

BERLIN-BOYLSTON PUBLIC SCHOOLS

District Improvement Plan 2018-2023

Updated October 13, 2020

Green = Completed; Red = Not completed; Yellow = Partially Completed/continued; Purple = New; Bold = Moved from Previous Year



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Berlin-Boylston Public Schools **Mission and Vision Statements**

Our Mission: *To support and challenge all students to achieve personal and academic excellence in a student-centered environment.*

Our Vision: *The Berlin-Boylston Public Schools will create a challenging learning environment to ensure that all students exhibit continuous improvement and pursue personal excellence and become active, engaged, independent learners and decision makers. As an inclusive school community, instruction will be provided in a caring, safe and healthy learning environment, responsive to each student, in collaboration with families and the community.*

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Berlin-Boylston Public Schools
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To: Berlin-Boylston School Committee
From: Jeffrey T. Zanghi, Superintendent of Schools
Re: District Improvement Plan
Date: September 2018

On behalf of the Berlin-Boylston Public Schools, I am proud to present the 2018-2023 District Improvement Plan. The plan is designed to focus on four high-impact areas that will leverage the greatest positive impact on teaching and learning: increased student achievement through targeted curriculum work; equitable access to education through a deeper and broader focus on wellness; technology supports and innovation; and fiscal planning and responsibility. This document will guide major aspects of our work at the district and school level for the next five years, and individual School Improvement Plans will be aligned to reflect those areas as well.

The District Improvement Plan was developed collaboratively by the Berlin-Boylston Leadership Team overseen by this Superintendent of Schools. The specificity of entry plan results, varied student assessment data results and community survey feedback, combined with professional experience and an identification of both available and needed resources, were taken into account during its development.

The elements of the District Improvement Plan will be reflected in the annual goals of the Superintendent and administrators. Success toward completion of these goals will be measured through ongoing evidence collected and presented by the conclusion of each school year. This evidence will serve as a benchmark toward the larger five-year goals and adjusted annually to ensure that each one remains both attainable and realistic over time.

The District Improvement Plan provides specific target areas of growth for our District, however, it does not restrict the broad range of educational experiences that serve as the essence of teaching and learning in our schools. Nor does it minimize the responses of educators to the growing needs of our students on both social and emotional levels. Rather, the District Improvement Plan serves as a clearly defined map from which to navigate, to drive major decision-making, to set priorities, and to plan for the future.

Thank you for the opportunity to present this plan to the Berlin-Boylston School Committee.

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As we considered our focus for the next five years, our Leadership Team targeted several key areas that will shape teaching and learning in our schools:

Science, Technology, Engineering, Mathematics (S.T.E.M.) – Faced with a growing need to prepare our students for their entry into the workforce, including the global marketplace, educators must continuously look toward S.T.E.M. as the pathway toward that goal. When we think S.T.E.M., we think not only of the work of scientists, engineers, and mathematicians, but of those who focus on innovation to drive the economy, who are the critical and creative thinkers, and who are not afraid of failure in the continuous challenge to maintain a competitive marketplace at both a domestic and international level. To do so, our teachers will need to maintain currency through coursework and professional development, and our technology must reflect newer and better ways to access information and support research in our classrooms.

The Performing Arts – The Arts, in all forms offer our students creative outlets to express themselves as well as accept the interpretations and perspectives of others. Through this expression, emotions come alive and the senses are tapped in ways that reach far beyond the academic areas and into the soul. In addition to our excellent fine arts program, the performing arts (music and theater) offers students not only an opportunity for creative expression, but to develop and build upon multiple intelligences.

Our commitment over the next five years is to build upon our music (chorus and instrumental) program and provide opportunities for theatrical activities, and make these more accessible through scheduling, resources, instruction and after-school availability. In this way, *all* of our students will have an opportunity to engage in some aspect of the performing arts through the course of their elementary, middle and high school years. When we give students new ways to consider thinking about the possibilities of interpreting a scene or score, we empower them, build confidence, and teach them a deeper appreciation of the human condition.

Equity – Equal access to education is the fundamental right of *all students* regardless of culture, race, gender, socioeconomic level, or social, emotional or physical disabilities. Our classrooms must be designed to serve as the environments that foster opportunities for personalized learning, and our staff must receive the necessary training that will enable them to create these opportunities by recognizing and removing the barriers for doing so. How can a child learn when facing personal crises? What resources can we make better available to them and to their families? Over the next five years, we will continue our focus on areas for growth such as social-emotional learning, cultural diversity and awareness, and inclusive practices so that our students can thrive in their educational experience and so that their needs will be met.

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Family & Community Engagement – Beginning with our earliest learners, the district’s commitment to our families and to the community that supports our schools is of paramount importance. What can we offer? Opportunities to learn more about how best to work with our children at home and in school, to find outlets in which to discuss and share our concerns and ways to help them as they move through the adolescent years, and to guide them into possible college and career pathways available through internships and shadowing opportunities. We will look to our parents, grandparents, friends, neighbors and local businesses to find ways to strengthen the resources we have and in doing so, give back to our communities through service learning and greater opportunities to engage with us in our shared responsibility of educating our young people so that they may become the future voices of leadership within our towns.

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Goal 1: To Strengthen Student Achievement by Advancing Curriculum Opportunities and Updating Alignment

	Objectives	Year 1 - FY19	Year 2 - FY20	Year 3 - FY21	Year 4 - FY22	Year 5 - FY23
A) Science, Technology, Engineering, Mathematics (S.T.E.M.)	<i>To build a Pre-K through 12 S.T.E.M. Program</i>	Pilot K-5 science resources (Tech)	Implement K-5 science resources			Assess S.T.E.M. progress over 5-year period
		Budget for K-5 science resources (Finance)	Provide training on new science resource for all K-5 staff (Tech)			
		Train pilot teachers in grades K-5				
		Determine science resources based on pilot (SPED)				
			Begin building a Shadowing/ Internship database (Tahanto)	Hire a Shadowing/ Internship Program Coordinator (Tahanto, January FY21)	Budget for .4 Shadowing/ Internship Coordinator stipend position with the intention of expanding the position into civics. (Finance)	Hire a Shadowing/ Internship Program Coordinator (Tahanto) (January FY21)
			Budget for Shadowing/ Internship Coordinator stipend position (Finance)			
		Training for HS Computer Science Instructor with PD & planning time (TAH), restructure 7 th grade mandatory Tech/Eng. course curriculum to include coding	Implement Computer Science into TAH MS/HS Training for teacher AP Computer Science Course-Summer (TAH/FIN)	Implement Computer Science Course in MS Implement AP Computer Science Option (TAH)	Budget for additional S.T.E.M. teacher, specifically in mathematics (TAH) (Finance)	Hire additional S.T.E.M. teacher

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A) Science, Technology, Engineering, Mathematics (S.T.E.M.) (cont'd.)	<i>To build a Pre-K through 12 S.T.E.M. Program (cont.d)</i>	Implement science and math coaches in all three buildings				
			Explore Virtual Reality and Augmented Reality options (Tech)	Explore Virtual Reality and Augmented Reality options (Tech)	Train in-house pilot staff for secondary VR lab (Tahanto) (Tech) Arrange vendor demos on VR software (Tech) Budget for VR software labs at Tahanto (Tech)	Install VR lab at Tahanto (Tech, Finance) Evaluate use of VR lab (Tech) Train in-house pilot staff for elementary VR lab (Tech) Budget for virtual software labs at elementary schools (Finance)

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B) Curriculum Alignment	<i>To fully align our curriculum in grades K-12</i>	Unpack and identify the standards taught by term in ELA and Mathematics (K-12)	Map curriculum by content area-grades 6-12 using UBD Model	Map curriculum by content area – grades 6-12 using UBD Model	Map curriculum by content area-grades 6-12 using UBD Model	Assess progress-to-date of curriculum alignment PreK-12 in math, ELA, science and social studies (Spring)
		Train a core team of K-12 staff in UBD in Train the Trainer Model (coaches) All teaching staff will be trained in UBD	Begin mapping curriculum in ELA-grades PreK-5 using UBD Model	Map curriculum by content area-grades PreK-5 using UBD Model		
		Train a core team of K-12 staff in Atlas-Rubicon software to house curriculum. This includes dept. chairs and team leaders. (Finance, Tech) Implement the revised PreK-5 standards-based report card (Tech)	All teaching staff will be trained in Atlas software (Tech) Revise Social Studies descriptors in standards-based report card (Tech)	Mathematics Review Committee is formed K-5 (completed in FY20 Reviews and determines mathematics resources, curriculum development direction, and begins work. Mathematics Review Committee is formed 6-8 (see above) Budget materials	Map mathematics curriculum grades K-8 using UBD Model Implement mathematics resources 6-8 based on Mathematics Review Committee recommendations (SpEd)	Map mathematics curriculum grades K-8 using UBD Model Pilot mathematics resources K-8 (Tech) Budget mathematics resources K-8 (Finance) Pilot mathematics resources 9-12 (Tech) Budget mathematics resources 9-12 (Finance)

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B) Curriculum Alignment (cont'd.)	<i>To fully align our curriculum in grades K-12 (cont'd.)</i>	Implement literacy coaches in the three schools	Build expository writing opportunities across the content areas in K-8 with History/Social Studies Literacy coaches identify expository writing existing across the content areas in K-8	Build expository writing opportunities across the content areas in K-8 with Science Literacy coaches identify expository writing existing across the content areas in K-8	Build expository writing opportunities across the content areas in K-8 with content TBD	
		ELA (Literacy/ Writing) Review Committee is formed.	Reviews & selects pilot programs /determines curriculum dev. & direction / begins work. Pilot reading/literacy resources K-5 (Tech) Budget for reading/ literacy materials- Spring FY20 (SpEd)	Budget for reading/ literacy for K-5 Provide training on any new/revised ELA resources K-8 Budget reading/ literacy materials 9-12 (Finance)	Purchase reading/literacy resource for K-5 (Finance) Purchase reading/literacy resources for 9-12 (Finance) Provide training on any new/revised ELA resources 9-12	Assess/revise the ELA curriculum as needed
		Science: Gr K-8 common benchmark assessments aligned to Frameworks per trimester/quarter				

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B) Curriculum Alignment (cont'd.)	<i>To fully align our curriculum in grades K-12 (cont'd.)</i>	Evaluate strengths and weaknesses of the BBRSD wellness curriculum and District plan through study within the District Wellness Committee (SpEd)	Budget for Elementary Health Teacher (SpEd, Finance)		Budget for Elementary Health Teacher (SpEd, Finance)	Hire/increase capacity for elementary health teacher
	<i>To develop an aligned History/Social Science curriculum PreK-12 based on the MA 2018 History/Social Science Frameworks with a strong focus on civics education</i>	Teachers in grades 6-12 will unpack the History/Social Science standards for their grade levels, with a particular focus on civics, and begin to develop/revise the History/Social Sciences curriculum	<p>Teachers in grades 6-12 will pilot Social Studies materials as needed (Tech)</p> <p>Budget for new History/Social Science materials as needed in grades 6-12 (Finance)</p> <p>Teachers in grades PreK-5 will unpack the History/Social Science standards for their grade levels, and develop/revise the History/Social Science curriculum (summer/fall work)</p> <p>Budget for new History/Social Science literacy materials K-5</p>	<p>Purchase History/Social Science resources 6-12 as needed (SpEd)</p> <p>Budget for new History/Social Science materials as needed in grades 6-12 (Finance)</p> <p>Implement new History/Social Science materials as needed in K-5</p>	<p>Purchase additional History/Social Science resources 6-12 as needed (SpEd)</p> <p>Purchase additional History/Social Science resources K-5 (SpEd)</p>	

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C) Part 1: Performing Arts - Music	<i>To expand and deepen opportunities within the music program K-12</i>	Restructure the scheduling priorities in the HS	Determine and adjust academic structure to create four-year participation pathway	Pilot the four-year participation pathway	Implement revised four-year participation pathway based on pilot	Revise four-year participation pathway as needed
		Investigate academic structure to create four-year participation pathway (Spring 19)				
		Investigate grades 6-8 lesson structure	Create Instrumental Music Boot Camp (start of school year) Create separate MS & HS Music Councils Based upon investigation, music dept. and admin. will meet to determine lesson structure	Increase choral and instrumental venue performance opportunities for HS Provide district-wide concerts to include elementary/MS/HS students Create summer community band for adults & students	Increase choral and instrumental venue performance opportunities for MS Participate and/or start "Carols on the Common" Implement first musical production with drama program	Maintain traditions in performances and participation in community events
	Reestablish TMPO	Implement after school lesson program 2nd semester (TMPO) – delayed timeline	Host a music fundraiser gala through TMPO Implement music purchasing budget			

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C) Part 1: Performing Arts – Music (cont.d)	<i>To expand and deepen opportunities within the music program K-12 (cont'd.)</i>	Audit school instrument inventory and create a five-year budget cycle for repair/replacement cost all schools (Finance)	Increase budget for instrument music maintenance (Finance) Increase music purchasing budget up to \$5K per ensemble Create end-of-year celebration through TMPO & Student Music Council	Organize and audit music library Create end-of-year celebration through TMPO & Student Music Council		
		Investigate the feasibility of a guitar replacement program (Finance) Restructure elementary music program to content-specific teachers	Implement guitar replacement program based on feasibility After the initial year (FY19) reassess and make revisions to the elementary music program	Implement guitar replacement program based on feasibility		
		Align scope and sequence of music program K-12 based on UBD training	Develop and align a K-12 music curriculum	Develop and align a K-12 music curriculum	Develop, align and revise a K-12 music curriculum	

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	Objectives	Year 1 - FY19	Year 2 - FY20	Year 3 - FY21	Year 4 - FY22	Year 5 - FY23
C) Part 2: Performing Arts - Drama	<i>To expand and deepen opportunities in Drama K-12</i>	Implement an after-school drama club program for MS/HS students Budget for drama coach position(s) (Finance)	Hire drama coach position at MS/HS Provide training for lighting/engineering program to coordinators, coaches, students (Finance) Put on small skits at Tahanto Arts & Music nights for promotion Fund the purchase of a two-act play for drama club Perform a two-act play through drama club	Work with music department to choose musical for following year and discuss logistics including a timeline of performances Incorporate elementary students into planning of musical production through auditions	Perform first musical production, combining performing arts and including K-12 students Incorporate elementary students into planning of musical production through auditions	

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D) Family and Community Outreach	<i>To engage families and community members in school-related activities and opportunities that will promote student learning</i>	Add links on district homepage to community-based activities and events including the local Parks & Recreation Departments, public libraries, 19 Carter, Tower Hill, Summer Star Wildlife Sanctuary and others	Maintain and update links to community-based activities on district homepage	Maintain and update links to community-based activities on district homepage	Maintain and update links to community-based activities on district homepage	Maintain and update links to community-based activities on district homepage
		Budget for webmaster stipend (Finance)	Hire webmaster			
		Pilot after school bus/after school activities at Tahanto	Expand after school bus at Tahanto upon data review of usage. Revisit semester 2.			
		Create Parent Camps at both elementary schools for incoming Kindergarten students and at Tahanto MS for incoming sixth graders	Run Parent Camps at both elementary schools for incoming Kindergarten students and at Tahanto MS for incoming sixth graders	Run Parent Camps at both elementary schools for incoming Kindergarten students and at Tahanto MS for incoming sixth graders	Run Parent Camps at both elementary schools for incoming Kindergarten students and at Tahanto MS for incoming sixth graders	Run Parent Camps at both elementary schools for incoming Kindergarten students and at Tahanto MS for incoming sixth graders

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Goal 2: To Maintain and Enhance the District’s Comprehensive Program of Pupil Personnel Services

	Objectives	Year 1 - FY19	Year 2 - FY20	Year 3 - FY21	Year 4 - FY22	Year 5 - FY23
A) Inclusive Practices	<i>To build the capacity of teachers to implement inclusive practices for all students</i>	Begin training co-teaching teams at the elementary level – BMS (partial day) Evaluate the need for co-teaching teams at BES	Continued support of co-teaching team model through grant funding	Work on train-the-trainer model for co-teaching teams Continued support of co-teaching teams at BMS through grant funding	Ongoing monitoring	Ongoing monitoring
	<i>Continuous improvement of Special Ed staff’s skills for working with students and Gen Ed Teachers</i>	Provide training and support for all staff in bullying prevention and assistive technology	Investigate possibility with AVC of training with multiple districts on Universal Design for Learning (UDL) in a train-the-trainer model (Curriculum) Provide PD in bullying interventions (Curriculum)	Core team will provide UDL practices PD for other teachers (Curriculum) Increase training in metacognitive strategies for SPED teaching staff Provide specialized assistive tech coaching to teachers of students using these devices	Have principals collect walk through data on the use of inclusive and UDL principles Identify math specialist to work with SPED staff (Curriculum) Core team will provide UDL practices PD for other teachers (Curriculum)	
		Continue to provide specialized reading training for Special Educators	Continue Special Ed Teacher training in Orton Gillingham/Reading Strategies			

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	Objectives	Year 1 - FY19	Year 2 - FY20	Year 3 - FY21	Year 4 - FY22	Year 5 - FY23
A) Inclusive Practices (cont'd.)	<i>To support our students through appropriate levels of staffing and programming options</i>	Reinstate full time Special Education teacher for grades 4, 5 at BMS				
		Use grant funding to provide additional clerical support for Elementary SPED Coordinator	Budget for .8 or 1.0 FTE SPED Coordinator (Shared BMS/BES) Taken out of budget	Budget for .8 or 1.0 FTE SPED Coordinator (Shared BMS/BES)	Reinstate Elementary Special Education Coordinator to 1.0 FTE position (Shared BMS/BES)	
		Evaluate potential of bringing PreK back to BES and develop a potential budget for PreK at BES	Hire PreK teacher at BES (if budget allows)			
		Build the <i>Bridges</i> program for students in PreK-grade 2 at BES (Finance)	Evaluate the need for <i>Bridges</i> program moving to the next grade levels or adding another level if there is a need	Evaluate need for <i>Bridges</i> program moving to the next grade levels or adding another level if there is a need		
		Work with BCBA on scheduling	Increase BCBA support to the District – Data Support added (Finance)			

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	Objectives	Year 1 - FY19	Year 2 - FY20	Year 3 - FY21	Year 4 - FY22	Year 5 - FY23
A) Inclusive Practices (cont’d.)	<i>To evaluate equity across academics and extracurricular activities</i>	<p>Establish equity committee to look at all students’ access to classes and extracurricular work (Curriculum)</p> <p>Establish equity protocols and train staff on approach to determining equity of new curriculum materials (Curriculum)</p> <p>Work with principals to schedule special services first so students have access to required services</p>	<p>Work with principals on identified areas of inequity and develop an action plan (Curriculum)</p> <p>Look for opportunities to build a more diverse teaching staff</p>	<p>Work with principals on identified areas of inequity and develop an action plan (Curriculum)</p> <p>Look for opportunities to build a more diverse teaching staff</p>	Develop a five-year equity plan to include areas where change is needed (Curriculum)	

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	Objectives	Year 1 - FY19	Year 2 - FY20	Year 3 - FY21	Year 4 - FY22	Year 5 - FY23
B) Continue to Improve Pupil Personnel Services in Compliance with State Regulations	<i>To refine ELE practices for compliance with State mandates</i>	Update ELE procedures and documents required by State CPR	Review procedure manual for compliance	Monitor ongoing usage of correct documentation	Monitor ongoing usage of correct forms	
		Increase HS Social Worker to .8 FTE (Finance)	Increase HS Social Worker to 1.0 FTE (Finance)			
	<i>Continue to build the District’s capacity to support students with social/emotional needs and health needs</i>	Monitor number of home/hospital tutoring cases and reasons	Continue to monitor number of home/hospital tutoring cases and reasons	Evaluate home tutoring data with School Safety Team (VC) and Leadership Team to look for patterns of need	Begin to address identified areas of needed support	
		Reestablish the Wellness Committee to review health curriculum and other health needs (Curriculum)	Continue meeting with Wellness Committee 4x/year (Curriculum) Evaluate results of first SBIRT screening with MS/HS Principal, Guidance and Nurse. Look for areas of support needed. (Results not released by the state)	Continue meeting with Wellness Committee 4x/year (Curriculum)	Continue meeting with Wellness Committee 4x/year (Curriculum)	Continue meeting with Wellness Committee 4x/year (Curriculum)

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Goal 3: To Maintain and Enhance the District's Use of Technology to Support Teaching, Learning

	Objectives	Year 1 - FY19	Year 2 - FY 20	Year 3 - FY 21	Year 4 - FY 22	Year 5 - FY 23
A) Teaching and Learning	<i>To embrace new and existing technologies which enhance teaching and learning in order for our students to effectively use and manipulate technology to solve complex problems</i>	Continue to expand Digital Learning Initiative (Finance)	Continue to expand Digital Learning Initiative (Finance)	Explore best practices for BYOD in grades 11 and 12	Maintain digital devices for grades 3-10 (Finance)	Maintain digital devices for grades 3-10 (Finance)
		Explore options for interactive displays (Smartboards, Eno boards) (Finance)	Make recommendations for replacement of aging interactive boards and projectors	Make recommendations for replacement of aging interactive boards and projectors	Begin replacement as needed and as part of purchase and replacement plan (Finance)	Ongoing
			Explore Virtual Reality and Augmented Reality Lab options (Curriculum)	Bring faculty to VR classrooms off-site (Curriculum) Arrange vendor demonstrations of VR tools (Curriculum) Provide training on VR to faculty that will pilot (Curriculum)	Install VR Lab at Tahanto (Curr., Finance) Evaluate use of VR Lab (Curriculum) Train in-house pilot staff for elementary VR Lab (Curriculum)	Install VR Lab at elementary schools (Curr., Finance) Train in-house additional faculty on VR (Curriculum)
		Continue to offer professional development opportunities in the area of Technology (Curriculum)	Continue to offer professional development opportunities in the area of Technology (Curriculum)	Continue to offer professional development opportunities in the area of Technology (Curriculum)	Budget for VR Lab at Tahanto (Finance) Continue to offer professional development opportunities in the area of Technology (Curriculum)	Budget for VR lab at BES and BMS (Finance)

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	Objectives	Year 1 - FY19	Year 2 - FY 20	Year 3 - FY 21	Year 4 - FY 22	Year 5 - FY 23
A) Teaching and Learning (cont'd.)	<i>To embrace new and existing technologies which enhance teaching and learning in order for our students to effectively use and manipulate technology to solve complex problems (cont'd.)</i>		Create job description and budget for a Technology Coach stipend position for teachers at the MS/HS and elementary schools (Finance)	Create job description and budget for a Technology Coach stipend position for teachers at the MS/HS and elementary schools (Finance)	Establish a Technology Coach stipend position for teachers at the elementary and MS/HS (Finance)	
	<i>Expand the use of Universal Design for Learning to support all learners</i>	Collect baseline data of what UDL technologies, hardware and software, are available in District, through Assabet Valley Collaborative or other outside resources (Curriculum, PPS) (No AVC Meetings)	Collect baseline data of what UDL technologies, hardware and software, are available in District, through Assabet Valley Collaborative or other outside resources (Curriculum, PPS) (No AVC Meetings)	Conduct needs assessment between baseline and best practices (Curriculum, PPS) Develop process for vetting technology purchases that have use for ALL students before purchase Budget for additional tech resources/training as needed (Finance)	Purchase additional technology devices (Finance) Develop training modules for new devices as needed (Curriculum, PPS)	Provide additional training for devices (Curriculum, PPS)

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Goal 3: To Maintain and Enhance the District’s Use of Technology to Support Teaching, Learning

	Objectives	Year 1 - FY19	Year 2 - FY 20	Year 3 - FY 21	Year 4 - FY 22	Year 5 - FY 23
A) Teaching and Learning (cont'd.)	<p><i>Promote the safe and ethical use of technology in our schools, our local communities and globally</i></p> <p><i>Expand the use of technology tools to improve data analysis and reporting</i></p>		<p>Collect baseline data for what is currently done in terms of Digital Literacy/Citizenship PreK-12 (Curriculum)</p> <p>Explore best practices for a comprehensive Digital Literacy/Citizenship Plan PreK-12 (Curriculum)</p>	<p>Collect baseline data for what is currently done in terms of Digital Literacy/Citizenship PreK-12 (Curriculum)</p> <p>Identify staffing needed to implement Digital Literacy/Citizenship instruction</p> <p>Est. Digital Literacy Advisory Council to address areas of equity, digital citizenship, and competency in Computer Science K-12</p>	<p>Develop an Action Plan and provide training as needed in order to implement Digital Literacy/Citizenship instruction through our Computer Science Curriculum (grades 7,8, and high school) (Curriculum)</p>	<p>Ongoing support for Digital Literacy/Citizenship instruction</p> <p>Expand Computer Science/Digital Literacy/Citizenship instruction to elementary K-5.</p>
			<p>Collect baseline data on tools currently used to analyze or distribute data</p>	<p>Explore best practices for the “mining and distribution” of data throughout the District</p>	<p>If needed, recommend additional staffing (Finance)</p>	
			<p>Make recommendation for additional resources or training.</p>	<p>Make recommendations, for additional resources/ training.</p>	<p>Conduct additional training as needed</p>	<p>Expand reporting to all parties, i.e. staff, parents, students, community</p>

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	Objectives	Year 1 - FY19	Year 2 - FY 20	Year 3 - FY 21	Year 4 - FY 22	Year 5 - FY 23
B) Family and Community Engagement	<i>To expand our use of PowerSchool as a tool for students and parents</i>	Explore other PowerSchool districts use of Parent Portal	Add and focus on one new area of PowerSchool Parent Portal Conduct parent feedback survey on add-on features Create PowerSchool Help Documents and post to web site	Add and focus on one new area of PowerSchool Parent Portal and student screens Conduct parent feedback survey on add-on features Create PowerSchool Help Documents and post to web site	Explore other districts customizations of Parent Portal Budget for FY23 additional customizations to PowerSchool (Finance)	Complete new customizations in PowerSchool
	<i>Create and maintain a Digital Media Plan for the District</i>	Explore other MA districts Digital Media Plans	Write Digital Media Plan	Write Digital Media Plan	Develop training modules for faculty and staff for Digital Media Plan	Implement training module for all staff

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	Objectives	Year 1 - FY19	Year 2 - FY 20	Year 3 - FY 21	Year 4 - FY 22	Year 5 - FY 23
C) Operations and Management	<i>To document a 5-year purchase and replacement plan for Instructional Technology Equipment</i>	Define what will be a part of the purchase and replacement plan	Update/maintain five-year purchase and replacement plan	Update/maintain five-year purchase and replacement plan		
		Create a baseline inventory of current equipment that falls in the defined plan	Budget for a minimum of 40% of plan for FY21 (Finance)	Budget for a minimum of 60% of plan for FY22 (Finance)	Budget for a minimum of 75% of plan for FY23 (Finance)	Budget for a minimum of 80% of plan for FY24 (Finance)
		Explore additional technology tools that will be needed by FY25				
		Budget for FY20 a minimum of 25% of current baseline replacement (Fin.)				
		Cross-train new hire in areas of basic computer operations support	Collect benchmark data for number of tech issues	If data suggests – budget for next fiscal year additional resources - contracted or staff (Finance)	Purchase additional contracts or hire additional staff as warranted (Finance)	Continue to collect benchmark data
		Explore costs of maintenance agreements for major ticket items (ex. phones, intercom systems) (Facilities, Finance)	Collect benchmark data for tech staffing in surrounding districts			
			Budget for additional 1.0 FTE Technology Support Specialist	Hire additional 1.0 FTE Technology Support Specialist		

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Goal 4: To Address the Needs of the District by Creating a Fiscally Sound and Responsible Plan for Budgeting and Managing Funds

	Objectives	Year 1 - FY19	Year 2 - FY 20	Year 3 - FY 21	Year 4 - FY 22	Year 5 - FY 23
A) Operations and Management	<i>To support the transition to a fully regionalized K-12 District</i>	Detailed steps/tasks being developed off-line for completion by 6/30/2019				
	<i>To improve District's financial model and financial position</i>		Review possibility of establishing a transportation revolving fund for depositing state reimbursements and paying transportation expenses	Reduce reliance on school choice reserves over 3 years to develop a sustainable budget model		Investigate solar power options, or other revenue generating activities or cost offsets
	<i>Track and maintain staff retention via benchmarking assessments to ensure districts offers competitive pay and appropriate staffing levels</i>	Benchmarking of compensation levels Budget for \$5K per year for 3 years (FY20-22) for payroll increases based on benchmarking assessments Budget for support to Curriculum Department	Continue to benchmark positional pay on a rotating basis, to compare to other districts Contract for an independent staffing level assessment via MASBO or MASPA (used DESE RADAR tool) Increase hours of part time support roles Benchmark staffing level of office with similar regional districts		Hire an Assistant Business Manager, if supported by benchmarking data – (defer and re-evaluate)	

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Goal 4: To Address the Needs of the District by Creating a Fiscally Sound and Responsible Plan for Budgeting and Managing Funds

	Objectives	Year 1 - FY19	Year 2 - FY 20	Year 3 - FY 21	Year 4 - FY 22	Year 5 - FY 23
A) Operations and Management (cont'd.)	<i>Track and maintain staff retention via benchmarking assessments to ensure districts offers competitive pay and appropriate staffing levels (cont'd.)</i>	Transition some of Finance Director responsibilities to Assistant Hire a part time Business Office Aide				
B) Student Support		Develop a summary of financial impact for all initiatives in the District Improvement Plan				

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Goal 4: To Address the Needs of the District by Creating a Fiscally Sound and Responsible Plan for Budgeting and Managing Funds

District Improvement Plan - Projected Financial Impact															
all figures in \$000's															
	Berlin Memorial					Boylston Elementary					Tahanto MS/HS				
	FY19	FY20	FY21	FY22	FY23	FY19	FY20	FY21	FY22	FY23	FY19	FY20	FY21	FY22	FY23
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
STEM															
Implement K-5 science resource		5.9					7.2								
AP Computer Science course teacher training												2.0			
Add Shadowing / Internship Coordinator stipend/position to budget															30.0
Additional STEM teacher –TAH															90.0
Virtual reality software lab at TAH															
Virtual software labs at elementary schools															
CURRICULUM ALIGNMENT															
Atlas software: core team training	2.0					2.0					2.0				
New Social Studies materials K-5					12.0					18.0					
New Social Studies materials 6-12														30.0	15.0
ELA curriculum materials K - 5				10.2					15.4					0.5	
ELA curriculum materials 9 - 12														25.0	
GRADE 6-8 Math curr. matls renew/replace														9.0	
0.45 FTE add: Elementary Health Teacher					21.5					21.5					
PERFORMING ARTS															
1C - Incr. budget for instrument maintenance												2.1	level svc	level svc	level svc
Add drama coach position(s)												3.0	level svc	level svc	level svc
Fund the purchase of a play												2.5	level svc	level svc	level svc
6 Grade Lesson Program/Stipend position												3.0	level svc	level svc	level svc
Increase music purchasing budget (5K per ensemble)												2.5	level svc	level svc	level svc
FAMILY & COMMUNITY OUTREACH															
Webmaster stipend for each school		1.0	1.0	level svc	level svc		1.0	1.0	level svc	level svc		1.5	1.5	level svc	level svc
Parent Camps: incoming grades K and 6	0.1	0.1	0.1	level svc	level svc	0.1	0.1	0.1	level svc	level svc	0.2	0.2	0.2	level svc	level svc
After-school late bus (4 days in year 2)												2.0	0.0	level svc	level svc

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INCLUSIVE PRACTICES																
Specialized reading training for Special Educators		1.0	1.0	level svc	level svc			1.0	1.0	level svc	level svc		1.0	1.0	level svc	level svc
Preschool at BES (add Teacher) 0.5 FTE	(IDEA grant covering slightly higher costs)							47.5								
BES <i>Bridges</i> program (Pre-K - Gr.2); incr. para budget to full year								12.5	12.5	level svc	level svc					
Provide training and support for core team in Universal Design for Learning (UDL) in a train-the-trainer model		1.8					1.8						3.5			
Increase support for Elementary SPED coordinator position		2.0	2.0				2.0	2.0								
Increase BCBA support for PreK and Elementary students			8.0	8.0	8.0			12.0	12.0	12.0						
Increase special education Prof. Development (co-teaching teams, Metacognitive strategies)				1.7	1.7					1.7	1.7				1.7	1.7
Reinstate Elementary Special Education Coordinator to 1.0 FTE position				16.0	16.0					16.0	16.0					
PUPIL SVCS COMPLIANCE / IMPRVMTS																
2B - Increase HS Social Worker from 0.8 to 1.0 FTE													14.0	level svc	level svc	level svc
Health & Wellness Committee		0.5	0.5	level svc	level svc		0.5	0.5	level svc	level svc		0.5	0.5	level svc	level svc	
Consultant to support training and PD in identified areas of need				0.5	0.5				0.5	0.5				1.0	1.0	
TECHNOLOGY																
Expand Digital Learning Initiative		9.0	level svc	level svc	level svc		13.4	level svc	level svc	level svc		14.7	level svc	level svc	level svc	
- reduction to above							-6.0									
Establish a Technology Coach position				1.0	1.0				1.0	1.0				1.0	1.0	
Replacement cycle for Interactive Boards and Projectors			8.6	level svc	level svc			13.0	level svc	level svc			18.0	level svc	level svc	
PowerSchool customizations					1.0					1.0					1.0	
Technology replacement cycle		3.6	7.1	10.7	18.6		0.0	0.3	6.2	15.8		5.1	10.1	28.4	52.0	
MANAGEMENT & OPERATIONS																
4A - Competitive pay increases based on benchmarking assessments		1.3	2.5	level svc	level svc		1.3	2.5	level svc	level svc		1.3	2.5	level svc	level svc	
Administrative support to Curriculum Dir.		1.1	2.1	level svc	level svc		1.1	2.1	level svc	level svc		2.1	4.2	level svc	level svc	
Increase PT Bus. Office role to 0.4 FTE		0.8	1.5	level svc	level svc		0.8	1.5	level svc	level svc		1.5	3.0	level svc	level svc	
Reduce reliance on school choice reserves over 3-4 years to develop a sustainable budget model			15.0	10.0	10.0		25.0	35.0	40.0	60.0		60.0	100.0	50.0	100.0	
Hire an Assistant Business Manager (0.6 FTE)																
TOTAL																
				58.1	90.3				92.8	147.5				146.5	291.6	
Increase over prior year		0.0	0.0	58.1	32.2		0.0	0.0	92.8	54.7		0.0	0.0	146.5	145.1	
% increase over prior year				1.5%	0.8%				2.3%	1.3%				1.6%	1.6%	
Baseline Budget (FY21)	3809.2					4109.4					9250.0					