

Teaching and Learning Excellence

- Expand access to high-quality, research based, professional learning opportunities that support employee growth and improve student outcomes.

- Develop and implement a districtwide professional learning plan aligned to strategic priorities and employee needs reaching from classroom teachers to programs, athletics, and activities
- Assess the district calendar to increase access to meaningful professional learning opportunities for all employees
- Improve literacy outcomes by increasing the number of educators trained in the Science of Reading and supporting the implementation of research-based instructional practices to support literacy intervention at all grade levels

-Enhance instructional effectiveness through research-based practices, curriculum alignment, and data-informed decision-making to improve student achievement

- Refine and align essential standards, curriculum, instruction, systems, programs, and assessment PK-12
- Evaluate and enhance early childhood programming to better meet the evolving needs of children and families by exploring innovative, flexible, and developmentally appropriate learning opportunities
- Standardize and implement a comprehensive early literacy system that identifies and addresses reading needs in PreK through first grade, using end-of-first-grade literacy outcomes as a key indicator of future reading success and guide for academic interventions
- Utilize formative and summative data to inform instruction and interventions with a clear plan for students needing additional remediation and instruction
- Implement a districtwide writing framework with common expectations, exemplars, and assessment rubrics to create a vertically aligned writing continuum
- Ensure technology is used purposefully to support, rather than replace, effective teaching and learning practices
- Monitor implementation of district instructional frameworks and curriculum resources

- Ensure equitable and consistent student behavior expectations, discipline incident reporting, and response practices across all district schools to support a safe and positive learning environment.

- Identify minor vs. major behaviors and management location
- Create a district-wide, standardized system for student information system data entry across all nine school sites
- Determine how streamlined data will be reviewed and used
- Train appropriate faculty

Teaching and Learning Excellence Success Indicators

- ☐ Early Childhood programming has been evaluated and adapted as appropriate
- ☐ Professional learning is coordinated through a districtwide annual plan with clear learning pathways based on request and observed needs for all employee groups
- ☐ The district calendar provides dedicated, protected time for high-quality professional learning throughout the school year
- ☐ An increasing percentage of teachers, interventionists, and instructional leaders complete Science of Reading training
- ☐ More students meet or exceed district literacy benchmarks and demonstrate proficiency on state and local assessments
- ☐ Students experience a seamless progression of learning from PreK through Grade 12
- ☐ Essential standards are vertically aligned and consistently taught to mastery across all schools and grade levels
- ☐ Every student needing additional support has a documented intervention plan with progress monitoring
- ☐ Common writing expectations and rubrics are used consistently across all grade levels
- ☐ Technology use aligns with instructional goals and serves as a learning support without use as passive screen time
- ☐ School leaders use implementation data to guide professional learning and continuous improvement

College, Career, and Life Readiness

-Develop empowered learners who demonstrate leadership, personal responsibility, and goal-setting skills

- All students maintain and monitor personal, academic, and leadership goals through leadership binders, scorecards, or digital portfolios
- Communicate student leadership goals and growth during conferences and reporting periods
- Provide families with Leader in Me resources and habit-at-home supports
- Conduct annual implementation reviews using Leader in Me rubrics, surveys, and evidence

- Establish a PK-12 College, Career, and Life Readiness framework that intentionally progresses from career exposure in elementary school, to career exploration in middle school, to postsecondary planning and preparation in high school

Develop district-wide college, career, and life readiness benchmarks for each grade level

- Expose: Gain awareness of careers, leadership opportunities, and future possibilities in elementary school.
- Explore: Investigate interests, strengths, and career pathways in middle school.
- Engage: Develop and implement individualized postsecondary plans in high school that prepare students for college, careers, military service, or workforce entry.

- Empower future-ready graduates by intentionally cultivating financial responsibility, critical thinking, communication, problem-solving, and professional skills through authentic learning experiences

- Integrate financial literacy instruction and real-world financial applications across grade levels
- Provide students with regular opportunities to develop written, verbal, and interpersonal communication skills
- Expand partnerships with local businesses and community organizations to provide authentic workplace and career-connected learning experiences for all students

College, Career, and Life Readiness Success Indicators

- ☐ Every school consistently implements the Leader in Me framework with fidelity
- ☐ Leadership binders, scorecards, or digital portfolios are used consistently across all schools and grade levels
- ☐ Students set and track goals at least once per semester
- ☐ Evidence of student leadership is visible throughout schools through goal displays, leadership opportunities, service projects, and student voice in decision-making
- ☐ A clearly defined PK–12 progression outlines the knowledge, skills, experiences, and milestones expected at every grade level, and all schools consistently implement and monitor the benchmarks
- ☐ Every elementary school student gains awareness of diverse career opportunities
- ☐ Every middle school student completes career interest inventories and career exploration activities
- ☐ Every high school student maintains an individualized postsecondary success plan that is reviewed annually with staff and families
- ☐ A PK–12 scope and sequence for financial literacy is implemented across the district
- ☐ Students regularly engage in presentations, discussions, collaborative projects, and professional writing that reflect grade-level expectation
- ☐ Strengthened and increased partnerships exist between BPS and community businesses to provide career-connected learning experiences

Safe & Supportive Schools

- Enhance communication systems and practices to ensure families receive relevant, accessible, and timely information that supports informed engagement in their child's education

- Use a unified communication hub and provide how-to guidance on its usage
- Establish district-wide communication expectations and protocols
- Foster authentic family-school partnerships by expanding opportunities for families to participate in educational experiences and school activities
- Gather family feedback through surveys, forums, and advisory groups

- Support the success of students and staff by prioritizing wellness, meaningful relationships, and access to resources that promote personal growth and resilience

- Intentionally teach effective life habits through Leader in Me
- Strengthen mentoring, relationship-building, and support systems for students and employees
- Utilize stakeholder feedback to assess and improve school and workplace climate
- Provide professional learning focused on trauma-informed practices, resilience, management, and relationship-building
- Build on existing partnerships to provide comprehensive support for students and staff while increasing awareness of all available programs, services, and resources
- Conduct intentional transition meetings to ensure continuity of student learning and support from one academic year to the next

- Cultivate a culture of recognition and celebration by intentionally highlighting student and staff achievements, growth, leadership, and contributions across the district

- Increase opportunities for students to showcase academic, artistic, athletic, leadership, and extracurricular accomplishments
- Expand staff recognition initiatives that highlight innovation, excellence, collaboration, and service
- Create opportunities for students to showcase leadership and exemplify the 7 Habits through student-led assemblies, celebrations, showcases, and recognition events
- Implement a "Share Your Success" initiative for students, families, staff, and community members to share achievements, recognitions, and success stories for celebration and recognition

Safe & Supportive Schools Success Indicators

- ☐ Streamlined district-wide communication expectations and protocols have been established and are able to be located easily
- ☐ How-to guidance is provided in an easy to understand format for district communication platforms
- ☐ Increased participation in family engagement opportunities and school events across all schools measured by sign-in sheets and internal reporting
- ☐ Thought Exchange and MRA data continues to be used to drive decision making
- ☐ MRA (Leader in Me Measured Results Assessment) continues to be administered and scores increase
- ☐ Leader in Me principles and life habits are calendared and consistently taught and evident in classrooms, schools, and district culture
- ☐ Professional learning contains elements of trauma responsiveness, relational importance, and management of sensitive situations
- ☐ Partnerships expand the district's capacity to support the whole child and the well-being of employees
- ☐ Intentional transition processes between grade levels, schools, and academic years are defined and consistently implemented to ensure continuity of learning and support
- ☐ All schools have a way stakeholders can submit success stories for recognition
- ☐ Every school has a consistent system for celebrating students and staff
- ☐ Opportunities for students to demonstrate leadership and personal strengths are provided and clearly communicated