

Beverly Public Schools
Strategies for
District Improvement
2024-2027



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Superintendent of Schools

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Executive Summary

In October of 2017, Beverly Public Schools was invited to partner with the Massachusetts Department of Elementary and Secondary Education (DESE) to pilot its *Planning for Success (PFS)* school improvement process. The *Planning for Success* model includes a multi-year improvement plan that supports implementation through the development of action plans which are updated annually. *Planning for Success* incorporates effective planning practices in its design, educator evaluation expectations, and legislative requirements.

The purpose of this work is two-fold: (1) to support the Beverly Public Schools DESE's *Planning for Success* Model, and (2) to improve collaboration and communication. The *Planning for Success* process provides the District Leadership Team (DLT) guidance and support in developing action plans aligned to Beverly's goals as well as opportunities for collaboration between the levels and central office.

The proposed *Planning for Success* document reflects the third iteration of this process and spans from 2024 through 2027. In this plan, we build upon the prior work of the district in each of the priority areas. We look forward to implementing the plan with a renewed commitment to equity and access for all students.

The focus of the *2024-2027 Plan for Success* is centered on students' learning and well-being. The Plan has three primary strategic objectives - Equity, Empowering Educators and Innovative Practices – which are centered on the District's commitment to engaged, inclusive teaching and the opportunity for all students to learn at high levels and develop regardless of their ability, disability, age, gender identity, or cultural and linguistic background. Progress towards these goals will be measured with targeted metrics designed to ensure our students are engaged in classroom instruction and have access to the educational resources needed to support their education.

Approach and Scope

In February 2024, the district began the process of developing new goals to guide the improvement efforts of the district and ensure all schools continue to move toward success for all students. In keeping with the belief and commitment to inclusive, collaborative decision making, Superintendent Charochak met with the District leadership team and building principals. Based upon the progress review of our previous plan, a review of the status of our Beverly Public Schools Equity findings, and consideration of district data on student achievement and performance outcomes, the group drafted three major goal areas for the Beverly Public Schools for the school years 2024-2027.

The process then looked to stakeholder groups within the schools and the community. Teachers in all schools were given the opportunity to weigh in on the goal areas, identifying the strengths and areas we would be looking to improve. Families were encouraged to participate in a survey to

provide their feedback. Finally, a student focus group was included to offer their perspective on the proposed goals. As a result of the combined input, the Strategic Objectives and Initiatives have been refined to focus on the needs of our students. The plan continues to include two major components: initiative/action and projected outcomes. These elements provide the means to monitor the plan and report both the progress and impact of the initiatives to the staff and public. Each of the building principals will utilize this plan in each of the coming years as they develop their *School Improvement Plans* to align with the updated District Plan. The principals present their plans annually to the School Committee and implement them once approved.

Planning for Success Process & BPS

Our adoption of the Planning for Success process for developing district and school improvement plans achieves three key BPS objectives:

1| Creates a District Improvement Plan that:

- Connects Beverly's current initiatives with initiatives identified as central to realizing our mission, vision, and core values
- Improves communication and transparency with staff, parents, the community, and city officials

2| Develops the Capacity of the District Leadership Team by:

- Supporting a culture of shared responsibility for student learning
- Increasing and improving communication and collaboration amongst all levels and central office

3| Creates Coherence by:

- Linking the District Improvement Plan, School Improvement Plans, and Educator Evaluation Plans
- The development of a system-wide focus on Beverly Public School goals

Cohesion – Links between Plans



Conclusion

This improvement plan represents our district's commitment to continuous growth and excellence. By working collaboratively with all stakeholders and focusing on the needs of our students, we aim to create a thriving educational environment where every student can achieve their full potential.

We look forward to the journey ahead and the positive impact this plan will have on our school community.

BPS DISTRICT IMPROVEMENT PLAN / STRATEGIC OBJECTIVES AND INITIATIVES

The three priority goals as set forth in the Beverly Public Schools District Improvement Plan are:

District Strategic Objectives	Strategic Initiatives & Action Plans
<p>Design for Equity:</p> <p>Creating conditions that promote equity, especially addressing chronic absenteeism and supporting multi-language learners. Moving from diversity to belonging, from belonging to inclusion, and finally, from inclusion to equity; this continuum reflects a comprehensive approach to fostering an inclusive and equitable educational environment.</p>	<p>Design for Equity</p> <ul style="list-style-type: none"> ● Fostering Belonging in our School Community ● Addressing Chronic Absenteeism ● Multi-Language Learners ● Whole Child Success (BPS Community Connections)
<p>Empowering Educators</p> <p>Engage teachers, administrators and other staff at all levels, in professional development to create a supportive and engaging learning environment that caters to diverse learning needs.</p>	<p>Empowering Educators</p> <ul style="list-style-type: none"> ● Culturally Responsive Practices <ul style="list-style-type: none"> ○ Strengthen dialogue with students and families w/ differences (i.e., Hispanic/Latino) ○ Facilitating difficult conversations (i.e., bias) ● Effective High Impact Instructional Strategies <ul style="list-style-type: none"> ○ Scaffolding/Collaborative reasoning ○ Structured lessons and learning ○ Explicit instruction
<p>Innovative Practices:</p> <p>Beverly Public Schools will implement targeted, innovative, learner-centered experiences that integrate civic engagement, social justice and climate action fostering a more inclusive, informed, and sustainable future.</p>	<p>Innovative Practices:</p> <ul style="list-style-type: none"> ● Project-Based Learning/Authentic Tasks ● Expanding Civics Understanding ● Community Service ● Climate Change

May 8, 2024

Mission

The Beverly Public Schools seeks to maximize academic achievement and personal growth to enable all students to compete within the global economy.

Vision

All students in the Beverly Public Schools will have equal access to a rigorous and authentic curriculum designed to promote growth and achievement for skills needed in today's 21st Century global community.

Core Values

The Beverly Public Schools is committed to:

- Developing all students' potential for excellence
- Providing access to a rigorous program of study for all students
- Creating a learning environment that fosters a sense of belonging, values human differences, and promotes cultural proficiency throughout the school community.

Theory of Action

If Beverly Public Schools ...

- Provides equal access that focuses on meeting the academic and social-emotional needs of all students, and
- Provides a consistent and rigorous curriculum that encourages all students to learn to the depth and distance of their abilities, and
- Hires and develops excellent educators who utilize data, professional development, and collaboration to continually adapt their practice to best meet the needs of all students,

THEN, students will maximize academic achievement and personal growth to enable them to compete in the global economy.

Beverly Public Schools: District Plan Overview 2024-2027

5-8-24

<i>Strategic Objectives</i>		
Design for Equity Creating conditions that promote equity, especially addressing chronic absenteeism and supporting multi-language learners. Moving from diversity to belonging, from belonging to inclusion, and finally from inclusion to equity; this process reflects a comprehensive approach to fostering an inclusive and fair educational environment.	Empowering Educators Engage teachers, administrators and other staff at all levels in professional development to create a supportive and engaging learning environment that caters to diverse learning needs. The focus of this objective is to promote student success, comprehension, and the development of essential skills through strong Tier 1 instruction that provides rigorous learning opportunities for all students.	Innovative Practices: Beverly Public Schools will implement targeted, innovative, learner-centered experiences that allow students to apply their knowledge to authentic situations, with a focus on civic engagement, social justice, and empowering global learning.
<i>Strategic Initiatives</i>		
1. Fostering Belonging in our School Community To foster a more inclusive and accepting school community and provide staff with the tools and strategies to integrate diversity and belonging practices in our schools and classrooms; equity work will support staff via anti-bias education programs that address stereotypes, prejudice, and discrimination.	1. Strengthen dialogue with students and families w/ differences Professional Development that promotes inclusivity by strengthening dialogue with families with diverse backgrounds to build a supportive and inclusive educational environment.	1. Innovative Pathways Engage in planning and implementation to support the development of innovative pathways, Career Technical Education (CTE) expansion, early college programming.
2. Addressing Chronic Absenteeism Cultivate a multi-faceted approach to address chronic absenteeism that emphasizes building relationships with families and stresses the importance of going to class every day to ensure that students attend school regularly and maximize student learning opportunities.	2. High Impact Strategies Professional development that strengthens core instruction by incorporating a combination of approaches to create dynamic, rigorous and engaging learning experiences for students. (scaffolding, structured lessons, explicit instruction, collaborative reasoning).	2. Expanding Civics Understanding Expand students' civic understanding, cultivating informed and engaged citizens, empowering students with the tools and values necessary to equip students with the knowledge, skills, and values needed to participate effectively in civic life.

3. Multi Language Learners Examine practices and identify opportunities to expand academic supports and interventions that provide all students, particularly multilingual learners, equitable access to deeper learning.	3. Facilitating difficult conversations (i.e., bias) Professional development to enhance communication skills for facilitating difficult conversations, including tools and techniques for resolving conflicts that may arise during difficult conversations.	3. Community Service Promote civic engagement among students and staff, instilling a sense of responsibility, fostering a culture of giving back and contributing positively to the broader community. Community service enables students to acquire life skills and knowledge and provide a service to those who need it most.
4. Ensuring a Whole Child Approach to Success Assess the strengths and needs of each student through an MTSS model of systemic student support that connects each student with a tailored set of school and community-based supports and resources.		4. Climate Action Raise awareness and empower students to make positive contributions toward addressing climate change. Incorporating climate action into the curriculum not only contributes to environmental awareness but also promotes critical thinking, civic engagement, and a sense of responsibility among students.
Outcomes		
<p>Design for Equity - Staff and students will demonstrate an increased awareness and understanding of the conditions that lead to diversity and belonging in our schools; this will be accomplished through multiple practices.</p> <p>Empowering Educators - Engaging educators and staff in professional development to support diverse learning needs will yield positive outcomes such as enhanced teaching skills, increased collaboration, a focus on diversity and inclusion, improved student engagement and outcomes, adaptability to educational trends, heightened teacher satisfaction and retention, greater parent and community involvement, alignment with educational goals, and a culture of continuous improvement. These outcomes collectively contribute to the creation of a supportive and engaging learning environment.</p> <p>Innovative Practices - Beverly Public Schools PreK-12 student learning is supported through innovative, personalized learning strategies that address their distinct learning needs. Students will engage in authentic learning activities designed to strengthen cognitive skills and develop competencies in academic and social engagement.</p>		

Beverly Public Schools Action Plan 2024-2025

Designing Our Equity Continuum

Strategic Initiative: Fostering Belonging in our School Community

Definitions/Descriptions: Moving from diversity to belonging in the equity continuum. This includes **fostering** Foster an enhanced culture of respect, inclusivity, and collaboration, where all district stakeholders feel valued and empowered to make positive changes in their schools and communities.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Clearly define <u>Diversity</u> and <u>Belonging</u> in the DBIE continuum for all stakeholders. Make the DBIE continuum clear so all stakeholders understand the movement from one equity concept to another.	Admin. Staff	11-1-24	
Offer tools, strategies, and guidance to realize culturally responsive teacher moves (i.e., implementation of the monthly Cultural and Linguistic Diversity Tidbits).	Admin. Staff	12-1-24	
Provide professional development opportunities for staff on best practices for fostering diversity and belonging in order to foster student voice and agency in the classroom and school.	Admin. Staff	24-25 year	
Increase opportunities for student-led diversity and belonging initiatives that address real-world issues and challenges in local, national and global communities.	Admin. Staff	9-1-24 6-30-25	
Maintain the Superintendent Student Ambassador Council to provide ongoing feedback and recommendations on district policies, programs, and practices related to diversity and belonging.	Admin. HS	24-25 year	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Climate Survey to measure staff and student perceptions; Pd exit surveys	School Admin	10-1-24 5-1-25	
Advisory/Morning Meeting lesson plans; administrator walkthrough; faculty meeting agendas	School Admin	12-1-24	

Resources Supporting Implementation

Resources
Title IIA funds
Appropriated Budget

Beverly Public Schools Action Plan 2024-2025

Design for Equity

Strategic Initiative: Chronic Absenteeism

Definitions/Descriptions: Improve Chronic Attendance among students in all schools.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Clearly communicate attendance expectations and policies. Raise awareness about the importance of regular attendance and its impact on individual and team success.	Admin. Staff	9-24	
Collaborate with health professionals, providing letters and handouts to share with the community regarding the importance of consistent attendance at school.	CCNX Co-ordinators	7-1-24/ 10-1-24	
Engage PTO and School Councils in raising awareness among families.	Admin. Staff	24-25 school year	
Implement attendance tracking systems to monitor and manage attendance efficiently.	Admin. Staff	10-1-24	
Develop Message Campaigns for school events and family information nights. Use communication tools to send reminders and updates about schedules and important events.	CCNX Co-ordinators	7-1-24	
Monitor and evaluate the effectiveness of attendance initiatives through data collection and analysis, regular feedback from students and teachers, and ongoing assessment of outcomes.	Admin. Staff	24-25 year	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Review of Data - Monthly Intervals	Admin	monthly	

Resources Supporting Implementation

Resources
Help Your Child Succeed in School: Build the Habit of Good Attendance
Keep Your Child On Track in Middle and High School: Pay Attention to Attendance
www.attendanceworks.org

Beverly Public Schools Action Plan 2024-2025

Empowering Educators

Strategic Initiative: High Quality Instructional Strategies

Definitions/Descriptions: Support all teachers and leaders to develop a deep understanding of effective, high impact instructional strategies and how to use them to transform student engagement and performance.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Support the development of Professional Learning goals to align with District and School goals.	Admin Staff	7-1-24	
Provide frequent opportunities for learning walks and reflection to identify effective teaching strategies and offer feedback on best practices.	Admin Staff	9-1-24 5-1-25	
Identify strengths and areas for improvement in Scaffolding, Structured Lessons, Explicit instruction, and Collaborative Reasoning.	Admin Staff	ongoing	
Content and Grade Level PLCs for collaborative lesson planning and resource sharing among staff.	Admin Staff	24-25 year	
Provide ongoing professional development for educators to enhance their cultural competence, understanding of equity issues, and ability to create an inclusive learning environment.	Admin Staff	24-25 year	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Reflective feedback on Learning Walks	Admin	1-1-25	
Exit tickets from Content/Grade level meetings	Curric. Dir,	12-1-24	

Resources Supporting Implementation

Resources
Article: https://www.edutopia.org/article/5-key-building-blocks-effective-core-instruction/

Beverly Public Schools Action Plan 2024-2025

Innovative Practices

Strategic Initiative: Expanding Civics Understanding

Definitions/Descriptions: Expand civic understanding among students PreK-12 to promote active and informed citizenship.

Process Benchmark	Person Responsible	Date	
Implement a comprehensive civics education curriculum that covers topics such as government structures, the Constitution, rights and responsibilities, and current events.	Admin Curric. Dir. Staff	9-1-24/ 6-1-24	
Fostering critical thinking skills by encouraging students to analyze and evaluate information, form independent opinions, and engage in respectful dialogue on civic issues.	Admin Curric. Dir. Staff	9-1-24/ 6-1-24	
Addressing digital literacy and media literacy to help students navigate and critically assess information in the digital age.	Admin Curric. Dir. Staff	12-1-24	
Ensure that civics education is inclusive, diverse, and reflects the perspectives of all students, promoting an understanding of different cultures, backgrounds, and experiences.	Admin Curric. Dir. Staff	9-1-24/ 6-1-24	
Incorporate elements of global citizenship to help students understand their role in a global community and the interconnectedness of global issues.	Admin Curric. Dir. Staff	9-1-24/ 6-1-24	
Empowering students to actively participate in decision-making processes within the school community. This could involve student councils, forums, or other mechanisms for student voice.	Admin Curric. Dir. Staff	9-1-24/ 6-1-24	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Review Culturally Responsive Curriculum Rubric	Curric. Dir.	11-1-24	
Pilot Civics class - High School	HS Admin	8-28-24	

Resources Supporting Implementation

Resources

Beverly Public Schools Action Plan 2024-2025

Innovative Practices

Strategic Initiative: Promoting Climate Change Awareness

Definitions/Descriptions: To raise awareness and empower students to make positive contributions toward addressing climate change.

Process Benchmark	Person Responsible	Date	
Identify areas of the curriculum to develop environmental literacy and an improved understanding of climate science, environmental issues, and the interconnectedness of ecosystems.	Admin Curric. Dir. Staff	9-1-24/ 6-1-25	
Exposure to interdisciplinary knowledge by integrating climate-related concepts across various subjects, promoting a holistic understanding of environmental issues.	Admin Curric. Dir. Staff	9-1-24/ 6-1-25	
Increased community engagement through participation in local environmental initiatives and projects that address climate issues in their immediate surroundings.	Admin Curric. Dir. Staff	9-1-24/ 6-1-25	
Exposure to potential career paths in environmental science, sustainability, renewable energy, and related fields, preparing students for future green careers.	Admin Curric. Dir. Staff	9-1-24/ 6-1-25	
Heightened awareness of the consequences of human activities on the environment, encouraging responsible decision-making.	Admin Curric. Dir. Staff	9-1-24/ 6-1-25	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Survey students on awareness of local context	Curric. Dir.	12-1-24	
Student Participation in Green Teams	Admin	9-1-24/ 6-1-25	

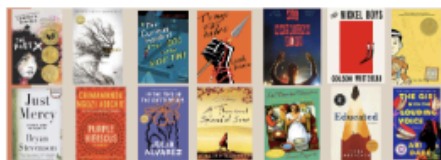
Resources Supporting Implementation

Resources
https://thegreenteam.org/

SUPERINTENDENT'S GOALS | STUDENT LEARNING & PROFESSIONAL PRACTICE

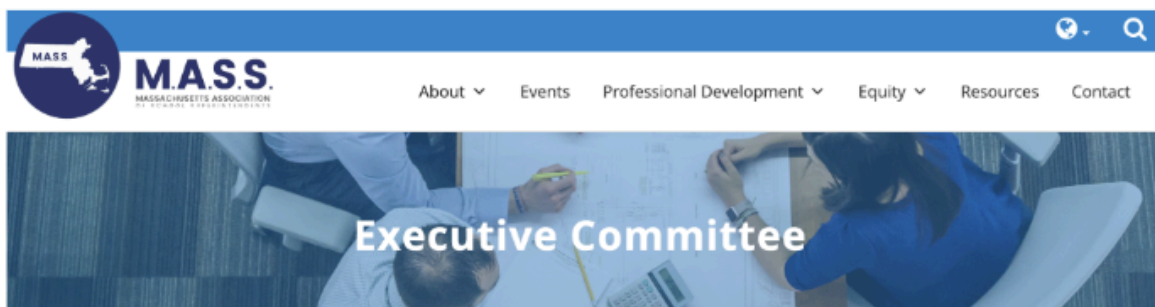
Student Learning

Increased proficiency in reading, writing, and comprehension, and as measured by standardized assessments, teacher observations, and student performance data. Progress will be monitored in two (2) to three (3) data cycles utilizing assessments as appropriate by level (i.e., LinkIt Benchmarks, Writing Assessments, Formative Assessments).



Professional Practice Goal

Serve as an active member of the Executive Committee for the Massachusetts Association of School Superintendents. Participation on the statewide executive committee offers a unique opportunity to influence and shape educational policies and practices at the state level.



Beverly Public Schools Leadership Team

Dr. Suzanne Charochak, Superintendent
Dr. Dorothy Flaherty, Assistant Superintendent
Dr. André Morgan, Director of Opportunity, Access and Equity
Bethany Splansky, Director of Special Education & Support Services
Jean Sherburne, Director of Finance and Operations
Erin Brown, Director of Information and Human Resources
Mary Beth Martens, Special Education Coordinator
Nicole Grazado, Special Education Coordinator
Jodi Elder, Nurse Leader
Caitlyn Bellezza, Director of English Learners
Mark Thomas, Principal - Beverly High School
Phil Coddair, Assistant Principal
Matt Smith, Assistant Principal
Erica Pasquarelli, Assistant Principal
Julie Ferrara, Director of College and Career Readiness
Paul Casey, Director of Humanities (HS)
Jennifer Thomas, Director of STEM (HS)
Ryan Wood, Athletic Director
Judy Miller, Director of Digital Learning
Steven Palomo, Director of IT
Lisa Oliver, Principal - Beverly Middle School
Greg Twombly, Assistant Principal
Jamie Norton, Assistant Principal
Erica Pasquarelli, Assistant Principal
Adam Goodstone, Assistant Principal
Lauren Oxford, Director of Humanities (MS)
James Grocki, Director of STEM (MS)
Amy Blanchard, Principal - North Beverly Elementary School
Meaghan Hart, Principal - Ayers Ryal Side Elementary School
Gabrielle Montevecchi, Principal - Hannah Elementary School
Julie Smith, Principal - Centerville Elementary School
Kate Twombly, Principal - Cove Elementary School
Melissa McKinnon, McKeown Preschool Director
Dana Cruikshank, Transportation Director
Christina Leal, Food Services Director
Robert Schiaroli, Director of School Facilities
John Coffey, Assistant Director of School Facilities