in SRSD will be offered the opportunity to attend the next level training specific to SRSD.	Students in grades 5-8 will complete a post assessment within writing genres specific to their grade levels.
		Faculty meeting time and professional development meeting time will be dedicated to the implementation of SRSD.	Common writing assessment data will be evaluated for all students in grades 5-8 to determine student growth and action planning for the next school year.

**Conditions for School Effectiveness and School Improvement Planning**

1. *The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice.*
2. *The school improvement plan 1) aligns with the district improvement plan, 2) reflects input from all staff, 3) is based on data, 4) accurately reflects the academic, social, and emotional needs of students, and 5) sets actionable and measurable goals that target school improvement.*
3. *Staff can state the school’s mission, understand the school’s improvement goals, and demonstrate a sense of ownership for both.*
4. *School leadership uses the school improvement plan to guide how time, personnel, funds, and other resources will be used to achieve the school’s mission.*

- 5. Leaders ensure that students, families, and community partners understand the school's improvement plan and learning goals; leaders strategically leverage family and community resources in service of these goals.*

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