



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

**School's Name: John A. Parker Elementary School
Date Updated: October 15, 2013 DRAFT**

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	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 <i>September-October 2013</i>	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 <i>Oct 2013 – June 2014</i>	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	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

Template Modified: 8/21/2013



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

School's Name: John A. Parker School

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.



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

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
Debra Letendre	Principal
Marcia Guy	Teaching Learning Specialist
Mary-Anne Dalton	ELA Reading Title 1 support
Barbara Leach	Grade 2 Teacher
Carolyn Houghton-Papas	Grade 3 Teacher
Jessica Amaral	Kindergarten Teacher
Michael Irving	Special Needs Teacher
Hannah Hood	Special Needs Teacher
Jill McGee	Grade 4 Teacher
Kerry Leary	School Adjustment Counselor



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

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"> • One of the strengths that came from the DESE Conditions for School Effectiveness Self-Assessment was Effective school Leadership, specifically the principal acts strategically and purposefully in pursuit of clear educational mission, while empowering others to do the same, clearly referenced in “Emerging Practices in Rapid Achievement Gain Schools.” • Although MAG target was not attained, Math CPI showed significant progress in the HIGH NEEDS category, especially from 2012 (67.5) to 2013 (75.2). Significant progress was also made in ALL category from 68.8 in 2012 to 75.0 in 2013 • Beginning July 1, 2013, new leadership and 50% newly hired staff joined the Parker School, leading to a strength with principal staffing. • The School Instructional Leadership has been formed and meets weekly. • The Student Growth percentile (SGP) MAGs was 50.0 for ELA in 2013, exceeding the MAGS target of 40.0. • Math SGP for ALL was 60.0 in 2013, exceeding the target of 40.0. 	<ul style="list-style-type: none"> • Developing a culture of teachers to plan lesson that are rigorous for all students. Identify students who are not meeting standards and provide a rigorous approach to intervention for all students to show significant progress toward attainment of grade level goals. • Professional Development needs to be targeted and focused on building capacity in teachers to provide quality instruction that stretches each child’s thinking and performance. <p>Data team will develop a system to provide teachers with a system to improve instruction for all students by identifying areas of the curriculum where students are not meeting the standard. Timelines will be set up to measure and insure progress for all students with a clearly defined intervention model.</p> <p>literacy block framework (PrK-5) and Daily Five (K-2) Chronic attendance issues (absent, tardy, early dismissal) Continue tiered workshop model</p> <p>Developing core beliefs and values that are lived by all stakeholders --- staff, students, parents, and community.</p> <ul style="list-style-type: none"> • Classroom visits will focus on a clear sense of rigor for all students • Utilizing a system to chart growth in student performance in all benchmark assessments • By having an extended day, Parker will establish a consistent daily intervention time for all students in all grades: The Pride time will focus on individual student academic performance: Students who are Advanced, Needs Improvement and Intensive/or warning students



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

<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<p>A data team has been established, including teachers new to Parker School and a group consistent with the data team in place from 2012. Clearly a strength at the school is that all staff looks at data to make decisions about interventions.</p>	<p>The focus will be on both tangible data from results of assessment data, but a clear focus will be building a capacity in all staff to work toward truly believing the students at Parker School are capable of being stretched toward high academic goals and are truly capable of participating and being engaged in rigorous academic learning.</p> <p>Two-way connection for decision-making and action planning from SILT to TCTs Development of Common Formative Assessments</p> <p>There will be evidence for data used to measure and increase student performance within individual teacher evaluation plans with SMART Goals focused on measurable learning goals.</p>
<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<p>In 2013 an extended day was implemented and Art, Music, Physical Education, and Technology instruction was imbedded in the school day, providing individual planning time, common planning time with principal, and common planning time with grade level teams, evidenced in the DESE Conditions of Learning survey with the school having an improvement plan focused explicitly on instructional improvement and student learning: the plan drives school level processes and practice.</p>	<p>The focus of the Principal and team of teachers is to participate in monthly Professional Development to build capacity in educators to provide more rigorous instruction that can be measured by reliable data systems.</p> <p>Common planning provides 45 minute blocks to provide time for teams of teachers to develop lessons that focus on higher order questions, with time to collaborate as to what kinds of instructional strategies are needed to have students proficient in answering higher order thinking questions.</p> <ul style="list-style-type: none"> • During common planning time, teachers will develop action plans that are focused on short-term learning goals that clearly define a plan for rigorous instruction, including questions that are deep and that will guide students to higher order thinking. • Within the plan will be documentation of the teaching strategies that will need to be planned and executed for students to be able to answer higher or questions that are planned. <p>Professional Development:</p> <ul style="list-style-type: none"> • Orienting, training and supporting new staff regarding school-wide programs • Implementation of PreK-5 ELA curriculum • Data analysis and evaluation & technology/software proficiency <p>Rigorous instruction – evaluations & learning walks Continuing to adapt programs and materials to Common Core Ed Eval goals aligned to SIP/AIP</p>



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

<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>	<p>Everyone at Parker is committed to be part of a performing school community. The leadership must provide the guidance and stamina building for all stakeholders with each stakeholder striving for the highest capacity.</p>	<p>To focus on academic excellence in all aspects of the school community. With student engagement in Art, Music, Physical Education, and technology ---- all facets need to enhance and build upon the rigor that can be woven into the classroom to have students meet success.</p> <p>Family Involvement Task Force</p> <ul style="list-style-type: none"> • Assess current status • Develop plan of action • Implement and monitor progress <p>Communicate with broad school community</p> <p>Parent Involvement opportunities will be planned that will build capacity in parents toward understanding student progress and assessment results in: DIBELS, Galileo benchmark testing and MCAS testing</p> <p>Develop opportunities that will help parents understand ways that they can effectively support increased learning.</p>
---	---	---



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

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.



Objectives 1-3

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>DIBELS: From BOY to MOY, all K-2 teachers will reduce by 25% the # of students not meeting benchmark on each DIBELS repeated subtest</p> <p>From BOY to EOY, all K-2 teachers will reduce by at least 45% the # of students not meeting benchmark on the DIBELS composite score.</p>	<p><i>Establish a system for identifying students that fall below benchmark</i></p> <ul style="list-style-type: none"> Identify a set of warning indicators to collect throughout the school year (including assessments, attendance, discipline, retention, and DIBELS results.) Identify owners responsible for regular data collection and follow-up with owners quarterly to ensure data is collected. Identify “at-risk” students during TCT and SILT meeting. 	SILT	October 2013	
			Principal	October 2013
			SILT	October 2013
		<p><i>Strategically assign and re-assign “at risk” students to the appropriate intervention and remediation programs with content-strong teachers</i></p> <ul style="list-style-type: none"> Identify the appropriate interventions for at-risk students using the established set of warning indicators Establish set 35-40 minute intervention time Within Principal-led TCT time discuss data results from DIBELS’ benchmark and progress monitoring testing. Create groups of students with a clear focus on remediation for Intervention time Parker Pride Time TCTs monitor student progress to ensure that struggling students improve on formative assessment cycle; that newly-identified struggling students receive additional support; and that students who no longer need remediation or intervention services are removed from the group and placed in an appropriate group. Gr. K-2 TCT’s develop short-cycle action plans to identify appropriate instructional strategies for each intervention group Conduct at least 2 mini-observations each week in remediation and intervention classes with a specific focus on instruction of “at-risk” students. 	SILT	October 2013
			Principal	October 2013
			Principal	October, 2013
			TLS	October 11, 2013 December, 2013 January 17, 2014 March, 2014 Beg. of May, 2014
			Principal, TLS	October 11, 2013 December, 2013 January 17, 2014 March, 2014 Beg. of May, 2014
			Principal	Beg. October, 2013 then weekly
		<p><i>Finalize and codify the K – 2 approach to reading instruction including establishing a reading block instructional framework.</i></p> <ul style="list-style-type: none"> Create a schedule that allows for an uninterrupted K-2 Literacy Block Professional Development: K-2 Literacy with the components of Daily 5 Implementation of the K-2 literacy block initiative based on the Daily 5 including the structure for whole group and small group instruction. Professional Development on K-2 Small group Instructional Strategies 	Principal	September, 2013
			Principal, TLS	September 25, 2013
			Teachers, TLS	October 1, 2013
			TLS	October 23, 2013



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

	<ul style="list-style-type: none"> Gr. K-2 TCT's develop short-cycle action plans each month to identify appropriate rigorous instructional strategies for small-group and whole-group instruction <p><i>Provide focused professional development and feedback for Grades K - 2 on delivering effective, engaging, and rigorous reading and math content and instruction.</i></p> <ul style="list-style-type: none"> Professional Development on Rigor, Higher Order Thinking, and instructional strategies related to K-2 literacy instruction Weekly monitoring the process for rigor and higher order thinking through at least 3 mini-observations and provide feedback to teachers using the Literacy Implementation Block Tool. 	<p>TCTs, TLS</p> <p>Principal, TLS</p> <p>Principal, Asst. Supt. for Account & School Imp.</p>	<p>Beg. October, then monthly</p> <p>November 20, 2013 December 11, 2013 January 22, 2014 March 12, 2014 May 21, 2014</p> <p>Beg. October, 2013 then weekly</p>
<p>GALILEO (ELA & Math): From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math</p> <p>From BOY to EOY, all grade 2-5 teachers will reduce by 45% the # of students not proficient on Galileo ELA and math.</p> <p>*From results of MCAS ELA 2013 –MCAS ELA 2014 students in grade 3 will reduce the number of students scoring in the warning and needs improvement category by 45%</p> <p>*From the results of MCAS Math 2013-2014 students in grade 4 will reduce the number of students scoring in the warning and needs improvement category by 45%</p>	<p><i>Establish a system for identifying students that are identified as at-risk.</i></p> <ul style="list-style-type: none"> Identify a set of warning indicators to collect throughout the school year (including benchmark assessments, My Sidewalks assessment, attendance, discipline, retention, and MCAS results) Identify owners responsible for regular data collection and follow-up with owners quarterly to ensure data is collected (data binders). Identify “at-risk” students during TCT & SILT meetings using warning indicators <p>Strategically assign “at-risk” students to the appropriate intervention and remediation programs.</p> <ul style="list-style-type: none"> Identify the appropriate intervention for at-risk students using the established set of warning indicators, and assign students to the appropriate intervention. Establish set 35-40 minute intervention time. Conduct at least 2 mini-observations each week in remediation and intervention classes with a specific focus on instruction of “at-risk” students. <p>Re-assign students to the appropriate interventions based on formative assessment data throughout the year.</p> <ul style="list-style-type: none"> Meet with teams of teachers for “at-risk” students weekly to monitor progress and discuss concerns. Develop and administer at least 4 grade-level common assessments in ELA & Math and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussion. TCT's monitor student progress to ensure that struggling students improve on formative assessments after each formative assessment cycle; that newly-identified struggling students receive additional support; 	<p>SILT</p> <p>Principal</p> <p>Principal, TLS, Reading Specialist</p> <p>Principal, TLS, Reading Specialist</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>TCT's, TLS</p> <p>TCT's, TLS, Reading Specialist</p>	<p>October 2013</p> <p>October 2013</p> <p>October 2013 December 2013 February 2013 April 2013</p> <p>October 11, 2013 January 17, 2014</p> <p>October, 2013</p> <p>Beg. October, 2013 then weekly</p> <p>October 2013</p> <p>November 2013 December 2013 February 2013 April 2013</p> <p>October 11 (Every 2-4 weeks)</p>



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

	<p>and that students who no longer need remediation or intervention services are removed from the intervention list.</p> <ul style="list-style-type: none"> Review weekly action plans developed at TCT to insure student progress within all intervention groups. <p>Provide focused professional development and feedback for Grades 2 – 5 on delivering effective, engaging, and rigorous reading and math content and instruction.</p> <ul style="list-style-type: none"> Professional Development on Rigor and Higher Order Thinking. Conduct a minimum of 5 classroom visits per week to ensure rigorous ELA & Math instruction with an emphasis on grade level content and higher order thinking strategies and tasks using the Rigor Rubric and Literacy Implementation Tool and providing feedback to teachers <p>Reading Street Literacy Program Implemented Grades 3-5.</p> <ul style="list-style-type: none"> Teachers participate in grade-level professional development on implementing <i>Reading Street</i> in whole group instruction. Teachers participate in grade-level professional development on implementing <i>Reading Street</i> in small group instruction. Students will demonstrate progress with program through Unit assessment results. Students will meet grade level achievement scoring 85% or more on unit assessments. To insure the fidelity of implementation of <i>Reading Street</i> in Grades 3, 4, 5 to determine specific professional development needs that could increase student progress by conducting weekly walkthroughs with the principal and staff (TLS & Reading Specialist), based on a <i>Reading Street</i> walkthrough tool, for a minimum of 5 mini-observations per week. Coaching calendar developed and follow-up professional development and embedded support provided as informed through weekly learning walks on fidelity of Gr. 3-5 <i>Reading Street</i> implementation Continued professional Development and embedded coaching as identified through weekly walkthroughs and assessment results 	<p>SILT</p> <p>Principal TLS, Literacy Specialist</p> <p>Principal, Asst. Supt. for Account & School Improvement</p> <p>Yvette Robida, Reading Street Trainer</p> <p>Yvette Robida, Reading Street Trainer</p> <p>Gr. 3-5 Teachers</p> <p>Principal, Reading Street training Representative, TLS, Reading Specialist</p> <p>Principal, TLS, Reading Specialist</p> <p>Yvette Robida, Reading Specialist, and Principal</p>	<p>November 1, then weekly</p> <p>October 23, 2013 November 8, 2013 January 13, 2014 April 18, 2014</p> <p>October 2013 (weekly)</p> <p>August 28 and 29, 2013</p> <p>September 30, October 3rd and 4th, 2013</p> <p>Unit Assessments given every 6 weeks beg. October 2013</p> <p>October, 2013 then weekly</p> <p>November, 2013</p> <p>November 20, 2013 December 11, 2013 January 22 or 27, 2014 March 12, 2014 May 21, 2014</p>
--	---	--	---



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

<p>WRITING: From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments.</p> <p>From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments.</p>	<p>Establish and implement a Core Writing Program in all grades</p> <p><i>Empowering Writers Training will be provided for all teachers K-5. Support with implementation will be given through on-line professional development.</i></p> <ul style="list-style-type: none"> • Empowering Writers initial Training Gr. PreK-1 <i>Getting Ready to Write</i> Gr. 2-5 <i>Powerful Models</i> • Conduct monthly writing assessments aligned to the ELA curriculum guide. TCTs to use the <i>Looking at Student Work Protocol</i> to analyze student work and develop short-cycle action plans for improving student writing • Utilize grade level open response questions across all content areas. Using grade level rubric and exemplars to assess students' writing work every other month. • Analyze student work samples using the <i>Looking At Student Work Protocol</i> and review short-cycle action plans and develop targeted lessons. • Use data from both long composition and open response questions to inform effectiveness of mini-lessons of instructions for targeted areas. 	<p>Barbara Mariconda, Empowering Writers</p> <p>TCT's, TLS</p> <p>TCT's</p> <p>Principal, SILT</p> <p>TCT's, TLS</p>	<p>October 2013 – ongoing monthly</p> <p>October 24, 2013</p> <p>October 2013 then Monthly</p> <p>November 2013, January, 2014, March, 2014, May, 2014</p> <p>November 2013, January, 2014, March, 2014, May, 2014</p>



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

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.



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

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	TIME-LINE
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)	<ul style="list-style-type: none"> Establish a monthly newsletter which includes communication from the entire teaching team, including principal leadership and organization of Parker Pride newsletter Teachers will develop parent communication systems to insure a positive bridge from home to school (including parental preference on communication—i.e. e-mail, student/parent log or agenda, notes home, phone calls checking in (positive and/or corrective in nature) Parent educationally based activity nights will be held (minimum of 4) to guide and demonstrate good literacy and math practices. MCAS information will be held in October to share exemplars of expected performance on MCAS at each grade level. 	Principal Teachers SILT Principal, TLS	August 2013 September Planned by Beg. of November October, 2013
By EOY, over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments	<ul style="list-style-type: none"> Through the collaboration with DCF a parent survey will be used to survey the needs, expectations, and barriers within our school to insure positive parent participation with supporting school-wide initiatives and expectations. The SILT will utilize the data to insure that the needs of parents are being met and there is an improvement with parent participation at educational activity evenings. Develop a system of inquiry to why parents are not attending through the SILT 	Principal SILT SILT	October, 2013 November, 2013 December, 2013
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.	<ul style="list-style-type: none"> Initiate a parent volunteer program in which parents are trained to assist in literacy interventions for students in Kindergarten through a trained volunteer (Gifts to Give Program) all literacy materials donated Send out an invitation to parents who are willing to be trained in Gifts to Give Literacy Community program – begin in Kindergarten Establish a literacy volunteer program that enriches and enhances literacy within Kindergarten students 	Principal, Trained facilitator Principal Principal, teachers, trained volunteers	October (ongoing) October, 2013 November, 2013