



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

**School's Name: Betsey B. Winslow
Date Updated: 10/4/13**

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development May-September 2013	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> • Alignment between DIP & SIP • SIP development process and principles 	Superintendent	July 8 & 9	Yes
	Complete the DESE Conditions for School Effectiveness Self-Assessment	Principal	June-September	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	Yes
	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	Yes
	Review and approve SIPs	Superintendent	Oct 14	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Oct 21	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Superintendent	Oct 14	<input type="checkbox"/>
Implementation & Progress Monitoring Oct 2013 – June 2014	School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement <ul style="list-style-type: none"> • School and district generate data for ongoing monitoring • SILT meeting topics focus on: <ul style="list-style-type: none"> – Generating concrete intervention and improvement strategies – Sharing what is working via measurable increases in student learning – Analyzing performance data – Updating data to display and share progress towards goals 	Principals with District ILT support	School year	<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: **Betsey B. Winslow**

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.

Members of School’s ILT:

Name of Staff Member	Position
Paula J. Bailey	Principal
Debra Surprenant	Grade 5 Teacher
Renee Candido	Grade 4 Teacher
Linda Lemieux	Grade 3 Teacher
Donna Teixeira	Grade 3 Teacher
Paula Chiquito	SPED 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)*



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	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"> • Posting Mastery Objectives aligned to the CCSS (EOY Data, 80% of classrooms evidence of Indicator 1, on District Learning Walk) • Maximized Time on Learning (Breakfast offered at 8 a.m.; see schedules for the 13-14 SY) • Teachers consistently Progress Monitoring, K-2 DIBELS consistently and use this information to target needs (usage reports; intensive 1x every 2 weeks, strategic 1x every month) • ELA Rigorous Instruction in Grade 5 as data revealed an increase of 10.2 CPI points, going from 79.2 in 2012 to 89.4 in 2013. <p style="text-align: center;">MCAS:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>ELA</th> <th>Adv.</th> <th>Prof.</th> <th>NI</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>7%</td> <td>40%</td> <td>47%</td> <td>7%</td> </tr> <tr> <td>2013</td> <td>12%</td> <td>58%</td> <td>28%</td> <td>2%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • <u>DIBELS K-2 Data BOY-EOY 2012-2013:</u> <u>Kindergarten and Grade 1 DIBELS scored increased by 18% and 31% respectively from BOY to EOY in the 12-13SY.</u> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>BOY '12</th> <th>EOY '13</th> </tr> </thead> <tbody> <tr> <td>Kdg.</td> <td>74</td> <td>92</td> </tr> <tr> <td>Grade 1</td> <td>52</td> <td>83</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • <u>Galileo Data '12-'13 SY:</u> Reading Data reveals an increase at each grade level: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>BOY (% At or Above Prof.)</th> <th>EOY (% At or Above Prof.)</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>Grade 2</td> <td>82</td> <td>98</td> <td>16</td> </tr> <tr> <td>Grade 3</td> <td>58</td> <td>80</td> <td>22</td> </tr> </tbody> </table>	ELA	Adv.	Prof.	NI	F	2012	7%	40%	47%	7%	2013	12%	58%	28%	2%		BOY '12	EOY '13	Kdg.	74	92	Grade 1	52	83		BOY (% At or Above Prof.)	EOY (% At or Above Prof.)	% Increase	Grade 2	82	98	16	Grade 3	58	80	22	<ul style="list-style-type: none"> • Increase rigorous instruction and establish strategic and flexible intervention groups in ELA and Math (MCAS increase in needs improvement and warning, Grades 3 & 4, 2013) <p>MCAS Grade 3 data revealed a decrease of 2.1 CPI points from 2012 (83.5) to 2013 (81.4). MCAS Grade 4 data revealed a decrease of 11 points from 2012 (80.9) to 2013(69.9). <u>MCAS ELA Data:</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Adv.</th> <th>Prof.</th> <th>NI</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Grade 3: 2012</td> <td>10%</td> <td>48%</td> <td>38%</td> <td>4%</td> </tr> <tr> <td>Grade 3: 2013</td> <td>4%</td> <td>45%</td> <td>47%</td> <td>4%</td> </tr> <tr> <td>Grade 4: 2012</td> <td>2%</td> <td>49%</td> <td>45%</td> <td>4%</td> </tr> <tr> <td>Grade 4: 2013</td> <td>2%</td> <td>37%</td> <td>41%</td> <td>20%</td> </tr> </tbody> </table> <p><u>DIBELS K-2 Data BOY-EOY 2012-2013:</u> <u>Grade 2 DIBELS scores decreased from 90% to 86%. from BOY to EOY in the 12-13 SY:</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>BOY '12</th> <th>EOY '13</th> </tr> </thead> <tbody> <tr> <td>Grade 2</td> <td>90</td> <td>86</td> </tr> </tbody> </table> <p><u>MCAS Math Data Comparison 2012 & 2013:</u> Data reveals the number of advanced students in Grade 3 decreased by 6%; the number of advanced students decreased by 5% in Grade 4 and the</p>		Adv.	Prof.	NI	F	Grade 3: 2012	10%	48%	38%	4%	Grade 3: 2013	4%	45%	47%	4%	Grade 4: 2012	2%	49%	45%	4%	Grade 4: 2013	2%	37%	41%	20%		BOY '12	EOY '13	Grade 2	90	86
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Grade 4	54	72	18
Grade 5	56	90	34

MCAS Math Data Comparison 2012 & 2013:

Data reveals the number of Advanced students in Grade 5 increased by 13% while the number of warning/failing decreased by 5%.

	Adv.	Prof.	NI	F
Grade 5: 2012	7%	37%	43%	13%
Grade 5: 2013	20%	32%	40%	8%

warning/failure increased by 2%.

	Adv.	Prof.	NI	F
Grade 3: 2012	10%	48%	38%	4%
Grade 3: 2013	4%	45%	47%	4%
Grade 4: 2012	15%	26%	53%	6%
Grade 4: 2013	10%	20%	61%	8%

- Check for understanding/Formative assessments (By June of 2013, 70% of classrooms evidence of indicator 2, on district learning walk)
- Increase reading fluency in Grade 3-5 Students (Preliminary data/Sept. 2013 from the Read Naturally Program reveals fluency as a weak area)

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

- Established Data Team (As evidenced by Data Team Agendas and outcomes from the 12-13 SY)
- Work collaboratively by grade level (As evidenced by Common Planning Time Notes from the 12-13 SY and on DESE CSE Standard IV. 3, 100% of staff rated district as providing Professional Development)

- Establish SILT with support from former Data Team and Principal; Establish a system of disseminating data by the SILT to the staff; Increase Vertical TCT; Utilize Galileo Data to analyze and generate assessments

(DESE CSE Standard 3.2, 100% of staff rated district as providing some aspects of using student assessments to improve instruction, but inconsistently.)



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<p>Objective 3: Increase district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<ul style="list-style-type: none"> Principal visibility in classrooms and providing teachers with timely feedback (Based on Teacher feedback regarding observation reports and feedback on plan books for the 12-13 SY; DESE CSE Standard I. 2, 100% of staff rated district as providing frequent communication of student progress and achievement) K-2 Implementation of Daily 5 including Stamina Charts (K-2 PLC Meeting Notes, plan books and principal observations) 	<ul style="list-style-type: none"> Build educator capacity to utilize data and targeted instruction by meeting regularly to plan with the principal (DESE CSE reveal an area of focus needs to be data driven instruction) Grades 3-5, Implementation of Daily 5 (See MCAS Data Listed in Objective #1)
<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"> Partner with community organizations: JA Program, Foster Grandparents, GNBRVT Early Childhood and Nursing Program, Gifts to Give, ChiropracticUSA at Faunce Corner. (On DESE CSE Standard V. 3 100% of staff rated district as providing wraparound support services) Monthly Grade level newsletters and Monthly Assemblies for Student Recognition/ Celebration of Learning (On DESE CSE Standard V. 3 100% of staff rated district as providing wraparound support services) 	<ul style="list-style-type: none"> Increase communication and participation with families related to academic progress (Utilize DIBELS and Galileo Family Reports and plan academic informational meetings regarding interpreting assessments)

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



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- 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*)

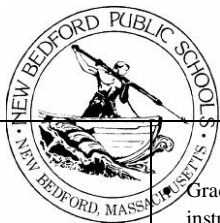
[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]

- 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 (action steps and follow through) have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, reports on usage through DIBELS and GALILEO software, and individual teacher planning meetings with teachers, 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 ELA, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.
- By the end of each month, teachers submit to the principal writing samples along with a rubric, drafts with feedback to students as evidence of making progress to decrease by 25% the # of students not meeting proficiency on the benchmark writing assessments.



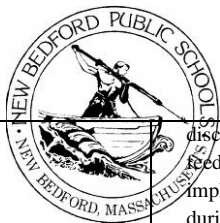
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SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)	OWNER	TIMELINE
<p>DIBELS: From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest.</p> <p>From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score.</p>	<p>Establish a curriculum framework for literacy to manage small flexible groups to increase rigorous instruction in ELA</p> <ul style="list-style-type: none"> • K-2 Teachers will read the Café Book to increase their use of instructional strategies. • K-2 teachers will implement the K-2 literacy block initiative based on the Daily 5 including the structure for whole group and small group instruction. • Conduct a minimum of 10 classroom visits per week to progress monitor ensure: <ul style="list-style-type: none"> -Rigorous ELA instruction with an emphasis on grade level content, higher order thinking strategies and justification of thoughts anchored in text. -Adherence to the literacy block initiative • Principal provides growth producing feedback to teachers after each classroom visit. The implementation/action steps resulting from the feedback will be a focus during the following classroom observation(s). • Identify “at-risk” students and area(s) of focus during TCT and SILT meetings and develop targeted intervention for these students and the principal will address implementation gaps hindering rapid improvement. • Each teacher will collaborate with principal bi-weekly for 30 minutes to identify and monitor targeted interventions and progress toward DIBELS goals 	<ul style="list-style-type: none"> • K-2 Teachers • Principal • SILT 	<p>September 2013-December 2013</p> <p>Dec. 2013</p> <p>Oct. 18, 2013 (After first 6 weeks of school)</p> <p>Oct. 25, 2013</p> <p>Sept. 16, 2013</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 40% the # of students not proficient on Galileo ELA and math.</p>	<p>Review student progress on Galileo Benchmark Assessments to determine the effectiveness of targeted interventions and make necessary adjustments to instruction</p> <ul style="list-style-type: none"> • Conduct a minimum of 10 classroom visits per week to ensure <ul style="list-style-type: none"> -Rigorous ELA & Math instruction with an emphasis on grade level content and higher order thinking strategies and justification of thoughts anchored in text. -Adherence to the literacy block initiative • Principal provides growth producing feedback to teachers after each classroom visit. The implementation/action steps resulting from the feedback will be a focus during the following classroom observation(s). • Identify “at-risk” students and area(s) of focus during TCT and SILT meetings; develop targeted intervention for these students and the principal will address implementation gaps hindering rapid improvement. • 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 discussions. • Each teacher will individually collaborate with principal bi-weekly for 30 minutes to identify and monitor targeted interventions and progress toward Galileo goals. 	<ul style="list-style-type: none"> • Principal • Grade 2-5, Teachers 	<p>Weekly: Sept. 2013-June 2014</p> <p>October 25, 2013</p> <p>October 2013</p> <p>December 2013</p> <p>February 2014</p> <p>April 2014</p> <p>Bi-weekly: Sept. 2013-</p>



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	<p>Grade 3-5 Teachers will read the Daily 5 and Café Book to increase their use of instructional strategies related to the new literacy initiative.</p> <ul style="list-style-type: none"> Assess reading fluency in Grades 3-5 with the Read Naturally Program. Teachers will monitor progress and assign daily Read Naturally fluency passages. Students will chart their progress. Students will have the opportunity to reflect on their math strategies and assess their own learning as evidenced by math journals. This will be monitored by the SILT utilizing the Looking At Student Work Protocol. 	<p>Grade 3-5 Teachers</p> <p>Sped. Teacher</p> <p>Grade 3-5 Teachers</p> <p>SILT</p>	<p>June 2014</p> <p>December 2013</p> <p>Fall 2013, Winter 2014, Spring 2014</p> <p>3x/week beginning Oct. 1, 2013</p>
<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>Review growth in student writing ability to determine the effectiveness of instruction and make necessary adjustments</p> <ul style="list-style-type: none"> Administer the District Writing Benchmark to students in grades K-5 three times a year Conduct monthly writing samples aligned to the ELA curriculum guide. Grade level teams will meet monthly for the purpose of <i>Looking at Student Work</i> Protocol to determine grade/assignment specific writing trends to inform instruction. Utilization and implementation of district writing rubric. <ul style="list-style-type: none"> -- K-2 (district writing benchmark rubric) -- 3-5 (DESE/MCAS writing rubric) Teachers will submit scored monthly student writing samples (whole class set) and complete a monthly data sheet to reflect class writing scores and areas of strengths and weaknesses to principal. During TCT and planning meetings with the principal, areas of weakness and strengths will be identified utilizing the monthly writing samples. Students will be identified who need additional supports and best teaching strategies will be 	<ul style="list-style-type: none"> Principal Teachers Grade Level Teams 	<p>Fall 2013, Winter 2014, Spring 2014</p> <p>Monthly: September 2013-June 2014</p> <p>Monthly: Sept. 2013-June 2014</p>



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	discussed for re-teaching options. The principal will provide growth-producing feedback to teachers regarding their writing samples and discuss next implementation steps. These action steps will be monitored by the principal during observations and student work.		
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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

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



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Early Evidence of Change 4.1 (Professional Practice Goals)

- By MOY, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks and community feedback
- By MOY, over two-thirds of families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences
- By MOY, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured on the Massachusetts TELL survey

STRATEGIC INITIATIVE 4.2

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

Early Evidence of Change 4.2 (Professional Practice Goals)

- By the end of October, baseline data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.
- By MOY all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for NBPS, as measured by collection of agendas, meeting materials, etc.

Objective 4



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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
By EOY, 100% of teachers will participate in a PTO/School-sponsored family event.	<p style="text-align: center;">Strengthen parent/family engagement to support student learning and development</p> <ul style="list-style-type: none"> • PTO/School Sponsored events will be announced/information distributed to all staff. • Attendance and participation will be recorded. 	<ul style="list-style-type: none"> • PTO Members • Teachers • Principal 	Monthly: September 2013-June 2014
School staff (teachers, SAC, etc.) will communicate with families on a monthly basis for students at risk, either academically or socially.	<p style="text-align: center;">Communicate with families to establish academic and social expectations</p> <ul style="list-style-type: none"> • Teachers will keep a parent contact log to document any/all communication with families regarding student performance. • DIBELS Parent Reports will be distributed to families each Trimester. • Parents/Families will time their child's WPM utilizing a Read Naturally assigned homework passage. (Grade 3-5) 	<ul style="list-style-type: none"> • Principal • Teachers • SAC K-2 Teachers Parents 	Monthly: September 2013-June 2014 November 2013 March 2014 June 2014 Daily: Monday -- Thursday
By December 2013, 85% of families will participate in a school sponsored event.	<p style="text-align: center;">Provide various opportunities for families to engage in the school community</p> <ul style="list-style-type: none"> • Schedule and conduct Assessment workshops for parents (MCAS, DIBELS, Galileo) and how they can be utilized to increase academic achievement. • Sign in sheets will be used to monitor participation of all school events. 	<ul style="list-style-type: none"> • Principal • Teachers • PTO 	November 2013 February 2014