



School's Name: A. J. Gomes Elementary School

Date Updated: 10/9/2013

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development May-September 2013	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> Alignment between DIP & SIP SIP development process and principles 	Superintendent	July 8 & 9	Yes
	Complete the DESE Conditions for School Effectiveness Self-Assessment	Principal	June-September	9/9/13
	Record, review, and analyze key school data	Principals	May-September	Ongoing
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	8/23/13
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	Ongoing
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	9/13/13
Plan Approval September-October 2013	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	Ongoing
	Review DRAFT with input from the School Council	Principals	Sept	9/26/13
	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"> School and district generate data for ongoing monitoring SILT meeting topics focus on: <ul style="list-style-type: none"> Generating concrete intervention and improvement strategies Sharing what is working via measurable increases in student learning Analyzing performance data Updating data to display and share progress towards goals 	Principals with District ILT support	School year	ongoing
	Share progress towards goals with key stakeholders	Principals	School year	ongoing

Template Modified: 8/21/2013

School's Name:

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 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.

Members of School’s ILT:

Name of Staff Member	Position
Ellyn Gallant	Principal
Rafaela DeFigueiredo	Assistant Principal
Melissa Scanlon	TLS
Tonya Vitornio	TLS
Caroline Bell	Special Education Teacher Elementary
Deborah Ferreira	Special Education Teacher Early Childhood
Kristen Hemphill	Teacher PK-2

Elaine Santos	Teacher 3-5
Harriet Ross	SEI teacher
Kim Daniels	SAC

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>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</p>	<ul style="list-style-type: none"> • Kindergarten DIBELS BOY 55% students met benchmark, EOY 77% of students met benchmark, an increase of 22% • Overall Gomes DIBELS BOY 54% met benchmark, EOY 65% met benchmark, equaling an 11% increase. • Grade 3 ELA BOY 28.5% achieved proficient/advanced on Galileo testing. EOY they achieved 43.01%, an increase of 14.44% • MCAS data indicated that we met our CPI goal of 75 for the 12-13 S.Y. • According to the CSE III; the schools curricula is aligned to the state curriculum frameworks. 	<ul style="list-style-type: none"> • According to DIBELS data for the S.Y. 10-11 and 11-12, Scores decreased for grades k-2 from BOY to EOY. • Grade 1 DIBELS BOY 49% of students met benchmark, EOY 49% of students met benchmark, equaling a 0% increase. (SY 12-13) • Grade 2 DIBELS BOY 59% of students met benchmark, EOY 62% of students met benchmark, equaling a 3% increase. (SY12-13) • Overall in grades 2-5 on the EOY Galileo SY 12-13, ELA benchmark less than 50% of students scored proficient or advanced. • In 2011 a score of 0 was given for overall PPI on MCAS, a 25 in 2012 and 75 in 2013. The goal for 2014 is to achieve 120 points in order to meet our PPI. • Grades 3-5 will increase the number of students scoring advanced on ELA MCAS by 10% or more and decrease the number of students scoring warning/ failing by 10% or more on ELA MCAS for the 13-14 SY.

<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<ul style="list-style-type: none"> • According to the CSE-VII Professional development and structures for collaboration have been a strength at A.J. Gomes. • Eight voluntary school based collaborative teams were established and maintained: SILT, Anti-Bullying, FAC, IST, Curriculum and Instruction, SPAC, FACTS, and Wellness.(SY 12-13) • School based collaborative teams report out at common planning (TCT) PD, as well as monthly staff meetings to disseminate data/information to the greater staff as a whole to inform next steps. • A.J. Gomes calendar for district wide assessments has been created and implemented • According CSE-V a strength for the A.J. Gomes over the past years has been student assessment. 	<ul style="list-style-type: none"> • Focus area will be to ensure that 100% of Prek-5 teachers will understand and utilize the new TCT protocol. • The School based SILT will meet biweekly to monitor and analyze school based data and distribute findings to TCT. • We will continue to maintain our 8 school based collaborative teams in order to inform instruction.
<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<ul style="list-style-type: none"> • 100% of classrooms had clear mastery objectives for students as defined by DLW protocol (SY 12-13). • 100% of teachers are using checking for understanding as defined by district walk protocol. (SY 12-13) • Voluntary Professional development was provided to all staff weekly by the IPS (TLS), administration as well as exemplary educators in order to build teacher capacity and inform instruction. 	<ul style="list-style-type: none"> • According to the Conditions for School Effectiveness we will focus on CSE-IV and VII- effective instruction; tiered instruction and learning time in order to provide high quality, rigorous, data based instruction. • Teachers will be required to ask higher level comprehension questions using Blooms Taxonomy as demonstrated through teacher observations, lesson plans and monthly school based learning walks. • Teachers will focus on designing instruction with measurable outcomes and rigorous tasks requiring higher order thinking.

<p>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</p>	<ul style="list-style-type: none"> • Completed 5 parent engagement events (SY 12-13) resulting in high family participation • Established strong community and outreach partnerships. • Every school based documentation sent home to families was provided in three languages • Establishment of Wellness and Anti-bullying committee 	<ul style="list-style-type: none"> • According to the CSE-X, Family-school engagement will be a focus area in order to support students' academic progress and overall social/ emotional wellbeing. • To increase parent participation in engagement events, increase parent volunteers, as well as increases overall two-way parent communication. • Establish a parent engagement committee for the SY 13-14 • Implement at least 8 parent engagement events; including but not limited to literacy and math nights.
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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 **Objectives 1-3**
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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.

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>1.1 By MOY 20% and by EOY 40% all grade 1 and 2 teachers will reduce by at least the number of students not meeting benchmark on the DIBELS composite score by the review and analysis of student data.</p>	<p>Establish a system for identifying students in grades 1-2 not meeting benchmark on DIBELS in order to assign students appropriate support and intervention.</p> <p>1.1a. All grade 1 and 2 students not meeting benchmark by BOY will be progress monitored every 2 weeks.</p> <p>1.1b All grade 1 and 2 students who are not meeting benchmark by BOY will be provided additional targeted intervention 3 times a week utilizing flexible grouping.</p> <p>1.1d. Grades 1 and 2 TCT’s will meet twice a month to review student DIBELS data of students who are not meeting benchmark, and collaboratively plan instruction and targeted intervention supports as indicated through TCT reports.</p> <p>1.1e. TLS and administration will provide training and modeling of rigorous instruction for grades 1 & 2 in correlation with the NBPS Rigor Rubric.</p> <p>1.1f. TLS apply the use of the “coaching-cycle” in which between 6-8 teachers are identified by the Principal through data collected during school-based learning walks, and provided coaching support. The teachers and TLS will co-plan, teach, model, and then receive feedback on the effectiveness of their lessons, in a three-week cycle.</p> <p>1.1g. TLS and administration will assist teachers in rigorous lesson plan development through teacher work sessions, voluntary PD and TCT time.</p> <p>1.1h. Principal to conduct lesson plan and student data book review on a weekly basis per grade level and provide verbal and written feedback on</p>	<p>TLS</p> <p>TLS and grade 1& 2 teachers</p> <p>Administration</p> <p>Grade 1 & 2 Teachers</p> <p>TLS</p> <p>TLS and Administration</p> <p>TLS, administration</p>	<p>Sept-EOY (in accordance with the NBPS Progress monitoring schedule)</p> <p>October 2013</p> <p>Beginning October 2013, then weekly</p> <p>1st and 3rd Wednesday of every month Sept-EOY</p> <p>Beginning the week of November 4th, December 2, January 6, February 3, March 3, April 7, May 5</p> <p>September and October, 2013</p> <p>Sept-Oct, then Nov-Dec, and based on wkly</p>

	<p>planning rigorous lessons.</p> <p>1.1i. Administration will assess the implementation of the K-2 literacy block through at least 4 mini-o's/week, formal and informal observations with the use of the K-2 Literacy Block Implementation Tool and Rigor Rubric.</p> <p>1.1j. The A.J. Gomes School SILT will report out at monthly staff meetings regarding school wide data in order to provide school wide trends as well as guidance for future instructional practices and initiatives.</p>	<p>Administration</p> <p>SILT</p>	<p>rotation</p> <p>Sept-EOY (as referenced in the NBPS Instructional Leadership Tracker)</p> <p>Beginning November, then Monthly Faculty Meeting</p>
<p>1.2 By MOY 20% and by EOY 40% of all 2-5 teachers will reduce by at least the number of students not proficient or advanced on Galileo ELA benchmark by the review and analysis of student data.</p>	<p>Establish a system for identifying students not proficient or advanced on the Galileo ELA Benchmark in order to assign students appropriate support and intervention.</p> <p>1.2a. All 2-5 students not proficient or advanced on Galileo ELA Benchmark by BOY will be progress monitored through the use of but not limited to; DRA and common assessments.</p> <p>1.2b Students not scoring proficient or advanced by BOY benchmark will be provided with additional targeted intervention 3 times a week utilizing horizontal flexible grouping.</p> <p>1.2c Grade 2-5 TCT's will meet twice a month to review student data including but not limited to DRA, Galileo etc..for students not proficient or advanced on Benchmarks and collaboratively plan instruction and targeted intervention support as evidenced by TCT reports.</p> <p>1.2d The A.J. Gomes School SILT will meet bi-weekly to analyze school wide data and administration will review and provide feedback to TCT's.</p> <p>1.2e TLS apply the use of the "coaching-cycle" in which between 6-8 teachers are identified by the Principal through data collected during school-</p>	<p>Grade 2-5 teachers</p> <p>Grade 2-5 teachers</p> <p>Grade 2-5 teachers</p> <p>SILT and Principal</p> <p>TLS</p>	<p>Sept-EOY (per A.J. Gomes Grades 3-5 assessment calendar)</p> <p>Beginning October 2013</p> <p>1st and 3rd Wednesday of every month Sept-EOY</p> <p>Bi-weekly beginning October, 2013</p> <p>Beginning the week of November 4th,</p>

	<p>based learning walks, and provided coaching support. The teachers and TLS will co-plan, teach, model, and then receive feedback on the effectiveness of their lessons, in a three-week cycle.</p> <p>1.2f TLS and Principal will provide training to Prek-5 teachers on checking for understanding using Blooms Taxonomy and asking rigorous comprehension questions that meet or exceed grade level standards through voluntary PD sessions.</p> <p>1.2.g TLS and administration will assist teachers in rigorous lesson plan development through teacher work sessions, voluntary PD and TCT time.</p> <p>1.2.h Principal to conduct lesson plan and student data book review on a weekly basis per grade level and provide verbal and written feedback on planning rigorous lessons.</p> <p>1.2i Administration will provide supervision of rigorous instruction through conducting formal and informal observations and at least 6 mini-observations on Learning Walks in correlation with the NBPS rigor rubric</p> <p>1.2j. The A.J. Gomes School SILT will report out at monthly staff meetings regarding school wide data in order to provide school wide trends as well as guidance for future instructional practices and initiatives.</p> <p>1.2k. Teachers will be provided the opportunity to engage in an online discussion group and book study with the Principal on the book, “Rigor is Not a Four Letter Word.”</p>	<p>Principal and TLS</p> <p>TLS, administration</p> <p>Principal</p> <p>Administration, TLS</p> <p>SILT, Principal</p> <p>Principal</p>	<p>December 2, January 6, February 3, March 3, April 7, May 5</p> <p>October 24, 2013</p> <p>September and October, 2013</p> <p>Gr. 3- week of Oct. 25, Gr. 4- week of Nov.1, Gr. 5 week of Nov. 8</p> <p>Sept-EOY (weekly, as referenced in the NBPS Instructional Leadership Tracker)</p> <p>Beginning November, then Monthly Faculty Meeting</p> <p>Beginning November 1, ending by December 9, 2013.</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

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.

Objective 4

SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)	OWNER	TIMELINE
<p>4.1 By MOY 100% of the school community will exhibit the criteria for a welcoming school environment.</p>	<p>A.J. Gomes School staff will develop a plan to increase parent engagement throughout the school year.</p> <p>4.1a A parent engagement committee will be formed and meet monthly to establish monthly parent engagement events.</p> <p>4.1b Teaching staff will identify and welcome a parent volunteer once proper CORI checks have been processed.</p> <p>4.1c By EOY Gomes will host at least 8 parent engagement events. Including but not limited to Literacy, math and homework helper events.</p> <p>4.1d Monthly School Wide calendar and newsletter (Gomes School Gazette) will be sent home in 3 languages.</p> <p>4.1e PreK-5 teachers will use a weekly parent contact log as well as send home monthly classroom newsletters. Newsletters and logs will be turned into administration along with their lesson plan and data-books for review.</p>	<p>A.J. Gomes Parent Engagement Committee</p> <p>Gomes School Staff</p> <p>A.J. Gomes Parent Engagement Committee</p> <p>Administration</p> <p>PreK-5 teachers</p>	<p>September 16, 2013</p> <p>October 11, 2013</p> <p>Sept-EOY (in accordance with the A.J. Gomes PEC schedule)</p> <p>Monthly Sept-EOY</p> <p>Monthly Sept-EOY (in accordance with A.J. Gomes School Lesson plan book schedule)</p>
<p>4.2 By MOY 2/3's of the Gomes School Community families will rate the school environment, climate and culture through various forms of</p>	<p>The A.J. Gomes School Parent Engagement Committee will create a parent/family survey to determine supports need/requested.</p> <p>4.2a Conduct a Gomes School Parent Survey in three languages.</p>	<p><i>New Bedford</i> Gomes School parent engagement</p>	<p><i>Public Schools</i> BOY September 26, 2013; EOY</p>

<p>feedback.</p>	<p>4.2b Analyze results of the Gomes School parent engagement survey and distribute to staff.</p> <p>4.2c Conduct School Council meetings quarterly to assess and gain feedback from school based stakeholders.</p>	<p>committee</p> <p>Gomes School parent engagement committee</p> <p>A.J. Gomes School School Council</p>	<p>May 1, 2014</p> <p>BOY October 21, 2013; June 9, 2014</p> <p>Sept 26, 2013, Dec 19, 2013, Mar 27, 2014, June 12, 2014</p>
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