



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

**School's Name: SWIFT ELEMENTARY SCHOOL  
Date Updated: 10/18/13**

**Timeline and Process Checklist**

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

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:

- 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



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AIP, and professional practice goals that are aligned with the early evidence of change

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

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

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



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**Members of School's ILT:**

<b>Name of Staff Member</b>	<b>Position</b>
Anthony DiFonso	Principal
Nicole Dressel	First Grade Teacher
Heidi Telles	Second Grade Teacher
Sharon Blanchard	Third Grade Teacher
Deb St. Pierre	Third Grade Teacher
Linda Nosul	Fourth Grade Teacher
Louise St. Michel	Fifth Grade Teacher



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

AIP Obj	Strengths	Focus areas
<p><b>Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency</b></p>	<ul style="list-style-type: none"> <li>• ELA MCAS: Based on the previous three years of data, fifth grade has seen an increase in its overall scores. For 2013, the fifth grade had 71% of students score at proficient or advanced.</li> <li>• Math MCAS: Based on the previous three years of data, third grade has seen an increase in its overall scores. For 2013, third grade had 64% of students score at proficient or advanced.</li> <li>• In grades K-2 for their 2012-2013 DIBELS testing, K-2 averaged an increase of 17% of students at benchmark from the beginning of the year (BOY) to the end of the year (EOY).</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction aligns with student learning needs that have been identified through the use of formative assessments.</li> <li>• A difference from last year will be the implementation of follow-through protocol. Once the SILT identifies areas of high priority, Teacher Collaboration Teams will be responsible for taking the information and devising an action plan. Principal will meet with TCTs to monitor their implementation.</li> <li>• Open response average scores were a clear weakness. Based on TCT plans and individual data teacher meetings, principal will model lessons with a direct focus on open response and multiple choice strategies.</li> <li>• K-2 teachers will receive training on the Daily 5 Literacy Block to ensure the efficacy of the program is maintained.</li> </ul>
<p><b>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<ul style="list-style-type: none"> <li>• School Instructional Leadership Team (SILT) meets every Friday to make data-driven decisions in order to provide differentiated instruction and additional learning time for struggling student as evidenced by a representative sampling of SILT observation and minutes.</li> <li>• School has established teacher collaboration teams (TCT) in place at each grade level that meet on the first and third Wednesday of each month for common planning time.</li> <li>• Instructional staff embeds formative assessments in daily classroom practice and uses results to target and modify instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• We were able to attract several new members of the SILT this year, incorporating a member from grade levels 1-5. There needs to be more follow-up or accountability as it pertained to respective classroom teachers implementing the action plan devised by the SILT.</li> <li>• As a means to better convey information and to ensure buy-in and follow-through from the affected teachers, the SILT will invite said teachers to the meetings. This will also serve as a means of accountability, as action plans will serve as the basis for subsequent meetings to assess how the plan's implementation was progressing.</li> </ul>



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<p><b>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</b></p>	<ul style="list-style-type: none"> <li>Principal maintains a clear process to be used to evaluate staff, offer feedback, develop professional improvement goals, and provide support in meeting those goals in alignment with Educator Evaluation regulations, with a strong focus on what rigor should look like in the classroom.</li> <li>Per Condition IV of the School Effectiveness Self-Assessment, our staff rated our school with an overall rating of “providing,” which means the school’s instructional practices are implemented consistently, with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>Per our professional development day on 8/27, the session focused on the means to developing a common understanding of rigorous instruction. To begin, teachers were asked what they felt rigor was in school. We created a chart to post responses and gauge our understanding. Teachers were then given an article to read in which they jigsawed in groups. This resulted in fruitful discussions and teachers revealing multiple new aspects learned about rigor. Each group then formulated a sentence explaining rigor and posted it on the wall. Using the spend-a-dot method, all staff had the chance to select the sentence that would best fit our needs. There was a clear consensus chosen as to what would be the common understanding of rigor at Swift.</li> </ul>
<p><b>Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders</b></p>	<ul style="list-style-type: none"> <li>Families and community partners are consistently encouraged to help plan meaningful events and programs.</li> <li>The school maintains effective two-way communication with both families and community partners, addressing language and other potential barriers by providing monthly newsletters with input from all teachers, regularly sending home relevant communication, and using the iAlert system when needed; translated materials are produced on an as-needed basis.</li> </ul>	<ul style="list-style-type: none"> <li>Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively. As a way to welcome members of the Swift community, I held a coffee meet-and-greet with parents before the start of school. This was a direct and personal way in which to deliver the vision of the school.</li> <li>Encourage families and community partners to help plan and manage meaningful events and programs; one way we have done this was to encourage participation in the PTO through a brief presentation at Open House.</li> </ul>



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

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

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

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

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

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

DIBELS

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

GALILEO

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

DISTRICT WRITING BENCHMARKS

- From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
- From MOY to EOY, all K-5 teachers will reduce by 15% 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 for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)
- By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software.
- By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator's evidence collection
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.



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

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

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

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

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

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

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

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

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



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## **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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<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p><b><u>GALILEO (ELA &amp; Math):</u></b></p> <ul style="list-style-type: none"> <li>• From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math</li> <li>• From BOY to EOY, all grades 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math.</li> </ul>	<p><b>Align instruction with student learning needs that have been identified through multiple assessments.</b></p> <ul style="list-style-type: none"> <li>• Using 2013 MCAS ELA and Math results, SILT will identify specific areas of weakness across grade levels and individual classrooms.</li> <li>• SILT will develop action plans for targeted classroom-specific lessons and instruction based on student assessment data analysis.</li> <li>• SILT will schedule and facilitate SILT meeting time with respective teachers; these meetings will be focused on best practices, areas possibly in need of professional development, a review of systematic teaching and learning challenges, an analysis of data for target areas of need, and to address implementation gaps hindering rapid improvement.</li> <li>• Teachers will implement the action plans devised by the SILT.</li> <li>• Principal will develop a Leader Action Plan as a means to monitor and follow-up to ensure teacher is using the plan developed by the SILT.</li> <li>• As a means to assess the action plan's impact on student</li> </ul>	<ul style="list-style-type: none"> <li>• SILT</li> <li>• SILT</li> <li>• SILT, K-5 teachers</li> <li>• Grade 2-5 teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. – Oct.</li> <li>• Oct.</li> <li>• Oct.-Nov.</li> <li>• Oct.-June</li> <li>• Nov.-June</li> </ul>



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	<p>learning, SILT will collect data from respective classrooms and analyze results.</p> <ul style="list-style-type: none"> <li>• Principal will conduct a minimum of five classroom visits per week, with corresponding follow-up feedback within 48 hours, to ensure rigorous ELA and Math instruction with an emphasis on grade level content and higher order thinking strategies and tasks; the given feedback will serve to provide and develop a clearer understanding of rigor by teachers; this will be evident by teachers obtaining ratings of proficient on the three elements related to rigor.</li> <li>• SILT and teachers will collaboratively develop and administer four grade-level common assessments in ELA &amp; Math.</li> <li>• Based on TCT plans and individual data teacher meetings, principal will model lessons with a direct focus on open response and multiple choice strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• SILT</li> <li>• Principal</li> <li>• Grade 2-5 teachers, SILT</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. - June</li> <li>• Sept.-June</li> <li>• Nov., Jan., Mar., May</li> <li>• Oct.-June</li> </ul>
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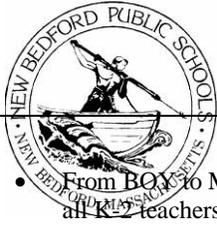
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<p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>• From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments.</li> <li>• From BOY to EOY, all K-5 teachers will reduce by 40% the # of students not meeting proficiency on the benchmark writing assessments.</li> </ul>	<p><b>Devise and implement four writing assessments in grades K-5 in order for SILT will identify students and their respective areas of weakness to use in developing action plans.</b></p> <ul style="list-style-type: none"> <li>• SILT will design four writing assessments aligned to the ELA curriculum guide.</li> <li>• Teachers will administer their respective writing assessments.</li> <li>• SILT will provide deadlines to ensure the assessments are being completed in a timely manner.</li> <li>• SILT will then review assessment data to identify students not meeting proficiency and look to reduce that figure by 25%; this will assist in identifying potential areas for further professional development and monitor areas of need regarding student improvement.</li> <li>• SILT will develop action plans for targeted classroom-specific lessons and instruction based on student assessment data analysis.</li> <li>• SILT will schedule and facilitate SILT meeting time with respective teachers; these meetings will be focused on best practices, areas possibly in need of professional development, a review of systematic teaching and learning challenges, an analysis of data for target areas</li> </ul>	<ul style="list-style-type: none"> <li>• K – 5 teachers, SILT</li> <li>• K-5 teachers</li> <li>• SILT</li> <li>• SILT</li> <li>• SILT</li> <li>• SILT</li> </ul>	<ul style="list-style-type: none"> <li>• End of Oct., beginning of February, beginning of April, beginning of June</li> <li>• End of Oct., beginning of February, beginning of April, beginning of June</li> <li>• Beginning of Nov., middle of February, middle of April, middle of June</li> <li>• Beginning of Nov., middle of February, middle of April, middle of</li> </ul>



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	<p>of need, and to address implementation gaps hindering rapid improvement.</p> <ul style="list-style-type: none"> <li>Teachers will implement the action plans devised by SILT.</li> <li>Principal will develop a Leader Action Plan as a means to monitor and follow-up to ensure teacher is using the plan developed by the SILT.</li> <li>As a means to assess the action plan's impact on student learning, SILT will collect data from respective classroom teachers and analyze results.</li> <li>Principal will conduct a minimum of five classroom visits per week, with corresponding follow-up feedback within 48 hours, to ensure rigorous ELA instruction with an emphasis on writing across the curriculum; the given feedback will serve to provide and develop a clearer understanding of rigor by teachers; this will be evident by teachers obtaining ratings of proficient on the three elements related to rigor.</li> <li>Based on TCT plans and individual data teacher meetings, principal will model lessons with a direct focus on open response and multiple choice strategies.</li> </ul>	<ul style="list-style-type: none"> <li>K-5 teachers</li> <li>Principal</li> <li>SILT</li> <li>Principal</li> <li>Principal</li> </ul>	<p>June</p> <ul style="list-style-type: none"> <li>Middle of November, end of February, end of April, end of June</li> <li>Middle of November, end of February, end of April, end of June</li> <li>Sept.-June</li> <li>Oct.-June</li> </ul>
<p><b><u>DIBELS:</u></b></p>	<p><b>Train K-2 teachers to ensure the efficacy of the Daily 5 Literacy Block is</b></p>		



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<ul style="list-style-type: none"> <li>• From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest</li> <li>• 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.</li> </ul>	<p><b>upheld.</b></p> <ul style="list-style-type: none"> <li>• Grade K-2 teachers will receive training on the Daily 5 Literacy Block.</li> <li>• Grade K-2 teachers will implement the K-2 literacy block initiative on a daily basis based on the Daily 5, including the structure for whole group and small group instruction.</li> </ul> <p><b>Align instruction with student learning needs that have been identified through multiple assessments.</b></p> <ul style="list-style-type: none"> <li>• Using 2013 BOY DIBELS data, SILT will identify specific areas of weakness across K-2 respectively.</li> <li>• SILT will develop action plans for targeted classroom-specific lessons and instruction based on student assessment data analysis.</li> <li>• Based on individual student assessment data, students will be placed into appropriate targeted intervention groups.</li> <li>• SILT will schedule and facilitate SILT meeting time with respective teachers; these meetings will be focused on best practices, areas possibly in need of professional development, a review of systematic teaching and learning challenges, an analysis of data for target areas of need, and to address implementation gaps hindering rapid improvement.</li> <li>• Teachers will implement action plans devised by the SILT.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade K-2 teachers</li> <li>• Grade K-2 teachers</li> <li>• SILT</li> <li>• SILT</li> <li>• K-2 teachers</li> <li>• SILT</li> <li>• K-2 teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. – June</li> <li>• Sept. – June</li> <li>• Nov.-Dec.</li> <li>• Nov.-Dec.</li> <li>• Nov.-Dec.</li> <li>• Nov.-Dec.</li> <li>• Nov.-Dec.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Principal will develop a Leader Action Plan as a follow-up to ensure teacher is using the plan developed by the SILT.</li> <li>• As a means to assess the action plan's impact on student learning, SILT will collect data from respective classroom teachers and analyze the impact of its action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Principal, SILT</li> </ul>	<ul style="list-style-type: none"> <li>• Nov.-Dec.</li> <li>• Nov.-Dec.</li> </ul>
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**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

**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**



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**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.



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**Objective 4**

<b>SMART Goals that link to Final</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<ul style="list-style-type: none"> <li>By the EOY, all schools and classrooms will have a welcoming environment, as measured by 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).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, along with the principal, will contribute to a monthly newsletter to go home to parents keeping them updated on class and school happenings.</li> <li>Parents were invited to a meet-and-greet coffee hour with the principal that also included a Q&amp;A session.</li> <li>Principal will hold an open house for all families.</li> <li>Every student will have a student agenda where parents and teachers can communicate on individual student progress.</li> <li>Principal will help facilitate mandatory volunteer training.</li> <li>Principal will participate in an assessment night for parents (Understanding MCAS, DIBELS, Galileo).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and principal</li> <li>Principal</li> <li>Principal</li> <li>Teachers/parents</li> <li>Principal</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Sept. – June</li> <li>Aug.</li> <li>Sept.</li> <li>Sept.- June</li> <li>Oct., Dec.</li> <li>Oct.</li> </ul>