

BHRSD DISTRICT IMPROVEMENT PLAN – 2024-2027

BHRSD Mission

To ensure all students are challenged through a wide range of experiences to become engaged and curious learners and problem solvers who effectively communicate, respect diversity, and improve themselves and their community.

[MGL Chapter 69 §1](#) requires districts to submit a comprehensive, 3 year District Improvement Plan (DIP), once in each 3 year period. The 2024-2027 BHRSD DIP will focus on two key strategies essential to improving student achievement in the BHRSD: Improving Professional Culture and Formalizing Structures And Procedures Of Proficiency Based Learning.

The Professional Culture goals are tentatively scheduled for the 2024-2025 school year. The Structures And Procedures Of Proficiency Based Learning will likely be spread out over the 2024-2027 school years. We will revisit our progress and update by April 2025.

Professional Culture

The school committee and administrators have identified professional culture as a needed focus for the DIP. The BHEA has also expressed a desire for enhanced transparency, open communication, and a strengthened sense of trust between school committee, administrators and staff.

Key components to promoting a positive professional culture include:

- Consistent and frequent communication from district leadership
- Decisions that are aligned to each other and/or a part of a long-term goal
- An outcomes-based focus for all decisions and initiatives.
- Consistency in terms of foundational expectations in regard to curriculum, instruction across grades and across schools

Goal 1.0: Improving District and Professional Culture

Objective 1.1: In order to improve Staff/families perception of the clarity and utility of communications and to increase the perception and reality among stakeholders that they have a voice in the decision making process, the following steps will be taken:

Activities:

- Weekly or Bi-Weekly Memo from the Superintendent to staff starting September 13 and separate but related memos to families
- Weekly or Bi-Weekly Memo from the Principals to staff starting September 13 and separate but related memos to families
- Memos copied to the Updated District Website
- Enhanced and evolving social media communication
- The Superintendent will form a Superintendent's Advisory Council composed of 2-3 teachers and 2 paraprofessionals from each building. Monthly luncheons for the Superintendent to listen to participant perceptions of life in their schools.
- Principals will form [School Councils](#) that operate in compliance with DESE guidelines.
- Principals will dedicate a portion of staff meetings to reviewing required decisions, opening discussions, and explaining their decisions.

Responsible: Superintendent, principals, assistant principals, Director of Student Services, and Director of Learning and Teaching, teacher and paraprofessional representatives, and administrative assistants with support from technology team and communication consultant

Outcomes: Impact of effective communication (as measured by occasional surveys), How often do the School Councils meet? Increase in trust and efficacy of decision making (as measured by occasional surveys).

Objective 1.2: In order to improve staff perceptions of the visibility of administrators, District and building administrators will make frequent observations to ensure all district personnel receive informal feedback about their performance in the execution of their duties, the following steps will be taken:

Activities:

- Superintendent will spend 60-90 minutes observing classes in each building each week (Doreen will schedule)
- Administrative team will be trained in the agreed upon format of informal feedback that will be consistently implemented across all buildings.
- Principals will maintain a spreadsheet with the date and time when individuals were observed and feedback topics.
- School Committee members will begin school visits in September following a procedure of a request based on a specific focus and then the assignment of a tour guide knowledgeable about the focus.

Responsible: Superintendent, principals, assistant principals, Director of Student Services, and Director of Learning and Teaching, and School Committee members

Outcomes: Deepened knowledge (Logs of visits, Feedback sheets, etc.), Impact on learning and teaching, aggregated data on progress and areas for growth to inform future work and PD, and context for informed decision making.

Objective 1.3: In order to increase the practice of writing clear objectives with measurable goals the following steps will be taken:

Activities:

- Superintendents and Administrators will share their Supervision and Evaluation professional practice and student learning goals with their staff and the goals will be objective and explicitly state the procedure for measuring progress.
 - End of year feedback regarding these goals will be discussed with staff to model the reflective practice.
- Superintendents and Administrators will develop and share their school improvement plans with staff to ensure understanding of the goals being established and workflows engaged in to support them.

Responsible: Superintendent, Principals, Administrators, staff

Outcomes: Enhanced adherence to the evaluation cycle and explicit modeling of the cycle being used as a reflective planning tool. Improved teaching and learning.

Objective 1.4: In order to improve learning and teaching, the state-mandated [Supervision and Evaluation System](#) will be implemented for certified staff and contract-based evaluations of non-certified staff, the following steps will be taken:

Activities:

- Effective training in use of the educator evaluation process as a tool for district, school, and staff reflection and improvement
- Adherence to the DESE evaluation process
 - Faithfulness to the negotiated timeline for Supervision and Evaluation
 - Regular observations of staff and personnel
 - Engage in reflective discussions with personnel regarding professional practice and student learning goals, progress towards them, and next steps regarding them
 - Review of artifacts/evidence submitted by personnel as part of the reflective process to write thoughtful formative and summative evaluations

Responsible: Superintendent, principals, assistant principals, Director of Student Services, and Director of Learning and Teaching, Business Administrator, Director of Operations

Outcomes: All staff will be evaluated per the DESE evaluation process. Teaching and learning will continue to improve.

Proficiency Based Learning

Proficiency Based Learning refers to a normed system of instructional strategies, assessments, and approaches to grading that focuses on skills students are expected to learn and be able to demonstrate. The approach becomes one based on providing timely and usable feedback to students in regards to their abilities and knowledge that allow them to be reflective owners of their own learning and educational journey.

Key components to supporting the implementation of Proficiency-Based Learning in the BHRSD include:

- Analysis of current curriculum and gaps
- Writing or updating incomplete curricula
- Mapping indicators across established units
- Agreement on content
- Tuning of assessments to create
 - consistent structures for demonstration of student learning
 - normed grading practices for equitable student experiences

Goal 2.0: Formalizing the structures and procedures related to implementation of Proficiency-Based Learning in the BHRSD

Objective 2.1: To ensure there is a consistent understanding of and approach to proficiency based learning by all involved personnel, the following steps will be taken:

Activities:

- Professional development
 - Use the summer 2024 PD institutes as a model to build staff capacity and shared understanding of the work
- Engage in grade level team and department wide meetings to ensure shared understanding by key stakeholders

Responsible: All staff

Outcomes: A clear understanding by all stakeholders of what Proficiency Based Learning is, the BHRSD goals for this system, and how to plan for and engage with it as an educator

Objective 2.2: In order to determine and support continuous reflection on the proficiency based work the BHRSD is doing, stakeholders will engage in curriculum sequencing and performance indicator mapping, the following steps will be taken:

Activities:

- Develop and share syllabi (that are given to all students and families at the start of year).
- Use these syllabi as an arc of learning for semester and year.
- Review existing curricula in ATLAS, making updates and adjustments where necessary
 - Adapt, adopt, and update
- Indicators mapping across units

Responsible: All staff

Outcomes: Shift to a coherent PK-12 curricula. All stakeholders will have shared context and understanding of the system and a knowledge base for next steps.

Objective 2.3: In order to ensure that there is a shared understanding among all staff and across buildings in regard to student expectations, approaches to grading, and indicator review cycles, the following steps will be taken:

Activities:

- Creation of shared scoring criteria for all determined performance indicators
- Review of student work samples to ensure consistent expectations for outcomes and to inform the process of updating indicators for accuracy

Responsible: All staff

Outcomes: Proficiency levels for students normed interdepartmentally and across grade levels

Objective 2.4: In order to ensure and support common/shared assessments, based on a shared review of content, units, and lessons, the following steps will be taken:

Activities:

- Use of PD time and professional meetings to reach consensus on content taught across units and lessons
- Development of shared and tuned assessments,
- Engagement in conversations, data analysis, refining of lessons to norm student expectations and experiences

Responsible: All staff supported by teacher leaders (ILs/SELs and Dept. Coordinators where we have) and administrators

Outcomes: The refinement of a data cycle/feedback loops as tools to analyze learning and teaching efficacy