

Bourne Intermediate School

School Improvement Plan 2023 - 2024



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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"> • All students can learn • All decisions are made in the best interest of students • All students learn best when actively involved in the learning process • Learning will be more successful when learning experiences have meaning for students 		
B2B Core Values		
We are Bourne to be Respectful, Responsible, and Safe.		
Strategic Objectives		
<p style="text-align: center;"><u>Building Community</u></p> <p style="text-align: center;"><i>Expand opportunities to promote a consistent positive climate & culture through communication, collaboration and social-emotional support</i></p>	<p style="text-align: center;"><u>Promoting Equity</u></p> <p style="text-align: center;"><i>Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement & access</i></p>	<p style="text-align: center;"><u>Striving for Excellence</u></p> <p style="text-align: center;"><i>Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations</i></p>

School Demographic Snapshot (2022-2023)

Enrollment by Grade (2022-23)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Bourne High School	0	0	0	0	0	0	0	0	0	0	82	79	94	86	10	351
Bourne Intermediate School	0	0	0	0	117	113	140	0	0	0	0	0	0	0	0	370
Bourne Middle School	0	0	0	0	0	0	0	128	151	152	0	0	0	0	0	431
Bournedale Elementary School	67	109	117	109	0	0	0	0	0	0	0	0	0	0	0	402
District	67	109	117	109	117	113	140	128	151	152	82	79	94	86	10	1,554

Enrollment by Gender (2022-23)		
	District	State
Female	789	442,564
Male	765	469,563
Non-Binary	0	1,608
Total	1,554	913,735

Title	% of District	% of State
First Language not English	2.5	25.0
English Language Learner	1.5	12.1
Low-income	35.1	42.3
Students With Disabilities	21.2	19.4
High Needs	47.7	55.1

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

Previous School Improvement Plan (2022-2023)

Goal 1

BIS Approved SIP 2023-2024 p. 3

District Goal: Continue to promote shared expectations for behavior by employing our B2B Core values and MTSS strategies with all students and staff. (1.b.)

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

BIS Goal 1: *By June 2023, Bourne Intermediate School will continue to promote shared expectations for behavior by employing our B2B Core values and MTSS strategies with all students and staff as evidenced by a reduction in behavioral referrals. (1.b.)*

EOY Status: Bourne Intermediate School continued its participation in DESE's Tier 1 and Tier 2 Academies regarding positive behavior interventions and supports (PBIS). The BIS MTSS Team continued its mission in promoting the district's core values of being respectful, responsible and safe. Students continued to be engaged in a reinforcement/reward system for positive expected behavior. Students were able to provide input through surveys as to the types of rewards earned. Students earned specific grade level and/or school wide rewards such as motivational assemblies and themed-celebrations. The addition of a B2B student council was postponed as an action item for the SY23-24 school year. We will look to add additional student voices to our MTSS Team practices.

Although BIS has used the SWIS referral system for several years, it had primarily been a data tool used by the school administration to track behavior referrals. Over the last two years, we have seen a steady increase of the staff using SWIS to report behavior referrals. Due to this fact, we had a higher number of major incidents (36) reported last year as compared to the 2021-2022 school year (24). Another factor impacting reporting data is the classification of an offense being a "major" versus a "minor" event. The definition of these categories will need to be reviewed at the start of the year. It should be noted that although behavior data has been shared with students and staff, it needs to happen more frequently.

Students identified through the SWIS data as needing a Tier 2 intervention, participated in the Captain's Club Check In/Check Out Program. X of students participated; x graduated while two students opted out of the program. Three students were recognized as Navigator Award recipients in June.

BIS continues to partner with the PTA in offering several family friendly events throughout the year. The offerings of afterschool activities continue to expand each year as well as the number of students and staff participating.

Goal 2

District Goal: Expand capacity in all educators to analyze data, identify and eliminate equity gaps, monitor student progress, and identify intervention and enrichment learning opportunities. (2.c.)

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

BIS Goal 2: *By June 2023, Bourne Intermediate School will expand capacity in all educators to analyze data, identify and eliminate equity and achievement gaps, monitor student progress, and identify intervention and enrichment learning opportunities as evidenced by the continued implementation of the WIN Block. (2.c.)*

EOY Status: Bourne Intermediate School made gains regarding embedded practices for the WIN block. A WIN block calendar was established for each round. Along with other data points, the Data Team and Interventionists developed common pre and post tests in Galileo to inform WIN groupings in grade level teams. The two interventionists and STEAM teacher and Media Specialists provided opportunities for targeted interventions and enrichment opportunities in both Math and ELA at each grade level. Scheduling of all Unified Arts teachers for enrichment proved to be challenging. A scheduling committee composed of a cross section of staff members look at a variety of scheduling needs. An overhaul of the master schedule will now provide an opportunity for all Unified Arts (with the exception of PE) to participate in the WIN block at each grade level. This will allow for an expansion of enrichment opportunities for all students. Additionally, as a means to add more direct instructional minutes each week, Unified Arts classes will be on a six day rotation instead of five. Grade 3 teachers will return to singletons teaching all subjects.

Goal 3

District Goal: Expand capacity to develop high-quality, aligned Tier 1 instruction in all subject areas with an emphasis on cultural responsiveness, relevance, and mastery of standards through consistent common planning time. (3.a.)

BPS Strategic Objective: Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations

BIS Goal 3: *By June of 2023, Bourne Intermediate School will expand capacity to develop high-quality, aligned Tier 1 instruction with an emphasis on cultural responsiveness, relevance, and mastery of standards through consistent common planning time as evidenced by a decrease in achievement gaps in Math and ELA MCAS scores. (3.a.)*

EOY Status: The number of Bourne Intermediate School students in grades 3 through 5 scoring proficient in ELA demonstrated a 6 percent increase as well as 2 point increase in the average scaled score. In Math, the scores demonstrated a one percent decrease in proficiency while the average scaled score remained the same. Some positive highlights were a 52.2 % mean Student Growth Percentile in ELA which indicates high individual growth for students overall. In Math, students demonstrated typical growth in Math with the sub growth of the lowest performing students exceeding the state achievement target.

As part of the SY23-24 School Improvement Plan, the data indicates the need to continue to focus on a goal that aims to support all students to meet a higher level of proficiency and an improved student growth percentile on the 2024 MCAS.

Bourne Intermediate Improvement Plan 2023-2024

Goal 1

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

BIS Goal 1 Rationale: Post Pandemic, students have presented with a wider range of behavioral challenges. SWIS data demonstrates that the number of “major” behavior incidents increased from 24 occurrences in the 2021-2022 school year, to 36 occurrences in the 2022-2023 school year. The data also demonstrates an increase in behavior referrals for incidences that occur in the classroom. These factors demonstrate that a broader, school-wide Tier one approach is needed to reduce behavior referrals and increase prosocial behavior and the resiliency of students.

Goal 1: *By June 2024, in order to increase prosocial peer to peer interactions and to reduce the number of major office referrals in SWIS for related offenses by five percent, all school staff will adopt and implement three new SEL strategies.*

Action Steps →	Intended Outcomes →	Persons Responsible →
<input type="checkbox"/> Participate in the DESE’s Social Emotional Behavior Academy - Yr. One <input type="checkbox"/> Survey executed by the MTSS Team to collect data regarding support needed <input type="checkbox"/> Refine best practices regarding reinforcement and celebrations of B2B core values <ul style="list-style-type: none"> <input type="checkbox"/> Re-establish criteria for Major and Minor discipline infractions <input type="checkbox"/> Create a B2B Student Council <input type="checkbox"/> Develop a reward system 	<input type="checkbox"/> Students will have access to the specific social, emotional, and behavioral skills and interventions through the BIS MTSS <input type="checkbox"/> Student Council will provide students the opportunity to have a voice in decision making regarding B2B practices <input type="checkbox"/> Students will be recognized and celebrated for demonstrating the B2B core values <input type="checkbox"/> SWIS Behavior Referrals will be decreased as compared to EOY from the 2022-2023 Data	<input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SDD <input type="checkbox"/> MTSS Team <input type="checkbox"/> Adjustment Counselors <input type="checkbox"/> BCBA
<input type="checkbox"/> Create and or Select a SEL Curriculum	<input type="checkbox"/> Students will receive SEL instruction	<input type="checkbox"/> Principal

<p>Utilizing the CASEL Framework (Collaborative for Academic, Social, Emotional Learning)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a schedule for students to participate in monthly SEL lessons with school counselors and classroom teachers. <input type="checkbox"/> Connect SEL/CASEL Framework with the Health curriculum 	<p>delivered by Adjustment Counselors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will articulate and model the practices embedded in the curriculum in their classrooms 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SDD <input type="checkbox"/> Adjustment Counselors <input type="checkbox"/> Classroom Teachers
<ul style="list-style-type: none"> <input type="checkbox"/> Analyze student SWIS behavior data monthly at MTSS meetings <ul style="list-style-type: none"> <input type="checkbox"/> Data is routinely shared with students and staff <input type="checkbox"/> Create SEL focused WIN groups aligned to student needs determined by data collection. 	<ul style="list-style-type: none"> <input type="checkbox"/> Behavioral trends will be identified and targeted interventions will be implemented for students identified as needing support 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SDD <input type="checkbox"/> MTSS Team
Resources Needed →	Supporting Professional Development →	Budget Implications →
<ul style="list-style-type: none"> <input type="checkbox"/> DESE PBIS and SEB Academy Membership <input type="checkbox"/> SWIS Data System <input type="checkbox"/> Powerschool <input type="checkbox"/> Meeting Time: <ul style="list-style-type: none"> <input type="checkbox"/> To analyze and present data <input type="checkbox"/> For Professional Development <input type="checkbox"/> Time for PD on SEL Curriculum/CASEL Framework 	<ul style="list-style-type: none"> <input type="checkbox"/> SEL/CASEL Professional Development <input type="checkbox"/> Observation of exemplar schools <input type="checkbox"/> SWIS Training for new staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Support for SEL/CASEL <input type="checkbox"/> SWIS subscription <input type="checkbox"/> Substitutes for PBIS/SEB Academies or SEL PD <input type="checkbox"/> B2B Reward supplies and assemblies <input type="checkbox"/> Sensory items and furnishings

Goal 2

BPS Strategic Objective - *Promoting Equity*: Expand capacity in all educators to analyze data, identify and eliminate equity gaps, monitor student progress, and identify intervention and enrichment learning opportunities. (2.c.)

BIS Goal 2 Rationale: According to 2022 School and District Report Cards, DESE states that an average growth score between 40 and 60 means that the school and/or district is making typical progress. BIS students achieved an average growth percentile or 48% on the 2022 ELA MCAS, and a 41% on the 2022 Math MCAS, indicating that students are making typical progress. However, the percentage of students demonstrating proficiency on the MCAS still lags slightly behind the state average.

This goal aims to support all students in continuing to demonstrate strong growth, while meeting a higher level of proficiency on the 2024 MCAS.

Goal 2: By June of 2024, students at BIS will show a 5 point increase in their average scaled score on the 2024 Math and ELA MCAS.

Action Steps →	Intended Outcomes →	Persons Responsible →
<input type="checkbox"/> Analyze subgroup data with Data team and present overall MCAS Data at Staff meetings <input type="checkbox"/> Develop WIN groups with teams and interventionists that identifies specific goals for each WIN cycle/groups based on data with a specific emphasis on subgroups.	<input type="checkbox"/> Students demonstrate progress as a result of WIN groups	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal/SSD <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Student Services Director <input type="checkbox"/> Data Team <input type="checkbox"/> Team Teachers/Inclusion teachers
<input type="checkbox"/> Conduct grade level and subject specific meetings. <ul style="list-style-type: none"> <input type="checkbox"/> Review MCAS item analysis <input type="checkbox"/> Analyze MCAS sub-group data <input type="checkbox"/> Identify 20% lowest performing students <input type="checkbox"/> Develop a three year tracking system of individual student performances 	<input type="checkbox"/> Teachers will gain an understanding of how scores are generated for response questions and the skills required to guide instruction <input type="checkbox"/> Teachers will establish an embedded practice of common assessments and rubrics that support student mastery <input type="checkbox"/> There will be an increase in the number of students Meeting or	<input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SSD <input type="checkbox"/> Literacy Team <input type="checkbox"/> Teachers

<input type="checkbox"/> Refine strategies regarding written responses and how written responses are scored on MCAS	Exceeding MCAS grade level expectations	
<input type="checkbox"/> Participate in professional development with Math Consultant Alison Mello, ARC consultants and UA consultants <input type="checkbox"/> Participate in Open Architects Training for MCAS Data Analysis in order to create custom reports	<input type="checkbox"/> Teachers will execute at least two Tier One instructional practices. <input type="checkbox"/> Data analysis will inform WIN groupings and Tier One and Tier Two instruction	<input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SSD <input type="checkbox"/> Teachers
<input type="checkbox"/> Participate in RISE training with consultant Deb Harris. Tier One instruction will demonstrate inclusive practices.	<input type="checkbox"/> Continue to provide & support teachers in PD endeavors rooted in co-teaching and inclusionary practice for high needs populations	<input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SSD <input type="checkbox"/> Teachers
Resources Needed →	Supporting Professional Development →	Budget Implications →
<input type="checkbox"/> Admin meeting time <input type="checkbox"/> Common Planning Time <input type="checkbox"/> Data Team meeting time <input type="checkbox"/> Open Architects	<input type="checkbox"/> Professional development on data analysis <input type="checkbox"/> Additional Training on Open Architects <input type="checkbox"/> How to find/use MCAS Resources from DESE	<input type="checkbox"/> Stipends for Data and MTSS members <input type="checkbox"/> Open Architects subscription

Goal 3

BPS Strategic Objective - *Striving for Excellence*: Develop and implement challenging educational opportunities for all students, at all levels, to extend student thinking and maximize student achievement. (3.b)

Data/Rationale for Improvement Efforts: Observed need for stronger implementation of Tier 1 and Tier 2 interventions (for all students) and ensure that accommodations identified in Section 504 Plans and IEPs are provided consistently with fidelity according to individual student needs. Reduce the number of students referred to SST and evaluations to determine eligibility for Special Education Services.

Goal 3: By June of 2024, 90% of staff will clearly convey each lesson's learning objective(s) in student friendly language, afford opportunities for student voice and choice, and provide occasions for collaboration as evidenced by teacher observation feedback.

Action Steps →	Intended Outcomes →	Persons Responsible→
<input type="checkbox"/> Analyze observation and District Learning Walk rubric data from 2022-2023 SY & present findings to staff.	<input type="checkbox"/> Areas of growth and needs will be identified to guide Professional Development, work completed during Common Planning time, TeachPoint, and MTSS	<input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SSD
<input type="checkbox"/> Provide content specific UDL exemplar strategies at staff meetings and/or common planning time for teachers <input type="checkbox"/> Implement common UDL strategies as an embedded practice in classrooms	<input type="checkbox"/> Students will have increased opportunities regarding voice and choice during instructional learning activities.	<input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director <input type="checkbox"/> Assistant Principal/SSD <input type="checkbox"/> Data Team <input type="checkbox"/> Teachers
<input type="checkbox"/> Continue to provide consultative PD in UDL, Math Workshop and Inclusionary practices that support the Tier 1 goals identified above	<input type="checkbox"/> Strengthen skills of Instructional Staff to provide strong Tier 1 support and limit the number of referrals to SST	<input type="checkbox"/> Principal <input type="checkbox"/> Curriculum Director
<input type="checkbox"/> Schedule time for teachers to complete peer-observations and debrief with each other after	<input type="checkbox"/> Teachers will gain a deeper understanding of UDL practices to inform lesson planning	<input type="checkbox"/> Principal

observation regarding lesson objectives, student voice/choice and peer collaboration.		
Resources Needed→	Supporting Professional Development →	Budget Implications→
<input type="checkbox"/> Admin meeting time <input type="checkbox"/> Common Planning Time <input type="checkbox"/> Data Team meeting time	<input type="checkbox"/> Professional development on UDL	<input type="checkbox"/> Stipends for Data members <input type="checkbox"/> PD Costs <input type="checkbox"/> Substitutes costs

BIS School Council 2023-2024

Jane Norton, Principal

Amanda Kolby, Assistant Principal for Student Services

Lisa Dix, Curriculum Director PK-5

Courtney Costa - Grade 4 Teacher, Annmarie Ridings - School Adjustment Counselor

Meghan Biscoe - Interventionist, Nicole Tanguay - Parent/Caregiver, Eric Meade - Parent/Caregiver