

# **The Bromfield School Improvement Plan**

**2019-20**

## **Vision Statement**

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities.

# **The Bromfield School Council**

Erin Baker, Parent (2021)

Abigail Besse, Parent (2022)

Sharon Cronin, Community Member (2019)

Katharine Covino, Parent (2021)

Scott Hoffman, Principal Co-Chair

Imogen Slavin, Student (2021)

Vivien Jamba, Student (2020)

Tiana Jiang, Student (2020)

Chris Jones, Teacher (2020)

Ellen Sachs Leicher, Community Member (2021)

Vivian Liu, Student (2020)

Ben Myers, Community Member (2021)

Colleen Nigzus, School Nurse Co-Chair (2021)

Patricia Nilan, Teacher (2021)

Karen Strickland, Parent (2021)

SusanMary Redinger, School Committee Liaison

**Harvard Public Schools  
Strategic Plan Development  
District Improvement Plan**

**Introduction:** A committee of fifteen members representing students, faculty, administration, community members, school council, and an outside consultant met over the course of eight months to craft the Strategic Plan document. The committee sought input by reaching out to stakeholder groups using personal contact and survey technology. They researched the work of other school systems, identified the themes for our plan, and collaborated towards a draft. The School Committee reviewed the draft and provided endorsement of the Vision, Mission, and Core Value Statements. We are committed to use the plan as a guide for future decisions.

**Vision Statement:** The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

**Mission Statement:** Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

**Core Value Statements:**

Student Achievement – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Personal Growth – We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

Partnerships – We believe that students are best served when schools, families, and community share a common vision and are committed to open communication, mutual respect, and collaboration.

Resources – We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

School Climate – We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.

## **Critical Thinking/21<sup>st</sup> Century Skills of The Bromfield School**

The faculty of The Bromfield School has worked collaboratively to identify this set of universal and required Critical Thinking/ 21<sup>st</sup> Century Skills. This combination of effective strategies, macro-abilities, and micro-skills was developed in part using the NCREL list of critical thinking skills (Paul, Binker, Jenson, and Krekla, 1990)

- Thinking Independently and Interdependently
- Developing Intellectual Integrity and Courage
- Refining Generalizations and Avoiding Oversimplifications
- Evaluating the Credibility of Sources of Information
- Comparing and Contrasting
- Making Interdisciplinary/Intradisciplinary Connections
- Expressing Oneself in a Compelling and Accurate Way
- Analyzing and Integrating Information
- Demonstrating Understanding Through Performance Based Tasks
- Developing One's Perspective and Understanding of Others
- Using Technology Effectively

**Proposed Adjustments to 21st Century Critical Thinking Skills  
Pilot (2018-2020)**

**21st Century Skills - Essential Skills of a Bromfield Graduate**

**Access and Apply Knowledge.**

**Think Critically.**

**Think Creatively.**

**Communicate Effectively.**

**Collaborate with Others.**

**Understand Diverse Perspectives.**

**Contribute to Local, National, and Global Communities.**

**Overarching Objectives:**     *Provide a Safe, Secure & Inclusive Learning Environment for All.  
Support Engaged Teaching and Learning.  
Activate Community Pride.*

Title	Goal	Measure	Conditions	Interfaces	% Completion
Provide a Safe, Secure, and Inclusive Learning Environment for All.	Provide a safe, secure, and inclusive learning environment for all by using consistent expectations, decreasing chronic absenteeism, and educating students about the dangers of vaping.	<p>By June 30, 2020, chronic absenteeism of high school students has decreased from 11.5% to 10% and the rate for middle school students has decreased from 3.9% to 3.5% as measured by the Massachusetts Department of Secondary and Elementary Education.</p> <p>By December 20, 2019, the Bromfield faculty and administration will have agreed on and communicated out to the community both the expectations for student behavior regarding incidents of disrespect (including things students may think of as jokes) as well as the consequences for such behaviors.</p>	<p>Access to DESE Data Administration Time Use of PowerSchool</p> <p>Staff Time Examine and analyze data from surveys. Courageous Conversations Presentation Agreement about topics that need to be addressed and how they should be addressed</p>	<p>Staff Administration DESE Data</p> <p>Work with students, staff, and community about expectations. Guest speaker</p>	

		<p>As a result, the incidents of disrespect reported to administration will decrease by 10% by June 2021 (over a baseline established by June 30 2020).</p>	<p>Use PowerSchool to track data. Use form to track incidents.</p>	<p>Office and Administration track data. Staff use of forms.</p>	
		<p>By June 30, 2020 a Vaping Initiative has been implemented that includes addiction support for students, health education regarding the impact of vaping and consequences in place for offenders.</p>	<p>Time for Health, Counseling, and Nursing Departments to research best practices. Administration</p>	<p>Health and Wellness Staff Administration Data from Youth Risk Survey Counseling, Nursing, and Wellness Staff</p>	
		<p>The administration will end the year with a report on the number of vaping instances at the school with a reduction of disciplinary incidents by 10% over 2018-19.</p>	<p>PowerSchool Data</p>	<p>Office Staff Administration</p>	

		<p>By June 2020, the District Wellness Committee in conjunction with the Health and Wellness Department will have piloted steps to address high levels of vaping use as reflected in the Youth Risk Survey results.</p> <p>By June 2020 a pre-post survey to measure student's knowledge and attitudes towards substance use and vaping has been completed by 70% of students.</p>	<p>Time to meet, research, and pilot steps. Meetings of District Wellness Committee. Materials about Vape Use. Outside speakers? Budget</p> <p>Use District Wellness Committee to craft survey</p>	<p>District Wellness Committee Administration Youth Risk Behavior Survey</p> <p>District Wellness Committee Time to implement, score, and analyze the results of the survey.</p>	
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<b>Title</b>	<b>Goal</b>	<b>Measure</b>	<b>Conditions</b>	<b>Interfaces</b>	<b>% Completion</b>
Support Engaged Teaching and Learning.	Support engaged teaching and learning by finalizing the assessment piece for Bromfield Essential Skills, piloting collaborative teaching, and examining final exam and homework practices.	By February 15, 2020, rubrics have been created that measure The Bromfield School Essential Thinking Skills for the Service Project Presentation and Reflection Paper. These rubrics will have been used to assess the	Time for Service Project Committee to meet to create rubrics. Students doing the projects. Collecting and organizing volunteers to assess the presentations and reflection paper.	Service project committee to students. Volunteers	



		<p>presentations and reflection papers in March of 2020.</p> <p>By June 30, 2020, departments have identified places where they assess The Bromfield Essential Skills</p> <p>By June 30, 2020, collaborative teaching has been piloted at TBS and feedback from students and teachers has been assessed. In addition, the number and types of accommodations provided have been identified.</p> <p>Any impacts to the budget and/or schedule resulting from this model have been identified and requests for any needed additional funding have been presented to the School Committee.</p>	<p>Department time. Time for individual teachers to look at their assessments.</p> <p>Collaborative teachers planning time. Time for collaborative teachers to list accommodations. Budget analysis</p>	<p>Department Leaders Teachers</p> <p>Collaborative Teachers. Administration</p>	
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		<p>By June 30, 2020, the practice of year-end finals has been reviewed with faculty and recommendations have been made for their continued use or revision.</p>	<p>School Council Balance Subcommittee  School Council Climate Subcommittee  Faculty Meeting Time  Department Time  Gather current student data  Research current practices of other districts and colleges.</p>	<p>School Council Members  Parents  Students  Faculty/Staff  Administration  Other Districts  Colleges</p>	
		<p>By June 30, 2020, the amount and timing of homework assignments has been evaluated and summarized in light of a commitment to student balance and well-being.</p>	<p>School Council Balance Subcommittee  Faculty Meeting Time  Department Time  Gather student data  Research current practices of other districts</p>	<p>School Council Members  Parents  Students  Faculty/Staff  Administration  Other Districts</p>	
		<p>By June 30, 2020, an examination of the Middle School Elective Schedule has been completed and recommendations about how to fully integrate Middle School Health have been made to School Committee.</p>	<p>Time for various stakeholders to meet (Health and Wellness, Unified Arts, Digital Arts, Team Members, Administration).  Examination of other middle school programs</p>	<p>Health and Wellness Department.  Unified Arts Department  Digital Arts Department  Grade 6, 7, and 8 Core Team Members  Administration</p>	

Title	Goal	Measure	Conditions	Interfaces	% Completion
<p>Activate Community Pride</p>	<p>To foster greater pride in and connection to our school community and physical plant.</p>	<p>By June 1, 2020, interviews and/or surveys with custodial staff, cafeteria staff, teaching staff, students, and office staff indicate that the building was kept cleaner and was well-maintained.</p> <p>By June 1, 2020, the number of students who have participated in spirit activities has increased by 10% from the beginning of the year.</p> <p>By June 1, 2020, the positive feeling created by spirit activities and community gatherings will be measured via focus groups and/or surveys.</p>	<p>Interview Time Surveys created and administered.</p> <p>Student government will tally up participation. Student government and administration will create spirit activities such as community gatherings.</p> <p>Creation and administration of surveys and focus groups (questions).</p>	<p>Custodial Staff Cafeteria Staff Faculty Students Office Staff</p> <p>Student government Student government advisors.</p> <p>Student government Student government advisors Administration</p>	

		By June 1, 2020, baseline data will be gathered from surveys and/or focus groups about overall feelings about school.	Creation and administration of surveys and focus groups.	Student government Student government advisors Administration	
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## Ongoing Work

*We recognize that several other ongoing efforts are in progress and will require continued development and follow up. These ongoing efforts are related to the School Improvement Plan Goals as listed above.*

Ongoing Work	Next steps
Alignment of Curriculum	Ensure that each course offered at Bromfield has a written curriculum aligned with state or other appropriate frameworks, formatted in the Bromfield Template, and recorded in Atlas Rubicon.
Use of Data to Inform Instruction	Teachers will use standardized test data (MCAS), SAT, AP, ACT etc.) and the most recently released exams to enhance instruction and student performance.
Technology Reflection Tool	Analyze data from survey given to teachers based on the SAMR model..
Technology PD for Staff	Continue to develop, provide, and celebrate opportunities for teachers to explore and incorporate ways to effectively utilize technology in their classrooms.
Digital Citizenship	Continue the work to garner consensus on vocabulary for Digital Citizenship and continue to monitor student use of technology.
Teacher Leadership Opportunities	Continue to develop, provide, and celebrate opportunities for teachers to take a lead role in exploring, piloting, and critiquing school improvement initiatives.
Student Advisory	Build upon steps taken in middle school using Flex model. Investigate the best way to continue into high school while incorporating trusted adult model.
School Start Time	Actively participate in the district school start time work planned for 2019-2020.

