



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

School's Name: Pulaski

Date Updated: 10/4/13

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
<i>Plan Development 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"/>
<i>Plan Approval 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 	Principals with District ILT support	School year	<input type="checkbox"/>



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	towards goals			
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

Template Modified: 8/21/2013



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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:



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- 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:

Name of Staff Member	Position
Tammy Morgan	Principal
Amy Huston	Assistant Principal
Rhonda FitzGerald	Teaching & Learning Specialist
Donna Gadbois	Special Education Teacher
Joanna Soares	3 rd Grade Teacher
Paula Mahmoud	5 th Grade Teacher
Susan Rooney	4 th Grade Teacher

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"> Utilization of curriculum maps for ELA & math Weekly review of teachers' lesson plan to ensure alignment to CCSS. 	<ul style="list-style-type: none"> Need to define rigor and increase rigorous instruction. Development of master schedule to allow for maximized time on learning inclusive of an uninterrupted literacy block. DIBELS progress monitoring K-2 with fidelity <p><u>DIBELS Data (2012-2013):</u></p> <p>As a school K-2:</p> <ul style="list-style-type: none"> The % of students scoring benchmark increased by 8% from BOY (68%) to EOY (76%). There was little growth from MOY (75%) to EOY (76%); only a 1% increase. There is a need to closely monitor students' DIBEL progress btw MOY to EOY to gauge if students are progressing and if not, there is a need to implement focused interventions for students not progressing. The % of students scoring strategic and intensive decreased by 8% from BOY (32%) to EOY (24%). <p>As a grade level:</p> <ul style="list-style-type: none"> Grade one showed steady growth in the % of student scoring benchmark from BOY (60%) to MOY (71%) to EOY (78%). Grade K showed no growth in the % of student scoring benchmark from BOY (73%) to MOY (73%) with an overall growth of 5% by EOY(78%). Grade 2 showed steady growth in the % of student scoring benchmark from BOY (73%) to MOY (82%), but then dropped at EOY (74%)



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		<p>resulting in only a 1% growth increase from BOY to EOY.</p> <p>This data suggests a strong need to progress monitor with fidelity to ensure that students are demonstrating and maintaining growth across all three assessment periods (BOY, MOY, EOY).</p> <p><u>MCAS Data (2013):</u> There remain significant discrepancies in ELA and Math when comparing the CPI scores of students without disabilities versus students with disabilities.</p> <p>Non-disabled students: ELA (85.6) & Math (84.8) Students with disabilities: ELA (50) & Math (51.6)</p> <p><u>ELA:</u></p> <ul style="list-style-type: none"> • Over the past three years, ELA CPI scores have declined each year. 2013 (74.4); 2012 (76.6); 2011 (78.3) • Overall, the % of students scoring proficient and advanced has shown little change from 2010-2013 ranging from 45% (2010) to 42% (2013). • The median student growth percentile remained steady between 2010-2012 school years, but declined in 2013 to the 31st percentile. • Data suggest a constant trend of low growth, low proficiency. <p><u>Math:</u></p> <ul style="list-style-type: none"> • Over the past four years, Math CPI scores have demonstrated a pattern of improvement and decline. 2013 (74.4); 2012 (72.0); 2011 (76.5); 2010 (71.7). • Overall, the % of students scoring proficient and advanced has shown little change from 2011-2013 ranging from 47% (2011) to 47% (2013). • The median student growth percentile remained within the average growth range ranging from 44 to 49.5 with the exception of 2012 where the SGP dropped below median to 38.5. <p>Data suggests inconsistency in student's math performance. However, the growth percentile remains within the average range.</p>
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<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"> • Development of master schedule to allow for grade level common planning time during the school day. • Development of data team which met throughout summer. • Weekly grade level meetings facilitated by TLS and/or administration. 	<ul style="list-style-type: none"> • Create structures that allow for vertical teacher collaboration time. • Development of Common Assessments in ELA & Math via Galileo. • Define role of SILT in relation to distribution of data • Create a system based on data which targets students for interventions including after school help • Schedule & conduct individual teacher data meetings • Creation and monitoring of action plans in response to data analysis
<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"> • Visibility of administration in classrooms and providing teachers with timely feedback • Modeling of effective instruction by TLS 	<ul style="list-style-type: none"> • Move from teacher directed lessons towards student centered learning. • Incorporation of higher order thinking skills and questions • Ongoing meetings with teachers regarding growth producing feedback from classroom visits. • Implementation of new literacy block for K-2 (Daily 5)
<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"> • Monthly Integrated Arts Displays of Learning which families are invited to attend • Monthly school newsletters & calendars • Active PTA • Utilization of I auto alert • Various school sponsored family events (Breakfast with Santa, Candy Bar Bingo, Movie Night, Ice cream socials, etc.) • Volunteer training facilitated by Title I Dissemination Project 	<ul style="list-style-type: none"> • Increase partnerships with community organizations • Host a parent MCAS night to inform families of MCAS and how to interpret student results

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



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- 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.

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



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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



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	<p>compared with the district results</p> <ul style="list-style-type: none"> ➤ Administration and TLS will share identified priority standards with the SILT team. The SILT will then create a pre/post common assessment aligned to the priority standards. ➤ The standards and pre/post assessment will be shared with grade level teams during weekly grade level meeting ➤ Each teacher will run the Class Developmental Profile Grid to identify which students did not meet the priority standards ➤ Grade level teams will create the action plan for targeting the identified students. Action plan will include intervention homework and in class/after school support ➤ Teachers will administer the pre/post common assessments ➤ Any student who is part of the 40% identified and still does not meet standard following 2 week intervention will receive additional support from TLS <p>Provide focused professional development to 3-5 teachers focused planning and delivering rigorous instruction and intervention activities</p> <ul style="list-style-type: none"> ➤ PD on rigor and higher order thinking (8/27/13) ➤ Schedule grade level meetings (TCT) twice a week to be facilitated by TLS and administration ➤ Use grade level meeting time to: <ul style="list-style-type: none"> -plan for rigorous ELA/math instruction -create higher order questions to be used with each story/unit -Communicate analysis of data for target areas of need and action plan period to target specific areas of need determined by SILT ➤ Grade level meeting Protocol (Monthly Cycle): <ul style="list-style-type: none"> -Create agenda based on pattern of weakness observed from mini-observations conducted by TLS/administration -Provide PD during grade level meetings focus on identified area of need -Identify look-fors to be observed during mini-observations which reflect the impact of the targeted PD -The TLS will provide coaching to teachers/classrooms where look fors were not observed <p>Monitor at risk students' progress to ensure that the interventions are successfully impacting student growth</p> <ul style="list-style-type: none"> ➤ Teachers will record data on identified 40% of students inclusive of formative assessment results ➤ Monthly individual teacher data meetings with administration to gauge progress of identified 40% of student needing to move from W/NI to proficient. ➤ Conduct a minimum of 5 classroom visits per week to ensure <ul style="list-style-type: none"> -Focused on rigorous ELA/Math instruction and higher order thinking utilizing the rigor rubric -Targeted feedback provided to teachers following each mini-observation focused on rigor, higher order thinking <p>Coordination and implementation of Achieve 3000 to target ELA for all students grades 3-5, including all substantially separate special education classrooms in grades 3-5</p> <ul style="list-style-type: none"> ➤ Coordinate embedded PD for representatives to come and model use of program for teachers and students ➤ Students will use Achieve 3000 weekly <p>Redesigning the curriculum and instruction provided to</p>	<p>Administration TLS Teachers</p> <p>Administration TLS</p> <p>Administration TLS Teachers</p> <p>Administration TLS Sped Teachers</p>	<p>2/24/13-3/14/13 3/17/13-4/4/13 4/7/13-5/2/13</p> <p>August 27, 2013</p> <p>By September 1, 2013</p> <p>September 2013-June 2014 (weekly)</p> <p>September 2013-June 2014 (monthly)</p> <p>September 2013-June 2014 (monthly)</p>
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	<p>students during unified arts block</p> <ul style="list-style-type: none"> ➤ Redefine focus of unified arts integration from science to ELA ➤ Create a schedule for weekly meetings with the TLS and unified arts team for the purpose of discussing ways to support grade level ELA academic needs ➤ Unified arts team develops lessons to directly support ELA instruction being taught at the classroom level. This includes vocabulary from Open Court stories, math skills/concepts, etc. ➤ Fine arts team will create pre/post assessments to assess impact of arts integration on academic achievement 	<p>Administration TLS Unified Arts</p> <p>Unified Arts Team</p>	<p>September 2013-June 2014 (weekly)</p> <p>November 2013 February 2013 May 2013</p>
<p>WRITING: From BOY to MOY, all K-5 teachers will reduce by at least a minimum of 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 at least a minimum of 25% the # of students not meeting proficiency on the benchmark writing assessments.</p>	<p>Monitor student growth in writing to determine effectiveness of instruction and identify areas where instruction may need to be adjusted</p> <ul style="list-style-type: none"> ➤ Administer the District Writing Benchmark to students in grades K-5 three times a year (Fall, Winter, Spring) ➤ Conduct monthly writing assessments aligned to the ELA curriculum guide. ➤ In accordance with the ELA curriculum guide, teachers will submit scored writing samples inclusive of a 0, 1, 2, 3, 4 and an analysis data sheet to reflect scores of whole class and indicate areas of writing strengths and areas of need. ➤ Grade level teams will collaborate during common planning time and/or grade level meetings for the purpose of: <ul style="list-style-type: none"> • <i>Looking at Student Work</i> Protocol to determine specific writing trends to inform instruction. • Developing criteria of success for writing assignments aligned to the ELA curriculum map. • Planning mini-lessons to target areas of need 	<p>Administration, TLS, Teachers</p> <p>Administration, TLS, Teachers</p>	<p>September 2013 January 2013 May 2014</p> <p>September 2013-June 2014 (monthly)</p>

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



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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 vision and direction concerning rigor and actively take regular actions to support their student(s)' academic

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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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
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Objective 4

<p>100% of teachers and administration will ensure a welcoming school/classroom environment using 2 way communications and equitably resolving any school issues involving their children that may arise throughout the year.</p>	<p>Strengthen partnership between home and school to support student learning and growth</p> <ul style="list-style-type: none"> ➤ PTA/School sponsored events will be included in monthly calendar that is sent home and daily school notes which is emailed to staff daily. ➤ Attendance and participation will be recorded. ➤ Schedule volunteer training for any parent wishing to volunteer in the school/classrooms ➤ Identify which teachers would like volunteers for their classroom, contact approved volunteers so teacher may create a schedule for the volunteer ➤ Communicate with families on a regularly throughout the school year via monthly newsletters, calendars, all call messages ➤ Teachers will maintain a parent communication log 	<p>Administration Teachers/staff PTA</p>	<p>September 2013-June 2014</p>
<p>By December 2013, all families will have an understanding of the purpose and use of various student assessments (MCAS, DIBELS, Galileo, etc.) and how they can be used to increase academic achievement.</p>	<p>Build parents' understanding of academic expectations and assessments for their children</p> <ul style="list-style-type: none"> ➤ Schedule and conduct an Assessment workshop for parents (Understanding MCAS, DIBELS, Galileo) October 16 ➤ DIBELS and Galileo parent reports sent home 3x/year. ➤ Following each scoring period (BOY, MOY, EOY), TLS will hold a "coffee hour" where parents will be invited to ask questions pertaining to their child's most recent assessments 	<p>Administration Teachers/staff</p>	<p>October 16, 2014 October 2013 January 2014 June 2014</p>



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