

School Name: Blackstone-Millville Regional High School

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The vision and mission of Blackstone Millville Regional High School stems from the pillars of the Portrait of the Graduate and aligns with our District blueprint. We have made the commitment to developing the skills of every student in the areas of Critical Thinking, Communication, Collaboration, Citizenship, and Character. It is with this work in mind that the school improvement plan was developed by BMRHS staff with input from our stakeholders.

District Blueprint for Improvement

Strategic Area 1: The What (Curriculum)

Leverage high-quality, rigorous, and equitable curricula, assessments, and educator professional development to ensure that all students are able to meet the expectations/demands of the MA Curriculum Frameworks and Portrait of a Graduate.

Goal One: The What

Review and revision of curriculum with a focus on assessing critical thinking skills to meet the needs of all students across all content areas.

	Intended Outcome (to be modified MOY and EOY)	Status
BOY	<ul style="list-style-type: none">• Develop and support our curriculum through our district approved programs of Study Sync (ELA) and Savvas (math)• Create clear academic pathways in science, technology, and plan for a new computer science pathway for 2023-24• Participate in the development of a comprehensive Pre-K to 12 social studies (SS) curriculum.	<ul style="list-style-type: none">• ELA- department members assigned courses to create unit plans (several units done)• Spanish -created Spanish 1 curriculum, Spanish 2-4 in process• SS - Civics Project unit completed• Science- Env. Science units completed (revisions/edits to be

	<ul style="list-style-type: none"> • Use of Professional Learning Communities (PLCs) to determine how our curriculum (and instruction) directly impacts student growth performance (SGP) and where improvements can be made. 	<p>done as needed)</p> <ul style="list-style-type: none"> • Begin Implementation of new Savvas program and continue development of pacing guides and unit plans • High school members for SS committee obtained • Share results of STAR testing with all teachers in order to provide intervention to targeted students.
MOY	<ul style="list-style-type: none"> • Continue development of units and department curriculum to enhance Studysync • Review semester course units to make any necessary changes in curriculum • Continue implementation Savvas program and development of pacing guides and unit plans • Continue work of the 9-12 Social Studies curriculum committee and determine needs for 2023-24 • Use of PLCs Data Cycle Review through the curriculum lens for possible changes • Solidify any curriculum changes that will be reflected in our Program of Studies 	
EOY	<ul style="list-style-type: none"> • Review collective curriculum work in conjunction with PLC work and make recommendations for school year 2023-2024 (ELA, Math, Social Studies) • Provide professional development for new computer science pathway 	

Planning for Impact (list of action steps):

Start Strong (Oct - Jan)	<ul style="list-style-type: none"> • English and Math Department: Review units created thus far to ensure standards are being hit and texts are varied and rigorous, collaborate on any immediate changes to be made, identify and review common assessments, distribute unit plans that still need to be created • Social Studies - Analyze data from 2021-2022 Civics Projects; begin participation in curriculum committee to determine needs and next steps
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	<ul style="list-style-type: none"> • Science- use PLC planning time and any other planning time necessary to collaborate with all department members who are teaching Environmental Science to develop the curriculum further. • Spanish 1&2 - review new curriculum and proficiency standards and make adjustments. Create consistent/shared assessments for each level (including the ASE protocol) along with creating rubrics/assessments to gauge language proficiency. • Special Education - become familiar with Savvas (math) curriculum and provide support for students to be able to access the curriculum (during math and Academic Support classes). Start to plan transition curriculum for each grade level (i.e. - executive functioning - grade 9, interest inventories, pathways for after high school, financial skills, etc.).
<p>Stay Strong (Feb. - April)</p>	<ul style="list-style-type: none"> • English department: Review units for semester courses (from Semester 1) to make any necessary changes for improvement, review effectiveness of common assessments. • Math department: Continue to develop unit plans and implement Savvas resources. Review data from student performance on common open response questions and performance tasks. • Social Studies - Complete Stages 1 & 2 of Civics Project and continue discussions on 9-12 curriculum needs, development and adjustments. • Spanish - Review scope and sequence for Spanish 1&2H, and 2CP. Continue to create Spanish 3 & 4 scope and sequence to new frameworks/standards. Review proficiency rubrics and levels. Review the assessments and proficiency levels, make adjustments. • Science- continue to collaborate on units while also reviewing pacing, sequencing, and content of units for Environmental Science. • Special Education: Continue drafting transition curriculum for each grade level.
<p>Finish Strong (May - June)</p>	<ul style="list-style-type: none"> • English department: Finalize department folder to include all developed units. • Math: Finalize Math Dept folder containing all unit plans and common assessments. End of year review of Savvas resources. • Social Studies - Complete Stages 3-6 of Civics Project. Finalize 9-12 curriculum decisions • Science- review, revise (as needed), reflect and finalize all units for Environmental Science. • Spanish - Review and revise the scope and sequence for all levels of Spanish, as well as the assessments including the proficiency levels. • Special Education: Review and refine transition curriculum for Academic Support classes.

Strategic Area 2: Instruction

Engage and support all students by providing equitable access to purposeful and relevant learning that allows them to demonstrate their growth in multiple ways.

Goal One: The How

Staff will concentrate on implementing evidence-based instructional practices of ASE and continuing with Authentic Assessments with a focus on critical thinking and problem solving skills as well as communication and collaboration pillars of our Portrait of a Graduate.

	<i>Intended Outcome</i> <i>(to be modified MOY and EOY)</i>	<i>Status</i>
BOY	<ul style="list-style-type: none"> • Data analysis of Answer, Support, Explain (ASE) protocol to drive instruction • PLC focus on intervention and acceleration to meet the needs of all students • Model activities - support professional practice goals of using new teaching strategies • Creation of 'Can do' statements regarding our Portrait of a Graduate academic pillars • Begin to analyze areas of opportunity to include diversity in lessons delivered to students in ensure all students are represented (Ex- African American author; impact on environment other than US) 	<ul style="list-style-type: none"> • ASE review in September and October- calibration of grading and notices • Beginning of discussions around areas of improvement (framing questions; support and explain needs) and intervention • Intervention based on STAR discussions in PLC- who needs what? • Sharing of students in Not Meeting on STAR ELA for focused help in all classes with ASE • Faculty modeling best practices in September and October faculty meetings workshops (Classroom management, Nearpod for intervention, Station Rotation for new knowledge acquisition, Chat stations, planning, jigsaw) • I Can POG statements input obtained
MOY	<ul style="list-style-type: none"> • Continue with data analysis of ASEs in order to drive instruction • Continue to introduce new teaching strategies to support professional practice goals 	

	<ul style="list-style-type: none"> • Implementation of 'Can do' statements regarding our Portrait of a Graduate academic pillars in classrooms (lessons and on walls) • Incorporate diverse cultures where appropriate into instruction to ensure all students are represented 	
EOY	<ul style="list-style-type: none"> • Examine and reflect on the impact of ASEs on student learning • Seek feedback on and finalize our 'Can do' statements • Reflect on ways we can continue to increase diverse exposure so that all students are represented for 2023-2024 	

Planning for Impact (list of action steps):

Start Strong (Oct. - Jan.)	<ul style="list-style-type: none"> • Use of PLC planning time for constructing intervention and acceleration • Begin data cycles with ASE and calibration of grading • Use faculty meeting to advance teacher's capacity with best practices and showcase faculty members modeling use of different strategies • Begin development of "Can Do" statements
Stay Strong (Feb. - April)	<ul style="list-style-type: none"> • Continue to use PLC planning time for intervention and acceleration as well as sharing success • Continue data cycles with ASE • Continue with providing examples of best practices and showcase faculty members modeling different strategies • Provide an opportunity for students to share their experiences with faculty • Solicit feedback on 'Can do' statements
Finish Strong (May - June)	<ul style="list-style-type: none"> • Compile a database with work samples of interventions, acceleration, differentiation, and engagement lessons for future use • Determine next steps with ASE protocol • Reflect on workshop model for faculty meetings and determine next steps for 2023-24 • Finalize 'Can do' statements for distribution 2023-2024

Strategic Area 3: The Whole Child

With the support of faculty, families, and community members, and our commitment to creating a welcoming and inclusive environment where everyone belongs, all students will be equipped with developmentally appropriate social emotional skills and empowered to use those skills to persevere so they may learn at their optimum ability.

Goal One: The Whole Child

Maintain a culture that promotes positive relationships throughout the entire school community through the vehicle of our Charger Community Advisory Program as well as additional programming throughout the school year.

	Intended Outcome (to be modified MOY and EOY)	Status
BOY	<p><u>Through our Advisory Program</u></p> <ul style="list-style-type: none"> Recruit volunteers for Peer Mentoring-strategically pairing up seniors with freshman Advisory groups. Advisory programming centered on establishing a community of acceptance and support where Individuality and diversity are respected. Begin to plan ADL training with staff and students. Schedule training. <p><u>Additional Programming</u></p> <ul style="list-style-type: none"> Create Lunch Bunch-identify students in need of lunch group Establish groups to develop coping skills for academic stress/anxiety through the Counseling department Looking to establish a male mentor group for some of our male students. Increase visibility and enrollment of our GSA/Chargers for Change groups 	<ul style="list-style-type: none"> Done-volunteers recruited and met with Jill First mentor lesson completed 10/14 <ul style="list-style-type: none"> Lunch group established Meetings to create male mentor group have begun.
MOY	<p><u>Through our Advisory Program</u></p> <ul style="list-style-type: none"> Grade 9 advisories will have social emotional programming presented by peer mentors Programming adapted from ADL's <i>Confronting Bias, Working Toward Equity</i> workbook implementation ADL training of staff & students completed <p><u>Additional Programming</u></p> <ul style="list-style-type: none"> Consistent weekly meetings of lunch 	

	<p>bunch, anxiety/stress coping skills group, and male mentors</p> <ul style="list-style-type: none"> • Addition of a Chargers 4 Change section in the weekly newsletter • Guest speaker series if possible on a variety of social emotional and issues of equity and belonging 	
EOY	<p><u>Through our Advisory Program</u></p> <ul style="list-style-type: none"> • Assess curriculum implementation during Advisory and make any adjustments for 2023-24 • Begin recruitment of Class of 2024 student mentors • Survey students and staff on ADL lessons presented in second half of the year and gather data on future discussion topics of need from students <p><u>Additional Programming</u></p> <ul style="list-style-type: none"> • Assess success of student focus groups and determine next steps for 2023-2024 • Research & reserve possible guest speakers for 2023-2024 	

Start Strong (Oct. - Jan.)	<ul style="list-style-type: none"> • Train student mentors in how to lead discussion groups • Work with Advisory Director and grade level advisors to adapt lessons from ADL workbook for classroom use • Set up ADL training dates for staff and students • Complete staff training with ADL trainers • Identify students for all small group programs • Recruit male mentors • Begin weekly meetings with students identified above • Brainstorm ideas of what visibility means for our GSA/C4C clubs
Stay Strong (Feb. - April)	<ul style="list-style-type: none"> • Complete ADL training with student group • Continue with lessons on social emotional and equity themes • Regularly scheduled meetings for small group programs • Newsletter section dedicated to Chargers 4 Change • Scheduled at least one guest speaker for our students/community
Finish Strong (May -	<ul style="list-style-type: none"> • Create survey with Google Form for reflection on lessons delivered to Grade 9 from our student mentors • Create Google Form for feedback on the ADL curriculum lessons

June)	<ul style="list-style-type: none"> • Generate list of future topics for discussion from student and staff feedback • Recruit next group of senior advisory mentors • Reflection and assessment of efficacy of small group programs
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Strategic Area 4: The Community

Cultivate shared responsibility for all students' growth by strengthening partnerships across the Blackstone and Millville communities, seeking feedback from stakeholders, and encouraging active engagement between home, school, and community.

Goal One : The Community

The school will continue to educate families and the community about the Portrait of a Graduate (POG) skills students will have upon graduation and how they will be measured using targeted evidence based instructional practices.

	Intended Outcome <i>(to be modified MOY and EOY)</i>	Status
BOY	<ul style="list-style-type: none"> • Participation by the high school community in the district public relations committee (Blueprint 2.0) in order to expand opportunities where community members can interact with various school programs • Career fair with local community members highlighting career and college connections • Represent POG skills in images and explanations in weekly newsletter • Include community input in what our POG pillars mean and how they are expressed for all students 	<ul style="list-style-type: none"> • High school representatives identified • Career Fair scheduled for December 7, 2022 • Newsletter highlighting collaboration
MOY	<ul style="list-style-type: none"> • Implement recommendations from the district public relations team • College planning field trip with opportunity for parents to attend with their student • Continue to highlight our POG pillars in action in weekly newsletter 	

EOY	<ul style="list-style-type: none"> Solicit feedback from community partners on how to improve out engagement 	
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Planning for Impact (list of action steps):

Start Strong (Oct. - Jan.)	<ul style="list-style-type: none"> Alter Meet the Teacher Night to increase parent engagement Increase parent participation in our Parent Teacher Conferences through mailing, emails and use of video lab for marketing Begin planning for career fair for all students Newsletter linked to our website for greater access
Stay Strong (Feb. - April)	<ul style="list-style-type: none"> Implement career fair Implement college field trip with parent participation option Tea with Senior Center Community Night at Basketball Games including Jazz Band Performance
Finish Strong (May - June)	<ul style="list-style-type: none"> Celebrate community partnerships established this year with Thank You notes from our students Solicit feedback from community partners on how to improve out engagement Create a POG "quiz" for parents to take with raffle prizes as incentives for participation

Professional Development Plan:

Staff PD Goal

By the end of the 2022-2023 school year, all staff will utilize critical thinking strategies and best practices to inform their teacher instruction that impact student growth.

BOY PD Plan

	October 2022	November 2022	December 2022
ILT	Collaboration among members to build the 2022-2023 SIP Plan	Monitor progress and implementation of SIP	Monitor progress and implementation of SIP Creation of school wide rubric on collaboration and communication
PLC	In collaboration with the coach, department teams continue to look at assessment/student work by using the data cycle protocol to strengthen learning as well as	In collaboration with the coach, department teams continue with the data cycle. Coach will support use of B weeks for Curriculum	In collaboration with the coach, department teams continue with the data cycle. Coach will support use of B weeks for Curriculum

	<p>resources to enhance best practices. Instructional focus on ASE.</p> <p>In collaboration with the Administration and coach, ELA & Math teams will look at MCAS/STAR assessments to determine areas of need and focus.</p>	<p>and Instruction Strategic Area development.</p> <p>Discussion and development of one collaborative Unit Assessment Project</p> <p>Full day PLC meetings with NE Basecamp</p>	<p>and Instruction Strategic Area development.</p> <p>Discussion and development of one collaborative Unit Assessment Project</p>
PD	<p>Workshop model used at faculty meeting to develop staff capacity with</p> <p>Discussion and development of one collaborative Unit Assessment Project</p>	<p>Best teaching strategies to meet the needs of all students within the confines of the class period during Faculty Meeting</p> <p>Support by New England Base Camp in developing MTSS and feedback strategies with staff</p> <p>ADL training</p>	<p>Best teaching strategies to meet the needs of all students within the confines of the class period during Faculty Meeting</p> <p>Faculty share of Unit Assessments Project for peer feedback</p>
Coach Support	<p>Support staff for a strong start to the school year</p> <p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>STAR/Nearpod intervention development</p> <p>Differentiated coaching for staff based on individual needs</p>	<p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>Differentiated coaching for staff based on individual needs</p>	<p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>Analyze impact of differentiated coaching and make necessary modifications as needed</p>

MOY PD Plan

	January 2023	February 2023	March 2023
ILT	Analyze impact of SIP goals to determine BOY outcomes	Monitor progress and implementation of SIP	Monitor progress and implementation of SIP
PLC	<p>In collaboration with the coach, department teams continue to look at additional assessments by using the data cycle protocol</p> <p>Reflection on effectiveness of ASE critical thinking tool in student performance</p> <p>Discussion and development of one collaborative Unit Assessment Project</p>	<p>In collaboration with the administration and coach, ELA & Math teams will look at STAR MOY assessments by using the data cycle protocol to develop next steps for student improvement</p> <p>In collaboration with the coach, department teams continue to look at assessment/student work by using the data cycle protocol to strengthen learning as well as resources to enhance best practices</p>	In collaboration with the coach, department teams continue to look at assessment/student work by using the data cycle protocol to strengthen learning as well as resources to enhance best practices
PD	Creation of school wide rubrics (communication & collaboration) with trials and feedback cycle	Google Sites training for staff provided by New England Basecamp	<p>Support by New England Base Camp of developing portfolios</p> <p>Full day PLC meetings</p> <p>PD day just in time trainings</p>
Coach Support	<p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>Differentiated coaching for staff based on individual needs</p> <p>Support staff in implementation of collaboration rubric on unit assessment</p>	<p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>STAR/Nearpod targeted intervention development</p> <p>Analyze impact of differentiated coaching and make necessary modifications as needed</p> <p>Support staff in implementation of</p>	<p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>Differentiated coaching for staff based on individual needs</p> <p>Support staff in implementation of collaboration rubric on unit assessment</p>

		collaboration rubric on unit assessment	
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EOY PD Plan

	April 2023	May 2023	June 2023
ILT	Analyze impact of SIP goals to determine MOY outcomes	Monitor progress and implementation of SIP and EOY Outcomes	Use analysis of SIP goals to develop a plan for fall
PLC	In collaboration with the coach, department teams continue to look at assessment/student work by using the data cycle protocol to strengthen learning as well as resources to enhance best practices	In collaboration with the coach, department teams continue to look at assessment/student work by using the data cycle protocol to strengthen learning as well as resources to enhance best practices	<p>In collaboration with the administration and coach, ELA & Math teams will look at EOY STAR assessments by using the data cycle protocol</p> <p>In collaboration with the coach, department teams will establish goals and next steps for school year 2023-2024</p> <p>Analyze impact of PLC's and begin to make necessary modifications for the 2023-2024 school year</p>
PD	Student Showcase preparation and scaffolding with support from New England Basecamp	<p>Support by New England Base Camp of developing high quality Authentic Assessment</p> <p>Full day PLC meetings</p>	Utilize our staff meeting to celebrate our progress this year and prepare for a strong start
Coach Support	<p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>Analyze impact of differentiated coaching and make necessary modifications as needed</p> <p>Support staff in implementation of collaboration rubric on</p>	<p>Provide monthly resources to support, critical thinking and/or best practices</p> <p>Differentiated coaching for staff based on individual needs</p> <p>Support staff in implementation of collaboration rubric on unit assessment</p>	Analyze impact of coaching and begin to make necessary modifications for the 2023-2024 school year

	unit assessment		
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