



**NBPS School Improvement Plan (SIP)  
School Year 2013-2014**

**School's Name: James B. Congdon Elementary  
Date Updated: Oct. 10, 2013**

<b>Overall Timeline</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>By When</b>	<b>Complete?</b>
Plan Development  May-September 2013	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> <li>• Alignment between DIP &amp; SIP</li> <li>• SIP development process and principles</li> </ul>	Superintendent	July 8 & 9	Yes
	Complete the <b>DESE Conditions for School Effectiveness Self-Assessment</b>	Principal	June-September	<input type="checkbox"/>
	Record, review, and analyze key school data	Principals	May-September	<input type="checkbox"/>
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	<input type="checkbox"/>
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	<input type="checkbox"/>
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	<input type="checkbox"/>
Plan Approval  September-October 2013	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	<input type="checkbox"/>
	Review DRAFT with input from the School Council	Principals	Sept	<input type="checkbox"/>
	Submit FINAL SIP to Director of School Support	Principals	On or before Oct 4	<input type="checkbox"/>
	Review and approve SIPs	Superintendent	Oct 14	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Oct 21	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Superintendent	Oct 14	<input type="checkbox"/>
Implementation & Progress Monitoring  Oct 2013 – June 2014	School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement <ul style="list-style-type: none"> <li>• School and district generate data for ongoing monitoring</li> <li>• SILT meeting topics focus on:               <ul style="list-style-type: none"> <li>– Generating concrete intervention and improvement strategies</li> <li>– Sharing what is working via measurable increases in student learning</li> <li>– Analyzing performance data</li> <li>– Updating data to display and share progress towards goals</li> </ul> </li> </ul>	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>



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### Overview of District and School Improvement Planning

#### Focusing on the “Instructional Core”

The New Bedford Public Schools Accelerated Improvement Plan focuses on the quality of classroom instruction. Building on the same four strategic objectives from previous years, the 2013-2014 Accelerated Improvement Plan focuses on increasing the rigor of classroom instruction in reading, math, and science for all students.

The district’s theory of action creates an articulated, coherent strategy for the district. The strategic initiatives included in the AIP focus on the core elements outlined in the district’s theory of action that will bring about systemic change and improvement.

#### Theory of Action

IF the NBPS focuses on and persists in expecting, developing, supervising, and evaluating educators’ capacity to deliver rigorous and engaging instruction that is:

- Aligned to state standards,
- monitored so student progress in attaining those standards reaches to a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress
- and evidence of student learning is demonstrated every day in every classroom in every school

THEN student achievement will significantly increase in each New Bedford school and in the New Bedford Public Schools as a district.

**Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency**

**Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making**

**Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students**

**Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders**

To ensure that principals can easily identify the final outcomes, strategic initiatives, activities, and action steps for which they are accountable, the document uses specific district language and maps early evidence of change and short-term



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outcomes to the goal-setting process in the educator evaluation cycle. For example:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the AIP, and professional practice goals that are aligned with the early evidence of change

These through-lines to school-level and educator-level work will help ensure that the district maintains a narrow yet intense focus on the district's four strategic objectives.

**School Improvement Planning:** Each School Improvement Plan in the district aligns to the District Improvement Plan. While each school has its unique character, it is critical for the district to operate as one whole to support all students. The basic principles each school should keep in mind for SIP planning are:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Complete the **DESE Conditions for School Effectiveness Self-Assessment**, prepare/revise accordingly to reflect the planning or implementation of one or more corrective actions or restructuring steps based on NCLB Accountability Status
- Involvement of SILT is integral to the implementation of each schools' SIP and the AIP
- School suggested ILT members include:
  - Principal
  - School Data Team Representative/TLS
  - One representative from Special Education team
  - One representative from ELL team
  - For Elementary Schools: One representative each from K-2 and 3-5
  - For Secondary Schools: One representative from each content area
  - Representative from Guidance team
  - 'At large' representative
- Schools should not take on lots of "other" initiatives, unless a solid plan is in place to achieve the objectives and outcomes laid out in the district plan.



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**Members of School's ILT:**

<b>Name of Staff Member</b>	<b>Position</b>
Mandy Abouchanab	SEI Grade 1 Teacher(ELL)
Joanne Correia	SPED Tutor
Kelly DaCosta	Grade 5 Teacher
Kelly Duarte	Grade 4 Teacher
Denise Wood	Grade 4 Teacher
Christine Buraczanski	Grade 2 Teacher
Mandy Abouchanab	SEI Grade 1 Teacher(ELL)
Steven Machado	Principal



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**School Analysis of Needs in Relation to the District Improvement Plan (AIP)**  
*(Include reference to completed DESE Conditions for School Effectiveness Self-*

*Assessment)*

AIP Obj	Strengths	Focus areas
<p><b>Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency</b></p>	<p>According to the “<i>Conditions of School Effectiveness</i>”, the Congdon staff believe that the school has a culture of high collaboration in lesson planning, curriculum that is aligned to standards and assessments, and PD that has been embedded in daily classroom learning. Staff members believe stakeholders have access to common assessments like DIBELS and Galileo which help to monitor students’ progress towards mastery of standards. Concerning the ELA MCAS, Grades 3 &amp; 5 have proficient and advanced rates that show an a rising trend from the years 2010-2013. The combined Proficient and Advanced percentages in both grades are also above the district average</p> <p>Grade 3-- 48% in 2010 to 62% in 2013 of Prof. &amp; Adv.</p> <p>Grade 5 – 44% in 2010 to 65% in 2013 of Prof. &amp; Adv.</p> <p>The ELA MCAS scores in Grades 3 &amp; 5 from 2010-2013 also show a combined Prof. &amp; Adv. percentages that consistently fall in top 5 schools in the district. ELA combined CPI rates (school-wide ) have increased from 76.1 in 2010 to 79.3 in 2013.</p> <p>MATH MCAS in Grade 5 prof. &amp; adv. combined percentages have shown a steady increase over the 4 year trend from 2010-2013. Grade 5 combined prof. &amp; adv. of 23% in 2010 rose to 48% prof. &amp; adv. in 2013. With a one year dip, Grade 3 scores do show strong prof.&amp;adv. rates. In 2010 and 2011, 83% scored prof.&amp;adv. In 2012, the score dropped to 44% but then rose back to 77% in 2013.</p> <p>Math combined CPI rates (school-wide) have increased from 74.6 in 2010 to 79.7 in 2013.</p>	<p>ELA MCAS results in Grades 4 &amp; 5 show a SGP trend below 31 from 2010-2013. This indicates low growth. Grade 4 ELA prof. &amp; adv. percentages also show a trend of low student performance. These rates have declined steadily from a high of 38% prof. &amp; adv. in 2010 to a low of 17% prof. &amp; adv. in 2013. The MCAS ELA SGP in Grade 4 from 2010-2013 ranges from 29-34.</p> <p>Grade 4 MATH MCAS prof. &amp; adv. rates have also dropped from 57% in 2011 to 36 % in 2013. The student growth percentiles (SGP) from 2010-2012 were also low. In 2010, the SGP was 40 and dropped steadily to an SGP of 17.5 in 2012.</p> <p>The focus in Grade 4 will be to provide ongoing feedback to improve instructional practice.</p> <p>Students have consistently struggled with the ELA standards of main idea, inferring and vocabulary as shown on EOY Galileo and 2013 MCAS results. ELA long composition scores have also shown little improvement for the past 3 years. Common assessments and access to other supplemental curriculum materials will be used to address these problems.</p> <p>DIBELS scores Grades 1-2 show a mid-year drop. This is related to a possible rigor and pacing issues with curriculum and instruction. The intervention techniques used in these grades did not prove to correlate with greater benchmark improvements.</p> <p>Grade 1: 76% BOY to 60% EOY  Grade 2: 78% BOY to 74% EOY</p>



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	<p>Science Grade 5 MCAS prof. &amp; adv combined percentages have consistently been above the district rates by 10% pts or more from 2010-2013. In 2013, the Grade 5 Science MCAS combined prof. &amp; adv. rates of 48% were above the district average of 35% prof. &amp; adv.</p> <p>KDG DIBELS shows growth throughout year in 2013 : 49% BOY benchmark, to 52% MOY and 74% EOY. Common planning and intervention techniques are prevalent across KDG classroom teachers which correlated with continual growth. Flexible grouping based on progress monitoring data happened consistently.</p>	<p>Improved intervention combined with an increase in a rigorous curriculum will address the problem.</p>
<p><b>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<p>According to CSE results, stakeholders feel data is readily available and there is a balanced system of assessments to analyze improvement in instructional strategies.</p> <p>The “Looking at Student Work Protocol” was in place to provide common understanding of using student results to drive instruction.</p> <p>Data team members were established and trained as evidenced by team members’ PD trainings and notes/agendas of meetings</p>	<p>Few SILT meetings were held during SY '12-'13 gathered from data in CSE surveys and meeting notes. A yearlong calendar and TCT meetings will be implemented.</p> <p>Poor quality in TCT’s summaries show lack of using data results to adjust instruction ( CSE surveys and TCT summaries ). New TCT templates will shift focus for proper usage of time. Planbooks will be monitored for adjustments to instruction according to data use. School learning walks will monitor implementation.</p>



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<p><b>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</b></p>	<p>Congdon school surpassed EOY district learning walk indicator goals in 3 of 4 categories during 2012-2013. Classrooms had strong evidence of using data, engaging instruction and student ownership of learning.</p> <p>Professional Development on mastery objectives and using data to drive instruction. became embedded in classroom learning.</p> <p>Students had greater access to intervention software programs like Imagine Learning , Lexia, and Star Reader. SILT meetings focused on developing common writing rubrics and discussing</p>	<p>CSE survey shows a lack of targeted, small group, differentiated instruction daily. Data results indicate slow growth patterns in DIBELS from BOY to EOY in Grades 1 and 2. In Grade 1, DIBELS BOY benchmark scores were 76% , MOY of 57% and EOY of 60%. In Grade 2, DIBELS scores were very streamline throughout the year with a BOY of 78% , MOY of 78% and EOY of 74%. These patterns indicate a possible lack of rigor and issues with curriculum pacing throughout the year</p> <p>Professional Development offerings will be provided on rigor and implementation of district K-2 Literacy Initiative. Emphasis on planning instruction that involves differentiation and targets small group needs will address slow growth.</p>
<p><b>Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders</b></p>	<p>CSE survey results show that the staff believes there is a beneficial relationship with community members related to learning experiences, fundraising, and socio-economic support for students. Survey results also showed that staff modeled a healthy and safe school environment with respect to social and emotional , and health supports.</p> <p>Planners and agendas are sent home weekly allowing another venue for two way communication with parents. CSE survey shows staff believes this is highly effective and consistent open communication mechanism.</p> <p>Mid –year meetings for parents of “at-risk students” during day and evening were offered to parents.</p> <p>Strong PTO collaboration with school to sponsored events and funding of teacher /student needs. 2012-21013 school -year showed a fundraising high along with greater number of community events. Teacher participation in PTO meetings/events also increased greatly.</p>	<p>Parent understanding of district/state assessments evidenced by CSE survey. Academic information nights will be held to address lack of understanding.</p> <p>According the to CSE survey, stakeholders believed there was a need to build stronger relationships between teachers and families concerning academics. An increase in opportunities throughout the year for all students, not just “at-risk” students will improve communication of high standards, academic expectations and the vision of NBPS.</p>



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### **WHAT WE WILL ACHIEVE (Elementary Schools)**

#### **DISTRICT & SCHOOL Improvement Plan FINAL OUTCOME 1.1:**

All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

#### **Short-Term Outcomes 1.1 (Student Learning Goals)**

*[Administrator and teacher student learning goals will be aligned to these outcomes.]*

##### DIBELS

- From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest
- From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score

##### GALILEO

- From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math
- From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math

##### DISTRICT WRITING BENCHMARKS

- From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
- From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments

### **HOW WE WILL GET THERE**

#### **STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES**

#### **Early Evidence of Change (Examples of Professional Practice Goals)**

*[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]*

- By MOY 100% of K-5 teachers will score at least Proficient on the school learning walk look fors for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)
- By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software.
- By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator's evidence collection
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.



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### WHAT WE WILL ACHIEVE *(Secondary Schools)*

#### **DISTRICT AND SCHOOL Improvement Plan FINAL OUTCOMES 1.2**

All secondary schools will reduce by at least 40% of the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year

Because 2013-14 drop-out and graduation data is not made available until January 2015, the following indicators provide a proxy for measuring drop-out rate:

- A) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013
- B) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation

Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

#### **Short-Term Outcomes *(Student Learning Goals)***

*[Administrator and teacher student learning goals will be aligned to these outcomes.]*

- From the BOY to MOY, reduce by 25% the # of students not proficient on Galileo in grades 6-10
- From the BOY to EOY, reduce by 40% the # of students not proficient on Galileo in grades 6-10
- Reduce the number of Ds and Fs given at the end of each quarter compared to the previous quarter by 25% in English and math courses in grades 6-9

### HOW WE WILL GET THERE

**STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES**

#### **Early Evidence of Change *(Examples of Professional Practice Goals)***

*[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]*

- By the end of September 2013, all at-risk students in grades 6-10 will be identified as “at-risk” using previous year’s grades and other early warning signs
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions to help students master the content
- By the end of each quarter, each school will identify the at-risk students in grades 6-10 using early warning signs and create differentiated action plans to target student needs



## Objectives 1-3

### Guidance on Activities and Action Steps:

- Refer to objective 1, 2, and 3 in the AIP to build your action plan
- The action plan must include these key “buckets” of activities:
  - Training, implementing, and monitoring the ELA lesson frameworks in K-5
  - Setting expectations for SILT and TCTs aligned to AIP, ensuring that they implement the protocol, monitoring that data-driven decisions are implemented and assessed for impact in the classroom
  - Defining, training, and supervising rigorous instruction
  - Defining, training, and supervising using data to inform instruction
  - Ensuring any and all training impacts the classroom

<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p>From BOY to MOY, all K-2 teachers will reduce 20% the number of students not meeting the benchmark on each DIBELS repeated subtest</p>	<b>Implement K-2 Literacy Initiative through use of rigorous curriculum and instruction</b>		
	* Distribute copies of " <b>Daily 5</b> " to all grade level teachers	Principal	Aug. 1st
	* Provide professional development based on rigorous instruction	Principal	Aug. 27th
	* Attend professional development on the K-2 Literacy Initiative	Principal	Oct. 3
	* Provide professional development on " <i>6 Min. Solution</i> " strategy to monitor and build fluency	Principal	Oct. 23rd
	* Implement K-2 Literacy block with fidelity to small group instruction	Teachers	Oct.-June Daily
	* Conduct mini observations with feedback and learning walks with a focus on : - implementation of K-2 Literacy Initiative - rigor of classroom instruction	Principal	Oct.-June 10x Weekly
<p>From BOY to EOY, all K-2 teachers will reduce by at least 40 % the # of students not meeting benchmark on the DIBELS composite score</p>	<b>Review and monitor assessment results to adjust instruction and improve student learning outcomes</b>		
	* Distribute and review TCT template and protocol to staff	Principal	Sept.
	* Establish meeting schedules for TCT ( 2x mo. min. ) and SILT ( 1x mo.) aligned to district assessment calendar	Principal	Oct. 15th
	* Assess students' progress according to DIBELS Next and district-wide schedule ( 2x weekly for intensive grouping, 4x weekly for strategic )	Teachers	Oct.-June ( 2-4 times per month)
	* Identify and group students through data analysis during SILT and TCT meetings ( 1x every 6 weeks ) and develop action steps	SILT TCT	Oct. - June ( 1x every 6 wks )



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	* Adjust instruction according to flexible groups' needs and provide additional interventions through after school remediation and use of <i>Lexia</i> and <i>Imagine Learning</i> software	Teachers	Oct.-June Daily
	* Monitor small group interventions through lesson plan submissions and TCT action steps	Principal	Oct.-June 2x monthly
	* Lead grade level meetings 1x every 6 weeks to discuss trends and provide feedback	Principal Teachers	Oct.-June ( 1x every 6 weeks)
	* Reassess students to monitor progress and adjust groups to meet learning needs	SILT TCT	Oct.-June ( 1x every 6 wks )

SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)	OWNER	TIMELINE
<p>From BOY to MOY, all Grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and Math</p> <p>From BOY to EOY, all Grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and Math</p>	<b>Improve delivery of effective, engaging and rigorous instruction</b>		
	* Provide professional development concerning rigor during instruction planning and delivery	Principal	August 27th
	* Review rigor rubric from teacher evaluation system	Principal Teachers	August 27th
	* Provide professional development in using the " <i>Close Reading Strategy</i> " during the ELA Block for Grds. 3-5 ( strategy builds comprehension, higher order thinking skills and fluency )	Principal Grade 3-5 Teachers	Oct. 24th
	* Implement " <i>Close Reading Strategy</i> " 2x per month in each Grd 3-5 classroom as evidenced by weekly plan submissions	Principal Grd 3-5 Teachers	Oct.-June (2x per month)
	* Conduct learning walks ( 3x week) to monitor instruction focusing on: <ul style="list-style-type: none"> <li>▫ level of rigor using rubric</li> <li>▫ use of targeted small group instruction</li> </ul>	Principal Teachers	Oct. - June (3x per week)
	* Provide and review written growth producing feedback with Grade 4 teachers 8x monthly to improve instruction	Principal Grade 4 Teachers	Nov.-May ( 8x per month )
* Conduct 2 formal lesson evaluations every grading trimester in each Grade 4 classroom	Principal Grade 4 teachers	( Oct.-Dec. ) ( Jan.-March ) ( April-June )	



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<p>From BOY to EOY, Grade 4 teachers will reduce by 50% the # of students not meeting proficient on Galileo Math and ELA</p>	<b>Review student progress using Galileo assessment data and make adjustments to instruction</b>		
	* Administer district benchmark assessments aligned to rigorous standards	Grade 2-5 teachers	Sept. -Jan.- May
	* Identify at risk students through data analysis during TCT and SILT meetings based on benchmark data	SILT TCT	Oct.30 Feb. 6th March 26 June 25
	* Assign students to flexible groups consistent with areas of need based on Galileo data	SILT TCT	Oct 30 Jan 22
	* Utilize intervention based software programs (IXT, Lexia ) for at risk students during small group instruction and after school remediation	Grade 2-5 teachers	Oct.-June daily
	* Adjust instruction to target areas of need identified---- noted in weekly plans submitted every other week	Grade 2-5 teachers	Oct. -June (2x monthly)
	* Conduct mini observations and learning walks to collect evidence that plans have been implemented and provide growth producing feedback ( 10x per week )	Principal	Oct.-June (weekly)
* Develop and administer a minimum of 4 grade level common assessments in ELA and Math to monitor student proficiency levels	Principal Grade 2-5 teachers	Nov., Feb. April, May	

<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p>From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting prof. on the benchmark writing assessments</p>	<b>Ensure effective, timely instruction of writing according to best practices</b>		
	* Distribute clear expectations for instruction of writing during the writing block based on 6+1 Traits	Principal	Oct.
	* Develop and distribute school-wide writing calendar to teachers with monthly prompts	SILT/ TCT	Oct. 30th
	* Use " <i>Looking at Student Work Protocol</i> " to review district benchmark writing samples 1x per trimester during TCT meetings as evidenced by agenda and adjust instruction accordingly	TCT	Nov. Feb. April
* Review TCT " Looking at Student Work" action steps and minutes to calibrate grading, inform PD needs and monitor next steps	SILT	Nov. Feb.	



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<p>From MOY to EOY, all K-5 teachers will reduce by 40% the # of students not meeting proficiency on the benchmark writing assessments</p>	<ul style="list-style-type: none"> <li>* Principal will observe writing lesson observations and provide feedback on application of 6 +1 Traits and implementation of action steps</li> </ul>	<p>Principal Teachers</p>	<p>(Oct.-Nov.) (Dec.-Jan.) (Feb.-March)</p>
	<ul style="list-style-type: none"> <li>* Monitor student writing samples for improvement and to inform targeted support for teachers ( 10 papers - 2 high, 4 avg, 2 low rubric grades )</li> </ul>	<p>Principal Teachers</p>	<p>Oct.-June. ( 1x every 6 weeks )</p>
	<ul style="list-style-type: none"> <li>* During TCT and planning minutes, meet with teachers to identify strengths, weaknesses and common trends. Develop actions steps to be implemented along recommended best strategies</li> </ul>	<p>Principal Grade Level Teams</p>	<p>Oct.-June. ( 1x every 8 weeks )</p>



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### WHAT WE WILL ACHIEVE

#### **DISTRICT & SCHOOL Improvement Plan FINAL OUTCOMES 4.1 & 4.2**

By EOY, all schools and classrooms will have a welcoming environment, as measured by

A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments

By EOY, over 70% of families responding to a survey will demonstrate an understanding of the district's overall vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.

#### **Short-Term Outcomes 4.1 & 4.2 (Student Learning Goals)**

*Objective 4 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).*

### HOW WE WILL GET THERE

#### **STRATEGIC INITIATIVE 4.1**

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

#### **Early Evidence of Change 4.1 (Professional Practice Goals)**

- By MOY, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks and community feedback
- By MOY, over two-thirds of families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences
- By MOY, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured on the Massachusetts TELL survey

#### **STRATEGIC INITIATIVE 4.2**

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

#### **Early Evidence of Change 4.2 (Professional Practice Goals)**

- By the end of October, baseline data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.
- By MOY all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for NBPS, as measured by collection of agendas, meeting materials, etc.



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**Objective 4**

<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p><b>By EOY, all schools and classrooms will have a welcoming environment as measured by:</b></p> <p>a.) 100% of teachers will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2 way communication and resolving issues with the family fairly and equitably</p> <p>b.) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments</p>	<p><b>Define, distribute and review classifications of a welcoming school/classroom environment</b></p>		
	<ul style="list-style-type: none"> <li>* List current practices and discuss needs assessment survey as distributed by school to stakeholders</li> </ul>	Principal SAC	Oct. 20th
	<ul style="list-style-type: none"> <li>* Distribute information from NBPS packet on evidence of a welcoming school/classroom</li> </ul>	Principal	Oct. 23rd
	<ul style="list-style-type: none"> <li>* Review needs assessment survey results and develop action steps to meet areas of need as identified by more than 60% of stakeholders</li> </ul>	Principal SILT SAC	Nov. 21st
	<ul style="list-style-type: none"> <li>* Implementation of actions steps developed by SILT and SAC</li> </ul>	Principal Teachers	Dec. 2nd
	<p><b>Monitor changes to school/classroom environment and make adjustments necessary</b></p>		
	<ul style="list-style-type: none"> <li>* Distribute survey packet of changes implemented to assess if areas of needs identified have improved</li> </ul>	Principal SAC	Feb. 3rd April 1st
	<ul style="list-style-type: none"> <li>* Review welcoming school/classroom environment survey</li> </ul>	Principal SAC	Feb. 3rd April 30th
	<ul style="list-style-type: none"> <li>* Identify action steps to improve areas failing to meet 70% SMART goal</li> </ul>	Principal	Feb 3rd April 30th
	<p><b>Ensure opportunities for 2 way communication for all teachers to families</b></p>		
	<ul style="list-style-type: none"> <li>* Classroom teachers reach out to all students a min. of 2 times per trimester to every family via email or written notes</li> </ul>	Principal Teachers	Sept.-Dec. Jan.-March April -June
	<ul style="list-style-type: none"> <li>* Collection of classroom student communication folders to ensure implementation</li> </ul>	Principal	Dec. March May
<ul style="list-style-type: none"> <li>* Weekly communication envelopes and agenda calendars will be signed weekly</li> </ul>	Teachers	Sept.-June ( weekly )	
<ul style="list-style-type: none"> <li>* Collection of random collection of 10 samples per classroom of communication envelopes and agenda calendars to ensure implementation</li> </ul>	Principal	Dec. March May	
<ul style="list-style-type: none"> <li>* Provide opportunities for families to have academic conversations through after school events--- DIBELS info night, MCAS info night, mid year progress meetings, Math night</li> </ul>	Principal Teachers PTO	Oct.-March ( dates TBD )	