

**Mass IDEAS Interim Grant Report
Barnstable Intermediate School
December 2, 2019**

Top

Narrative: The purpose of the **narrative** component is to reflect on the team's work to date, and to determine what is on track and off-track, using evidence and artifacts in your consideration of the team's progress.

1. [BIS Team Goals](#)
2. [Career Connections](#)
3. [Time & Space](#)
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Financial: The purpose of the **financial** component is to determine whether the team is on track in spending its grant funds. If the team is off track for spending the funds, or is considering alternate strategies for portions of the funding, this is an opportunity to work with Mass IDEAS and the team's coach to consider revisions.

1. [Financial Report](#)

BIS Team Goals

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On-Track Strategies

Which of your strategies/activities are on track? What is working? How do you know? Please include data to support your response.

Claim

Evidence

Impact (tied to overarching goals)

PLC Agenda

Action Plan from GSP

Off-Track Strategies

Which of your strategies/activities are not on track, or have not yet worked in the way that you intended? How do you know? Please include data to support your response.

Plan For Off-Track Strategies

What is your plan to either make progress on the off-track strategies/activities, or to work with your Mass IDEAS coach and the Mass IDEAS Program Officer to consider alternate strategies?

Career Connections ([Return to Top](#))

Project Plan Goal:

By June 2020, every BIS student will have had the opportunity to strengthen their 21st century skills, explore the high school career pathways available to them and participate in career explorations during 1/2 day school schedules. Together, this will bring a relevance of academics to students and help them understand the "why" of school. The 1/2 day presentations will be based on information collected through student participation in Xello career software. Additionally, students will explore career opportunities each trimester through all of their enrichment classes.

On-Track Strategies

The sub-committee has designed, facilitated, and implemented career explorations pilot lessons school-wide during half days and on early-adopter teams through Future Forward Fridays. [[Future Forward Friday Website](#)] [[21st Century Half Day Lessons](#)] Through the use of a student survey, the planning team has been able to target high-interest industries on Future Forward Fridays and for the upcoming 21st Century Learning Day scheduled for February 12, 2020. [[Interest/Skills Survey Results](#)] [[Half-Day Student Survey Results](#)] Enrichment teachers worked during the summer to develop at least one lesson plan per trimester that tied their curriculum to career explorations and also linked the learning to the high school career pathways. [[Summer Curriculum Feedback Template](#)] [[Music Career Lesson with Visitor](#)] [[Summer Curriculum Work & Feedback Folder](#)] The committee subsequently facilitated the creation of a scope and sequence of career exploration lessons in the enrichment classes and in core content areas where there are early adopters piloting the integration of career lessons in the general curriculum. [[Enrichment Career Lessons](#)] [[Atlantic Shark Conservancy Pilot](#)] Through these efforts, the sub-committee's goal of providing every student an opportunity to explore careers has been met at this time and future work will serve to deepen their experiences and further target their interests.

Off-Track Strategies/Plan For Off-Track Strategies

Xello, the career explorations software that was purchased as a pilot for the 2019-2020 school year using another funding source, was rolled out during the November 20th half day. Students' initial response was to ask if they could log-on to the software at home and at different parts of their day because they wanted to create their profile and explore the contents. We will use the reports that Xello generates along with the initial survey data that we collected but do not yet have access to the results (collected through American Student Assistance data team) to continue to refine our offerings and programming.

The sub-committee wanted to offer externships in local industries to teachers last summer or during vacation weeks this school-year. Planning group members met with the Director of MassHire in June, but, due to changes in their organization, they were unable to immediately support our efforts. Planning group members met with the Director again in November to reestablish our interest and request their support in organizing externships with local business leaders. [[Notes from meeting](#)] The planning group will take this more detailed information and develop a plan for offering teacher externships during the summer of 2020 and possibly during vacation weeks thereafter as a means of making direct connections to local partnerships and to further enhance the relevance of career related lessons throughout the curriculum at BIS. Part of this planning will be to determine the budget for the externship program as well. Exploring other schools that have done this type of work will be helpful in framing this opportunity for educators and also understanding the criteria for the work being done during the externship and how it will relate to student learning at BIS. The group will explore school-site visits and/or information gathering that will support this work.

The sub-committee is also aware that our intended goal is a whole school adoption of career explorations for the 2020-2021 school year. This is not necessarily an off-track strategy, but it is one where we anticipate barriers to success. The sub-committee's next steps are to define what whole school adoption means (frequency, criteria, etc.) while also working to support teachers to plan accordingly. We anticipate the teacher buy-in to this work will not be as challenging as other elements of our work because we have many teachers who can attest to the benefits of integrating career explorations and that it's not too cumbersome to plan this way; however, we also know that the other changes that will be happening simultaneously will have a cumulative effect. Our goal is to have the plan for 2020-2021 articulated by February and for it to be shared shortly thereafter so that teachers can adjust and also participate in opportunities to plan accordingly.

Time & Space ([Return to Top](#))

Project Plan Goals:

By June 2020, we will have a schedule in place that gives 7th grade students choice in certain electives taken and provide opportunities to educate the whole child. The schedule will also allow teams flexible time to meet all the needs of the students and implement cross-curricular lessons.

By June 2020, we will have thoroughly looked at all usable space at BIS and allocated its use to create pods/communities/learning academies, and common team areas for each. Classroom furniture will be chosen for different types of learning environments to lend itself to student centered projects. The team will also have a vision for the front foyer area to be used as a flexible learning space, as well as other areas for learning nooks in our building. This committee also hopes to plan a budget for the furniture and time table of its implementation.

On-Track Strategies

The sub-committee has worked to identify flexible seating options and piloted their use in various classroom settings. The pilots have shown an increase in student engagement because teachers are able to create more dynamic lessons with the change in environment. As a result of these pilots, the school has purchased a set of classroom seating that will allow for teachers to more fully try a variety of classroom configurations in a space that will be signed out by teachers on a weekly basis. Data to be collected by teachers using the flexible seating classroom include how did the experience change for the student, how did the teacher modify and deliver the lesson differently, and how did the use of flexible seating impact student learning. [[Deliverable 31](#), [Furniture Research](#), [Student Survey](#), [Student Flexible Seating Survey](#), [Teacher Flexible Seating Survey](#)]

The sub-committee recognizes that there is [underutilized space](#) within the building that could be deployed in a different manner. Committee members viewed schematic drawings of the building and walked the physical space to look for underutilized or redeployable space. A [space consultant](#) has been identified to assist the staff in use of space. The goal of this work is that the better utilization of space will positively impact student learning because it will provide staff with additional space to promote cross-curricular teaching and learning.

The sub-committee has also considered the impacts of the schedule on student engagement. They have proposed moving intervention time to the end of the day to determine if such a change will increase student achievement in the core courses taught in the morning and also increase participation and effectiveness of the intervention time. A pilot was enacted on one team (94 students) to flip when courses and interventions would be offered to students to gauge the impact on student learning and success of the intervention block. [[What Do You Think Of BIS Survey?](#), [Student Feedback](#)]. Feedback from this pilot will inform the building and execution of the schedule for the school moving forward.

Finally, the time and space sub-committee liaison has supported teachers in the use of technology as well, given that the use of technology can often have an impact on how space is configured in a classroom. A 1:1 chromebook pilot has created opportunities for teachers to build and students to explore cross-curricular activities and projects. By strategically deploying Chromebooks within the building, one team (96 students) will be able to put a Chromebook in each student's hand for the entire school day. Students will then have the Chromebooks in each class and subject specific teachers will be available to provide expertise in each component of the cross curricular project. Additionally, a more consistent delivery of lessons to the students will be achieved. [[BIS Chromebook 1-1 Pilot](#), [Chromebook Use Feedback](#)]

Impact This change in lesson design matches Twenty-First Century skills and collaborative thinking for the students.

Off-Track Strategies

Which of your strategies/activities are not on track, or have not yet worked in the way that you intended? How do you know? Please include data to support your response.

A time consultant was originally proposed but many ideas that a consultant would provide were able to be discussed and explored through off site [school visits](#) using this feedback [form](#) and conversations with staff who had worked in other districts.

The work of the time subgroup found piloting to be difficult in the current school year because of whole school constraints on the schedule. Making changes to one team was virtually impossible without major impact on the rest of the building.

Offentimes the committee felt handcuffed by working in a silo. So much of what other committees are doing will impact time and space in the building.

Plan For Off-Track Strategies

What is your plan to either make progress on the off-track strategies/activities, or to work with your Mass IDEAS coach and the Mass IDEAS Program Officer to consider alternate strategies?

There are enough scheduling ideas within the school community that a consultant at this time would not be beneficial. As the subgroups come together and as the proposals are fleshed out the work of the time and space committee will be more relevant.

Many ideas generated from the scheduling sub-committee will be implemented in the 20-21 school schedule but will not be piloted during the current school year. For example, changing how homeroom is run from on team 25 students in a room to all classrooms holding homeroom and keeping students for both years to support SEL and strengthen the connection between all students and one particular adult in the school.

Engagement ([Return to Top](#))

Project Plan Goal:

By April of 2020, the Student Engagement Sub-Committee will have worked with the Peer Leadership advisors to form a student government at BIS with the purpose of allowing the students to voice their ideas about activities and/or school slogan for BIS. Additionally, staff at BIS will be provided helpful resources, including videos, research and articles that help to promote student engagement in school. The Student Engagement Sub-Committee will have developed a vision for BIS regarding Engagement and will have drafted a end of the year survey to be completed by June, 2020.

On-Track Strategies

Which of your strategies/activities are on track? What is working? How do you know? Please include data to support your response.

Claim: We have successfully been working with BIS Peer Leaders to include student voice at BIS. BIS SEAD Coach is coordinating plans/lessons to use in during homeroom advisories. Two meetings with the staff Engagement Sub Committee.

Evidence:

BIS Peer Leaders are attending the BIS School Climate Planning Meetings and Mass Ideas. [Mass Ideas Invite.](#)

Peer leaders/staff are looking at other Massachusetts middle school student governments. Two of the sub-committee members participated in a site visit with Monomoy Middle School and are working to schedule a meeting with Peer Leaders. [Visit to Monomoy Middle School](#)

Peer Leadership - November 20, 2019 Peace Assembly. Increase of student involvement. Pep band (Includes staff and students), Bizz Buzz Reporters, Team Posters, Team Spirit Points, and a decrease of students leaving the event for restroom/water breaks. [Peace Assembly Photo](#), [Pep Band Photo](#) Also a reduction of student absences half-day -Sept. 18, 71 students unexcused (no student engagement activity) - Nov. 20, 40 students unexcused (Peace Assembly)

Peer leaders have been introduced to the need for a BIS Slogan.

Mascot lessons 11/25,11/26 in all homerooms. [Mascot Intervention Lesson](#)

Reduction of Behaviors

2018 Data For Similar Incidents

Disorderly Conduct Disorderly Conduct (Disruptive Behavior) 28

Insubordination Insubordination (Disobedience) 52

Physical Altercation Physical Altercation, Minor (Pushing, Shoving) 29

Violation of Rules Violation of School Rules (Disobeying School Policy) 51

2019 Data for Similar Incidents

Disorderly Conduct Disorderly Conduct (Disruptive Behavior) 17

Insubordination Insubordination (Disobedience) 14

Physical Altercation Physical Altercation, Minor (Pushing, Shoving) 12

Violation of Rules Violation of School Rules (Disobeying School Policy) 36

Claim:

The Engagement Sub-Committee has been reading [Just Ask Us](#) by Heather Wolpert-Gawron about students' feelings toward student engagement. The book reflects the results of national surveys and are aligned with a short list of vital and research based strategies. It is also meant to introduce the reader to concepts and give short, practical takeaways to be used immediately. See review: <https://www.middleweb.com/36660/kids-speak-out-on-student-engagement/>

Impact

Student Engagement strategies are being shared with the staff with positive feedback.

<https://docs.google.com/document/d/1HI7g8YyUr0Uc2RfSZvdJ8fLmwAy8I5Al6iC3roh9e5s/edit>

See email thread which also includes a comment from the Social Studies Department Head who shared this strategy with her staff: <https://docs.google.com/document/d/1qNay72iWjjeKZdF5yV-DwRc0cSqEDCRQPFGNb0gvfiU/edit>

Off-Track Strategies:

We need to designate time to meet with teacher engagement committee to brainstorm “slogan” for BIS. [Helpful Trio Document](#) or recommended format suggested by [Great School Partnership](#) will be used to pace the dialogue.

We need to work on developing a form for the staff to share student engagement strategies employed in the classroom so that we can measure the frequency and popularity of certain strategies.

The Sub-Committee members need to have time to meet in order to pull out additional ideas from the [Just Ask Us](#) book to be shared with staff members.

The Sub-Committee members need to meet and discuss a vision for BIS regarding Student Engagement and create an end of the year survey to be completed by June, 2020.

Plan For Off-Track Strategies

What is your plan to either make progress on the off-track strategies/activities, or to work with your Mass IDEAS coach and the Mass IDEAS Program Officer to consider alternate strategies?

Mark, from Great Schools Partnership, shared some ideas for developing a form for staff to complete regarding engagement strategies. He offered to work with the sub-committee to refine a form that would be effective (100% participation) and data driven (which strategies are most effective).

Additional in-service days will be utilized for continuing to delve into the book to share student engagement strategies. Emails will be sent to staff with ideas.

Create small groups to start to develop end of year survey.

Community Connections ([Return to Top](#))

Project Plan Goal:

By June 2020 BIS will have a database of community resources (organizations and individuals) that staff can access to bring in classroom support, guest speakers, after school help for students, career exploration experts, and possible mentors. To ensure use of this resource, teachers will first be a part of creating the list via Google Form and sent the completed database to use as needs arise in their classroom. We will also seek a Volunteer Coordinator to continue to locate new community resources, keep parents connected, and be a liaison with teachers to help find the right resource for their needs. Additionally, we will continue to grow our Social Media presence as a way to keep our community connected and informed. Success will be measured by tracked use of the community resources within our database and increased social media community followers and engagement with our posts.

On-Track Strategies

SMART+ GOAL: To reinvigorate our defunct PTA to at least 10 members under a new name and mission to involve families in student learning and engage families in decision making at BIS.

We are successfully re-building our PTA, which had no members for the past 3 years, under a new name and with a new mission. Our new Family Action Committee (FAC) is committed to engaging parents in decision making and student learning during these meetings. Five parents attended our first meeting and the meeting served as a place for us to gather data on when we should meet and what parents would like to have happen at the meetings. We asked parents to complete the [4 Versions of Family School Partnerships](#) form based on their experience at BIS and reviewed [Holistic Family Engagement graphic](#). The parent feedback on this form slated BIS as a mix between Open-Door School and a Come-if-we-call School.

Evidence: We increased our attendance at the second meeting to 10 parents attending our October meeting - which was half "business" and half 'what are students learning'. We asked our Social, Emotional, Academic Development (SEAD) Coach to come in and share with parents the SEL curriculum and Responsive Classroom materials we are using with students at BIS this year. Parents were able to ask questions of our SEAD coach about what her role is at our school, how the decision is being made regarding choosing a new SEL curriculum, and more. Our November meeting was held in the Wellness Studio and parents who attended were able to work through a wellness lesson with their students. Our numbers were down this meeting to 7 due to some family illness, but each parent communicated with us that they were not going to be able to attend, which is a vast improvement over previous communications. Our fourth meeting will be held in December in one of our technology classrooms where families and their student will work through our Computer Science Stations (coding, robotics, micro computers, etc). While we are not yet at 80% for our survey completion nor FAC attendance (goal #4--goals tab in Project Plan), the build up from the zero participation we have had in past years is promising. We will be holding a planning meeting for our first two community forums in December and parents will be invited to the table.

SMART+ GOAL: BIS will partner with BHS, 4C's, and other community partners to offer mentors, after school homework support/club, and volunteers in the school/classroom

We have started our after school homework club (ASHC) on Tuesdays and Thursdays utilizing our stakeholders at BHS (National Honor Society and Key Club primarily and one adult volunteer from the Barnstable Adult Community Center). We have placed one Cape Cod Community College Education student in a classroom this semester to work with small groups (primarily EL students) on a 7th grade team and plan to have several more in their second semester to support more BIS students.

Evidence: We have 20 students currently attending the ASHC supported by 6-10 BHS students and one to two adults. Term 1 has just ended, so we will be collecting data on homework completion, grades, behavior referrals, and attendance to see if our goal is being achieved to see improvement in these areas. We have a wait list of additional students who would like to attend ASHC and are working on adding BHS students and community volunteers to allow for the accommodation of additional students. By providing the support of BHS students and adults for homework & project assistance, a quiet place to complete work, supplies to complete work, and a healthy snack we are providing equity to students in our sub groups by placing them in an environment that many other peers have in place at home which helps to set them up for success in school. Data will be forthcoming mid-December as report cards will go home 12/2/19. This work is tied to overarching goal #1 (goals tab in Project Plan).

Off-Track Strategies & Plan For Off-Track Strategies

Database: Staff and families completing of survey being used to create the [community resource database](#) and needs assessment for in class volunteer placement. Only 33 staff members have completed [this survey](#) and 43 parents have completed [the survey](#). We will continue to ask for dedicated time at a faculty meeting or professional development day for staff to complete the survey starting in January. Additionally, prior to said meeting we will push out the database as it stands with the information and contacts we have to date - perhaps seeing what the database will contain will inspire the laggards to complete the survey to get their contacts and classroom needs into the mix.

Stipended Volunteer/Families Coordinator: [Job description](#) was drafted and accepted by BPS administration. The posting of the position stalled at the Barnstable Teacher's Association (BTA is our union) as new stipend positions must be written into the contract. Additionally, the district created a Family and Community Engagement Center this school year and similar positions exist (or will exist) through this new district-wide initiative. While we await the next steps from the BTA we have put out a request for a volunteer Volunteer/Families Coordinator via our growing Family Action Committee

network. We will try to onboard this parent in January to assist us in facilitating our first two Community Forums (scheduled for 1/9 and 1/11).

BIS Buddies: This program has stalled given the lack of movement in posting the Coordinator position and the fact that the Community Connections subcommittee lead and core liaison are both teachers, therefore it is challenging to find the time to arrange vans/drivers, coordinate schedules between Hyannis West Elementary and BIS teams, as well as develop a focus (whether Book Buddies, small group reading, math facts, etc). We will continue to push for resolution with BTA on posting the stipend position to get someone in this role by the end of January 2020. If we can't get the stipended position through, we will work with Core Team, BTA, and admin to get the ball rolling on a potential paid position if we win the MassIDEAS Implementation Grant.

Student-Centered Learning ([Return to Top](#))

Project Plan Goal:

By June 2020, every BIS student will have the opportunity to explore through an authentic learning unit in at least one core team academic subject. To ensure this can be completed, all BIS teachers will be introduced to equitable instruction elements, core strategies, and ongoing coaching throughout the 2019-2020 school year through a professional development provider focusing on authentic work strategies. Teachers will be provided with at least 4 half-day trainings that allow for equitable instruction exploration, with ongoing PLC time to revise work.

On-Track Strategies

The SCL sub-committee has researched, identified, hired and co-planned and facilitated professional development to allow staff to deepen their learning with [NGLC's MyWays framework](#). After beginning the work with expert facilitator,

Amanda Avallone, the committee committed to deepening their learning through a [coaching contract](#), allowing for a group of early adopters to [pilot projects](#) they have created using the framework as a guiding force. Some staff have already begun [piloting projects](#) intentionally with the use of the frameworks, and will be able to get feedback from Avallone, and then share best practices. A pilot team is diving deeper into experiential, authentic learning by designing an “academy”, [themed around naturalist ideas, sustainability, and advocacy with community partnerships](#) and learning trips for students; this will be rolled out in January 2020 and run through the remainder of the year.

By visiting two “Schools to Learn From”, including [Casco Bay High School](#) with a parent and student, and the anticipated visit to Francis Parker Charter, also including a family member, we are bringing back what works, such as our version of HOWLS and Essential Questions.

As we put students at the forefront of classroom instruction, the SCL committee drafted a [new mission, vision, and values statement](#); the statement has been reviewed for feedback in a [focus student group](#) and brought to the committee to help shape the instruction being designed with MyWays. As a whole-school initiative in designing instructional strategies for all staff members to embrace, the [Great Schools Partnership](#) facilitators have focused their work on equitable practices and classroom strategies; school leadership then reinforces this work through targeted PLC meetings monthly in teams of two, analyzing data and [creating artifacts](#) that address student voice and choice in differentiated instruction.

Off-Track Strategies/Plans to Shift

Our current off-track work comes largely in engagement from all stakeholders (goal #4--goals tab in Project Plan). On several separate events, including a [team pilot potluck](#) and coffee hour family engagements, family representatives have not engaged deeply in developing their visions of SCL; rather, families have been excited to come into school again, enjoy their community connections, and celebrate their children’s achievements. There are currently 17 staff members on the SCL committee; however, due to scheduling of meetings, a small working group to create and pilot projects must take place outside of contract time. Currently we have only a quarter of the committee willing to commit to this work. Most importantly, BIS has not taken enough time to *really* talk and explore what SCL would look like to the people who would be leading the work - the kids.

To right these off-track pieces, the team plans on: 1) utilizing current awards, including our Effective Effort designations, into quarterly evening events to celebrate students and their families, and then create focus groups for these parties to hear their ideas; 2) host a community forum on January 11 to re-empathize again while also working in tandem with families on a [menu of projects](#), and 3) host “town hall” meetings in advisories to engage with students on what they need for the remainder of the year and going forward. We hope to implore coach Nate Kellogg in a “Screencast” Session about how to create and evaluate pilots, and be able to show this work during the 1/11 forum.

Financial Report ([Return to Top](#))

Barnstable Intermediate School’s Financial Plan for Repurposing Mass IDEAS Grant Funds

Current Budget

- change of report cards here and at BUES--need to pay aspen to rewrite report card online?
- 2 day blast during April break from MyWays/PBL
- community forums

-15-20 for saturday blast project work

-Innovation for EDU

-1:1 pilot

-Restorative Practices/PBL/PBIS