

East Bridgewater Public Schools Strategic Plan At- A-Glance (2016-2019)

What We Do:

Mission: The East Bridgewater Public School district, in partnership with the community, creates an academically challenging, safe, and supportive learning environment that promotes the pursuit of excellence for all.

What We Aspire to Become:

Vision: The East Bridgewater Public Schools will be recognized as a district that embraces the academic and social – emotional growth of all students through a supportive, collaborative, and challenging learning environment. Our students will be lifelong learners, enabled to develop the knowledge and skills necessary for success as local and global citizens.

Goals

Goal #1: Curriculum / Instruction: 1A: To develop a comprehensive Pre K to 12 aligned curriculum based on current research. 1b. To deliver the curriculum through the use of rigorous and well-rounded instruction.

Goal # 2: Social /Emotional Wellness: To foster the social, emotional and healthy development of all students.

Goal #3: Professional Development: To provide all staff with comprehensive professional development opportunities that are designed to support the Prek-12 education community in their commitment to educate and inspire every student to achieve personal and academic excellence.

Goal #4: Technology: To provide all learners engaging learning experiences utilizing technology, while providing educators the capacity to create those opportunities

Strategies and Initiatives

Strategy #1: Curriculum 1A

Analyze and examine MCAS/MAPS data

- Item analysis completed (Grade level/departments).
- Identify strengths and weaknesses.
- Look for commonalities.
- Examine and employ range of assessment strategies

Utilizing Understanding by Design

- Course instructors communicate to students the learning expectations, content-specific vocabulary, and unit specific learning goals to be assessed.
- Staff collects, disaggregates and analyzes data to identify and respond to student learning achievement.
- Teachers collaborate to examine evidence of learning for the revision and improving instructional practice.

Develop scope and sequence alignment across grade levels and disciplines

- Map the curriculum using vertical teaming.
- Create common assessments/rubrics in a cohesive manner that is compatible across grade levels.
- Establish Data Teams and consistent reporting process (i.e.-MAPS Data).
- Create interventions based off of the data.

Strategy #1: Instruction 1B

B. Identify, define and communicate best practices with staff.

- Develop a shared language among faculty for discussing instruction, assessment and other essential elements of teaching and learning.
- Participate in peer observations and instructional coaching (i.e.-job embedded PD).
- Re-examine the evaluation tool and revise.

B. Promote writing across the curriculum

- Writing to sources practices.
- According to grade level, establish a variety of writing practices/exercises on a daily basis that emphasize higher order thinking.
- Create rubrics for the various types of writing.
- Research and develop ways of looking at student work and cross-grading techniques.
- Students will learn how to reflect on their writing pieces.

B. Engage in professional discourse about Response to Intervention (RTI).

- Explain the three tiers and the instructor's' role according to each tier.
- Identify resources to use within each tier.
- Support teachers in instructional practices through differentiated instruction (How do we differentiate materials, content, and assessment?)

Strategy #2:

Develop a comprehensive and aligned Pre-K-12 response to the social and emotional needs of students

Expand Social Emotional support staff to include:

- K-12 Guidance Director
- School Psychologists in each building
- Behavior Specialists

Create District wide community resources and partnerships

Educate all Pre-K-12 staff about evidence based strategies in the healthy development of all students.

Provide training to all Pre-K-12 staff regarding:

- Safety Care Training (chapters 1-4)
- consistent "common" language

Survey current practices/programs and assess effectiveness

Research additional evidence based programs and curriculums for potential piloting implementation (ie. Calm Classroom, Mindfulness,)

Identify exemplary social and emotional learning program for students that address social and emotional skills such as: self-awareness, self-management, social awareness, relationship skills and responsible decision making

Ongoing Professional Development for all staff

Provide training to all Pre-K-12 staff regarding warning signs of at risk factors, ie:

- Trauma
- Disability
- Anxiety
- Depression
- Suicide
- Substance Abuse
- School Avoidance/Phobia

Strategy #2:

Create a culture and climate that supports a learning environment where all staff and student's behaviors and interactions are safe, healthy, respectful and socially responsible.

- Staff and Student training in social media, risky behaviors, healthy choices, self-care, and well being
- Establish district wide expectations regarding the use of social media
- Conduct a comprehensive review of the district's response to health and wellness for staff and students and assess effectiveness
- Provide parent education forums on topics such as depression, drug use, social and media safety (PD Academy)
- Assist student's development of social and emotional skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision making
- Provide programming that inspires global awareness / cultural opportunities

Align Pre-referral Process - (Child Study / RTI)

- Assess current process in each building and develop a consistent tiered approach to support the social emotional well-being of all students
- Evaluate effectiveness by analyzing number of referrals and outcome.(ie. referred for testing, IEP, ICAP, positive behavior support plan etc...)
- Create a consistent process aligned with DESE regulations

Create Re-Entry protocol - transition and follow up

- Assess current process in each building and develop a consistent protocol to support the emotional well-being of all students

Strategy #3:

Expand the Professional Development Academy

- Provide time for Academy to hold monthly meetings.
- Acquire representation from each building for Academy membership.

Broaden Professional Development Opportunities for Technology

- Add position of Blended Learning Specialist to support staff in all buildings.
- Effective use of technology for students including but not limited to Chromebooks, iPads
- Use of technology for administrative tasks(School brains, Teachpoint, Google Suite)
- 4. Use of technology for assessment tasks(MAPS)
- 5. Training in how to promote safety and security with regard to social media and students.

Strategy #3:

Provide a working and learning environment where behaviors and interactions are safe, healthy, respectful and socially responsible

- Add position of Behavior Specialist to support staff in all buildings
- Add position of School Psychologist to support staff in all buildings
- Add position of Guidance Director to support guidance staff in all buildings
- Add Health Teacher positions
- Partner with the Brockton Opioid Abuse Prevention Collaborative
- Provide training to all Pre-K-12 staff regarding warning signs of at risk factors, ie: Trauma
 - Disability
 - Anxiety
 - Depression
 - Suicide
 - Substance Abuse
 - School Avoidance/Phobia
- 7. Protocol of reporting various social/emotional issues

To continuously improve achievement for all students by enhancing educator knowledge of state standards as they relate to curricula, instruction and assessment.

- Time for departmental collaboration.
- 2. Time for peer observation with provided coverage.
- 3. Training in the practice of backward design.
- 4. Utilizing data analysis to drive instruction.
- 5. Training in an effective co-teaching and interdisciplinary methods.
- 6. On-going training in writing instruction(across the curriculum, graphic organizers, rubrics, language).
- 7. Response to Intervention training(including, but not limited to, purpose and implementation)
- 8. Research and observe successful RTI models in surrounding districts.

Provide ongoing PD in compliance with DESE regulations to support requirements for teacher certification and licensure

- Inbed opportunities when applicable during District wide PD Days.
- Continue to work with our Collaboratives for appropriate offerings.
- Continue partnership with BSU for opportunities for PD.

Strategy #4:

Students will be provided engaging and empowering learning experiences that prepare them to be creative and active lifelong learners.

- Students provided access to the technology (Chromebooks/iPads)
 - advocate for a 1:1 program preK-12
- Students will be provided the training to utilize the tools effectively in coordination with K-12 Technology Facilitator:
 - basic use of Chromebooks/iPads/etc.
 - navigating on line resources based on needs and appropriateness
 - yearly family outreach event to provide information regarding current applications and access.
- Provide assistive technology resources for students with disabilities to maximize their access to the curriculum.
 - coordinate with area collaboratives (READS)

Teachers will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

- Survey teachers to determine their varied needs and the level of those needs.
- Develop PD opportunities based on teachers needs/requests
 - School Brains
 - Discovery Science
 - Google Apps for Education
 - Assistive Technology resource implementation
- Support teacher technology integration with K-12 Technology Facilitator.
- PD offerings
- Classroom visits
- Demonstrate online applications and software programs to better engage students
- Provide opportunities for teachers to share/demonstrate the ways they are using and integrating technology into their classrooms.
 - data meetings
 - staff/grade level/department meetings
 - classroom visits

Strategy #4:

Provide technological support for the social and emotional needs of teachers and students.

- Determine current programs/practices utilized throughout the district.
 - Inventory of all programs and practices used in the area of social/emotional needs, digital citizenship, digital presence
- Provide district-wide guidance to instruction in digital citizenship and digital presence.
 - Establish a district-wide scope and sequence to instruction around digital citizenship.
- Create opportunities for students and families to receive support and guidance.
- - District wide internet safety night with assistance from our School Resource Officer

