

# Bourne Middle School

## *School Improvement Plan 2022 - 2023*



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## District Strategy

Vision		
We are proud to be a community where one hundred percent of Bourne Public School students graduate with the knowledge, habits and skills to compete and collaborate effectively as society evolves. The Town of Bourne is enthusiastically committed to empowering students and staff to achieve personal goals and demonstrate life-long learning.		
Mission		
The Bourne Public Schools mission is to connect individuals to their success; engage the community in new ways to facilitate student achievement; guarantee a relevant, viable curriculum; and assure universal accountability that supports the success of all students.		
Core Values and Beliefs About Learning		
<ul style="list-style-type: none"> <li>• All students can learn</li> <li>• All decisions are made in the best interest of students</li> <li>• All students learn best when actively involved in the learning process</li> <li>• Learning will be more successful when learning experiences have meaning for students</li> </ul>		
B2B Core Values		
We are Bourne to be Respectful, Responsible, and Safe.		
Strategic Objectives		
<b><u>Building Community</u></b> <i>Expand opportunities to promote a consistent positive climate and culture through communication, collaboration and social-emotional support</i>	<b><u>Promoting Equity</u></b> <i>Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement and access</i>	<b><u>Striving for Excellence</u></b> <i>Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations</i>



## School Demographic Snapshot (2021-2022)

Enrollment by Grade (2021-22)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<a href="#">Bourne High School</a>	0	0	0	0	0	0	0	0	0	0	82	97	88	110	16	393
<a href="#">Bourne Intermediate School</a>	0	0	0	0	104	137	124	0	0	0	0	0	0	0	0	365
<a href="#">Bourne Middle School</a>	0	0	0	0	0	0	0	151	142	149	0	0	0	0	0	442
<a href="#">Bournedale Elementary School</a>	46	105	93	113	0	0	0	0	0	0	0	0	0	0	0	357
<b>District</b>	46	105	93	113	104	137	124	151	142	149	82	97	88	110	16	1,557

Enrollment by Gender (2021-22)		
	District	State
Female	790	442,763
Male	767	467,772
Non-Binary	0	994
<b>Total</b>	<b>1,557</b>	<b>911,529</b>

Title	% of District	% of State
First Language not English	2.1	23.9
English Language Learner	1.0	11.0
Low-income	38.4	43.8
Students With Disabilities	19.9	18.9
High Needs	48.3	55.6

Click for [MCAS 2022 Data by School & District](#)



## Previous School Improvement Plan (2019-2022)

### Goal 1

<b>SC Objective:</b> Civic Responsibility - Support all students to demonstrate the intellectual skills essential for informed, effective and responsible citizenship	<b>District Goal:</b> Implement district-wide systematic practices, processes, and procedures that support maximum growth for all students academically, socially, and emotionally.
<b>BPS Strategic Objective:</b> 2. Promoting Equity - Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement and access.	
<b>BMS Goal 1:</b> By the spring of 2022, Bourne Middle School will utilize the Massachusetts Tiered System of Supports with fidelity to identify and implement appropriate targeted academic interventions to improve academic and social/emotional outcomes for students.	
<b>EOY Status:</b> During the 2021-2022 school year, Bourne Middle School offered targeted intervention and enrichment learning opportunities to all students during the daily WIN block. The BMS Data team, as well as each grade level team, worked to periodically group students based on benchmark and achievement data, and interventions and enrichments were tailored to meet student needs. BMS also continued to develop and implement SST protocols to allow teams opportunities to identify and implement supports for students who were not consistently meeting academic and/or behavioral expectations.	

### Goal 2

<b>SC Objective:</b> Support all students to demonstrate the intellectual skills essential for informed, effective and responsible citizenship.	<b>District Goal:</b> Implement district-wide systematic practices, processes, and procedures that support maximum growth for all students academically, socially, and emotionally.
<b>BPS Strategic Objective:</b> 3. Striving for Excellence - Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations.	
<b>BMS Goal 2:</b> Bourne Middle School will ensure equity and access for all students at all levels	



**EOY Status:** During the 2021-2022 school year, Bourne Middle School added the WIN (What I Need) block for all students. As noted in goal 1, students received targeted interventions and enrichment opportunities each cycle based on benchmark and classroom data. With the addition of a Media Specialist and Theater teacher we were also able to expand out tier 1 and tier 2 offerings for all grade levels. All students in grade 6 participated in Theater as well as Study & Research Skills. In Theater, students developed their communication skills, while in S&RS students experienced a strong Tier 1 curriculum in executive functioning and research skills. In grades 7 & 8, most students took Spanish 1A or 1B, with some students continuing to build executive function skills in Directed Support.

Math teachers implemented “Big Ideas,” a new math curriculum, and all teachers engaged in training around Universal Design for Learning, building strategies for tier 1 instruction.

### Goal 3

**SC Objective:** Engage the community in a district wide improvement of learning and teaching through our transition to grade span schools.

**District Goal:** The BPS school community will establish a positive climate and culture as grade span schools (PK-2, 35, 6-8, 9-12)

**BPS Strategic Objective:** 1. Expand opportunities to promote a consistent positive climate and culture through communication, collaboration, and social-emotional support.

**BIS Goal 3:** Bourne Middle School will cultivate a positive identity and culture as a 6-8 building

**EOY Status:** Over the past two years, BMS has succeeded in developing a positive identity as a 6-8 building. All students follow the same schedule, and students participate in a range of school-based activities. Even with the challenges presented by COVID we have held a number of school-wide events that have continued to grow the climate and culture of a true “middle school.”

During the 2021-2022 school year, Bourne Middle School continued to promote the core values of Respect, Responsibility, and Safety through daily interactions with students, monthly “B2B” awards, and various B2B Challenges. The BMS Peer Leadership Committee served as a liaison between students and staff, with a goal of fostering a positive culture for students and staff. The “team” structure in place at BMS allows for strong support systems for students. Finally, the newly implemented tier 1 guidance curriculum in grade 6 supported appropriate social emotional development for all grade 6 students.



# Bourne Middle School Improvement Plan 2022-2023

## 2022-2023 Improvement Overview

The Bourne Middle School 2022-2023 school improvement goals below expand upon the work completed during the 2021-2022 school year. These goals are directly connected to the Bourne Public School 2022-2025 District Strategy. In collaboration with the building administration and the school council, these goals and action steps were designed to continue to develop a strong student culture, increase opportunities to implement focused interventions and enrichment strategies, and improve student learning outcomes.

## Goal 1

**BPS Strategic Objective - Building Community:** Expand opportunities to promote a consistent positive climate and culture through communication, collaboration and social-emotional support

**BMS Goal 1 Rationale:** Views of Climate and Learning VOCAL (VOCAL) Data for Bourne Middle School indicates that students largely feel respected by teachers and staff. Conversely, only 56% of students report that they feel respected by peers. Additionally, only 30% of students feel they have a “voice” in determining policies and rules at school. The goals set for the 2023 school year aim to increase student voice, to gather feedback from students regarding peer to peer interactions, and to see improved student commitment to a positive culture throughout the building, resulting in an decrease in unexpected student behaviors.

**BMS Goal 1: By 2023, Bourne Middle School will continue to promote shared expectations for behavior by employing our B2B Core Values and MTSS/PBIS strategies, as evidenced by a reduction in student discipline referrals. (1.b.)**

Action Steps →	Intended Outcomes →	Persons Responsible →
<input type="checkbox"/> Hold monthly Student Listening Lunches to gain better understanding of peer relationships and challenges	<input type="checkbox"/> An action plan for improved attentiveness to peer relationships and responses to peer/peer issues will exist	<input type="checkbox"/> BMS Administration <input type="checkbox"/> Peer Leadership Committee
<input type="checkbox"/> Offer opportunities for student engagement through after school clubs such as:	<input type="checkbox"/> Students will identify that they have developed positive leadership skills and will work collaboratively with	<input type="checkbox"/> BMS Administration <input type="checkbox"/> Faculty Advisors



<input type="checkbox"/> Peer Leadership <input type="checkbox"/> GSA <input type="checkbox"/> Project Purple	peers to foster a positive school climate <input type="checkbox"/> Students will identify a place where they feel accepted within the building	
<input type="checkbox"/> Maximize opportunities for instruction around issues of tolerance, acceptance and diversity within the curriculum I.e: SEL Curriculum, ELA, Civics	<input type="checkbox"/> Students will receive direct instruction around empathy, understanding, diversity <input type="checkbox"/> Students will indicate on the VOCAL survey that they have a voice in school rules and decision making	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Director <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors
<input type="checkbox"/> Offer grade-level community building activities such as <input type="checkbox"/> Grade 6 Participation in Nature's Classroom/Camp Bournedale experience <input type="checkbox"/> Grade 7 Camp Burgess <input type="checkbox"/> Grade 8 Washington DC	<input type="checkbox"/> Students will report a higher sense of belonging within BMS after attending events <input type="checkbox"/> Students will report increase confidence as middle school students	<input type="checkbox"/> BMS Administration <input type="checkbox"/> Grade level teachers
<input type="checkbox"/> Engage individual students in learning opportunities related to challenging behavior in the Strategies Room	<input type="checkbox"/> Students will reflect on their behaviors and the impact of those behaviors <input type="checkbox"/> Students will have intentional and supported opportunities to repair harm to the community <input type="checkbox"/> A data set representing repeat referrals for year 1 will exist	<input type="checkbox"/> BMS Administration <input type="checkbox"/> Strategies Room Support Staff <input type="checkbox"/> School Counselors <input type="checkbox"/> MTSS Team Members
<input type="checkbox"/> Attend administrator Restorative Justice and Transforming Traditional Consequences Conferences	<input type="checkbox"/> Disciplinary interventions will positively impact student behavior and will lead to a reduction in repeat offenses	<input type="checkbox"/> BMS Administration



<input type="checkbox"/> Review regularly SWIS behavioral data and PBIS strategies, and implement supports and interventions as necessary	<input type="checkbox"/> Students who require behavioral support/intervention will be identified <input type="checkbox"/> A team approach to behavioral supports and interventions will result in a decrease in student discipline referrals from 2021-2022 school year.	<input type="checkbox"/> BMS Administration <input type="checkbox"/> Strategies Room Support Staff <input type="checkbox"/> School Counselors <input type="checkbox"/> Team Teachers, <input type="checkbox"/> MTSS Team Members
Resources Needed →	Supporting Professional Development →	Budget Implications →
<input type="checkbox"/> Strategies Room Staff <input type="checkbox"/> Enrollment Support for Grade Level Field Trips <input type="checkbox"/> Continued development of SEL Curriculum for Guidance <input type="checkbox"/> Administrative/Team Meeting time each cycle <input type="checkbox"/> Continued support for After School clubs and activities <input type="checkbox"/> Curriculum Resources including Springboard and EverFi <input type="checkbox"/> Time in consultation with key staff members including: school counselors, MTSS team members, administrative team, and strategies room support staff.	<input type="checkbox"/> Restorative Justice PD, Alternative discipline PD	<input type="checkbox"/> Continued financial support for Registration fees for associated PD <input type="checkbox"/> Financial Support for scholarships to Grade Level Field Trips <input type="checkbox"/> Continued financial Support for: Springboard curriculum (ELA), current staffing levels in guidance, and Strategies room staff



## Goal 2

**BPS Strategic Objective - Promoting Equity:** Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement and access.

**BMS Goal 2 Rationale:** MCAS data for 2021-2022 shows an improvement over the previous year in both average student growth and the percent of students who demonstrated proficiency. However, overall only 29.5% of students demonstrated proficiency on the Math MCAS, and 33.6% of students on the ELA MCAS. While an improvement in growth and achievement this past year is promising, it is clear Bourne Middle School has work to do to improve growth and achievement outcomes for all students. Expanding capacity among all educators to evaluate and analyze data and implement interventions and enrichment strategies will lead to improved outcomes for students.

**BMS Goal 2:** *By 2023, Bourne Middle School will expand capacity in all educators to analyze data, identify and eliminate equity gaps, monitor student progress, and identify intervention and enrichment learning opportunities. As evidenced by bi-monthly data meetings, Data Team meetings, and adjustments to WIN groupings based on periodic data reviews. (2.c.)*

Action Steps →	Intended Outcomes →	Persons Responsible →
<input type="checkbox"/> Engage in regular Data Team training with Laurie Casna	<input type="checkbox"/> Data Team will articulate a better understanding of how to analyze and present data <input type="checkbox"/> Data Team will offer training opportunities for BMS staff	<input type="checkbox"/> BMS Administration <input type="checkbox"/> Data Team Members
<input type="checkbox"/> Engage the Data Team in multi-year goal setting and year 1 action items, with a focus on training staff and supporting data use across the building	<input type="checkbox"/> Multi-year Data Team Goals will be established <input type="checkbox"/> Training sessions for BMS Staff will occur	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Director <input type="checkbox"/> Data Team Members
<input type="checkbox"/> Develop, in conjunction with the Data Team, a “data repository” where benchmark and MCAS data are housed and easily accessed by all staff	<input type="checkbox"/> Educators will be able to access all data easily and utilize data more regularly	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Directors <input type="checkbox"/> Data Team Members



members		
<input type="checkbox"/> Hold regular Data/Planning meetings with each team	<input type="checkbox"/> Educators will regularly review data, including benchmark data, progress monitoring data, and classroom assessment data for all students, with an emphasis on subgroups and closing achievement gaps  <input type="checkbox"/> WIN Cycle Planning (during data/planning meetings) will include regular review of benchmark, classroom, and progress monitoring data	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Director
<b>Resources Needed →</b>	<b>Supporting Professional Development →</b>	<b>Budget Implications →</b>
<input type="checkbox"/> Regular Grade level/Administration meeting time <input type="checkbox"/> Training for admin and Data team around Imagine/Galileo <input type="checkbox"/> Data Team Meeting Time	<input type="checkbox"/> Regular trainings with Laurie Casna (UDL) <input type="checkbox"/> Additional training on Imagine, IXL, and Galileo	<input type="checkbox"/> Budget support for consultation with Laurie Casna <input type="checkbox"/> Data Team stipends



### Goal 3

**BPS Strategic Objective - *Striving for Excellence*:** Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations.

**BMS Goal 3 Rationale:** As noted in School Goal 2, above, a large percentage of students at Bourne Middle School are not demonstrating proficiency in grade-level standards on the MCAS. Additionally, current benchmark data shows that while many students are “partially meeting standards,” there is work to be done to bring all students to full proficiency. A guaranteed Tier 1 curriculum that is well aligned to the MA state frameworks, both in content and level of rigor, will provide a strong foundation to ensure that all students at Bourne Middle School reach their potential in both growth and academic achievement each year.

**BMS Goal 3:** *By June 2023 Bourne Middle School will expand capacity to develop high-quality, aligned Tier 1 units of instruction in all subject areas with an emphasis on mastery of grade level ELA and Math standards, as evidenced by the percentage of students meeting and/or exceeding expectations on the 2023 Math and ELA MCAS. (3.a.)*

Action Steps →	Intended Outcomes →	Persons Responsible →
<input type="checkbox"/> Engage in regular curriculum time with a focus on: <ul style="list-style-type: none"> <li><input type="checkbox"/> Continued development of units aligned to curriculum resources and standards that</li> <li><input type="checkbox"/> Co-planning with a focus on inclusive practices</li> <li><input type="checkbox"/> Development of standards-aligned common assessments</li> <li><input type="checkbox"/> Review of units and assessments at the end of each unit</li> </ul>	<input type="checkbox"/> Teachers will deliver common units of instruction that are well aligned to the MA State frameworks <input type="checkbox"/> Evidence of Tier-1 instruction that includes inclusive practices as articulated through RISE training will exist <input type="checkbox"/> Common assessments will be aligned to frameworks in both content and level of rigor <input type="checkbox"/> Teachers will engage in an analysis of the outcomes of each instructional unit and make adjustments as needed	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Director <input type="checkbox"/> Teachers
<input type="checkbox"/> Implement new standards-aligned curriculum resources: <ul style="list-style-type: none"> <li><input type="checkbox"/> Springboard ELA</li> </ul>	<input type="checkbox"/> Units of instruction and assessments will align to the standards in both content and level or rigor	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Director <input type="checkbox"/> Teachers



<input type="checkbox"/> Big Ideas Math <input type="checkbox"/> Grade 8 PreAP Algebra <input type="checkbox"/> Voces Spanish		
<input type="checkbox"/> Pilot additional curriculum resources: <input type="checkbox"/> Investigating History - Grade 6 <input type="checkbox"/> OpSciEd - Grade 7 <input type="checkbox"/> Civics - Grade 8	<input type="checkbox"/> Educators participating in these pilots will receive targeted professional development that will positively impact instruction and curriculum development <input type="checkbox"/> Resources will be vetted for possible future adoption	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Director <input type="checkbox"/> Teachers in Pilots
<input type="checkbox"/> Engage in regular building-level learning walks focusing on alignment of curriculum to grade-level standards	<input type="checkbox"/> Administrative team will align expectations with regards to tier 1 instruction, standards aligned curriculum, and assessments	<input type="checkbox"/> BMS Administration <input type="checkbox"/> 6-12 Curriculum Director <input type="checkbox"/> 6-12 Special Education Coordinator
Resources Needed →	Supporting Professional Development →	Budget Implications →
<input type="checkbox"/> Regular curriculum meeting time <input type="checkbox"/> Administrative meeting and walk-through time	<input type="checkbox"/> Springboard Professional Development <input type="checkbox"/> Big Ideas Professional Development <input type="checkbox"/> PreAP Professional Development <input type="checkbox"/> RISE Training for all Math, ELA, and inclusion special education teachers	<input type="checkbox"/> Continued support of Springboard, Big Ideas, PreAP Algebra, Voces, and other high-quality curricula <input type="checkbox"/> Continued support of PD for curriculum <input type="checkbox"/> Cost of substitutes for any associated release time/PD time <input type="checkbox"/> Cost of on-going subscriptions/resource renewal to support curriculum implementation

## **BMS School Council 2022-2023**

Christine Borning, Principal

Mike Colella, Teacher and Parent/Caregiver

Andy Mather, Teacher

Samantha Fasoli, Teacher

Kerri Scofield, Parent/Caregiver

TBD, Student

