

BRAINTREE PUBLIC SCHOOLS

STRATEGIC PLAN

**BRAINTREE'S EXCEPTIONAL SCHOOLS OF
TOMORROW
(B.E.S.T.)**

2010-2015

JUNE, 2010

INTRODUCTION

During the spring of 2010, school councils, curriculum directors, representative school committee members and central office administrators participated in a planning process designed to guide the Braintree Schools over the next five years. The group reviewed the current mission statement, system beliefs and goals that have served to guide the Braintree Schools over the past five years. The group also identified strengths of the system, areas for growth and other factors to be taken into consideration when planning for the future of our schools.

The attached strategic plan (“Braintree’s Exceptional Schools of Tomorrow” – B.E.S.T.) is the result of the efforts of this committee. Included in the plan is an updated reaffirmation of the mission statement and system of beliefs, as well as an update of goals and strategies to be implemented.

I would like to extend sincerest thanks to all who took the time to participate in this process, beginning with the Braintree School Committee, which established the development of a new long-range plan as an objective for the 2009-2010 school year, various members of the school councils and other staff who worked diligently on this plan. Implementing this plan over the coming years will result in improving the quality of education for all students in the Braintree Schools.

Peter A. Kurzberg
Superintendent of Schools

BRAINTREE PUBLIC SCHOOLS

LONG RANGE PLANNING COMMITTEE MEMBERSHIP

BRAINTREE HIGH SCHOOL:

Student Representatives: Rachel Bernasconi
Christian Craft-Ellison
Amanda Whitehouse

Teacher Representatives: Lynn Mills
Matthew Riordan

Parent Representatives: Maureen Bausemer
Sherry Clancy

Community Representative Frank Kelley

School Advisory Board: Lisa Heger

Administrators: David Swanton, Headmaster
Andrew Delery, Housemaster
John Hurstak, Housemaster
Nancy Moynihan, Housemaster

EAST MIDDLE SCHOOL:

Teacher Representatives: Jackie Halpin-Curran
Ryan Puntiri
Kristin Walsh

Parent Representatives: Maura Burke
Melissa Kaye
Barbara Mitchell

Community Representative: Lisa Heger

School Advisory Board: Kathy Ahern

Administrators: Cindy DeCristofaro
Kristen St. George, Principal
Andrew Curran, Assistant Principal

SOUTH MIDDLE SCHOOL:

Teacher Representatives: Jean Corrigan
Betsy Willis

Parent Representatives: Anne DuPlessis
Nicole Driscoll

Community Representatives: Sandra Saluti

School Advisory Board: Nicole Driscoll

Administrators: Edward McDonough, Principal
Patricia Prague, Assistant Principal

FLAHERTY ELEMENTARY SCHOOL:

Teacher Representatives: Sharon DeMarco
Kate Williams

Parent Representatives: Rebecca Chin
Brenda Crowley
Gail Parsons
Nancy Sorgi

School Advisory Board: Debra Crowley
Denni Strozewski

Administrator: Mary Struzziero, Principal

HIGHLANDS ELEMENTARY SCHOOL:

Teacher Representatives: Deborah Levine
Catherine Fallon

Parent Representatives: John Collier
Laurie Eleuteri
Steve Quigley

Community Representative: Ned Berman

School Advisory Board Laurie Eleuteri
Laura Menadue

Administrator: Nancy Pelletier, Principal

HOLLIS ELEMENTARY SCHOOL:

Teacher Representatives: Ginny Abbott
Julie Reardon

Parent Representatives: Christine Catanese
Tammy Heran
Sonia Richards

Community Representative: Brian Connolly

School Advisory Board: Brenda Barry
Kim Dragoo

Administrator: Timothy MacDonald, Principal

LIBERTY ELEMENTARY SCHOOL:

Teacher Representatives: Kara LaRossa
Katie Toma

Parent Representatives: Kathleen Bretagne
Maryanne Gottfried
Pam Kiley

Community Representative: Elaine Couture

School Advisory Board: Pam Kiley
Janet Lee

Administrator: Dr. Joyce Radiches, Principal

MORRISON ELEMENTARY SCHOOL:

Teacher Representatives: Amy Devlin
Mary McNamara

Parent Representatives: Dawn Durant
Kelly Marcinkowski
Elizabeth Swinning

Community Representative: Valerie Devlin

School Advisory Board: Tracey Cesarz
Maura Sheehan

Administrator: John Riordan, Principal

ROSS ELEMENTARY SCHOOL:

Teacher Representatives: Carolyn Fleming
Joanne Sturm

Parent Representatives: Ann Marie Connolly
Kathy Corbo
Julie Fitzgerald

Community Representative: Joseph Commesso

School Advisory Board: Cheryl Dunford
Peggy Harrington

Administrator: Donna Bonarrigo, Principal

PRESCHOOL SCHOOL:

Teacher Representative: Pamela TenEyck

School Advisory Board: Meredith Boericke
Julia Flaherty
Lyn McPhail

ADMINISTRATORS:

Director of Art	Joan Carroll
Director of Athletics	Michael Denise
Director of English	Rebecca Fredericks
Director of Family & Consumer Science/ Physical Education & Health	Karen Costa
Director of Foreign Languages	Dr. Ellen Munley
Director of Guidance	Tony King
Director of Mathematics/Technology	Dr. William Kendall
Director of Music	Rachel Hallenbeck
Director of Nursing	Paula Dowd, RN
Director of Science	Dr. Dianne Rees
Director of Social Studies	Gorman Lee
Assistant Director, Special Services	Michael Bochman
Director of Special Services	Robert Belmont
Coordinator of METCO	Jacqueline Dix-Smith

SEPAC REPRESENTATIVES:

Barbara Tennison
Kristen Zechello

SCHOOL COMMITTEE REPRESENTATIVES:

Shannon Hume
Joseph Zarella

CENTRAL ADMINISTRATION:

Superintendent of Schools	Dr. Peter A. Kurzberg
Assistant Superintendent of Schools	Dr. Maureen S. Murray
Business Manager	Peter B. Kress

BRAINTREE PUBLIC SCHOOLS

MISSION STATEMENT

THE MISSION OF THE BRAINTREE SCHOOLS, IN PARTNERSHIP WITH PARENTS AND THE COMMUNITY, IS TO PREPARE ALL STUDENTS TO BECOME RESPONSIBLE AND CONTRIBUTING MEMBERS OF A DIVERSE AND GLOBAL SOCIETY. WE MOTIVATE AND ENABLE EACH STUDENT TO DEVELOP INTELLECTUALLY, PHYSICALLY, SOCIALLY, AND EMOTIONALLY THROUGH A RIGOROUS AND SUPPORTIVE EDUCATIONAL PROGRAM WITHIN AN INCLUSIVE AND SAFE ENVIRONMENT THAT NURTURES CREATIVE AND CRITICAL THINKING, THE DEVELOPMENT OF VALUES AND THE PURSUIT OF LIFELONG LEARNING

BRAINTREE PUBLIC SCHOOLS

BELIEFS

Since excellence in instruction and student achievement is our primary objective, we are committed to the following beliefs:

Students should acquire a rigorous core of knowledge in an environment that promotes higher level thinking skills across the curriculum by thinking critically and creatively, and making wise judgments.

All students can achieve academic proficiency and strive for excellence.

All students possess unique talents and gifts and should be encouraged to reach their maximum individual potential.

Students should be able to collaborate and communicate effectively through reading, writing, speaking, computing, the arts, and technology.

Students should acquire the knowledge, skills, and motivation necessary to achieve and maintain optimum health and lifelong fitness.

Students should develop a sense of self-discipline, self-respect, and self-reliance and demonstrate social, civic and environmental responsibility.

Students should acquire skills to adapt to an evolving and technologically advancing society.

Students should understand, respect and appreciate the racial, ethnic, and cultural diversity of our society and the democratic principles upon which this nation was built.

A safe and orderly environment, free of prejudice, drugs, violence, bullying, hazing and harassment of any kind is essential to promote student learning.

Ongoing opportunities for the professional growth and development of staff are essential for improving teaching and learning.

Parents, guardians and caregivers, in partnership with schools, are an integral part of their child's learning.

Community involvement should be actively solicited, encouraged and developed.

BRAINTREE PUBLIC SCHOOLS

VALUES

The Braintree Schools recognize their shared responsibility with parents in developing students' values. This shared responsibility includes educating the whole child and working toward developing a good and informed citizenry.

In support of the above, the Braintree School Committee affirms the following values as an integral part of the students' overall education.

RESPECT

COOPERATION

CITIZENSHIP

HONESTY

RESPONSIBILITY

FAIRNESS

COURTESY

COMPASSION

TOLERANCE

COURAGE

WORK ETHIC

KINDNESS

INTEGRITY

PERSEVERANCE

LOYALTY

July, 1994

THE MASSACHUSETTS COMMON CORE OF LEARNING

Thinking and Communicating

All Students should:

READ, WRITE AND COMMUNICATE EFFECTIVELY

Read and listen critically for information, understanding and enjoyment.

Write and speak clearly, factually, persuasively and creatively in standard English.

Distinguish facts from opinion, identify stereotyping and recognize bias.

Read, write and converse in at least one language in addition to English.

USE MATHEMATICS, THE ARTS, COMPUTERS AND

OTHER TECHNOLOGIES EFFECTIVELY

Apply mathematical skills to interpret information and solve problems.

Use the arts to explore and express ideas, feelings and beliefs.

Use computers and other technologies to obtain, organize and communicate information and to solve problems.

DEFINE, ANALYZE AND SOLVE COMPLEX PROBLEMS

Make careful observations and ask pertinent questions.

Seek, select, organize and present information from a variety of sources.

Analyze, interpret and evaluate information.

Make reasoned inferences and construct logical arguments.

Develop, test and evaluate possible solutions.

Develop and present conclusions through speaking, writing, artistic and other means of expression.

Gaining and Applying Knowledge

All students should:

ACQUIRE, INTEGRATE AND APPLY ESSENTIAL KNOWLEDGE

Literature and Language

Read a rich variety of literary works including fiction, poetry, drama and non-fiction from different time periods and cultures, relating them to human aspirations and life experiences.

Analyze implications of literary works, and communicate them through speaking, writing, artistic and other means of expression.

Know and understand the development and structure of English and other languages and how learning another language fosters appreciation of people and cultures.

Mathematics, Science and Technology

Know and understand major mathematical concepts such as measurement, estimation, quantity, probability and statistics, and explore the relationships of mathematics to other areas of knowledge.

Recognize and use patterns, construct mathematical models, represent and reason about quantities and shapes, draw accurate conclusions from data, and solve, justify and communicate solutions to problems.

Apply the fundamental principles of the life sciences, physical sciences, earth/space sciences and the science of technology to analyze problems and relate them to human concerns and life experiences.

Investigate and demonstrate methods of scientific inquiry and experimentation.

Social Studies, History and Geography

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Synthesize and communicate information about important events and fundamental concepts in Massachusetts, United States and world history, including historical documents such as the Declaration of Independence, Constitution, Bill of Rights, Federalist Papers, and the Gettysburg Address.

Know important information regarding the physical environment and understand concepts such as location and place, critical features of a region, demographic trends and patterns, and the relationship between people and the environment.

Gaining and Applying Knowledge

Visual and Performing Arts

Know and understand the nature of the creative process, the characteristics of visual art, music, dance and theatre, and their importance in shaping and reflecting historical and cultural heritage.

Analyze and make informed judgments regarding the arts.

Develop skills and participate in the arts for personal growth and enjoyment.

Health

Know basic concepts of human development, mental health, sexuality, parenting, physical education and fitness, nutrition and disease prevention, and understand the implications of healthy habits for self and society.

Make informed and responsible judgments regarding personal health, including avoidance of violence, tobacco, alcohol, drugs, teen pregnancy and sexually transmitted diseases.

Develop skills and participate in physical activities for personal growth, fitness, and enjoyment.

Working and Contributing

All students should:

STUDY AND WORK EFFECTIVELY

Set goals and achieve them by organizing time, work space, and resources effectively.

Monitor progress and learn from both successes and mistakes.

Manage money, balance competing priorities and interests, and allocate time among study, work and recreation.

Work both independently and in groups.

Work hard, persevere and act with integrity.

DEMONSTRATE PERSONAL, SOCIAL AND CIVIC RESPONSIBILITY

Accept responsibility for one's own behavior and actions.

Know career options and the academic and occupational requirements needed for employment and economic independence *(and be able to make choices based upon individual interests and aspirations).

Treat others with respect and understand similarities and differences among people.

Learn to resolve disagreements, reduce conflict and prevent violence.

Participate in meaningful community and/or school activities.

Understand the individual's rights, responsibilities, and role in the community, state and nation.

Understand how the principles of democracy, equality, freedom, law and justice evolve and work in society.

Analyze, develop and act on informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world.

*(Added for the Braintree Public Schools)

Braintree Public Schools

Strategic Goal #1

Curriculum, Instruction and Assessment:

To sustain and refine a challenging and integrated curriculum, K-12, which is aligned with state and national standards and is implemented with sound instructional practices based upon the best research currently available, resulting in the continuous improvement of student achievement.

Strategic Goal #2

Parent/Community Involvement:

To develop and implement a program that increases parental and community support and involvement.

Strategic Goal #3

Professional Development:

To develop and implement an ongoing systemwide professional development program that provides opportunities for staff to implement new curriculum initiatives and instructional strategies and meet state requirements for licensure.

Strategic Goal #4

Technology:

To update and implement a plan to expand the use of technology to enhance student learning and allow students and staff to utilize multimedia technology efficiently and safely across the curriculum.

Strategic Goal #5

Special Programs:

To develop and implement effective special programs for students, aged 3-22, who have diverse learning styles and needs.

Strategic Goal #6

Physical Facilities:

To develop and implement a comprehensive Long Range Capital Plan that will ensure

that all facilities meet the present and future educational and physical needs of our youth.

Strategic Goal #7

Funding:

To develop and implement a plan that ensures the adequate funding of school programs on a long term basis.

Strategies

Goal #1

Curriculum, Instruction and Assessment:

To sustain and refine a challenging and integrated curriculum, K-12, which is aligned with state and national standards and is implemented with sound instructional and assessment practices based upon the best research currently available, resulting in the continuous improvement of student achievement.

Strategies:

Continue to align all aspects of our K-12 curriculum with the Massachusetts Curriculum Frameworks and/or national standards through department meetings, summer workshops, grade level meetings and professional development with the use of common curriculum templates.

Maintain and expand a professional development program that provides opportunities for staff to remain current on curriculum, instruction, and assessment.

3. Establish and maintain smaller class sizes at all levels in order to improve student learning.

4. Promote district and building Professional Learning Communities.

Analyze and utilize all internal and external assessment results to maximize student achievement.

Expand the use of formative assessment to monitor student progress and inform instruction.

Expand the use of common summative assessments in a backward design model to ensure consistency of curriculum, grading practices, expectations, and instruction.

Analyze the effectiveness of the district's elementary and middle school benchmark and diagnostic assessments and make modifications as appropriate.

Identify achievement gaps among individuals and subgroups and use tiered instruction and Response

to Intervention to improve performance.

Implement flexible grouping and differentiation practices in the core curriculum, and intervention programs system-wide.

Improve parent and staff communication regarding K-12 curriculum.

Provide career exploration opportunities for secondary school students through such things as internships, shadowing, etc.

Integrate opportunities for students to develop 21st Century skills throughout the curriculum, including, but not limited to presentation, collaboration, project-based learning, and media literacy.

Expand opportunities, both during the school day and in after school programs, for academically

talented students at the elementary and middle school level.

15. Continue to support and seek to expand the Advanced Placement Program at the high school.

Augment English Language Learner programs to meet increasing demand.

Insure that instruction embraces multiple learning styles, interests and abilities in order to meet the needs of all learners.

Expand foreign language opportunities for students at all levels.

Implement full day kindergarten as a means of upgrading the basic skills of students entering first grade.

Integrate technology where appropriate to enhance curriculum and instruction.

Expand opportunities for students to use technology as it relates to the curriculum.

Continue in-school and after school homework and remediation programs for under-achieving students.

23. Expand methods to recruit and retain quality teachers who reflect racial, ethnic

and cultural diversity and who will help us to maintain high standards of instruction.

24. Implement the District Literacy Plan.

25. Explore and implement, if appropriate, opportunities for online learning.

Goal #2

Parent/Community Involvement:

To develop and implement a program that increases parental and community support and involvement.

Strategies:

Disseminate information to parents and community through the use of:

- PTO and SEPAC (Special Education Parent Advisory Council)
- school newsletters
- updated school and district websites
- Connect-Ed
- local access channel on cable
- preschool reach-out
- publicizing volunteer opportunities in newsletters, brochures and websites
- public venues to distribute information (BELD, library)

Encourage parent participation in the schools through the PTO.

Invite parents, relatives, public officials and community members into schools.

Establish partnerships among educators, parents, and law enforcement to develop and implement an action plan to combat bullying, cyber-bullying, and the misuse of technology.

5. Avoid conflicts in schedules by adhering to the Systemwide Calendar.

Identify and develop partnerships with foundations/businesses within town that will support school initiatives. Establish at least one business partnership with each school.

Expand partnership activities with Thayer Public Library and consider including school texts in reference section for student use in grades 4-8.

8. Encourage business and civic organizations to participate in creative fundraising ideas

that foster community involvement and support.

9. Encourage guest speakers in schools to enhance curriculum and student interest.
10. Encourage opportunities for community service learning at all levels.

Provide translated documents to non-English speaking parents as required.

Develop an outreach program for non-English speaking parents to enable them to participate fully in their child's education (e.g. peer buddy system with community volunteers, National Honor Society students working with English Language learners).

Goal #3

Professional Development:

To develop and implement an ongoing systemwide professional development program that provides opportunities for staff to implement new curriculum initiatives and instructional strategies and meets state requirements for licensure.

Strategies:

Maintain a systemwide Professional Development Council.

Develop a long-range systemwide Professional Development Plan.

Continue yearly staff surveys to determine appropriate workshops and courses to be offered.

Provide necessary opportunities for all staff to meet state and federal requirements for qualifications and licensure.

Form a collaborative association with neighboring communities to offer curriculum-specific topics and courses.

Provide appropriate and adequate time for effective and consistent professional development opportunities by increasing the number of professional development days, including early release days.

Research professional development models in other school systems and utilize, where appropriate, to approve professional development opportunities for Braintree staff.

Continue to provide school-based and other discipline-specific professional development opportunities by providing substitute coverage for teachers.

Goal #4

Technology:

To update and implement a plan to expand the use of technology to enhance student learning and allow students and staff to utilize multimedia technology efficiently and safely across the curriculum.

Strategies:

Assess infrastructure needs continuously.

Provide adequate ongoing professional development designed to enable the teaching staff to use and integrate technology.

Provide facilities for full class instruction using technology.

Pilot new uses of technology.

Develop a long range plan to provide and upgrade technology that enhances learning.

Provide adequate staffing to meet state standards for technology support.

In partnership with the home and the community, develop ways to make technology available to all students beyond the normal school hours.

Teach students life-long strategies and techniques for Internet safety that are in alignment with the Child Internet Protection Act.

Use technology to facilitate communication among home, school and community.

Use technology to facilitate administrative procedures and educational program development.

Equip every classroom with the capacity for interactive display.

Goal #5

Special Services Programming:

To develop and implement effective special services programmings for students, aged 3-22, who have diverse learning styles and needs.

Strategies:

Establish a system of student assessment that is databased in order to provide ongoing monitoring of student learning outcomes PreK through grade 12.

Further develop Department of Elementary and Secondary Education (DESE) approved strategies (e.g. graphic organizers, assistive technology) that assist students with disabilities on IEPs to pass MCAS exams expectations in all academic subject areas.

Increase inclusive programming in the district and evaluate the success of inclusive programming that includes the general education curriculum, RTI Tier I, Tier II and Tier III, building and district accommodation plans, Section 504 and special services programming.

Increase vertical articulation among and between programming to support transitions (PreK to K, grades 5 to 6, grades 8 to 9, and graduation/aging out to adulthood and postsecondary opportunities) through clear communication among service providers.

Expand opportunities for disability/ability awareness and promote a climate/culture of school-wide tolerance, understanding and awareness through Professional Development, SEPAC, PTOs from the preschool through postsecondary levels.

Expand programming to include: elementary level programming for students with emotional impairments, middle school alternative programming, discrete trial intervention preschool through grade 12, Positive Behavioral Intervention Supports for PreK-grade 12 and Response to Intervention PreK-grade 12.

Promote, celebrate and publish programming and student success stories through partnerships with media and by involving students (eg., Best Buddies, role models).

Provide professional development under the principles of Professional Learning Communities to enhance teacher instruction and student learning.

Promote through broad dissemination parent education programming sponsored by SEPAC (Special

Education Parent Advisory Council) and enhance parent involvement through representation of our SEPAC on all PTOs.

Align the Braintree Special Services Department with resources for technical assistance at the local state and federal level on inclusion to include: college and university affiliations, national networks, institutes on inclusion (e.g., UNH), etc. in order to advance student achievement.

Goal #6

Physical Facilities:

To develop and implement a comprehensive Long Range Capital Plan that will ensure that all facilities meet the present and future educational and physical needs of our youth.

Strategies:

Develop a plan to address the educational and physical facility needs for the future.

Continue to incorporate recommendations for capital planning in town-wide capital planning projects.

Develop and implement a plan to bring all facilities in compliance with the Americans With Disabilities Act.

Develop and implement an internet-based, comprehensive plan accessible to all school personnel that will address and monitor current facility needs and as well as anticipated future needs.

Develop and implement a systemic and comprehensive teamwork approach to periodic maintenance and upkeep.

Develop and implement a comprehensive volunteer program for community building and school projects in order to promote and encourage shared ownership in our schools.

Develop a system-wide school clean-up and improvement volunteer day.

Through use of school councils, utilize the results of a school wide survey to identify and address the building and grounds needs at each school.

Investigate more energy efficient technology in future construction.

Develop energy partnerships with community businesses and organizations.

Goal #7

Funding:

To develop and implement a plan which ensures the adequate funding of school programs on a long term basis.

Strategies:

Articulate the identified long range needs of the school system.

Develop a long range budget designed to support identified program needs.

Promote adequate funding of schools through open discussion with federal and state officials, citizens and town officials.

Support the efforts of the Parent Involvement Program, Braintree Fund for Education, Inc. and all the PTO's.

Provide opportunities for citizens to contribute/donate to the school system through their tax bill and/or BELD bill.

Work in concert with the use of parents, citizens and town officials to explore additional funding sources and maximize the use of available resources.

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