



BLACKSTONE-MILLVILLE REGIONAL DISTRICT SCHOOL COMMITTEE

Frederick W. Hartnett Middle School
Thursday, December 1, 2016
6:00 PM

Included in this transmission is the following:

- I. Opening of Meeting**
 - a. Call to Order
 - b. Pledge of Allegiance
 - c. Introduction of Members

- II. Report of Student Representatives**
 - a. Brittany Dwyer
 - b. Jack Keefe

- III. Presentation**
 - a. Recognition of the Marching Band
 - b. Financial Report - Jim Eggert, District Financial Consultant

- IV. Public Forum**

- V. Consent Agenda A**
 - a. Warrants
 - b. Field Trips
 - c. Minutes of Meeting
 - a. November 3, 2016
 - b. November 18, 2016

- VI. School Committee**

- VII. Report of the Superintendent**
 - a. Wen Cobb
 - a. Financial Update
 - b. 403(b) Retirement Plan
 - a. Vote to approve New Vendors
 - b. Sean Bouzan, Technology Update
 - a. Vote to approve Technology Program Policy and Procedure

- c. Ms. Varsha Desai and Ms. Carol Brown – JFK/AFM Elementary School Improvement Plan
- d. Mr. Justin Cameron – FWHMS School Improvement Plan
- e. Mr. Michael Dudek – BMRHS School Improvement Plan
- f. MCAS/PARCC Results for FWHMS and BMRHS

VIII. Report of the Assistant Superintendent

IX. Public Forum

X. School Committee Forum

- a. Mrs. Erin P. Vinacco, Chair
- b. Mrs. Wendy L. Greenstein, Vice Chair
- c. Ms. Tara Larkin, District Secretary
- d. Mrs. Jane Reggio, District Treasurer
- e. Mr. William F. Chaplin, Jr., Member
- f. Mr. Steven J. Tringali, Member
- g. Ms. Jo-Anne Watson, Member
- h. Ms. Georgette A. Jarret, Member

XI. Upcoming Meetings

- a. December 8, 2016 - Regional Agreement Workshop
- b. December 15, 2016 – Public Meeting

XII. Adjournment

The items listed on this agenda are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

POINTS FOR DISCUSSION

BMR SC MEETING DEC. 1, 2016

- **RECAP OF 2016 RESULTS**

Comments re: Year-end June 30 Close

Balance Sheet recap

General Fund Revenues

Status of Appropriations

Special Revenues Funds

Fund Balance Roll forward

- **DEBT RECAP AT 2016**

BLACKSTONE MILLVILLE REGIONAL SCHOOLS		
GENERAL FUND BALANCE SHEET RECAP		
JUNE 30 2016		
		FUND 01
PER BOOKS		
CASH		2,820,330.00
DUETO/FROM		(566,900.00)
A/R		90.00
TOTAL ASSETS		2,253,520.00
TAILINGS		14,498.00
PAYROLL LIABILITIES		1,087,638.00
OTHER LIABILITIES		129,373.00
		1,231,509.00
FUND BALANCES:		
UNDESIGNATED		564,209.00
OP ASSESS RED 2017		350,000.00
ENCUMBRANCES		107,802.00
		1,022,011.00
TOTAL LIAB AND FUND BALANCES		2,253,520.00

BMRSD		2017	2016	2015	2014	2013	2012	2011	2010	2009
REVIEW OF FUND BALANCE AND E&D USAGE						(000'S)				
UNDESIGNATED FUND BALANCE (E&D)										
transfer out to member towns-- ch 71 excess			564	633	876	541	722	771	507	602
USE OF GENERAL FUND FOR NEXT BUDGET YEAR			350	400	150	655	450	350	400	530
TOTAL FUND BALANCE IN GENERAL FUND			914	1033	864	1,196	1,172	1,121	907	1,132
UNDESIGNATED FUND BALANCE (E&D) AS A %OF NEXT YR BUDGET			2.48%	2.81%	3.45%	2.62%	3.39%	3.70%	2.45%	2.74%
TOTAL FISCAL BUDGET OPERATING AND CAPITAL		22739	\$ 22,510	\$ 20,678	\$ 20,678	\$ 21,293	\$ 20,841	\$ 20,733	\$ 21,975	\$ 22,229

BLACKSTONE-MILLVILLE RSD
 General Fund Revenues as of June 30, 2016

	<u>FY16</u> <u>BUDGET</u>	<u>YTD</u> <u>RECEIVED</u>	<u>OPERATING</u> <u>VARIANCE</u>	<u>% OF</u> <u>BUDGET</u>
BLACKSTONE OP ASSESSMENTS	\$7,866,374	\$7,866,374	\$0	0.00%
MILLVILLE OP ASSESSMENTS	2,561,789	2,561,789	0	0.00%
CAPITAL ASSESSMENTS	719,193	719,193		
CHAPTER 70, net	10,482,521	10,468,419	(14,102)	-0.13%
CHAPTER 71 (Transportation)	416,656	416,656	0	0.00%
REVOLVING ACCOUNTS	60,000	60,000	0	0.00%
INTEREST INCOME	4,000	4,181	181	4.53%
MISC REVOLVING ACCOUNT	0	1,505	1,505	NA
MEDICAID	0	167,281	167,281	NA
NON CASH REVENUE	0	68,990	68,990	NA
INTEREST FROM CAP PROJECTS	0	1,548	1,548	NA
E&D UTILIZATION	400,000	400,000	0	0.00%
TOTAL REVENUES	\$22,510,533	\$22,735,936	\$225,403	1.00%

Blackstone Millville RSD
Status of Appropriations as of June 30, 2016

	<u>FY16</u>	<u>YTD</u>	<u>OPERATING</u>	<u>% OF</u>
	<u>BUDGET</u>	<u>EXPENDED</u>	<u>VARIANCE</u>	<u>BUDGET</u>
SCHOOL COMMITTEE	\$89,100	\$78,696	\$10,404	11.68%
SUPERINTENDENT	485,773	480,770	5,003	1.03%
ASSISTANT SUPERINTENDENT	123,300	123,300	0	0.00%
TREASURER/LEGAL	36,800	19,350	17,450	47.42%
DISTRICTWIDE INFORMATION MGMT	245,424	198,451	46,973	19.14%
SPED/GUIDANCE ADMINISTRATION	159,790	159,146	644	0.40%
SCHOOL LEADERSHIP - BUILDING	954,693	945,356	9,337	0.98%
DEPT HEADS/CURRICULUM LEADERS	15,750	15,300	450	2.86%
TEACHERS, CLASSROOM	8,429,105	8,334,719	94,386	1.12%
MEDICAL THERAPUTIC	534,239	590,105	(55,866)	-10.46%
TEACHING SUBSTITUTES	208,511	370,596	(162,085)	-77.73%
EDUCATIONAL ASSISTANTS,SPED	808,870	776,840	32,030	3.96%
MEDIA CENTER	26,375	40,363	(13,988)	-53.04%
PROFESIONAL DEVELOPMENT	132,650	92,957	39,693	29.92%
TEXTBOOKS AND MATERIALS	28,521	12,162	16,359	57.36%
MEDIA CENTER MATERIALS	4,900	2,643	2,257	46.06%
GENERAL SUPPLIES	85,852	75,824	10,028	11.68%
OTHER IINSTRUCITONAL SERVICES	113,531	155,294	(41,763)	-36.79%
CLASSROOM TECHNOLOGY	0	43,192	(43,192)	#DIV/0!
GUIDANCE	563,681	579,428	(15,747)	-2.79%
PSYCHOLOGIAL SERVICES	142,448	138,833	3,615	2.54%
HEALTH SERVICES	\$273,491	\$277,547	(\$4,056)	- 1.48%
PUPIL TRANSPORTATION	1,707,161	1,905,197	(198,036)	-11.60%
ATHLETICS	251,218	221,745	29,473	11.73%
MUSIC	134,097	115,944	18,153	13.54%
CUSTODIAL SERVICES	727,150	731,391	(4,241)	- 0.58%
HEATING	278,440	278,431	9	0.00%
UTILITIES	360,639	387,935	(27,296)	- 7.57%
MANAGEMENT OF GROUNDS	76,090	16,664	59,426	78.10%
MANAGEMENT OF BUILDINGS	179,673	157,001	22,672	12.62%
MAINTENANCE OF EQUIPMENT	106,171	132,732	(26,561)	-25.02%
NETWORK AND TELECOMMUNICATION	337,274	343,572	(6,298)	- 1.87%
EMPLOYEE RETIREMANT	509,956	514,421	(4,465)	- 0.88%
INSURANCE	3,236,389	3,095,044	141,345	4.37%
OTHER NON EMPLOYEE INSURANCE	8,581	8,710	(129)	- 1.50%
EQUIPMENT	2,100	1,889	211	10.05%
TUITION OTHER STATES	76,555	73,353	3,202	4.18%
TUITION NON PUBLIC SCHOOLS	288,100	247,184	40,916	14.20%
TUITION COLLABORATIVE	48,942	49,255	(313)	- 0.64%
LONG TERM DEBT RETIREMENT	574,231	507,375	66,856	11.64%
LONG TERM DEBT SERVICE	218,041	155,527	62,514	28.67%
TOTAL EXPENDITURES	\$22,583,612	\$22,454,242	\$129,370	0.57%

BLACKSTONE-MILLVILLE

Special Revenue Funds as of June 30, 2016

SPECIAL REVENUE / REVOLVING FUNDS	FUND BALANCE @ 07/01/2015	REVENUE	Transfers In/(Out)	EXPENDITURES	FUND BALANCE @ 06/30/2016
REGIONAL TRANSPORTATION	-				
JFK STAGE FUND	1,733		77,645		77,645
CAFETERIA	15,518	734,892		697,618	1,733
FOOTBALL	3,000				52,792
ATHLETIC FUND	21,243	10,685		20,827	3,000
SPED PRESCHOOL	104,021	71,854		120,000	11,101
RENTAL OF CLASSROOM	43,464	31,808		62,198	55,875
MISC REVOLVING FUNDS	-	14,998	(1,506)	13,411	13,074
MUSIC FUND	1,575	1,500		1,000	81
CIRCUIT BREAKER	437,646	343,990	(85,932)	351,715	2,075
MEDICAID	51,369	185,263	(167,280)	69,352	343,989
TECH ED	500				-
SCHOOL PERFORMANCE	630				500
SUMMER ENRICHMENT	2,251	4,536		7,104	630
CHEERLEADER RESERVE	569				(317)
BMR THEATRE	3,068	4,250		4,076	569
UNEMPLOYMENT FUND		338		15	3,242
HS BURNER PROJECT	6,524				323
EXTENDED DAY	408				6,524
USE OF FACILITIES	(10,968)	17,629		6,661	408
SPED TUITION	34400				-
ANP DONATION FUND	4,587				34,400
BASEBALL FIELD	-	18,420		6,050	4,587
ATHLETIC USER FUND	44,066	72,357		200	12,370
MUSIC USER FUND	14,434	19,220			116,223
CABLE FUND	64,813	108,938		78,685	33,654
BMR BUDDY	1,179				95,066
SMART BOARD	130				1,179
					130
					-
					-
					-

BLACKSTONE MILLVILLE RSD
FY16 Fund Balance Rollforward
JUNE 30, 2016

Undesignated Fund Balance At June 30, 2015	\$	633,838
Less Committed to FY17	\$	350,000
Total E&D Available Prior to June 1, 2016	\$	283,838
<hr/>		
FY16 Revenue Variance	\$	156,413
FY16 Operating Variance	\$	123,958
<i>Net operating variance - FY16</i>	<i>\$</i>	<i>280,371</i>
Total E&D with FY16 Results	\$	564,209

BLACKSTONE MILLVILLE RSD

DEBT RECAP		PRINCIPAL 6/30/2015	ADDITIONS	PAYMTS	PRINCIPAL 6/30/2016	INTEREST
BANS-- FOR ROOF PROJECTS	946,857	946,857	(946,857)	946,857	5,175	
LONG TERM DEBT						
STATE HOUSE NOTE -SEWER	523,095		(130,774)	-		
MIDDLE SCHOOL BONDS	1,650,000		(165,000)	392,321	16,739	
ROOF PROJECTS	BAN/BOND 2,936,601		(211,601)	2,725,000	65,381	68,232
TOTAL AGREES TO BALANCE						
SHEET AND SOI	6,056,553	-	(1,454,232)	5,549,178	155,527	

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT
ALLEN W. HIMMELBERGER
SUPERINTENDENT OF SCHOOLS
MEMO**

TO: Blackstone-Millville Regional School Committee
RE: School Committee 12-1-16, Consent Agenda A
DATE: December 1, 2016

Recommended Consent Agenda A – Items

1. Warrants

- a. Payroll
 - i. Move to approve payroll voucher numbers: 12 and 1011 as submitted by the Superintendent of Schools
- b. Payables
 - i. Move to approve the payable voucher numbers: General 1893, Café 1894 and Baseball Field Donation 1895 as submitted by the Superintendent of Schools

2. Field Trips

- a. Ms. McLean requesting field trip to Mass Bay College to tour several Biotechnology Labs – Wednesday, December 14, 2016
- b. Ms. Rousselle requesting field trip for Grade 5 (AFM) to Veteran’s Memorial Auditorium “The Teacher From the Black Lagoon & Other Stories”, Providence, RI – Wednesday, March 22, 2017
- c. Ms. Warren requesting field trip for Grade 4 (AFM) to Mystic Aquarium, Mystic, CT – Thursday, June 8, 2017
 - i. Move to approve field trip to Mass Bay College, as recommended by the Superintendent of Schools
 - ii. Move to approve field trip for Grade 5 to Veteran’s Memorial Auditorium, as recommended by the Superintendent of Schools
 - iii. Move to approve field trip for Grade 4 to Mystic Aquarium, as recommended by the Superintendent of Schools

3. Minutes

- i. Move to approve the school committee minutes of November 3, 2016.
- ii. Move to approve the school committee minutes of November 18, 2016

Blackstone-Millville Regional School District
Expenditure Report As Of
December 1st, 2016

Function	Function-Description	FY16 Actual	Budget	Expended To Date	Encumbered	Remaining
1000 Administration						
	1110 FUNC: SCHOOL COMMITTEE - 1110	\$ 78,697	\$ 80,100	\$ 35,070	\$ 32,369	\$ 12,662
	1210 FUNC: SUPERINTENDENT'S OFFICE - 1210	\$ 487,702	\$ 295,673	\$ 151,871	\$ 136,422	\$ 7,380
	1220 FUNC: ASSISTANT SUPERINTENDENT - 1220	\$ 123,300	\$ 142,035	\$ 63,257	\$ 79,967	\$ (1,188)
	1410 FUNC: BUSINESS OFFICE - 1410	\$ 1,816	\$ 223,341	\$ 95,709	\$ 127,632	\$ (0)
	1430 FUNC: LEGAL SERVICES - 1430	\$ 17,534	\$ 24,000	\$ 5,883	\$ 18,117	\$ -
	1450 FUNC: DISTRICTWIDE INFO MANAGEMENT & TECHNOLO	\$ 198,452	\$ 234,136	\$ 113,632	\$ 116,397	\$ 4,107
	1000 Administration Total	\$ 907,501	\$ 999,285	\$ 465,422	\$ 510,903	\$ 22,960
2000 Instruction						
	2110 FUNC: DIRECTOR - CURRICULUM/SPECIAL ED - 2110	\$ 159,146	\$ 170,837	\$ 66,113	\$ 103,064	\$ 1,659
	2210 FUNC: PRINCIPALS OFFICE - 2210	\$ 945,356	\$ 974,746	\$ 400,974	\$ 564,323	\$ 9,450
	2220 FUNC: SCHOOL CURRICULUM LEADERS - 2220	\$ 15,300	\$ 24,270	\$ 9,461	\$ 9,461	\$ 5,349
	2305 FUNC: INSTRUCTION CLASSROOM TEACHERS - 2305	\$ 8,330,481	\$ 7,128,132	\$ 1,997,089	\$ 5,150,208	\$ (19,166)
	2310 FUNC: INSTRUCTION SPECIALISTS/TEACHERS - 2310	\$ -	\$ 1,792,748	\$ 518,638	\$ 1,276,709	\$ (2,598)
	2315 FUNC: INSTRUCTIONAL COORDINATORS - 2315	\$ 4,240	\$ -	\$ -	\$ -	\$ -
	2320 FUNC: MEDICAL/THERAPUTIC SERVICES - 2320	\$ 590,106	\$ 455,025	\$ 135,100	\$ 352,393	\$ (32,468)
	2325 FUNC: TEACHING SUBS - 2325	\$ 370,597	\$ 123,911	\$ 48,336	\$ 108,497	\$ (32,923)
	2330 FUNC: INSTRUCTIONAL ASSISTANTS - 2330	\$ 776,840	\$ 766,652	\$ 269,524	\$ 567,309	\$ (70,181)
	2340 FUNC: MEDIA CENTER - 2340	\$ 40,363	\$ 46,094	\$ 12,701	\$ 30,002	\$ 3,391
	2357 FUNC: PROFESSIONAL DEVELOPMENT GENERAL EXPEND	\$ 92,958	\$ 88,184	\$ 43,846	\$ (11,328)	\$ 55,666
	2410 FUNC: TEXTBOOKS AND RELATED MATERIALS - 2410	\$ 12,162	\$ 126,957	\$ 96,151	\$ 2,477	\$ 28,328
	2415 FUNC: MEDIA CENTER INSTRUCTION MATERIALS - 2415	\$ 1,945	\$ 300	\$ -	\$ -	\$ 300
	2420 FUNC: INSTRUCTIONAL EQUIPMENT - 2420	\$ 699	\$ 9,600	\$ 1,248	\$ -	\$ 8,352
	2430 FUNC: GENERAL SUPPLIES - 2430	\$ 75,824	\$ 113,950	\$ 83,565	\$ 6,304	\$ 24,082
	2440 FUNC: OTHER INSTRUCTIONAL SERVICES - 2440	\$ 155,295	\$ 24,120	\$ 1,500	\$ 80	\$ 22,540
	2451 FUNC: CLASSROOM TECHNOLOGY - 2451	\$ 43,192	\$ 41,600	\$ 15,498	\$ 13,128	\$ 12,974
	2455 FUNC: INSTR. SOFTWARE - 2455	\$ -	\$ 120,846	\$ 78,362	\$ 7,704	\$ 34,780
	2710 FUNC: GUIDANCE - 2710	\$ 579,428	\$ 576,513	\$ 185,682	\$ 391,514	\$ (683)
	2720 FUNC: TESTING AND ASSESSMENT - 2720	\$ -	\$ 20,000	\$ 19,176	\$ -	\$ 824
	2800 FUNC: PSYCHOLOGICAL SERVICES - 2800	\$ 138,833	\$ 175,873	\$ 50,636	\$ 125,237	\$ (0)
	2000 Instruction Total	\$ 12,332,765	\$ 12,780,357	\$ 4,033,599	\$ 8,697,081	\$ 49,677
3000 Other School Services						
	3200 FUNC: HEALTH SERVICES - 3200	\$ 277,547	\$ 302,088	\$ 87,384	\$ 212,293	\$ 2,411
	3300 FUNC: PUPIL TRANSPORTATION - 3300	\$ 1,898,265	\$ 1,662,688	\$ 317,036	\$ 1,375,157	\$ (29,505)
	3510 FUNC: ATHLETICS - 3510	\$ 221,745	\$ 182,875	\$ 45,914	\$ 69,818	\$ 67,143
	3515 FUNC: MUSIC - 3515	\$ 115,945	\$ 115,145	\$ 42,238	\$ 11,752	\$ 61,155
	3000 Other School Services Total	\$ 2,513,502	\$ 2,262,796	\$ 492,572	\$ 1,669,020	\$ 101,204

Blackstone-Millville Regional School District
Expenditure Report As Of
December 1st, 2016

Function	Function-Description	FY16 Actual	Budget	Expended To Date	Encumbered	Remaining
4000 Operations and Maintenance						
	4110 FUNC: CUSTODIAL SERVICES - 4110	\$ 731,392	\$ 674,253	\$ 328,621	\$ 320,147	\$ 25,485
	4120 FUNC: HEATING OF BUILDINGS - 4120	\$ 278,432	\$ 274,770	\$ 45,437	\$ 227,462	\$ 1,871
	4130 FUNC: UTILITY SERVICES - 4130	\$ 387,935	\$ 355,971	\$ 136,790	\$ 219,181	\$ -
	4210 FUNC: MANAGEMENT OF GROUNDS - 4210	\$ 16,665	\$ 48,772	\$ 8,343	\$ 9,535	\$ 30,894
	4220 FUNC: MANAGEMENT OF BUILDINGS - 4220	\$ 157,001	\$ 139,949	\$ 59,669	\$ 14,734	\$ 65,546
	4225 FUNC: BUILD. SECURITY SYSTEM - 4225	\$ -	\$ 16,370	\$ 3,769	\$ 690	\$ 11,911
	4230 FUNC: MAINTENANCE OF EQUIPMENT - 4230	\$ 132,732	\$ 35,238	\$ (39,750)	\$ 9,876	\$ 65,112
	4300 FUNC: Extraordinary Maintenance - 4300	\$ 619	\$ -	\$ -	\$ -	\$ -
	4400 FUNC: NETWORK AND TELECOMMUNICATIONS - 4400	\$ 343,573	\$ 775	\$ 1,049	\$ -	\$ (274)
	4000 Operations and Maintenance Total	\$ 2,048,348	\$ 1,546,098	\$ 543,929	\$ 801,624	\$ 200,544
5000 Fixed Charges						
	5100 FUNC: EMPLOYEE RETIREMENT - 5100	\$ 514,421	\$ 499,906	\$ 474,503	\$ 25,474	\$ (71)
	5200 FUNC: INSURANCE EMPLOYEES ACTIVE - 5200	\$ 3,094,410	\$ 3,294,710	\$ 1,469,937	\$ 1,816,203	\$ 8,569
	5260 FUNC: OTHER NON-EMPLOYEE INSURANCE - 5260	\$ 8,710	\$ 8,720	\$ 8,437	\$ -	\$ 283
	5300 FUNC: RENTAL/LEASE EQUIP - 5300	\$ -	\$ 72,240	\$ 41,135	\$ 31,855	\$ (750)
	5000 Fixed Charges Total	\$ 3,617,541	\$ 3,875,576	\$ 1,994,012	\$ 1,873,533	\$ 8,031
7000 Acquisition of Fixed Assets						
	7400 FUNC: EQUIPMENT - 7400	\$ 1,890	\$ -	\$ -	\$ -	\$ -
	7500 FUNC: Acquisition of Motor Vehicles - 7500	\$ -	\$ 15,000	\$ 6,555	\$ 6,565	\$ 1,881
		\$ 1,890	\$ 15,000	\$ 6,555	\$ 6,565	\$ 1,881
9000 Programs with Other Systems						
	9100 FUNC: TUITION MA SCHOOLS - 9100	\$ -	\$ -	\$ -	\$ -	\$ -
	9200 FUNC: PROGRAMS WITH DISTRICTS IN OTHER STATES - 9200	\$ 73,354	\$ 77,021	\$ 18,644	\$ 58,378	\$ (1)
	9300 FUNC: PROGRAMS WITH NON-PUBLIC SCHOOLS - 9300	\$ 247,184	\$ 297,484	\$ 161,423	\$ 172,459	\$ (36,399)
	9400 FUNC: PAYMENTS TO COLLABORATIVES - 9400	\$ 49,256	\$ 163,864	\$ 130,822	\$ 35,709	\$ (2,667)
	9000 Programs with Other Systems Total	\$ 369,794	\$ 538,369	\$ 310,890	\$ 266,546	\$ (39,067)
	GRAND TOTAL	\$ 21,791,340	\$ 22,017,480	\$ 7,846,978	\$ 13,825,272	\$ 345,230



BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT
175 LINCOLN STREET
BLACKSTONE, MASSACHUSETTS 01504
(508) 883-4400 OPTION #9 (508) 883-9892 FAX LINE
Website: www.bmrds.net

ALLEN W. HIMMELBERGER
SUPERINTENDENT OF SCHOOLS
DAVID L. THOMSON, Ed.D
ASSISTANT SUPERINTENDENT OF SCHOOLS

DATE: December 1, 2016
TO: Blackstone-Millville Regional District Committee
RE: Multi-Vendor 403(b) Plan

Ameriprise
AXA Equitable
Foresters
Great American
Horace Mann
Life Insurance Co. of the Southwest
Lincoln Investment Planning
MetLife
Oppenheimer Funds
The Legend Group
New York Life
Mass Mutual*

*Mass Mutual will continue to accept to be added to new Plans through the end of 2016; however, new participants will be able to be added only through the end of 2017. This means that employees will only be able to open accounts from the day that they become an approved provider through the end of 2017. After that, no new employees will be able to create accounts with Mass Mutual regardless.

Recommendation:

I recommend the School Committee to accept the Multi-Vendor 403(b) Plan

Motion:

Move to accept the Multi-Vendor 403(b) Plan

Blackstone-Millville Regional School District



Technology Program Policy and Procedure

Dear Students and Parents of the Blackstone-Millville School Community,

Blackstone-Millville Regional School District is launching a digital learning program with the aim of enhancing student and teacher technology use. This Technology Program will be the pillar on which we plan to continue increasing technology use throughout the district. This manual sets out to help you understand the policies and procedures associated with the technology program. Blackstone-Millville Regional School District's (BMRSD) intentions for creating this technology policy is not to impose restrictions that would contradict the district's established culture of openness, trust and integrity. BMRSD is, however, committed to protecting students, staff and the community from illegal or damaging actions by individuals either knowingly or unknowingly.

Thank you,

BMRSD

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity or disability, in its educational program, activities or employment practices.

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<u>Account Use</u>
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<u>BYOD</u>
<u>Agreement</u>

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity or disability, in its educational program, activities or employment practices.

Vision and 1:1 Core Values

The focus of the Technology Program is to help our students continuously grow as independent learners. Successfully integrating technology into the curriculum is essential for students to learn 21st century skills. The program aligns with BMR's core values.

Innovate: Students will be able to imagine and create ideas centered around relevant and authentic learning experiences. Technology will allow students to make meaning through exploration, application, and problem solving.

Communicate: Students communicate with their colleagues, teachers, and virtually anyone they choose in order to share ideas and learning experiences. Multiple forms of media are available to access information, putting them at the center of their own learning.

Appreciate: Students will appreciate and value cross-disciplinary perspectives and collaboration. Students will learn and teach something new every day by working together and modeling their understanding of concepts. They will build courage to take risks and care for those they affect!

Technology Use

At Blackstone Millville Regional Schools, we use technology as one way of enhancing the vision to teach the skills, knowledge, and behaviors students will need to succeed in the global community. These technologies may include, but are not limited to, district-provided equipment as well as personal devices (computers, tablets, cell phones, laptops, netbooks, e-readers, and more).

Rules and Conditions

- I will use technology in a meaningful, safe, and responsible way.
- I understand that I represent the school district in all my online activities. I understand that what I do on social networking websites should not reflect negatively on my fellow students, teachers, or on the District.
- I will use technology resources productively and appropriately for school-related purposes. I will avoid using any technology resource in such a way that would disrupt the activities of other users.
- I will use email and other means of communications (e.g. blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.) responsibly.
- I understand that my school network and my school account are property of BMRSD and anything that I do can be monitored.
- I understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in accordance with the laws of the United States and the State of Massachusetts:
- **Criminal acts** – These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyberbullying, cyberstalking, child pornography, vandalism, and/or unauthorized tampering with computer systems.

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- **Libel laws** - Publicly defaming people through the published material on the Internet, email, etc.

- **Copyright violations** - Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using another's words or ideas as your own).

Internet use is governed by BMR School Committee, school rules and codes of conduct and applicable law and regulation. Students may be selected at random to provide their Chromebook for inspection by school administration and/or technology staff. From time to time, the Director of Technology will make determinations on whether specific uses of the network are consistent with the acceptable use practice. Violation of any of these rules could result in loss of computer privileges, detention, suspension, or any punishment deemed appropriate by the school administration.

Consequences of Misuse

If students fail to comply with these guidelines, the following consequences may apply. Student infractions will be documented as a disciplinary referral for each offense. This list is to serve as a guideline and decisions will be made on a case by case basis as decided by the Principal, or other appointed school administrator.

1st offense – The mobile computing device will be confiscated until the end of the day, when the student may retrieve it.

2nd offense – The mobile computing device will be confiscated until the end of the day, when the student's parent or guardian must retrieve it.

3rd offense – Loss of mobile computing device privileges for an undetermined period of time.

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Account Use

G Suite

A set of intelligent apps including Gmail, Classroom, Docs, Drive and Calendar that allows for seamless communication and collaboration between people in the school district.

Email

Students will use a school appointed Gmail as their account for school. When an email is sent, the name and user identification are included in the email message. Students are responsible for all email that they send. In association with any investigation, email, stored data, transmitted data or any use of online services will be made available to district, local, state, and federal officials.

Password

Students login under their assigned username and password. Students should not share either with others.

Internet Use

BMRSD maintains filtering and firewalls as required by the Children's Internet Protection Act (CIPA). The firewall and filtering restrict access to unacceptable sites, chat rooms, and online games. However, no filter is as reliable as adult supervision. It is the responsibility of the student to appropriately use the network and the Internet.

Internet Use At Home

It is the responsibility of the parent/guardian to monitor student technology use, especially Internet access, while at home. We highly recommend that Technology be used in locations that can be easily monitored and supervised by the parent/guardian. It is the responsibility of the parent/guardian to contract with an Internet Provider in accessing Internet from home and it is the financial responsibility of the parent/guardian. BMRSD provides Internet filtering software when students are using their school provided Google accounts.

Internet Safety

[BMRSD's Internet Safety Tips](#)

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Chromebooks

Chromebooks are personal computers running the Google Chrome Operating System (OS). The computer has some offline features but is designed to be web-based. For more information click this [link](#).

Students are responsible for

- Arriving to school with a fully-charged Chromebook.
- Attending each class with their Chromebook.
- Agreeing to and signing the BMRSD Acknowledgement of Participation Form.
- Using Chromebooks in a responsible and ethical manner.
- Obtaining teacher permission before using devices during classroom instruction.
- Device usage must support instructional activities currently occurring in the instructional environment.
- It is recommended that students purchase a protective carrying case.
- Protecting and backing up all electronic files or data
 - BMRSD is not responsible for lost or missing data

Equipment Responsibilities

- Do not alter the Chromebook's appearance in any way (permanent stickers, glitter, markers, tape, etc...).
- Please keep the AC adapter at home. Do not damage the AC adapter by bending it excessively, stepping on it or getting it wet.
- Keep the Chromebook and accessories out of extreme weather conditions which can cause damage (extreme hot/cold).
- Keep Chromebooks locked up in a safe place when not in use. Do not leave the Chromebooks unattended.
- Keep the Chromebook away from food and liquids. Spills will damage the Chromebook.

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- Do not lean on or place heavy objects on top of the Chromebook.
- Use only approved wipes or cleaners that are designed for LCD screens (regular glass cleaners that contain alcohol or ammonia will cause damage).
- Do not poke the screen with your fingers or any other object.
- While the Chromebook is off, you may clean the keyboard, trackpad, and surfaces with a lightly dampened cloth. Never spray cleaners directly on your Chromebook.
- Never use any objects other than your fingers on the trackpad.
- Do not place anything between the screen and the keyboard when you close the Chromebook.
- Use your Chromebook on a hard surface that allows for adequate air circulation. Placing the Chromebook on items that block air vents can cause the Chromebook to overheat.
- Work on a flat and level surface and not on top of other items on your desk.
- If a student is leaving the school district, the Chromebook and associated accessories must be returned prior to the student's last day of attendance.

General help desk questions

Students should visit the Library Media Center. Students will be responsible for paying for the parts and labor associated with the repair of a Chromebook. It is recommended that students purchase insurance for the Chromebook. In some instances students will be provided a loaner Chromebook for the duration of a repair. Loaners must be checked in and out of the library every day.

Lost or stolen device

Students and parents must file a police report. A full investigation will be conducted to help retrieve the missing Chromebook.

Apps and Extension

All required school apps and extensions will be installed on the Chromebook by the school's technology department. Students will not have the ability to add apps or extensions directly.

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The technology team will consider the request and, if approved, it will be “pushed out” to the student’s Chromebook. Please do not attempt to delete or manipulate the Chrome OS. Students are not permitted to download or install programs to their Chromebooks.

Illegal File Sharing

File sharing programs that illegally download music, videos, games, etc. may not be installed or used on the Chromebook. It is a violation of Blackstone-Millville Regional High School Policy and may be a violation of federal copyright laws.

To maximize battery life

Charge the Chromebook fully before the beginning of the day. Turn down volume. Turn down brightness. Dim the screen to conserve power and make the battery charge last longer. Only keep open applications and websites that are being actively used. This saves processor power, memory and extends battery life.

After school and at home

- Use a surge protector, when possible.
- Plug charger into the wall first, then connect it to the Chromebook.
- When disconnecting from power, disconnect the Chromebook first, then unplug it from the wall.
- Please restart your Chromebook at least once a week.
- Shut down your Chromebook if you do not plan to use your Chromebook for a while.

Connecting to the Internet

For home use, students need to connect to a password-protected wireless network. The Chromebook can also access unprotected networks, although this is not suggested as it will leave the Chromebook and data vulnerable. If a wireless network is not available at home, an Ethernet cable can be plugged into a USB-to-Ethernet adapter that can then be connected to the Chromebook’s USB port.

Printing

Students will not be able to print via their Chromebooks on District printers. We encourage students to share their work via a google share, email or via their teachers Google Classroom.

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To be able to print at home, printers must be “Cloud print” capable. For further instructions on setting this up, select this [link](#).

Technical Support

Assistance is available before and after school as staffing allows in the Library Media Center. Students who experience problems with their Chromebooks should seek help. If an issue is unable to be resolved, the problem will be transferred to the appropriate personnel. The school stocks a limited number of Chromebooks for loan in the event of a technical problem, but these items are not intended for use by students who forget to bring or charge their Chromebooks.

Troubleshooting a Chromebook

- If your Chromebook is slow or certain applications are not working properly, save your work (for applications that do not save automatically) and restart.
- If your Chromebook will not power up, check your battery to ensure there is enough power left.
- If your Chromebook is not responding, try a hard reboot. Unplug your AC adapter and hold down the power button for seven seconds. Once the Chromebook has turned off, it can be turned on again.
- If the Chromebook is still not responding, bring it to the Library Media Center.

Asset Tags and Labels

- Asset tags (located on the bottom of the Chromebook) must never be removed.
- Any labels on the Chromebook must be left intact.

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BYOD

Personal Use of Student Owned Mobile Computing Devices in School

The Blackstone Millville Regional School District program allows students access to a wireless network and the option of using a personal mobile computing device as a means to enhance their education. Examples of mobile computing devices include laptop computers, netbooks, tablets, personal digital assistants (PDAs), smart phones (mobile phones with advanced communication, storage and processing capabilities), iPod touch, and iPads. The purpose of this procedure is to ensure that students recognize the limitations imposed on personal devices. In addition to these rules, all conditions set forth in the school's Responsible Use Principles (RUP) must be adhered to on such devices. The RUP can be found on the BMRSD's website technology page and the Student/Parent Handbook. During the course of the year, additional rules regarding the use of mobile computing devices may become part of this procedure. Every student is expected to follow all guidelines, written or orally given by school personnel, and to demonstrate good citizenship and ethical behavior at all times. Should the program become disruptive to the education of our students, Blackstone Millville Regional School District reserves the right to discontinue this pilot program at any time.

General Usage

The BMRSD provides the opportunity for students to bring personal mobile computing devices to school for students to use as an educational tool. **The use of mobile computing devices will be at the discretion of the teacher. The teacher may set restrictions for use such as using computers for note taking only without connection to the internet. All teacher requests must be complied with.**

1. Students must obtain teacher permission before using mobile computing devices during classroom instruction.

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2. Student use of a mobile computing device must support instructional activities currently occurring in the instructional environment.
3. Each student is to utilize their personal mobile computing devices to enhance their individual educational experience. There is an expectation that work will not be inappropriately shared or shared in such a way as to circumnavigate a teacher's directive.
4. Students must turn off and put away mobile computing devices when requested by a teacher.
5. The playing of games, music, or other entertainment on a mobile computing device is prohibited at school unless such activity is explicitly approved in each instance of use by a teacher for educational purposes.
6. The use of web cameras is prohibited at school unless such activity is explicitly approved in each instance of use by a teacher for educational purposes.
7. The use of mobile computing device related audio and/or video recording is prohibited at school unless such activity is explicitly approved in each instance of use by a teacher for educational purposes.
8. Mobile computing devices are not to be used for downloading large files or viewing/listening to streaming media unless such activity is explicitly approved in each instance of use by a teacher for educational purposes.
9. Personal communications via any mobile computing devices are prohibited unless explicitly approved by a teacher for educational purposes. Electronic communications include phone calls, email, instant messaging, texting, chat, blogs, or Skype type services, Facebook, etc.
10. Student selection of screensavers and wallpaper is expected to be appropriate. If a student is asked to change screensavers, wallpaper, or other inappropriate material, such requests must be complied with.
11. Students should be aware that their use of mobile computing devices could cause distraction in the classroom, especially as regards sound. Therefore, audio must be

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muted and headphones are not allowed during instructional time unless such activity is explicitly approved in each instance of use by a teacher for educational purposes.

12. The mobile computing device should only be used for educational purposes. If an adult asks a student to put his/her mobile computing device away, the student must comply or appropriate consequences will apply.
13. Students who loan their mobile computing devices to another student assume all liability for any inappropriate use by the borrower.

Physical Security

Mobile computing devices are especially vulnerable to loss and theft. The District accepts no responsibility for personal property brought to school. This includes mobile computing devices. Students who bring a mobile computing device to school assume total responsibility for said equipment. Mobile computing devices that are stolen or damaged are the responsibility of the student and their parents or guardians. The student who owns the mobile computing device assumes responsibility for any damage regardless of how that damage occurs. Students should take all reasonable steps to protect their property against theft or damage.

- Mobile computing devices should never be left unattended for any period of time.
- If a mobile computing device is left unattended, it will be picked up by faculty or staff and turned in to the Principal's office.
- Mobile computing devices should not be left in view in an unattended vehicle.

Access Control

Students may access the Internet via the Wireless connection while on campus. This network provides filtered internet access but does not allow access to shared resources on the secured network such as network printers, network folders, etc. Parents should be aware that although there are filter controls on the Wireless connection the potential exists, as it does with all internet use, for the student to access material that may contain content that is illegal,

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inaccurate, or potentially offensive to students and their parents. Even with filtering software it is not possible to absolutely restrict access (accidental or otherwise) to all such material. It will be each student's responsibility to adhere to the school wide acceptable use policy and the general usage rules set forth in this document.

- Internet access using cellular broadband networks is NOT filtered. The use of cellular broadband networks is the sole responsibility of the student and their parents. Their use is governed by existing policy and is subject to the same disciplinary policies regarding inappropriate use and the access of inappropriate content.
- Students and their parents assume all liability for inappropriate or illegal content accessed using cellular broadband networks.
- No student shall knowingly gain access to, or attempt to gain access to, any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school personnel.
- No student shall install school owned licensed software on their mobile computing device without the explicit instruction and permission of Information Technology Department staff.
- Students must refrain from illegal use of any computing device to collect any electronic data or disrupt networking services (hacking).
- Students will not attempt to bypass security settings or internet filters, or interfere with the operation of the network.

School administrators may examine a student's mobile computing device and search its contents if the school administrator has reason to believe that the student in possession of the mobile computing device is using it to violate a school policy, regulation, guideline or law.

Support

The BMRSD is not responsible for damage, loss, or misuse of a mobile computing device. The BMRSD technical staff will not troubleshoot or download software onto mobile computing

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devices. Support must be obtained by the student and their parents independently of school technical support.

The owner of the mobile computing device must supply all equipment necessary to set up and operate it. Cables, network cards, dongles, antennas, etc. cannot be borrowed from the school.

Windows based laptops: Students are required to install Anti-Virus and Anti-Malware software on their Windows based personal laptops and keep these programs updated. They are also required to regularly update the Windows operating software with critical updates. Windows users may wish to install **Secunia PSI**, a free security tool designed to detect vulnerable and out-dated programs and plug-ins which expose your PC to attacks. The computers should be free of spyware, adware, worms, viruses, trojan horses, and peer to peer software.

There are a number of commercial antivirus, antispyware, and firewall applications available for Windows machines. You may wish to consider one of the following free programs listed below. The BMRSD accepts no responsibility or liability for problems incurred by the use of this software.

Free Antivirus Software

AVG Antivirus

Avast!

Avira AntiVir Personal

Microsoft Security Essentials

Free antispyware

Ad-Aware

Spybot Search and Destroy

Microsoft Windows Defender

Spyware Blaster

Free Firewalls

ZoneAlarm

Outpost Firewall

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PCTools Firewall

Macintosh laptops: Although Macintosh computers are currently shown to be less vulnerable to viruses and malware, students are strongly encouraged to install antivirus and anti-malware software on their machines. You can learn more about securing your Macintosh computer at <http://www.apple.com/support/security/>.

Technology Agreement

Blackstone Millville Regional School District

- To comply with the rules and regulations in the school's Technology Program.
- That school administrators may examine a student's mobile computing device at any time if the administrator has reasonable suspicion that the student is using the mobile device to violate school policy, regulation, guideline or laws.
- That District is not responsible for any damage or theft in connection to the student/parent's choice to bring a mobile computing device to school
- Students are fully responsible for damage to school owned property (ie. Chromebooks).
- This agreement can be modified by the school at any time without notice.
- This agreement must be resubmitted each year by students and parents.

Students and their parents/guardians wishing to take advantage of this voluntary program must comply with all rules and regulations set forth in this Policy. By choosing to participate in this program, you are consenting to monitoring, and to examination of the student's mobile computing device as set forth above. The school retains the right to revoke mobile computing device privileges based on any policy violation. In such cases, the parent will be informed and any consequences related to revocation are in addition to consequences related to the school's code of conduct.

I understand and will abide by the above Principles. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, disciplinary action, and/or referral to law enforcement.

Student Signature _____

Student Name (Print) _____

Date _____

As the parent or guardian of this student, I have read the Principles. I understand that technology is provided for educational purposes in keeping with the academic goals of the District, and that student use for any other purpose is inappropriate. I recognize it is impossible for the District to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's technology activities at home should be supervised as they can affect the academic environment at school.

I hereby give permission for my child to use technology resources provided by the District.

Parent or Guardian's Signature _____

Parent or Guardian's Name (please print) _____

Date _____

Approved by

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JOHN F. KENNEDY ELEMENTARY SCHOOL
AND
AUGUSTINE F. MALONEY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2016-2017 SCHOOL YEAR

School Improvement Plan



School Council

John F. Kennedy Elementary School

Augustine F. Maloney Elementary School

In accordance with Massachusetts General Law, Chapter 71, Section 53, members of the School Council met regularly throughout the school year to consult with and advise the administration of John F. Kennedy Elementary School and Augustine F. Maloney School with regard to the budget, the educational needs of the students, the adoption of educational goals, and other matters including school safety, discipline and parent involvement.

Respectfully submitted by the

John F. Kennedy Elementary School and Augustine F. Maloney School Council

School Improvement Plan

Carol A. Brown, Co-Chairperson Principal	Varsha B. Desai, Co-Chairperson Principal	Lisa Lutrario Faculty Representative
Renee Rousselle Faculty Representative	Maureen Warren Faculty Representative	Kara Krupski Parent Representative
Nicole Lanctot Parent Representative	Allison Wirzburger Parent Representative	Unfilled Community Representative

Mission Statement
John F. Kennedy Elementary School and
Augustine F. Maloney Elementary School

Our mission is to challenge students in a safe and stimulating environment where ideas are shared and change is embraced in a collaborative effort to improve teaching and learning. We nurture the values of academic achievement, good citizenship, and self-worth by providing a flexible,

supportive, and responsive learning environment characterized by high expectations. We are committed to the academic, social/emotional, and physical well-being of all.

Mission Statement

Blackstone-Millville Regional School District

The mission of the Blackstone-Millville Regional School District, working in partnership with the students, parents, educators, support staff and other interested citizens, is to create a community of learners dedicated to providing a program of educational excellence. Collectively, we strive to provide a safe and supportive learning environment that encourages the development of responsibility, tolerance, and respect for self and others, creativity and an enthusiasm for learning enable each student to fulfill his/her maximum potential as a productive member of a global society.

Vision Statement

**John F. Kennedy Elementary School and
Augustine F. Maloney Elementary School**

J.F. Kennedy and A.F. Maloney Elementary Schools will be a place where students strive for academic excellence while learning to become thoughtful and considerate members of the community.

The administration will work to maintain a positive learning environment that is joyful, energetic, and conducive to learning.

Teachers will challenge students academically while helping them to develop positive attitudes about themselves and learning.

Students will be encouraged to develop to their fullest potential and will practice self-discipline, respect, and consideration for others.

Parents and community members will be welcomed into the school and will collaborate with the staff in order to provide the best possible learning opportunities for our students.

The school itself will be a colorful, appealing, and inviting learning environment. A climate of safety and security will prevail.

Guiding Principles

**John F. Kennedy Elementary School and
Augustine F. Maloney Elementary School**

We are helpful, not hurtful

We show kindness to everyone.

We learn from our mistakes.

We talk about our problems and never raise a hand to another.

We work when we should work and play when we should play.

We act with respect toward everyone in our school.

We do our very best work all the time.

We are proud of our work and achievements!

We have positive attitudes which bring positive results.

We are responsible for our homework.

We use appropriate language at all times.

We think about our future.

J.F. Kennedy School

2016-2017

Goal #1: Students in Grades K-2 will learn the required mathematical concepts and skills as identified in the Common Core Standards.

Objectives	Action Plan / Activity / Timeline	Resource / Funding	Who Responsible ?	Evaluation
1. Students will learn Massachusetts Frameworks foundational concepts and skills in grades K-2	1. Continue to implement Massachusetts State Standards through use of enVisions math program and assessments 2. Continue to develop components of curriculum mapping September 2016– June 2017	enVisions Math Program Teachers Pay Teachers website Web-based sites (i.e. Pinterest) Commoncoresheets.com	Teachers Principal	STAR Renaissance enVisions Assessment Kindergarten Common Core Aligned Pre/Post Test
2. Students will demonstrate mastery of grade level appropriate content, skills and strategies	1. Create a system to share the data to facilitate analysis 2. Compare achievement data with student growth 3. Offer opportunities for Parent Information Night for enVisions program September 2016 - June 2017	enVisions Math Program Teachers Pay Teachers Website Web-based sites (i.e. Pinterest) Commoncoresheets.com	Teachers Principal	STAR Renaissance EnVision Assessments Kindergarten Common Core Aligned Pre/Post Test

John F. Kennedy School

2016 - 2017

Goal # 2: Students in Grades K-2 will demonstrate and apply use of effective reading and writing strategies to think critically and communicate effectively through a balanced approach to teaching literacy across the curriculum.

Objectives	Action Plan / Activity / Timeline	Resource / Funding	Who Responsible?	Evaluation
1. Students will learn Massachusetts State Standards in grades K-2	<ol style="list-style-type: none"> Review and update ELA units to align with most recent Massachusetts State Standards Research and develop MA State Standards assessments at grades K-2 to be administered at the beginning and end of the school year <p>September 2016 - June 2017</p>	<p>Web-based resources (i.e. Teachers Pay Teachers)</p> <p>Teachers for Teachers</p>	<p>Teachers</p> <p>Principal</p>	<p>STAR Renaissance</p> <p>Fountas & Pinnell</p> <p>Foundations</p>
2. Students will demonstrate mastery of grade level appropriate content, skills and strategies	<ol style="list-style-type: none"> Create a system to share the data to facilitate analysis Compare achievement data with student growth <p>September 2016 - June 2017</p>	<p>Web-based resources (i.e. Teachers Pay Teachers)</p> <p>Teachers for Teachers</p>	<p>Teachers</p> <p>Principal</p>	<p>STAR Renaissance</p> <p>Fountas & Pinnell</p> <p>Foundations</p>

School Improvement Plan

John F. Kennedy School

2016 - 2017

Goal # 3: Family Engagement/Community Outreach: To increase parental and community involvement in the J.F. Kennedy School and to increase school involvement in the community.

Objectives	Action Plan / Activity / Timeline	Resource / Funding	Who Responsible ?	Evaluation
1. Provide family events to increase opportunities for family involvement and increase parental capacity to support student learning	<ol style="list-style-type: none"> 1. Create parent/community survey to identify areas of expertise 2. Provide opportunities for parents and community members to share experiences/expertise with students 3. Schedule a math night to support parent understanding of the enVisions math program September 2016 through June 2017	Search for online parent survey exemplars to aide in creation of BMR Elementary survey Online enVisions Resources	Teachers Principal	Community feedback Teacher feedback

John F. Kennedy School

2016 - 2017

Goal # 4: To create positive classroom and school environments, acting on the belief in and value of the school having a "safe, healthy and intellectually stimulating learning environment. Our school climate fosters positive character traits. Students feel respected and connected with the staff and are engaged in learning" (BMRSD Core Value).

Objectives	Action Plan/Activity/Timeline	Resource/Funding	Who Responsible?	Evaluation
<p>1. A PBIS model will be developed to create a safe and supportive school environment that will meet the physical, social emotional and academic needs of every child.</p>	<ul style="list-style-type: none"> -Identify PBIS team by December 2016 -Identify three Core Values by end of February 2017 -Develop matrix to explicitly describe one identified behavioral expectation by February 2017 -Model and teach expectations to students/staff by April 2017 -Develop an informational brochure/letter for parents by May 2017 <p>Year 1 of a 3-year initiative (2016 - 2019)</p>	<p>PBIS Universal Team Fall Retreat in Manchester New Hampshire</p> <p>PBIS Universal Team Spring Retreat in Manchester New Hampshire</p> <p>Professional Development Budget</p>	<p>Teachers Principal Staff</p>	<p>Student Discipline Data Survey</p>

A.F. Maloney School

2016 - 2017

Goal #1: Students in Grades 3 - 5 will learn the required mathematical concepts and skills as identified in the Common Core Standards.

Objectives	Action Plan / Activity / Timeline	Resource / Funding	Who Responsible ?	Evaluation
1. Students will learn Massachusetts Frameworks foundational concepts and skills in grades 3-5	<ol style="list-style-type: none"> Continue to implement Massachusetts State Standards through use of enVisions math program and assessments Continue to develop components of curriculum mapping September 2016 – June 2017 	enVisions Math Program Teachers Pay Teachers website Web-based sites (i.e. Pinterest) Commoncoresheets.com	Teachers Principal	STAR Renaissance enVisions Assessment
2. Students will demonstrate mastery of grade level appropriate content, skills and strategies	<ol style="list-style-type: none"> Create a system to share the data to facilitate analysis Compare achievement data with student growth Offer opportunities for Parent Information Night for enVisions program September 2016 - June 2017 	enVisions Math Program Teachers Pay Teachers Website Web-based sites (i.e. Pinterest) Commoncoresheets.com	Teachers Principal	STAR Renaissance EnVision Assessments

A.F. Maloney School

2016 -2017

Goal # 2: Students in Grades 3-5 will demonstrate and apply use of effective reading and writing strategies to think critically and communicate effectively through a balanced approach to teaching literacy across the curriculum.

Objectives	Action Plan / Activity / Timeline	Resource / Funding	Who Responsible ?	Evaluation
1. Students will learn Massachusetts State Standards in grades K-2	<ol style="list-style-type: none"> Review and update ELA units to align with most recent Massachusetts State Standards Research and develop MA State Standards assessments at grades K-2 to be administered at the beginning and end of the school year <p>September 2016 - June 2017</p>	<p>Web-based resources (i.e. Teachers Pay Teachers)</p> <p>Teachers for Teachers</p>	<p>Teachers</p> <p>Principal</p>	<p>STAR Renaissance</p> <p>Fountas & Pinnell</p>
2. Students will demonstrate mastery of grade level appropriate content, skills and strategies	<ol style="list-style-type: none"> Create a system to share the data to facilitate analysis Compare achievement data with student growth <p>September 2016 - June 2017</p>	<p>Web-based resources (i.e. Teachers Pay Teachers)</p> <p>Teachers for Teachers</p>	<p>Teachers</p> <p>Principal</p>	<p>STAR Renaissance</p> <p>Fountas & Pinnell</p>

A.F. Maloney School

2016 - 2017

Goal # 3: Family Engagement/Community Outreach: To increase parental and community involvement in the A.F Maloney School and to increase school involvement in the community.

Objectives	Action Plan / Activity / Timeline	Resource / Funding	Who Responsible?	Evaluation
1. Provide family events to increase opportunities for family involvement and increase parental capacity to support student learning	<ol style="list-style-type: none"> 1. Create parent/community survey to identify areas of expertise 2. Provide opportunities for parents and community members to share experiences/expertise with students 3. Schedule a math night to support parent understanding of the enVisions math program 	<p>Search for online parent survey exemplars to aide in creation of BMR Elementary survey</p> <p>Online enVisions Resources</p>	Teachers Principal	Community feedback Teacher feedback
	September 2016 through June 2017			

A.F. Maloney School

2016 - 2017

Goal #4: To create positive classroom and school environments, acting on the belief in and value of the school having a "safe, healthy and intellectually stimulating learning environment. Our school climate fosters positive character traits. Students feel respected and connected with the staff and are engaged in learning" (BMRSD Core Value).

Objectives	Action Plan / Activity / Timeline	Resource / Funding	Who Responsible ?	Evaluation
<p>1. A PBIS model will be developed to create a safe and supportive school environment that will meet the physical, social emotional and academic needs of every child.</p>	<ul style="list-style-type: none"> -Identify PBIS team by December 2016 -Identify three Core Values by end of February 2017 -Develop matrix to explicitly describe one identified behavioral expectation by February 2017 -Model and teach expectations to students/staff by April 2017 -Develop an informational brochure/letter for parents by May 2017 	<p>PBIS Universal Team Fall Retreat in Manchester New Hampshire</p> <p>PBIS Universal Team Spring Retreat in Manchester New Hampshire</p> <p>Professional Development Budget</p>	<p>Teachers Principal Staff</p>	<p>Student Discipline Data Survey</p>
<p>Year 1 of a 3-year initiative (2016 - 2019)</p>				

FWHMS: 2016-2017 School Improvement Plan

School Improvement Goal #1:
Continue to refine and develop Curriculum Improvements to increase student achievement.

Goal	Specific Steps for Results	Indicators of Success	Resources	Persons Responsible	Timeline
Continue developing curriculum Maps using UbD stage 1, "Identifying Desired Results"	Training in UbD stage 1 Create time for staff collaboration to complete Desired outcomes and essential questions	All Teaching staff trained All maps have stage 1 completed	District funds and meeting time	FWHMS, district leadership team and teacher leaders	May 2017
Implement Middle School Big Ideas Math program	Train teachers in new program Support implementation of program and review program implementation for year 2	Training completed for all middle school Math instructional staff Program monitoring for future training and needs	District funds and meeting time	FWHMS, district leadership team and middle school math teachers	May 2017
Support second year (at FWHMS) and first year (grades 2-5 and 9) implementation of STARS	Staff training is offered through online and vendor conference Support teachers in scheduling and implementing STARS	Student progress reports generated at the end of each marking period Sharing of results of data analysis with other staff to inform instruction and support intervention and extension activities	District Budget Middle school teacher leaders (for support of the grades 2-5 and 9)	FWHMS, district leadership team and teacher leaders	May 2017

FWHMS: 2016-2017 School Improvement Plan

<p>Revise Science Curriculum 6-8 to reflect new standards</p>	<p>Map Scope and sequence of new standards</p> <p>Identify new materials and text needed to implement standards</p>	<p>Examine implementation methods for areas of improvement</p>	<p>District PD budget and title 2a grant</p> <p>Time in district calendar for PD</p>	<p>FWHMS, district leadership team and middle school science teachers</p>	<p>May 2017</p>
<p>Formalize implemented and use of RTI/MTSS strategies and interventions</p>	<p>Establish a middle school data wall to track movement between the tiers in the RTI pyramid. Specifically, track and record those students who through STAR testing test out of tier 2 H period intervention class and into tier 1, an enrichment class</p>	<p>Unpack new standards</p> <p>Transfer standards into X2 Curriculum module</p> <p>Identify and pilot materials needed to implement new standards</p>	<p>DESE Professional Development</p>	<p>FWHMS, district leadership team and teacher leaders</p>	<p>May 2017</p>

FWHMS: 2016-2017 School Improvement Plan

School Improvement Goal #2:

Ensuring the Social Emotional Well Being of All Students

Goal	Specific Steps for Results	Indicators of Success	Resources	Persons Responsible	Timeline
<p>Revise and relaunch PBIS at the middle school; support the establishment of PBIS in all Schools</p>	<p>Align PBIS with the school store by using QR codes as coupons on PBIS tickets</p> <p>Update and reevaluate PBIS Chargers CARE rubrics that shares the PBIS creed</p> <p>Invite schools from the district to the middle school to model PBIS; support other schools in the implementation</p>	<p>Collect PBIS tickets given to students for data purposes</p> <p>Decrease in referrals, discipline issues, and absenteeism from the '15/'16 school year</p> <p>Decrease in referrals and discipline issues</p> <p>Increase the number of students who are receive positive referrals at the middle school</p>	<p>Building based PBIS teams, Leadership team, And Guidance staff</p>	<p>FWHMS leadership team, Building based PBIS team, and All staff; middle school after school PBIS club</p>	<p>May 2017</p>
<p>Increase student connections with adults in all classrooms and schools</p>	<p>Share research demonstrating the value of student connections</p> <p>Develop methods of fostering positive relationships between students and staff.</p>	<p>Increase from the '15/'16 school year the number of students who express and connection with staff members.</p>	<p>Time to engage in personalization</p>	<p>FWHMS, district leadership team and teacher leader</p>	<p>May 2017</p>

FWHMS: 2016-2017 School Improvement Plan

	Measure the extent of interpersonal relationships in the respective buildings			
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**School Improvement Goal #3:
Integrate technology throughout curriculum, implement technology throughout District**

Goal	Specific Steps for Results	Indicators of Success	Resources	Persons Responsible	Timeline
Support 21 st century learning through Google Apps and Chromebook initiative	Conduct survey of staff google knowledge Identify Teacher technology training needs especially regarding 1 to 1 learning	Use google forms to collect teacher needs Increased use of technology in the classroom	District budget and Grants (title 2a)	FWHMS, district leadership team and Google teacher leader	May 2017
Continue to define other forms of Tech integration (<i>i.e.</i> Coding, makerspaces, 3D Printing, Robotics)	Train google leaders in technology integration Use of Google Classroom and Google Hangouts to engage students during middle school, school vacations and possible snow days Create a STEM Robotics lab at the middle school Create tech integration unit that aligns with the first	Increased use of technology in classroom instruction Participation of staff in PD opportunities Increased staffing in the area of technology integration	DESE grant program	Leadership Team, Tech Director, and Technology staff/ Student winner of the Innovation 1K contest at the middle school -- Casey Goyette (submitted idea was a STEM	May 2017

FWHMS: 2016-2017 School Improvement Plan

<p>Prepare for administration of grade 8 online MCAS assessments</p>	<p>couple units of study in history classes</p> <p>Create coding grade 6, 7, and 8 coding unit that would be taught in STEM classes</p> <p>Assess current capabilities especially around the number and type of devices needed to implement online MCAS 2.0</p>	<p>Develop a comprehensive plan to ensure district is prepared for online testing</p>	<p>DESE tech requirements</p>	<p>Robotics lab; idea was chosen out of all students submissions)</p> <p>middle school history teachers</p> <p>middle school STEM teachers</p> <p>FWHMS, district leadership team, Tech Director, Leadership Team</p>	<p>May 2017</p>
<p>Develop Digital Citizenship in the school</p>	<p>Research programs and materials for Digital Citizenship</p> <p>Develop scope and sequence for Digital Citizen curriculum</p> <p>Explore PD for the implementation of Digital Citizen Curriculum</p>	<p>Outside district visits</p> <p>Scope and sequence entered into X2</p> <p>Development of an implementation strategy</p>	<p>Online Digital Citizenship websites</p>	<p>FWHMS leadership team, technology staff, and Google Leaders</p>	<p>May 2017</p>

FWHMS: 2016-2017 School Improvement Plan

School Goal #4:

Create opportunities for more shared and distributed leadership throughout the middle school

Goal	Specific Steps for Results	Indicators of Success	Resources	Persons Responsible	Timeline
Offer and develop opportunities for teachers and staff at the middle school to participate in shared and distributed leadership opportunities	Offer specific leadership PD opportunities to teachers and staff	Number of staff who take advantage of the offerings of leadership PD, to model at faculty meetings, and who participate in peer observation week	PD; Peer Observation Weeks; Faculty Meetings	Assistant Superintendent; FWHMS principal/assistant principal; FWHMS teachers and staff	May 2017
Continue to offer all teachers and staff under Ed Eval opportunities to model an indicator in the DESE Rubric	Continue to offer two peer observation weeks Continue to "Flip" faculty meetings so that housekeeping items are taken out and shared through video, slides, and/or email; thus, making sure all minutes in a faculty meeting are used for instructional benefit Continue to turn faculty meetings over to teachers so they can model	Number of staff who take advantage of the offerings of leadership PD, to model at faculty meetings, and who participate in peer observation week	PD; Peer Observation Weeks; Faculty Meetings	Assistant Superintendent; FWHMS principal/assistant principal; FWHMS teachers and staff	May 2017

FWHMS: 2016-2017 School Improvement Plan

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Blackstone Millville Regional High School: 2016-2018 School Improvement Plan

Culture, Respect and Personal Responsibility

Goal #1:

*Create an environment of respect and positive rapport.

*Implement research-based systems of intervention, enrichment and support for all students.

Goal	Specific Steps for Results	Indicators of Success	Resources	Persons Responsible	Timeline
Implement and train all staff in PBIS.	Identify individual differences of students (learning styles, disabilities) and modify curriculum, instruction and behavior interventions to better suit students. Celebrate students/staff through "This One's for You."	Decreased discipline indicators	District funds and meeting times; Site visits	HS Leadership Team All Staff	May 2018
Increase student connections with faculty and staff	Review our advisory program to increase team-building activities. Identify at-risk students and target activities around them.	Decrease the number of students who feel no connection to school or staff.	Connections Survey; Research-based practices	HS Leadership Team All Staff	May 2017
Develop a shared understanding of the deficits to motivation and utilize strategies to help student cope with their deficits.	Establish a "growth mindset" by identifying relevant activities to motivate and increase student achievement	Peer to Peer observations focused in on motivational practices become more frequent. Parents, staff, and students practice and	Educational online resources	All Staff	May 2017

<p>Establish a formal transition program for students entering the high school.</p>	<p>Model activities that promote and engage all students in school-wide workshops.</p> <p>Expand a shared concept of “fixed” versus “growth” mindset in the classroom and at home by informing parents/guardians through workshops and media.</p>	<p>model a “growth” mindset.</p> <p>Homework and effort based achievement increases.</p>	<p>Community resources; District funds for PD; Time</p>	<p>HS Leadership team; Guidance and support staff; All faculty</p>	<p>May 2017</p>
<p>Vertically aligned guidance curriculum will be developed throughout district.</p> <p>Identified list of students with supports will be documented.</p>	<p>Formal meetings with guidance and support staff will be scheduled to discuss needs of students.</p> <p>Early warning indicators (EWIS) will be used to identify at-risk students.</p>	<p>Vertically aligned guidance curriculum will be developed throughout district.</p> <p>Identified list of students with supports will be documented.</p>			

Blackstone Millville Regional High School: 2016-2018 School Improvement Plan

Academic Excellence

Goal #2:

- *Increase student achievement through curriculum improvements and enhanced instructional practices.
- *Provide meaningful learning opportunities to actively engage students in challenging content.
- *Develop a long-range technology plan including integration and instructional resources.
- *Data driven practices to inform and develop targeted instructional strategies.

Goal	Specific Steps for Results	Indicators of Success	Resources	Persons Responsible	Timeline
<p>Continue developing curriculum Maps using UbD stage 1, "Identifying Desired Results"</p>	<p>Training in UbD stage 1</p> <p>Create time for staff collaboration to complete Desired outcomes and essential questions</p> <p>Curriculum will be designed to include school-wide learning expectations.</p>	<p>All Teaching staff trained</p> <p>All maps have stage 1 completed</p>	<p>District funds and meeting time</p>	<p>Leadership team, administration and teacher leaders</p>	<p>May 2017</p>
<p>Utilize best practices to improve instructional methods to engage all learners.</p>	<p>Book studies will be created and used to establish an instructional framework for all staff.</p> <p>Learning walks will be scheduled to identify power standards of inclusive practices.</p>	<p>Completed learning walks.</p> <p>Power standards will be identified and referenced in instruction practices and evaluation feedback.</p>	<p>District funds; Curriculum and PD</p>	<p>HS Leadership team and staff</p>	<p>May 2018</p>

<p>Establish a 1:1 learning environment embedded with differentiation and 21st century skills.</p>	<p>Integrate technology within instructional practices to increase 1:1 learning through differentiation, collaboration, communication and innovation.</p> <p>Develop a vision for 1:1 learning; Draft procedures for technology implementation</p> <p>Ongoing PD for staff</p>	<p>Parent and community workshops will provide all stakeholders with clear vision, technology procedures, and resources.</p> <p>Teacher goals will embed regular use of technology in class - google classroom, etc.</p>	<p>District funds; Instructional leaders</p>	<p>Leadership team, technology team, Library media specialist</p>	<p>May 2018</p>
<p>Implement the STARS assessment and intervention program (9th grade)</p>	<p>Staff training offered through online and middle school coaches</p> <p>Support teachers in scheduling and implementing STARS</p>	<p>Student progress reports generated at the end of each marking period</p> <p>Sharing results of data analysis with other staff to inform instruction and support</p>	<p>District Budget</p>	<p>Leadership team and professional staff</p>	<p>May 2017</p>
<p>All students will experience high level and authentic learning opportunities throughout their 4-year career.</p>	<p>Explore relevant electives, internships, and career paths for students.</p> <p>Review instructional practices in all level classes to ensure equal rigor.</p>	<p>Drafted electives will be reviewed and placed in program of studies.</p> <p>Internship Program and community partnerships will be developed.</p> <p>Students will experience practices/assessments requiring higher level thinking.</p>	<p>Professional development funding</p>	<p>HS Leadership team and department heads.</p>	<p>May 2017</p>

Blackstone Millville Regional High School: 2016-2018 School Improvement Plan

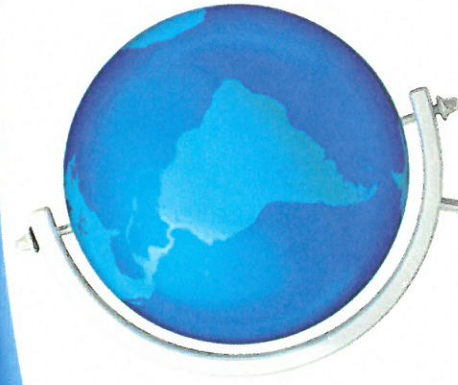
Communication

Goal #3:

- *Effectively utilize communication tools to articulate the learning beliefs and core values of our school.
- *Identify, establish and enhance community partnerships to help meet student social, emotional and academic needs and interests.
- *Address NEASC commendations and recommendations with all community stakeholders.

Goal	Specific Steps for Results	Indicators of Success	Resources	Persons Responsible	Timeline
<p>Increase communication efficiency through all media.</p>	<p>Monthly newsletters will be published and include parent resources, dates, and curriculum.</p> <p>All departments and extracurriculars will be included.</p>	<p>Consistent presence of all things BMR on social media, blogs, and newsletters.</p>	<p>Online communication tools.</p>	<p>HS Leadership and advisors.</p>	<p>May 2017</p>
<p>Strengthen community partnerships to meet student/staff social, emotional and academic needs.</p>	<p>Family Continuity Health and adjustment council will reach out to families..</p> <p>Health and Wellness Initiatives (ie: Mindfulness workshop) will be scheduled for staff.</p>	<p>Increased numbers of partnerships.</p> <p>Entry and exit plan narratives of students needing services.</p>	<p>Community agencies; grants</p>	<p>Guidance department and HS Leadership team</p>	<p>May 2018</p>

<p>Student progress data (learning expectations) will drive instruction and initiatives.</p>	<p>School-wide rubrics will be used to report out student progress (semester).</p> <p>Data will be used to study the effectiveness of initiatives and instructional practices.</p>	<p>Student learning proficiency will increase.</p>	<p>Time; Data collection</p>	<p>HS Leadership team and staff</p>	<p>May 2017</p>
<p>NEASC commendations and recommendations will be addressed in a timely manner.</p>	<p>Compile action steps for recommendations.</p> <p>Standard committee members will be assigned.</p> <p>2-year report will be drafted.</p>	<p>Quarterly progress will be reported.</p> <p>Completion of 2-year progress report; report of recommendations and action steps will be made public.</p>	<p>District budget</p>	<p>Leadership team and staff members; Superintendent and Assistant Superintendent</p>	<p>May 2018</p>



PARCC/ MCAS Results 2016

Blackstone Millville Regional School District
Part 2

Frederick W. Hartnett Middle School

Accountability Data

Comparison from 2015 to 2016

Narrowing gaps

2015 Accountability Data - Frederick W. Hartnett Middle School

Organization Information	
District:	Blackstone-Millville (06220000)
School:	Frederick W. Hartnett Middle School (06220405)
Region:	Central
Accountability Information	
Accountability and Assistance Level	
Level 2	Not meeting gap narrowing goals Low assessment participation (Less than 95%) Focus on Students w/disabilities - High needs
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	39 Highest performing
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)	
Student Group (Click group to view subgroup data)	On Target = 75 or higher
All students	52
High needs	44
Econ. Disadvantaged	
ELL and Former ELL	
Students w/disabilities	51
Amer. Ind. or Alaska Nat.	
Asian	
Afr. Amer./Black	
Hispanic/Latino	
Multi-race, Non-Hisp./Lat.	
Nat. Haw. or Pacif. Isl.	
White	52

2016 Accountability Data - Frederick W. Hartnett Middle School

Organization Information	
District:	Blackstone-Millville (06220000)
School:	Frederick W. Hartnett Middle School (06220405)
Region:	Central
Accountability Information	
Accountability and Assistance Level	
Level 2	Not meeting gap narrowing goals
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	42 Highest performing
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)	
Student Group (Click group to view subgroup data)	On Target = 75 or higher
All students	65
High needs	57
Econ. Disadvantaged	
ELL and Former ELL	
Students w/disabilities	
Amer. Ind. or Alaska Nat.	
Asian	
Afr. Amer./Black	
Hispanic/Latino	
Multi-race, Non-Hisp./Lat.	
Nat. Haw. or Pacif. Isl.	
White	65



Frederick W. Hartnett Middle School

PARCC Math Focus Areas



MAJOR CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving radicals, exponents, scientific notation, linear equations, systems of linear equations, linear and nonlinear functions, the Pythagorean Theorem, and transforming shapes on a coordinate plane.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



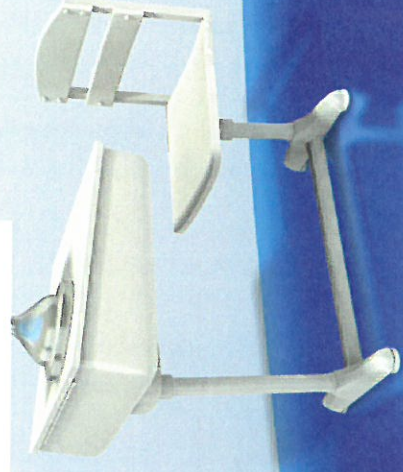
ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving irrational numbers, volume, and scatter plots.



MODELING & APPLICATION

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.



Frederick W. Hartnett Middle School

PARCC ELA Focus Areas



LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.



INFORMATIONAL TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.



VOCABULARY

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.



WRITING EXPRESSION

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.



KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations



Frederick W. Hartnett Middle School

6th Grade 2016 spring PARCC Results

MATHEMATICS
Grade 6 Assessment, 2015–2016

STUDENT	MATH OVERALL SCORE	MATHEMATICS*			
		MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
DISTRICT AVERAGE	745				
SCHOOL AVERAGE	745				

Because a non-representative population of students participated PARCC, aggregate results at the state level are not being reported in 2016.

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment, 2015–2016

STUDENT	ELA/L OVERALL SCORE	ENGLISH LANGUAGE ARTS / LITERACY				
		SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE
DISTRICT AVERAGE	755	52				
SCHOOL AVERAGE	756	52				

Because a non-representative population of students participated PARCC, aggregate results at the state level are not being reported in 2016.



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations



Frederick W. Hartnett Middle School

7th Grade 2016 spring PARCC Results

MATHEMATICS
Grade 7 Assessment, 2015–2016

STUDENT	MATH OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	MATHEMATICS* REASONING	MODELING
DISTRICT AVERAGE	747	16 50 35	17 32 51	25 36 39	20 23 56
SCHOOL AVERAGE	749	13 50 36	16 31 54	23 37 40	17 24 58

Because a non-representative population of students participated PARCC, aggregate results at the state level are not being reported in 2016.

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2015–2016

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	EXPRESSION	WRITING* CONVENTIONS
DISTRICT AVERAGE	753	51	18 16 66	26 27 47	21 20 59	35	24 22 54	25 15 59
SCHOOL AVERAGE	754	52	17 17 66	24 27 48	18 21 61	35	23 22 55	25 14 61

Because a non-representative population of students participated PARCC, aggregate results at the state level are not being reported in 2016.



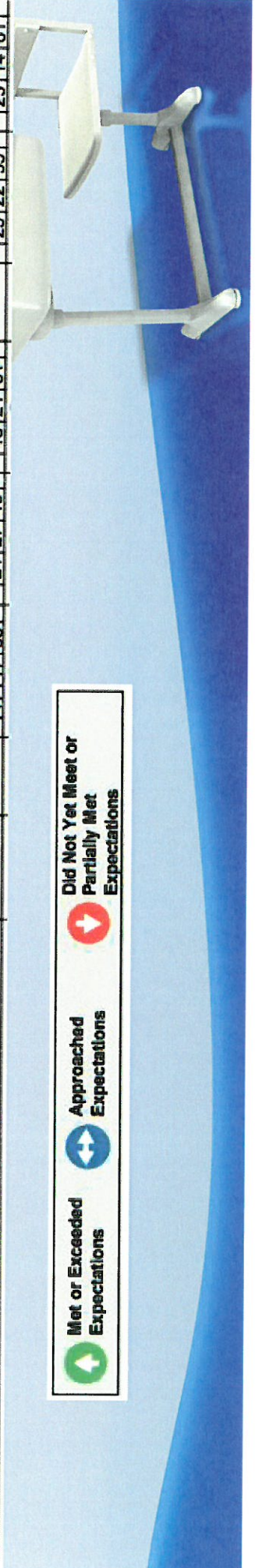
Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations



Frederick W. Hartnett Middle School

8th Grade 2016 spring PARCC Results

MATHEMATICS

Grade 8 Assessment, 2015–2016

STUDENT	MATH OVERALL SCORE	MATHEMATICS*			
		MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
Because a non-representative population of students participated PARCC, aggregate results at the state level are not being reported in 2016.					
DISTRICT AVERAGE	764	18 22 61	19 19 62	18 11 70	13 29 58
SCHOOL AVERAGE	764	18 21 61	19 19 62	18 12 71	13 29 58

ENGLISH LANGUAGE ARTS / LITERACY

Grade 8 Assessment, 2015–2016

STUDENT	ELAIL OVERALL SCORE	READING*				WRITING*	
		LITERARY SCORE	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS
Because a non-representative population of students participated PARCC, aggregate results at the state level are not being reported in 2016.							
DISTRICT AVERAGE	763	55	18 21 61	18 21 61	17 22 61	14 18 68	14 17 69
SCHOOL AVERAGE	763	55	18 21 61	18 21 61	17 22 61	14 18 68	14 17 69



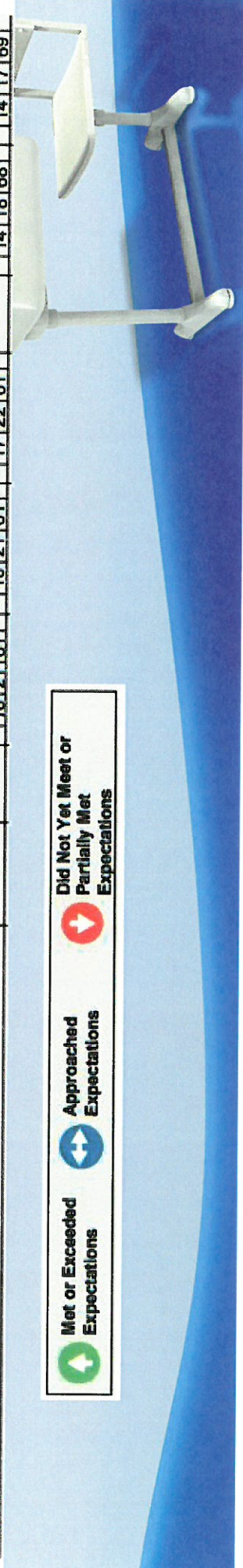
Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations



Hartnett Middle School MCAS Improvement Plan

Specific Issues to be Addressed	Action Plan	Assessments	Next Steps
<p>Target and give RTI tier 1 and 2 intervention to those who have been identified through STAR <i>during the school day</i> through a new middle school master schedule implemented in the 2015/2016 school year (Year 2)</p>	<p>After a master schedule committee conducted site visits in the 2014/15 school year, the 2015/16 middle school master schedule committee implemented a new master schedule with a new intervention and enrichment period (H period); classes built in for all 7th and 8th grade students during the school day.</p>	<ul style="list-style-type: none"> Quarterly through STAR diagnostic testing in both math and reading RTI Data Wall RTI process 	<p>Data Wall gives some assemblance for the RTI team to the number of students who move from intervention (tier 2) to enrichment (tier 1) quarter to quarter due to their STAR progress report</p>
<p>Open Response Questions (Year 3)</p>	<p>With support from the Assistant Superintendent, two site visits were done in October 2014 to Bridgewater Raynham Middle and Medway Middle School to examine their building-wide approach to answering Open Response questions. The approach is from the research based Six Traits of Writing, ASE (Answer, Support, Explain).</p>	<p>ASE model embedded in all classes across all disciplines. All classes are asked to have monthly practice built in their classes (in their subject area) in either their traditional assessments or for writing prompts. All students will have available to them the building-wide ASE graphic organizer and rubric. This ASE graphic organizer is on the approved DESE MCAS pre-approved graphic organizers for use with accommodation 20.</p>	<p>A continued commitment in the ASE model embedded in all classes across all disciplines. All classes are asked to have monthly practice built in their classes (in their subject area) in either their traditional assessments or for writing prompts.</p>



<https://www.youtube.com/watch?v=04aS8bJGpHo&feature=youtu.be>



BMRHS ELA Results

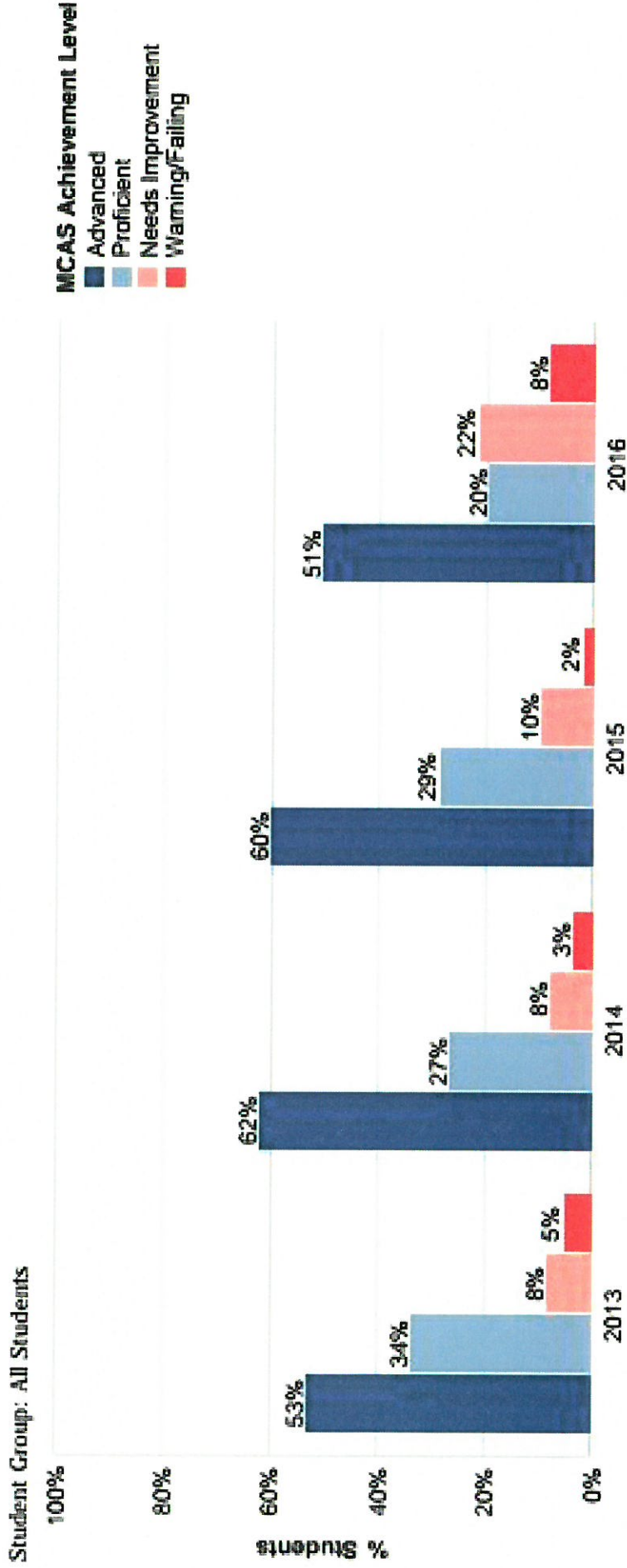
Student Group: All Students



	2013			2014			2015			2016		
	School	District	State	School	District	State	School	District	State	School	District	State
Advanced	57%	53%	45%	49%	48%	41%	57%	57%	49%	46%	45%	47%
Proficient	40%	43%	46%	45%	46%	48%	40%	40%	42%	43%	43%	45%
Needs Improvement	2%	2%	7%	6%	6%	8%	3%	3%	6%	11%	11%	6%
Warning/Failing	1%	2%	2%	0%	0%	3%	0%	0%	3%	1%	1%	3%
N Students	99	105	68,697	116	119	70,465	117	118	69,751	101	102	69,937
CPI	98.7	98.8	96.9	98.1	98.1	96.0	99.4	99.2	96.7	96.3	96.3	96.7
Median SGP	77.5	77.5	57.0	66.0	66.0	50.0	62.0	62.0	51.0	58.5	58.5	50.0

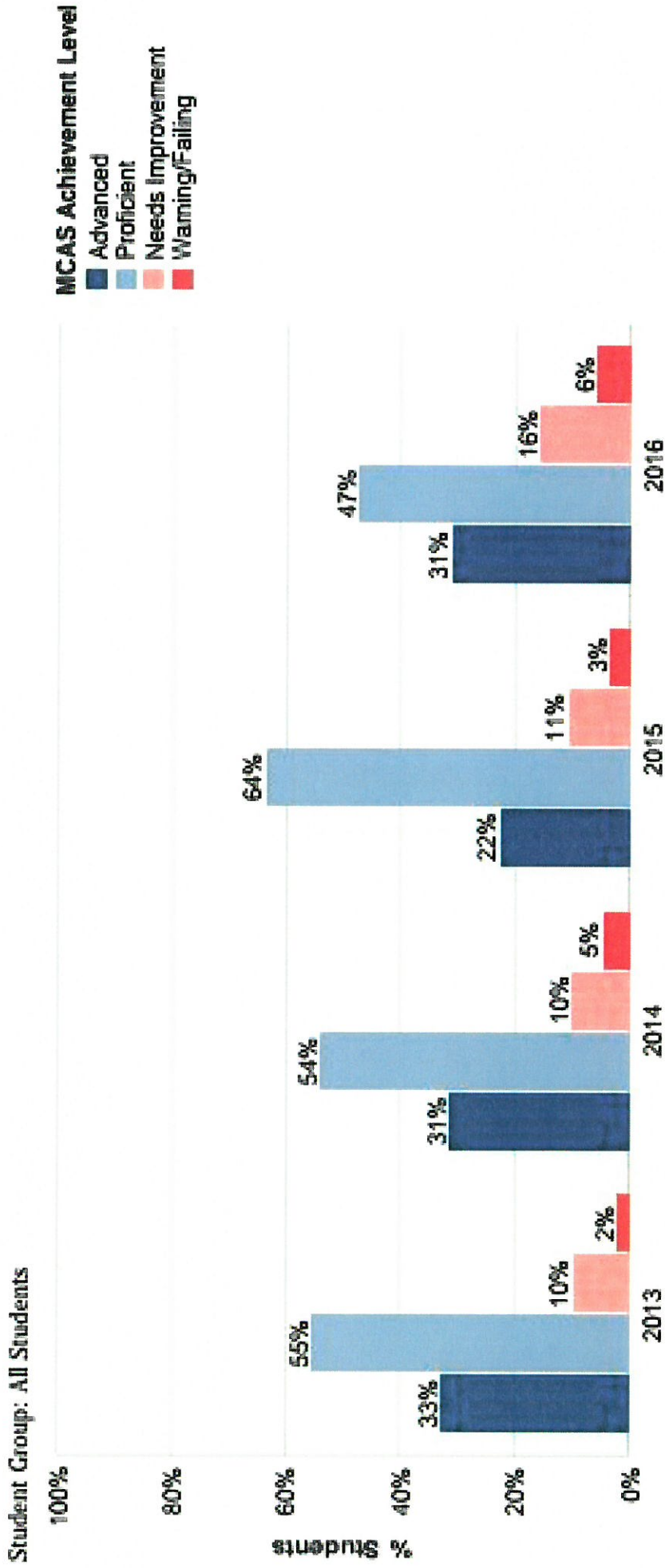
NOTE: Achievement level percentages are not calculated for student groups of less than 10.

BMRHS MATH Results



NOTE: Achievement level percentages are not calculated for student groups of less than 10.

BMRHS BIOLOGY Results



	2013			2014			2015			2016		
	School	District	State	School	District	State	School	District	State	School	District	State
Advanced	33%	31%	22%	31%	30%	27%	31%	30%	34%	31%	30%	34%
Proficient	55%	54%	64%	42%	54%	43%	64%	63%	46%	47%	48%	41%
Needs Improvement	10%	10%	11%	10%	11%	11%	11%	11%	19%	16%	15%	17%
Warning/Failing	2%	5%	3%	5%	4%	7%	3%	3%	7%	6%	7%	8%
N Students	101	103	49,339	109	112	50,574	121	122	51,103	133	136	51,903

MCAS Question Type and Standards

English Language Arts		Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
All items		72	73%	73%	73%	0
Question Type						
Multiple Choice		36	77%	76%	78%	-1
Open Response		16	64%	64%	65%	-1
Writing Prompt		20	72%	72%	71%	1
Mathematics		Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
All items		60	62%	62%	67%	-5
Question Type						
Multiple Choice		32	68%	68%	73%	-5
Open Response		24	56%	55%	58%	-2
Short Answer		4	56%	57%	65%	-8
HS Biology		Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
All items		60	67%	66%	67%	0
Question Type						
Multiple Choice		40	77%	76%	77%	0
Open Response		20	47%	46%	45%	1

ENGLISH - AREAS FOR IMPROVEMENT

Integration of knowledge and conventions of standard english

Interpretation is critical thinking needs strategies for improvement

percentile growth among students is impressive even compared with needs improvement scores

focus on short answer questions...compare 10th grade data with 8th grade data to determine if areas of weakness constitute a trend or just particular issues with a specific class

Weaknesses:

- paired passage questions
- nonfiction passages
- making inferences

Strategy: Examine open-response question before reading passage

Read open response question before reading the passage so that students can read with a goal in mind and annotate their text.

Writing seems to be a strength

Strategy: Focus on numbered paragraphs

One way to keep students focused while writing would be to mark the paragraphs that are mentioned in the questions so students know to pay extra attention to those paragraphs and that they will have to do back to them.

Compare 8th with 10th grade scores - look for specific areas of weakness per class

Passage Length

We discussed when looking at the actual test, that the passages were longer than before, so we needed to work with close reading and annotation skills to get students to stay focused on what the text is saying and not get lost.

Key ideas and details, i.e. reading comprehension
Craft and structure, i.e. understanding author's word choice, etc.

MATH - AREAS for Improvement

focus on short answer questions...compare 10th grade data with 8th grade data to determine if areas of weakness constitute a trend or just particular issues with a specific class

Need new strategies in measurements and interpretation of data

get students to stick with a question - "stick-to-it-iveness"

Continue working on multi-step problems and explaining answers -- students are losing points for not explaining their solutions

presenting the same question in different ways - multiple views of a problem/scenario

Strength is approximating and number system

Decoding questions

1. perseverance
2. comprehending what the question is asking
3. Lack in having the skills to write the given information down and writing down the correct formula to solve the problems



SCIENCE - AREAS FOR IMPROVEMENT

common theme "stick-tuitive-ness"

answering multi-part open ended responses

somehow making more time/emphasis on biology

introduce higher order thinking vocabulary in the classroom

Read the questions before the passage

continued review of strategies for answering questions

transference of basic vocabulary or content knowledge to new or different situations

Specific Content - focused approach

English

- Incorporate at least one paired passage prompt per unit in all grades.
- Use guided reading questions for first one or two MCAS prep passages of the year in CP 9 and CP 10.
- Clarify distinctions between nonfiction and fiction annotation strategies
- Require paragraph by paragraph annotation for comprehension on all MCAS preps
- Model highlighting techniques (identifying relevant lines)

Math

- Box and whisker plots and histograms
- Quadratics (factoring, distributing, and solving)
- Multiplicative inverse
- Estimation and sense

Science

- Cell Biology / cellular evidence
- Focus on physiologies of the body systems and diseases
- Phylogenetic trees, species differentiation



School-wide goal:

- *Improve comprehension through proper annotation of text.
- *Turning “passive readers” into “active readers.”
- *Develop a mindset of “stick-tuitive-ness.”

Annotation Strategies

- Question the text
- Make connections (between text and world, text and self, or text to text)
- Mark anything that seems particularly important to the text as a whole (foreshadowing, significant insight into character or plot)
- Make predictions
- Identify/define difficult words

Annotation Guide:

http://www.readwritethink.org/files/resources/lesson_images/lesson1132/AnnotationGuide.pdf

Article on Annotation

http://www.readwritethink.org/files/resources/lesson_images/lesson1132/EJ0964Have.pdf



FY 18 Budget Timeline

11/7- 12/2	Leadership Team submits budget requests to Wen
12/2-12/23	Wen compiles the FY18 draft budget
12/23-1/13	Wen, Dave, and Allen review & finalize with Leadership Team
1/25	Governor's House 1 Budget released
1/26	Review Draft budget with School Committee
2/4 & 2/11	Saturday morning breakfast and budget roundtable at BMRHS
2/16	School Committee public hearing on FY18 Budget
2/17-3/8	Public forums for all stakeholders
3/9	School Committee adoption of FY18 Budget
3/10-4/10	Finance Committee meetings
5/1-5/30	Budget approved at Annual Town Meetings