
BEVERLY PUBLIC SCHOOLS

Beverly Public Schools
Strategies for
District Improvement
2021-2024



Dr. Suzanne M. Charochak
Superintendent of Schools

May 10, 2023

BPS DISTRICT IMPROVEMENT PLAN / STRATEGIC OBJECTIVES AND INITIATIVES

The four priority areas as set forth in the BPS District plan are:

District Strategic Objectives	Strategic Initiatives & Action Plans
Creating Conditions that Promote Equity: Beverly Public Schools will create conditions that promote equity. Utilization of a whole child approach allows all students to observe themselves in the curriculum and instructional resources, improve their capacity to think critically, communicate effectively, understand and manage emotions that impact their learning, and engage in academic risks.	Promoting Equity <ul style="list-style-type: none"> • Inclusive Practices • Fostering a Positive School Community • Ensuring a Whole Child Approach to Success • Culturally Responsive Practices
Rigorous and Consistent Curriculum: Beverly Public Schools will create and implement well-aligned and culturally relevant PreK - 12 pathways of consistent and rigorous curriculum and assessment throughout the district.	<ul style="list-style-type: none"> • Curriculum Review and Selection • Effective High Impact Instructional Strategies • Advanced Coursework
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.	Innovative Practices: <ul style="list-style-type: none"> • Project-Based Learning/Authentic Tasks • Civics/Community Service Projects • Professional Development • Knowledge Rich Curriculum
Operations & Management Practices: Beverly Public Schools anticipates and plans for fiscal, facility, and staffing needs for the long-term future.	Operations and Management: <ul style="list-style-type: none"> • Student Safety & Security • Reducing Bias in Hiring Practices and Procedures • Climate Action Planning for Schools • Long-term Budget Planning

Planning for Success Process



May 10, 2023

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.

<i>Strategic Objectives</i>			
Creating Conditions that Promote Equity Beverly Public Schools will ensure all students are provided equal access to an excellent education that encourages them to improve their capacity to think critically, communicate effectively, understand and manage emotions, and engage in academic risks.	Rigorous and Consistent Curriculum Beverly Public Schools will create a culturally relevant, integrated, aligned PK-12 curriculum across all programs that is engaging and responsive to all students' needs.	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.	Operations and Management Practices: Beverly Public Schools anticipates and plans for the fiscal, facility, and staffing needs for the long-term future.
<i>Strategic Initiatives (Promoting Equity)</i>	<i>Strategic Initiatives (Rigorous & Consistent Curriculum)</i>	<i>Strategic Initiatives (Innovative Practices)</i>	<i>Strategic Initiatives (Operations & Management Practices)</i>
1. Inclusive Practices Implementation of Universal Design for Learning (UDL) and Multi-Tiered System of Support (MTSS) to address students' academic needs with a focus on increasing opportunities for learning.	1. Curriculum Review and Selection Create a culturally relevant, integrated, aligned PK-12 curriculum across all programs that are engaging and responsive to all student learning needs.	1. Project-Based Learning/Authentic Tasks Incorporate design thinking approach into project based learning (PBL) to improve the management and rigor of PBL units in our classrooms.	1. Student Safety & Security Ongoing monitoring of District and School Level Emergency Operational Plans and Communication Plan to ensure the physical, emotional, and academic safety of staff and students.

<i>Strategic Initiatives (Promoting Equity)</i>	<i>Strategic Initiatives (Rigorous & Consistent Curriculum)</i>	<i>Strategic Initiatives (Innovative Practices)</i>	<i>Strategic Initiatives (Operations & Management Practices)</i>
2. Fostering a Positive School Community Create a school community that respects diverse people and talents, elevates student voices, cultivates belonging and engages a divergent group of stakeholders.	2. Effective High Impact Instructional Strategies Strengthen Core Instruction and reduce achievement and opportunity gaps by using culturally responsive, inclusive, high impact instructional strategies.	2. Community Service Projects Provide students with the opportunity to become active members of the community. Community service enables students to acquire life skills and knowledge and provide a service to those who need it most.	2. Reducing Bias in Hiring Practices and Procedures Develop and implement conventions that not only attract a diverse workforce but also reduce bias in the hiring process. Develop a succession strategy that is deeply interconnected with ongoing recruitment practices.
3. 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.	3. Advanced Coursework Increase the percentage of racial subgroups and low-income students who access and succeed in advanced coursework.	3. Professional Development Engage teachers, administrators, and other staff at all levels, in high-quality professional development to promote professional knowledge, with a lens on culturally responsive pedagogy and anti-racism.	3. Climate Action Planning for Schools To identify areas within the school operations where we can reduce emissions with a goal of zero carbon targets
4. Culturally Responsive Practices Educators will embed culturally responsive teaching and social-emotional learning strategies into every classroom to prepare all students to be competent, independent learners.		4. Knowledge Rich Curriculum Identify, adopt, and implement a Knowledge-Rich Curriculum that provides aligned pathways of consistent and rigorous curriculum and assessment throughout the district.	4. Long-term Budget Planning Consider the long-range sustainability of the district's financial trajectory, looking out a minimum of three years beyond the existing year.

Outcomes

Creating Conditions that Promote Equity - Students will demonstrate an increased acknowledgment of conditions that promote equity through multiple means including surveys, will demonstrate an increased enrollment by at-risk subgroups in advanced coursework, and will measure increased participation by students in all subgroups in sports, clubs, music, art, and afterschool activities.

Rigorous and Consistent Curriculum: Curriculum Review - During the 2022-2024 school years, the Beverly Public Schools will work with administrators and teachers to create a culturally relevant, integrated, aligned PK-12 knowledge-rich curriculum that is engaging and responsive to all students' learning needs. The overall outcome will be that all students will demonstrate an increased growth and level of performance in their understanding of content within the Massachusetts Curriculum Framework standards.

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.

Operations and Management Practices - During the 2022-2024 school year, the Beverly Public Schools will continue to assess, evaluate, and adjust district practices to address unconscious biases, reduce hiring prejudices, and standardize operational procedures. Additionally, we will continue to assess, evaluate and adjust recruiting and succession planning to address barriers that disproportionately impact minority teachers and candidates; including, exploring partnerships with higher education, recruitment, and support for attracting and retaining educators of color.

Beverly Public Schools Action Plan 2023-2024

Promoting Equity

Strategic Initiative: Fostering a Positive School Community

Definitions/Descriptions: Foster a culture of respect, inclusivity, and collaboration, where students feel valued and empowered to make positive changes in their schools and communities.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Develop and implement a leadership and advocacy curriculum that provides students with the skills and knowledge necessary to lead and advocate for themselves and their peers.	Superintendent	8-28-23	
Provide professional development opportunities for teachers and administrators on best practices for fostering student voice and agency in the classroom, including strategies for creating opportunities for student-led discussions, project-based learning, and student-driven assessments.		9-01-23 - 06-01-24	
Increase opportunities for student-led initiatives and projects that address real-world issues and challenges in the community.	Admin and teachers	9-01-23 - 06-01-24	
Establish and maintain the Superintendent Student Ambassador Council to provide ongoing feedback and recommendations on district policies, programs, and practices.	Admin and teachers	9-15-23 - 06-01-24	
Regularly assess and evaluate the effectiveness of the district's efforts to elevate student voice and agency and use the data to make informed decisions and adjustments as necessary.	Admin and teachers	8-28-23 - 06-01-24	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Climate Survey to measure staff and student perceptions; Pd exit surveys	Building-level Administrators	09-15-23 1-15-24 5-15-24	
Advisory/Morning Meeting lesson plans; administrator walkthrough; faculty meeting agendas	Building-level Administrators	9-01-23	

Resources Supporting Implementation

Resources
Title IIA funds
ESSER funds

Beverly Public Schools Action Plan 2023-2024

Promoting Equity

Strategic Initiative: MTSS - Ensuring a Whole Child Approach to Success

Definitions/Descriptions: By the end of the academic year, all students in our school district will have access to City Connects services commensurate with their level of need, which will provide personalized support and resources to address their academic, social, emotional, and health needs, in order to ensure their whole child success.

Instructional Change Strategy -Continuously monitor and evaluate the effectiveness of City Connects in meeting students' needs and adjust the program as needed

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Increase the depth and breadth of City Connects partnerships, collaborating with additional community organizations and agencies to address new and emerging needs of students and families	CoordinatorT eachers, Admin	7-1-23 - 6-30-24	
Strengthen the integration of City Connects with existing district initiatives, such as social-emotional learning programs, health and wellness initiatives, and academic support services.	CoordinatorS AC, Teachers	9-1-23 - 6-30-24	
Enhance the use of data and technology in the City Connects process, using analytics to identify patterns and trends in student needs and progress, and leveraging technology to facilitate communication and coordination between partners.	Principals and teachers	9-1-23 - 6-30-24	
Engage in ongoing professional development and training for all staff involved in the City Connects process, in order to deepen their understanding of student needs and the available resources, and to support their ability to effectively collaborate with partners and families.	Principals and teachers	9-1-23 - 6-30-24	
Collect data on the implementation of the model and delivery of services to help inform the practice	Central Office	9-1-23 - 6-30-24	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All students are entered into the My Connects system and tiered in response to level of need; Data is incorporated into existing data cycle	City Connects Coordinator	11-15-23	
City Connects Coordinators regularly participate in coaching opportunities provided by City Connects	Project Manager		

Resources Supporting Implementation

Resources
Title IIA funds to provide professional development
District funds for substitutes for professional development

Beverly Public Schools Action Plan 2023-2024

Rigorous and Consistent Curriculum

Strategic Initiative: High Impact Instructional Strategies

Definitions/Descriptions: Strengthen Core Instruction and reduce achievement and opportunity gaps by using culturally responsive, inclusive, high impact instructional strategies.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
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.	Superintendent	8-28-23	
Empower and partner with educators to review curriculum for cultural and linguistic bias, to ensure that it is culturally and linguistically relevant and responsive to ensure that our students see themselves in the curriculum being taught.	Assistant Superintendent & Coaches	9-01-23 - 06-01-24	
Use data to evaluate and continuously improve the effectiveness of instructional practices to support and accelerate learning.	Admin and teachers	9-01-23 - 06-01-24	
Conduct regular assessments to monitor student progress and adjust instruction as needed.	Admin and teachers	9-15-23 - 06-01-24	
Strengthen Tier 2 instruction in literacy and math interventions through high-quality interventions and ongoing progress monitoring.	Admin and teachers	8-28-23 - 06-01-24	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Walkthrough focus to cite evidence of Culturally Responsive Teaching and UDL	P/ AP/ Director	01/05/24	
Observations include feedback on high impact strategies	Leadership	01/05/24	

Resources Supporting Implementation

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

Beverly Public Schools Action Plan 2023-2024

Rigorous and Consistent Curriculum

Strategic Initiative: Advanced Coursework

Definitions/Descriptions: Ensure all students have opportunities to enroll and succeed in advanced coursework.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Engage teachers, administrators, and other staff at all levels, in professional development about cultural competency, diversity, equity, inclusion, anti-racism, and related issues.	Central Office Admin.	06-30-23	
Monitor and evaluate the effectiveness of initiatives through data collection and analysis, regular feedback from students and teachers, and ongoing assessment of program outcomes.	Central Office Admin.	03-30-24	
Promote a culture of inclusion and diversity within advanced coursework through teacher training and support, student leadership programs, and peer mentoring.	Central Office Admin.	09-01-23	
Develop a process for supporting students in advanced coursework. Provide deliberate support for students who are new to advanced placement coursework.	Central Office HS Admin.	01-30-24	
Implementing targeted outreach efforts to low income and BIPOC families to inform them of the benefits of advanced courses and how to enroll their students.	Central Office HS Admin.	02-01-24	
Offering support programs, such as tutoring or mentorship, to help low income and BIPOC students succeed in advanced courses.	Central Office HS Admin.	09-01-24	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Walkthroughs of Advances Courses	HS Admin	2-01-24	
Survey of students who are new to advanced coursework.	HS Admin	12-15-23	

Resources Supporting Implementation

Resources
Article: 5 Things State Leaders Should Do to Advance Equity (The Education Trust)
Leadership Support for Guidance Department (planning development)
District funds for substitutes for professional development

Beverly Public Schools Action Plan 2023-2024

Operations and Management Practices

Strategic Initiative: Climate Action Planning for Schools

Definitions/Descriptions: To increase efforts of sustainability and climate action within the school district.

Process Benchmark	Person Responsible	Date	
Collect data and review current efforts in the areas of recycling, trash reduction, food waste diversion and energy-efficient lighting at each school.	Climate Team	09-01-23	
Promote awareness and understanding of food waste diversion among students, teachers, and staff within the district and community.	Climate Team	10-30-23	
Support green teams as they examine the impact of the school on the environment and then design and carry out activities related to their findings	Climate Team	8-28-23	
Partner with local organizations and businesses to provide opportunities for students to engage in sustainability and climate actions initiatives in the community.	Principals Teachers	9-01-23 6-01-24	
Integrate sustainability and climate change education into the curriculum and provide ongoing professional development opportunities for teachers to support this effort.	Principals Teachers	9-01-23 6-01-24	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Data review from baseline year	Principals, Cabinet	11-01-23	
Student Participation in Green teams	Principals, Teachers	1-30-24	

Resources Supporting Implementation

Resources
District Funds to support efforts
Community partners

Beverly Public Schools Leadership Team

Dr. Suzanne Charochak, Superintendent
Dr. Dorothy Flaherty, Assistant Superintendent
Bethany Splansky, Director of Special Education & Support Services
Jean Sherburne, Director of Finance and Operations
Erin Brown, Director of Information and Human Resources
Dr. André Morgan, Director of Opportunity, Access and Equity
Mary Beth Martens, Special Education Coordinator
Nicole Grazado, Special Education Coordinator
Jodi Elder, Nurse Leader
Caitlyn Bellezza, Director of English Learners
Elizabeth Taylor, Principal
Phil Coddair, Assistant Principal
Ryan Wood, Assistant Principal
Mark Thomas, Assistant Principal
Julie Ferrara, Director of College and Career Readiness
Paul Casey, Director of Humanities
Jennifer Thomas, Director of STEM
Daniel Keefe, Athletic Director
Judy Miller, Director of Digital Learning
Steven Palomo, Director of IT
Lisa Oliver, Principal
Greg Twombly, Assistant Principal
Jamie Norton, Assistant Principal
Erica Pasquarelli, Assistant Principal
Kate Twombly, Assistant Principal
Amy Blanchard, Principal
Meaghan Hart, Principal
Gabrielle Montevicchi, Principal
Julie Smith, Principal
Erin Sweeney, Principal
Gina Anderson, Preschool Director
Dana Cruikshank, Transportation Director
Christina Leal, Food Services Director
Robert Schiaroli, Director of School Facilities
John Coffey, Assistant Director of School Facilities