

Bourne High School

School Improvement Plan 2023 - 2024



Dr. Lisa Maguire, Principal

Nathan Dineen, Assistant Principal

Jessee Clements, Curriculum Director 6-12

Kate Hartley, Assistant Director Special Education 6-12

District Strategy

| Vision | | |
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| 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><u>Building Community</u></p> <p><i>Expand opportunities to promote a consistent positive climate & culture through communication, collaboration and social-emotional support</i></p> | <p><u>Promoting Equity</u></p> <p><i>Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement & access</i></p> | <p><u>Striving for Excellence</u></p> <p><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 |
| Bourndale 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

District Goal: Expand opportunities to promote a consistent positive climate & culture through communication, collaboration and social-emotional support.

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

BHS Goal 1: *By 2023, Bourne High School will promote shared expectations for behavior by employing our B2B Core values and MTSS strategies with all students and staff, as evidenced by a decrease in discipline referrals and increased student attendance. (1.b.)*

EOY Status: Previous administration reviewed attendance and discipline data to establish baseline in fall and spring. Student assemblies were held in the fall and spring to review expectations. Procedures for student attendance were developed and partially implemented. Attendance and tardiness continue to be a significant concern across all stakeholders at the high school, and new targets and action steps are being recommended for the new improvement plan.

Procedures for handling student discipline were developed, but inconsistently implemented. Discipline/behavior referrals December 2021-June 2022, 223 referrals, average 1.83/day. September 2022-June 2023= 552 referrals, 2.57 average referrals/day. This data indicates teachers used the referral process with more consistency. AP Dineen helped to build confidence with staff in the spring around response to discipline/behavior referrals, and work will continue into the new school year.

A full review of the student handbook and athletic handbook was conducted this summer in July and August.

Goal 2

District Goal: Expand opportunities to promote a consistent positive climate and culture through communication, collaboration and social-emotional support.

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

BHS Goal 2: *BHS Goal 2: By 2023, Bourne High School will expand the capacity of all educators to analyze data, identify and eliminate equity gaps, monitor student progress, and identify intervention and enrichment learning opportunities. (2.c.)*

EOY Status: Teachers participated in ongoing data training with Laurie Casna. They have an emerging vision for the use of data at BHS that will help inform how we define the protocol for review of data by classroom teachers in the next school year. WIN intervention groups started meeting and with ongoing progress monitoring, the data team will ensure that all students needing support will have access to the right opportunities. In ELA MCAS, the percentage of students meeting or exceeding expectations increased from 43% in 2022 to 58% in 2023, a 15% gain in this subject. Math scores stayed constant, with 34% meeting or exceeding expectations in both 2022 and 2023. In Biology STE MCAS, scores improved with a 20% gain from 28% meeting and exceeding to 48% meeting and exceeding expectations. Data continues to show opportunity for growth in student performance to increase the percentages of students meeting and exceeding expectations on MCAS exams.

Goal 3

District Goal: Provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations.

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

BHS Goal 3: *By 2023, BHS will provide learning experiences that increase student ownership through relevant, engaging instruction and high expectations. (3.b.)*

EOY Status: Pathways in Business and Finance, Environmental and Life Sciences are implemented and the Education pathway is in progress. In the first year, 16 students enrolled in Innovation Career Pathways and an additional 48 additional students have applied for the upcoming school year, with another dozen students already expressing interest. A business teacher has been hired for the 23-24 school year to support the pathway. Additional pathways are being developed to interest and involve more students.

Bourne High School 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

BHS Goal 1 Rationale:

Coming out of the pandemic, student attendance and behaviors continue to challenge school staff. Data related to school attendance show that a significant portion of the student population are absent to excess (104 students absent more than 5% 9-17 absences, an additional 129 students considered chronically absent at the state threshold of 10% or more absent, which is 18 or more days per year). Tardy data mirrors attendance data.

Introductory meetings between new administrators and students, families, and staff indicate that student behavior is of concern. In addition, teachers are reporting that with regard to low-level, yet continued student behaviors, there is a need for consistent reporting, handling, and communication around student behavior and discipline.

In order to improve outcomes, a sense of belonging needs to increase, as all students have a stake in their educational outcomes. To build self-efficacy, actions to build student voice and choice, feedback opportunities, and participation in all aspects of school are necessary. The school can create a positive and engaging learning environment that benefits both students and the broader school community by way of climate and culture.

BHS Goal 1: Engage students to increase active participation and interest in the learning process and build positive culture and climate, as evidenced by a decline in chronic absenteeism (more than 10% of the year) to under 20% and an increase in student connectedness to BHS as captured in future VOCAL data.

| Action Steps → | Intended Outcomes → | Persons Responsible → |
|---|---|---|
| <input type="checkbox"/> Include all applicable stakeholders in the analysis and management of student attendance and tardiness and the promotion of positive staff student relationships to promote attendance | <input type="checkbox"/> Increase student attendance and reduce absenteeism with a target of 95% attendance (Less than 9 days absent/year) <input type="checkbox"/> Decrease percentage of chronically | <input type="checkbox"/> Administrative team <input type="checkbox"/> School Counselors <input type="checkbox"/> School Nurse <input type="checkbox"/> School Resource Officers <input type="checkbox"/> Teachers |

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| <p>and reduce tardiness in school.</p> | <p>absent students to under 10%.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decrease tardiness with a target of fewer than 9 unexcused tardies per year (95% on time). | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Include all applicable stakeholders in the analysis and management of student behavior and the promotion of positive staff student relationships to promote positive behaviors in school. | <ul style="list-style-type: none"> <input type="checkbox"/> Consistently document incidents of behavioral incidents in SWIS <input type="checkbox"/> Communicate/close the loop when an incident results in disciplinary consequences <input type="checkbox"/> Decrease frequency of behavior referrals across the high school <input type="checkbox"/> Positive educator feedback around administrator support for student behavior and consequences | <ul style="list-style-type: none"> <input type="checkbox"/> Administrative team <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Building-Based MTSS Team <input type="checkbox"/> Teachers |
| <ul style="list-style-type: none"> <input type="checkbox"/> Develop and calibrate look-fors during walkthroughs to assess student engagement | <ul style="list-style-type: none"> <input type="checkbox"/> Higher levels of student satisfaction and feedback, indicating that students feel valued and engaged in the learning process. <input type="checkbox"/> Enhanced participation by students and staff in extracurricular activities and school events, reflecting increased interest and involvement in the school community. | <ul style="list-style-type: none"> <input type="checkbox"/> Administrative team <input type="checkbox"/> Athletic Director |
| <ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly to stakeholders regarding all aspects of Bourne High School <ul style="list-style-type: none"> <input type="checkbox"/> Weekly Newsletter to All <input type="checkbox"/> Weekly Staff Update email <input type="checkbox"/> Use of Social Media <input type="checkbox"/> Provide regular opportunities to | <ul style="list-style-type: none"> <input type="checkbox"/> Positive feedback from stakeholders, indicating a noticeable improvement in their students' enthusiasm for learning and overall school experience. <input type="checkbox"/> Positive feedback from parents and guardians regarding school-home, | <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Administrative Assistant to the Principal |

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| engage with parents throughout the school year (open house, showcases, coffee hours, etc.) | two-way communication. | |
| Resources Needed → | Supporting Professional Development → | Budget Implications → |
| <ul style="list-style-type: none"> <input type="checkbox"/> Power School Data/Reports <input type="checkbox"/> SWIS Data Management System <input type="checkbox"/> Culture/Climate Survey, Vocal Survey <input type="checkbox"/> Formal and informal feedback opportunities for all stakeholders | <ul style="list-style-type: none"> <input type="checkbox"/> PD on effective behavior management strategies, de-escalation techniques, and positive reinforcement approaches | <ul style="list-style-type: none"> <input type="checkbox"/> Continued fiscal support for electronic resources/applications (SWIS, Smore, PowerSchool) (District, multi-year) <input type="checkbox"/> Continued level staffing (District, multi-year) <input type="checkbox"/> Continued Funding PD & Trainer costs (District, multi-year) <input type="checkbox"/> Continued funding for MTSS Team Stipends (District, multi-year) <input type="checkbox"/> Funding for supports for students with mental health/substance abuse issues (District, multi-year) |

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.

BHS Goal 2 Rationale:

In ELA MCAS, the percentage of students meeting or exceeding expectations increased from 43% in 2022 to 58% in 2023, a 15% gain in this subject. Math scores stayed constant, with 34% meeting or exceeding expectations in both 2022 and 2023. In Biology STE MCAS, scores improved with a 20% gain from 28% meeting and exceeding to 48% meeting and exceeding expectations. Data continues to show opportunity for growth in student performance to increase the percentages of students meeting and exceeding expectations on MCAS exams.

BHS Goal 2: Increase overall student proficiency on the MCAS assessments to 80% meeting or exceeding expectations in ELA, 75% meeting or exceeding expectations in math, and 75% meeting or exceeding expectations in STE.

| Action Steps → | Intended Outcomes → | Persons Responsible → |
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| <input type="checkbox"/> Create a cycle of analysis, implementation, reflection, and support for the MCAS | <input type="checkbox"/> Increase collective responsibility to understand and respond to demonstrated needs of students through all content areas and domains <input type="checkbox"/> Providing access to targeted supports and enrichment during WIN blocks | <input type="checkbox"/> Administrative Team <input type="checkbox"/> Data Team <input type="checkbox"/> All Teachers |
| <input type="checkbox"/> Set a culture of high expectations through evidence-based decision making <input type="checkbox"/> Analyze MCAS data through CPT and staff meetings, looking at all students through subgroups and areas of achievement gaps | <input type="checkbox"/> Increase student achievement (articulated in goal) <input type="checkbox"/> Decrease achievement gap in special education by at least 5% | <input type="checkbox"/> Administrative Team <input type="checkbox"/> Data Team <input type="checkbox"/> School Counseling Administrative Assistant <input type="checkbox"/> All Teachers |
| <input type="checkbox"/> Implement data-driven instruction | <input type="checkbox"/> Promote opportunities for all students to access equitable, inclusive learning | <input type="checkbox"/> Administrative Team <input type="checkbox"/> CPT teams |

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| | <p>environments.</p> <input type="checkbox"/> Teachers adjust instructional methods to meet the needs of all students | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Support test-takers through the MCAS process | <input type="checkbox"/> Increase student motivation to strive for academic excellence <input type="checkbox"/> Decrease test-taking anxiety for students <input type="checkbox"/> Improve students feelings of test-taking efficacy, encouraging effort and ownership of student learning | <input type="checkbox"/> Principal <input type="checkbox"/> Food Services <input type="checkbox"/> Teachers <input type="checkbox"/> Students |
| Resources Needed → | Supporting Professional Development → | Budget Implications → |
| <input type="checkbox"/> Open Architects- Data, including MCAS, PSAT/SAT, AP, Benchmarks, and Common Assessments <input type="checkbox"/> Scheduled Common Planning Time (CPT) | <input type="checkbox"/> Shared expectations and reporting for CPT <input type="checkbox"/> Pre-AP PD | <input type="checkbox"/> PD & Trainer costs (District, multi-year) <input type="checkbox"/> Online benchmark assessment costs/Galileo (multi-year, district funded) <input type="checkbox"/> Funding for MCAS Breakfast for all test-takers (District, multi-year) <input type="checkbox"/> Continued fiscal support for electronic resources/applications (Open Architects, etc.) <input type="checkbox"/> Continued fiscal support for student 1:1 devices (District, multi-year) <input type="checkbox"/> Continued stipends for Data team work (District, multi-year) <input type="checkbox"/> Continued level staffing to support common planning time in the schedule |

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.

BHS Goal 3 Rationale:

In order to increase/improve student engagement for all students in all subjects, teachers can benefit from having the support and attention of a whole-school goal to help students increase their engagement in the learning process. Based on district learning-walk data from last year, the need for consistent opportunities for students to understand the objective and engage at different times throughout a lesson has emerged. Furthermore, in the Districtwide Instructional and Observation Report conducted in March 2023, observers reported on instructional learning formats; These scores refer to the ways in which the teacher maximizes students’ interest, engagement, and abilities to learn from the lesson and activities (AIR, 2023, p9). It was reported across numerous observations that observers were unable to confirm that students were “consistently interested and engaged in the activities and lessons” and that “The teacher focuses students on the learning objectives, which students understand.”

Data collection and reporting, modeling of best practices, and professional development on student discourse will help teachers strengthen their instructional practices around student engagement.

BHS Goal 3: By June 2024, 100% of staff will post/articulate a mastery-based objective(s) for every lesson in student-friendly language and provide multiple opportunities for ongoing, authentic student discourse that empowers students to meet those objectives.

| Action Steps → | Intended Outcomes → | Persons Responsible → |
|--|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Conduct regular walk throughs and gather data; report data out regularly to teachers <input type="checkbox"/> Analyze walkthrough data with Data Team and develop strategies to support teachers <input type="checkbox"/> Report out of data and modeling of best practices at faculty meetings | <ul style="list-style-type: none"> <input type="checkbox"/> Increase student active engagement in the learning process <input type="checkbox"/> Increase student achievement (articulated in previous goal) | <ul style="list-style-type: none"> <input type="checkbox"/> Administrative Team <input type="checkbox"/> Data Team <input type="checkbox"/> All Teachers |
| Resources Needed→ | Supporting Professional Development → | Budget Implications→ |
| <ul style="list-style-type: none"> <input type="checkbox"/> Team Leader meetings & Department | <ul style="list-style-type: none"> <input type="checkbox"/> Tier 1 PD for teachers | <ul style="list-style-type: none"> <input type="checkbox"/> Continued fiscal support for electronic |

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| <p>meetings focus on Tier one instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team leaders to present best practices at faculty meetings <input type="checkbox"/> Work at CPT | <ul style="list-style-type: none"> <input type="checkbox"/> PD on student discourse for teachers | <p>resources/applications (District, multi-year)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PD/Consultant Costs (District, multi-year) <input type="checkbox"/> Continued level staffing to support common planning time in the schedule (District, multi-year) <input type="checkbox"/> Continued stipends for Data team work (District, multi-year) <input type="checkbox"/> Continued fiscal support for student 1:1 devices (District, multi-year) <input type="checkbox"/> Continued stipends for team leader work (District, multi-year) |
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Goal 4

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.

Data/Rationale for Improvement Efforts:

BHS has experienced great success in the development and implementation of the Business and Finance and Environmental and Life Science pathways. Students reported exceptional value in internship experiences. Work should be done to expand pathway offerings to different content areas and corresponding, relevant industry sectors to attract interest and participation from a larger pool of BHS students. The benefits of real-world application and meaningful learning experiences are undisputed and should be expanded to reach more students.

From an equity and access lens, all students must have access and opportunity to engage in an internship/capstone experience prior to graduation, so additional work is needed to support all students in this learning process.

BHS Goal 4: By June 2024, all rising seniors will be enrolled in the internship/capstone course and pathway participation in grades 10-12 will increase by 50% for all students.

| Action Steps → | Intended Outcomes → | Persons Responsible→ |
|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Create a system to increase participation in internships and pathways at BHS <input type="checkbox"/> Work with a variety of stakeholders to promote and develop internships/pathways <input type="checkbox"/> Work with school teaching & counseling staff and students to have common understanding of the internship program, student expectations, and program impact <input type="checkbox"/> Work closely with our students on an ongoing basis, gathering | <ul style="list-style-type: none"> <input type="checkbox"/> Students develop skills related to industry sector and the world of work <input type="checkbox"/> Students develop employability skills that are transferable beyond high school <input type="checkbox"/> Students engage in work-based experiences that align with their future career goals <input type="checkbox"/> Students demonstrate learning through a public showcase event <input type="checkbox"/> Increase number of/content area of teachers collaborating around pathway programs | <ul style="list-style-type: none"> <input type="checkbox"/> School-to-Career/Pathways Coordinator <input type="checkbox"/> Principal <input type="checkbox"/> 6-12 Curriculum Director <input type="checkbox"/> School Counselors <input type="checkbox"/> Teachers |

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| <p>feedback through formal and informal conversations, surveys, feedback forms, and discussions- with our School to Career/ICP Coordinator, school counselors, and administrators.</p> | | |
| <p>Resources Needed→</p> | <p>Supporting Professional Development →</p> | <p>Budget Implications→</p> |
| <ul style="list-style-type: none"> <input type="checkbox"/> Training/PD to support growth and development of programming <input type="checkbox"/> Continued growth of Community Partnerships | <ul style="list-style-type: none"> <input type="checkbox"/> Pathways partnership and training | <ul style="list-style-type: none"> <input type="checkbox"/> New technologies and materials for innovative programming (computers, programs, etc) (grant funding, district, multi- year) <input type="checkbox"/> Promotional/advertising costs (grant funding, district, multi- year) <input type="checkbox"/> Additional Staffing, as the program and enrollment grow (reallocation/district, multi- year) <input type="checkbox"/> Continued professional development costs (grant funding, district, multi-yr) <input type="checkbox"/> Funding for Summer work for grant writing, internship development and community partnership development (grant funding, district, multi- year) <input type="checkbox"/> Continued funding for Pathways and Internship Coordinator Stipends (District, multi-year) <input type="checkbox"/> Continued level staffing to support courses for pathways (District, multi-year) <input type="checkbox"/> Continued fiscal support for student 1:1 devices (District, multi-year) |

BHS School Council 2023-2024

Administrators: Lisa Maguire, Principal; Nathan Dineen, Assistant Principal

Students: Addison Dion, Mackensie McMaster

Parent/Caregivers: Michelle Gary, Michelle Fitzpatrick, Maura Dankert

Faculty/Staff: Elizabeth Boucher, Adjustment Counselor; Heather Rauch, Math