



**Carlos Pacheco Elementary School Improvement Plan (SIP)
School Year 2013-2014**

Date Updated: 10/9/2013

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development <i>May-September 2013</i>	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 & SILT	June-September	Yes
	Record, review, and analyze key school data	Principal & SILT	May-September	Yes
	Complete MCAS SIP Target Sheets for 2013-2014	Principal	Aug 19	Yes
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principal	May-Sept	Yes
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principal	Sept 13	Yes
Plan Approval <i>September-October 2013</i>	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	Yes
	Review DRAFT with input from the School Council	Principal	Sept	<input type="checkbox"/>
	Submit FINAL SIP to Director of School Support	Principal	On or before Oct 4	<input type="checkbox"/>
	Review and approve SIPs	Superintendent	Oct 14	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Superintendent	Oct 14	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principal	Oct 21	<input type="checkbox"/>
Implementation & Progress Monitoring <i>Oct 2013 – June 2014</i>	School Instructional Leadership Team (SILT) meets 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 	Principal with District ILT support	School year	Scheduled 1 mtg per week as needed
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

Template Modified: 8/21/2013



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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.

Members of Carlos Pacheco Elementary School’s ILT:

Name of Staff Member	Position
Laurie DesRoches	4 th Grade Teacher
AnneMarie Dufresne	School Adjustment Counselor
Renee LeBlanc	2 nd Grade Teacher
Georgina Salsinha	3 rd Grade Teacher
Karen Suprenant	Special Education Teacher, 2 nd & 3 rd Grades
Lisa Yates	Principal



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School Analysis of Needs in Relation to the District Improvement Plan (AIP)

Our SILT members completed the DESE Conditions for School Effectiveness Self-Assessment and also reviewed the 2102-2013 responses from the full staff. In addition, we analyzed the school's assessment data for 2012-2013 and preliminary BOY data for 2013-2014. The following were identified as areas of strength and concern:

AIP Obj	Strengths	Focus areas
<p><u>Objective 1 – Student Achievement:</u> 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>	<p>Carlos Pacheco Elementary School scored top overall on Spring 2013 MCAS performance in the city of New Bedford and has been an achievement leader in the district for many years. Teachers attribute student achievement, in part, to the system of tiered workshops and flexible grouping they conduct in partnership with special education teachers and instructional support staff for remediation & intervention in areas such as basic skills, guided reading and reciprocal teaching. Teachers also report spending substantial instructional time conducting one-on-one and small group student conferencing (Condition VIII – Tiered Instruction & Adequate Learning Time). Last year's focus at Pacheco on preparation for writing lessons and consistent MCAS rubric-based scoring for long composition and open responses built the capacity of teachers to continue working toward writing goals in their TCTs.</p>	<p>Pacheco's MCAS scores show a high percentage of students proficient in each test at each grade level and multi-year trends show overall growth and progress. However, the targets for the school set by DESE to assist us in achieving 100% proficiency by 2017 continue to rise each year and we must demonstrate consistent increases in student achievement to reach these targets each year (see attached chart of Composite Performance Index Targets & Progress). Thus, Pacheco strives toward ongoing improvement in our teaching and learning cycles to continue the legacy of achievement at the school.</p> <p>Early and developing literacy skills continues to be a focus at Pacheco School. Consistent with performance over the past few years, during the 2012-2013 school year:</p> <ul style="list-style-type: none"> ▪ the percentage of students meeting the proficiency benchmark on the DIBELS Composite Score measure changed from BOY to EOY as follows: K – 58% to 69%; 1 – 57% to 57%; 2 – 89% to 79% ▪ The percentage of students meeting the proficiency benchmark on the Galileo Reading Scores measure changed from BOY to EOY as follows: 2 – 44% to 60%; 3 – 28% to 58%; 4 – 36% to 52%; 5 – 40% to 62% ▪ 2013 MCAS scores at the proficient or advanced levels are composed of: 3 – 47%; 4 – 71%, 5 – 63% <p>As the bar rises, upper-level mathematics also continues to be an area of concentrated effort for the school, as evidenced by multi-year data trends and 2012-2013 data:</p> <ul style="list-style-type: none"> ▪ The percentage of students meeting the proficiency benchmark on the Galileo Mathematics Scores measure changed from BOY to EOY as follows: 2 – 44% to 60%; 3 – 28% to 58%; 4 – 36% to 52%; 5 – 40% to 62% ▪ 2013 MCAS scores at the proficient or advanced levels are composed of: 3 – 87%; 4 – 71%, 5 – 46%
<p><u>Objective 2 – Data Analysis:</u> Develop a collaborative and accountable culture of using data to improve</p>	<p>Carlos Pacheco staff and families hold high expectations for each student, led by the school's Data Team (now called the School Instructional Leadership Team). This group analyzes school-wide data and provides analysis and recommended action steps for grade level teams. As one of the</p>	<p>To advance and enhance the foundational work completed by the Data Team in the past, for 2013-2014 the SILT will focus on two-way connections and communication for decision-making and action planning from SILT to TCTs (Teacher Collaboration Teams). The SILT will distribute meeting notes, data reports and action plans to the TCTs and will collect and review TCT meetings notes as well with the overall goal of creating a short-term action cycle based on student data that is monitored, implemented and evaluated in a timely manner for impact of student achievement.</p>



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<p>instructional practice and decision-making</p>	<p>2012-2013 SIP goals, Pacheco staff collaborated on norming their assessment scores for writing (open responses & writing prompts) to set consistent expectations school-wide (Condition V – Student Assessment).</p>	<p>Pacheco, in collaboration with district colleagues and committees will also focus on the development of Common Formative Assessments in ELA (as well as continuing to utilize the district-established mathematics assessments) that can be administered at least 4 times per year to monitor student progress in reaching rigorous Common Core Standards in between district benchmark assessments and to identify necessary adjustments to instruction for the class and the identification of students in need of re-teaching, remediation and additional support.</p>
<p><u>Objective 3 – Curriculum & Instruction:</u> Expand school and educator capacity to develop, deliver, and supervise effective instruction to all students</p>	<p>Pacheco staff members cite vertical alignment and consistency between grade levels in curriculum programs as one of the hallmarks of Pacheco’s success. All teachers are expected to adhere with fidelity to 6+1 Traits for Writing, Open Court for English/Language Arts, Daily Language and Math for Today for cumulative review of skills, and district math maps (Condition IV – Effective Instruction & Condition III Aligned Curriculum).</p>	<p>To ensure the capacity of Pacheco staff to implement these programs, staff orientation, collaboration and professional development must focus on:</p> <ul style="list-style-type: none"> • Orienting, training and supporting new staff regarding school-wide programs • Implementation of K-5 ELA and math block frameworks • Continuing to adapt programs and materials to Common Core and developing/administering aligned common formative assessments • Data analysis and evaluation & related technology/software proficiency • Rigorous instruction, as demonstrated during observations, evaluation evidence & learning walks • Educator Evaluation goals aligned to SIP/AIP (Condition VII Professional Development & Structures for Collaboration).
<p><u>Objective 4 – Families & Community:</u> 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>	<p>Carlos Pacheco is fortunate to be a neighborhood school where the vast majority of students and families live within walking distance of the school. Regular, if not daily, face-to-face communication and connections with families increase two-way communication to better support student needs in a timely and individualized manner. Pacheco also has strong partnerships with local community organizations and programs, such as the SMILES mentoring program and the Bookmobile, that bring additional resources into the school to support students and families. Our FACTS program</p>	<p>Building upon the school’s clear commitment to family and community involvement, this year we will launch a Family Involvement Task Force to define our vision for Pacheco within the community and to develop consensus and enthusiasm within our school community for moving forward in achieving it. The group will:</p> <ul style="list-style-type: none"> ▪ Assess the current status of family and community involvement ▪ Develop a plan of action with short-term and long-term priorities ▪ Identify potential challenges and strategies to prevent or address them ▪ Implement and monitor progress toward achieving goals ▪ Communicate our findings and plans with broad school community <p>School staff will work with district resources to actively address chronic attendance issues (absent, tardy, early dismissal) with families. Three-year trends from 2010-2013 show that our overall average is fairly consistent over time and is above 95%, however our attendance for the months of</p>



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	<p>also convenes a group of school- and community-based stakeholders on at least a bimonthly basis, or as needed, to collaborate and provide access to wrap-around services for students and families in need (Condition IX – Students Social, Emotional and Health Needs & Condition X – Family-School Engagement).</p>	<p>January, February and June tends to dip below this level. In addition, some students are absent, late or dismissed early from school an excessive number of times (in 12-13, for example, there were 33 students who were absent 14 or more times, most of which were unexcused). School staff will continue to focus on these months and these families for attendance incentives and follow-up.</p> <p>The School will continue to recognize and reward perfect/excellent attendance on a weekly and monthly basis for all students (tickets, attendance fairs, Where Are You Headed activities, etc.) and will consult with Task Force and PTO Members to enhance the recognition program.</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.

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.



Objectives 1-3

	SILT reviews school-wide data and TCT meeting notes to identify priority learning standards and make recommendations for additional analysis.	SILT	
	K-2 Teachers and TCTs use district data analysis and short-cycle action plan protocols and other data analysis tools to monitor student progress and to plan for adjustments to instruction and targeted interventions.		Sep & Oct – BOY
SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)	K-2 Teachers, TCTs OWNER	benchmarks, Jan TIME LINE MOY
DIBELS	Implementing the rigorous literacy block framework to maximize instructional time for students in need of additional support:		
<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> <p><u>Early Evidence of Change:</u></p> <ul style="list-style-type: none"> By MOY, all K-2 teachers will reduce by at least 25% the # of students not meeting benchmark on the DIBELS composite score. 	K-2 Teachers and TCTs share analysis with professional development on District Rigor Rubric with focus on higher order thinking	K-2 Teachers, Principal TCTs	8/27/13
	Progress monitor using DIBELS software for all students scoring at the strategic and intensive levels, as well as for students scoring just at/slightly above benchmark with fidelity	Asst Teachers K-2 Superintendent & District Staff	Strategic and Borderline 23-Sep levels monthly, Intensive bi-weekly
	Students set goals for progress on fluency passages and graph their own progress over literacy workshop development, including Daily Five framework; study group members share with peers	Principal, Study Group members	Bi-weekly/monthly for all students Tuesdays after school Sep -
	DIBELS score reports sent home to families after each benchmark with suggestions for how to help students advance through activities at home.		Dec After each benchmark
	Provide additional training and support for K-2 teachers on implementation of the K-2 literacy block, including rigorous instruction and emphasis on higher order thinking skills	Principal K-2 Teachers	District PD (BOY & MOY) Days on 10/24/13 & 1/27/13
	Provide additional training and support for district data analysis and short-cycle action plan	Principal, SILT	Days on 10/24/13 & 1/27/13
	Vertical K-2 TCT meetings with peer demonstration lessons of rigorous literacy block elements (scheduled while students attend monthly school assemblies)	K-2 Teachers	Minimum of 5 K-2 classrooms, observed weekly, learning walks
	Conduct school learning walks and observations and collect walk and observation and add to lesson plan books providing feedback to teachers producing feedback to teachers on implementation of literacy block. By MOY 100% of K-2 teachers will score at least proficient on the district look for's based on rigorous instruction aligned to the written curriculum.	Principal Principal	Minimum of 5 K-2 classrooms, observed weekly lesson plan books collected each week-totating cycle instructional units
	Engaging in the data-inquiry cycle to monitor and adjust instruction in response to student needs.		
	Implementing a rigorous literacy block framework that maximizes instructional time for students in need of additional support:		
Galileo From BOY to EOY, all grade 2-5 teachers will	new teachers on DIBELS software program & reports	Title I Director	9/12/13
<i>New Bedford Public Schools</i>	Administer BOY, MOY DIBELS assessments and identify individual student needs and strategic flexible groupings in each classroom	K-2 Teachers	District timeframes for Sep & Jan Benchmarks

<p>students not proficient on Galileo ELA and math.</p> <p><u>Early Evidence of Change:</u></p> <p>By MOY, all K-2 teachers will reduce by at least 25% the # of students not proficient on Galileo ELA and math.</p>	Rubric with focus on high order thinking skills		
	Provide additional training and support for 2-5 teachers on implementation of the literacy and math blocks, including rigorous instruction, emphasis on higher order thinking skills and development of student written communication	Principal	District PD Days on 10/24/13 & 1/27/13
	Vertical 2-5 TCT meetings with peer demonstration lessons of rigorous literacy and math block elements (scheduled while students attend monthly school assemblies)	2-5 Teachers	10/25, 11/8, 12/13, 1/17, 3/7, 4/4 & 5/23
	Conduct school learning walks and observations and collect lesson plan books to monitor and provide growth-producing feedback to teachers on implementation of literacy and math blocks so that by MOY, 100% of 2-5 teachers will score at least proficient on the district look for's for specific and rigorous instruction aligned to the written curriculum.	Principal	Minimum of 5 2-5 classrooms observed weekly, learning walks 2x/month October – June, lesson plan books collected on 3 week rotating cycle
	<i>Engaging in the data-inquiry cycle to monitor and adjust instruction in response to student needs.</i>		
	Administer BOY & MOY Galileo benchmark assessments and identify individual student needs and strategic flexible groupings in each classroom	2-5 Teachers	District timeframes for Sep & Jan Benchmarks
	SILT reviews school-wide data and TCT meeting notes to identify priority learning standards and make recommendations for additional analysis.	SILT	Sep & Oct – BOY, Jan & Feb – MOY benchmarks
	Provide additional training and support for 2-5 teachers on Galileo software program, question bank & reports	Principal & Returning 2-5 Teachers	District PD Day 10/24/13
	2-5 Teachers and TCTs use district data analysis and short-cycle action plan protocols and other data analysis tools to monitor student progress, plan for adjustments to instruction and targeted interventions and to develop/analyze common formative assessments.	2-5 Teachers, TCTs	After BOY & MOY benchmarks and during TCT meetings (1 st & 3 rd Wednesdays)
	2-5 Teachers and TCTs share analysis with special education and student support staff as well as with vertical teams.	2-5 Teachers, TCTs	TCT meeting notes (1 st & 3 rd Wednesdays)

	Students in grades 2-5 set goals in 3 priority areas for both reading and math (based on their BOY Galileo data) and monitor/reflect upon their progress toward their goals based on class assessments, common formative assessments and MOY Galileo benchmarks.	2-5 Students, 2-5 Teachers	Oct (BOY), Nov, Dec, Feb (MOY), Mar & Apr and at the completion of each needs-based instructional unit.
	Families provided with assessment overview and information	North End Feeder School Principals	10/16/13 family event
	Conduct school learning walks and observations and collect short-cycle action plans to monitor and provide growth-producing feedback to teachers on data-driven instruction so that by MOY, 100% of 2-5 teachers will score at least proficient on the district look for's for monitoring and adjusting instruction based on student needs.	Principal	Minimum of 5 K-2 classrooms observed weekly, learning walks 2x/month October – June, short-cycle action plans collected after benchmarks and upon completion of each needs-based instructional units



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.



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>Students at Carlos Pacheco will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. PreK-5.</p>	<p>School staff will work with district resources to actively address chronic attendance issues (absent, tardy, early dismissal) with families. The School will continue to recognize and reward perfect/excellent attendance on a weekly and monthly basis for all students (tickets, attendance fairs, Where Are You Headed activities, etc.).</p>	<p>Principal, School Adjustment Counselors, FACTS Team & PTO</p>	<p>FACTS Team meets as needed and no less often than bimonthly, Staff review attendance data weekly, activities ongoing</p>
<p>Carlos Pacheco staff will exhibit the criteria for effective two-way communication within a welcoming school environment, as measured by school learning walks and family/community feedback.</p>	<p>A Family Involvement Task Force will be convened to define our vision for Pacheco within the community and to develop consensus and enthusiasm within our school community for moving forward in achieving this vision. The group will:</p> <ul style="list-style-type: none"> ▪ Assess the current status of family and community involvement ▪ Develop a plan of action with short-term and long-term priorities ▪ Identify potential challenges and strategies to prevent or address them ▪ Implement and monitor progress toward achieving goals ▪ Communicate our findings and plans with the broader school community 	<p>Principal, Family Involvement Task Force & PTO Members</p>	<p>Sept & Oct Oct & Nov Nov –Jan Ongoing Oct – Ongoing Monthly newsletter & website updates</p>