



Nathaniel Bowditch School

**School Improvement Plan
2015-16**

Salem Public Schools – School Improvement Plan

I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, SEI, etc.).

The Nathaniel Bowditch School is a K-8 school with 540 students. We host the district’s English Language Learners who are at WIDA levels 1 and 2. 69.9% of our student population are identified as high needs, and 32.8% identified as English Language Learners. All students in our school receive Spanish instruction 4 days a week, and we are working towards building a more robust dual immersion model. In the 2015-2016 school year, we are beginning the process of district initiated turnaround. We have a largely new staff, district allocated funding for additional professional development and materials, and have just been awarded an ELT grant. We have utilized the extra time in the day to increase time on core content, implement a school-wide intervention block, increase common planning time for teachers, and provide enrichment opportunities. With this additional learning time, new systems and routines for school culture, and a focus on high expectations for all scholars, we are driven to drive the improvements we know all of our scholars deserve.

- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community (including representatives from regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The comprehensive needs assessment was conducted by our Instructional Leadership Team. The ILT has representation from regular education, special education, English as a Second Language, as well as the range of grade levels in our school.

English Language Arts				
	Academic Strengths		Academic Challenges	
	<i>CPI</i>	<i>SGP</i>	<i>CPI</i>	<i>SGP</i>
All Students	63.1 (2014) 65.2 (2015)		Grade 5/6 - 60.9	45.0

	Grade 3 - 72.6 Grade 8 - 72			
LEP		56.5	42.4	
SWD			43.9	33.5
Low Income			59.0	43.5
African American	69.2	--		
Asian American/PI				
Hispanic			57.1	44.0
Native American				
White	79.2			45.0

Data highlights:

Certain cohorts demonstrated significant achievement in 2015 in ELA, especially grade 3 and 8.

One concerning trend is stagnant growth (SGP) for all subgroups, with the exception of LEP students who had an SGP of 56.

The percentage of students with disabilities scoring proficient increased from 0-2 from last year and percentage of students with disabilities in the Warning category decreased from 63-57.

- Using the 2015 MCAS data, provide summary of the strengths and needs of the school for the year.

Mathematics				
	Academic Strengths		Academic Challenges	
	<i>CPI</i>	<i>SGP</i>	<i>CPI</i>	<i>SGP</i>
All Students	Grade 3 72.2		68.2 (2013) 56.6 (2014) 54.9 (2015) Grade 7 39.3	53.0 (2013) 40.0 (2014) 37.0 (2015) Grade 4 19.5
LEP			35.7 (2014) 36.2 (2015)	46.5 (2014) 40.5 (2015)
SWD			32.0 (2014) 33.0 (2015)	35.5 (2014) 41.5 (2015)

Low Income			51.4 (2014) 50.1 (2015)	40.0 (2014) 36.0 (2015)
African American	61.5	--		
Asian American/PI				
Hispanic			46.8	36.0
Native American				
White	69.3	43.0		

Data highlights:

There has been a steady decline in both CPI and SGP over a three year period for Math.

CPI: Former ELL 57.6 All ELL 54.9 (2014: 35.6 All ELL, Former ELL 81.3)

SGP: Former ELL 40.5 All ELL 37.0 (2014: 46.5 All ELL)

Science				
	Academic Strengths		Academic Challenges	
	<i>CPI</i>	<i>SGP</i>	<i>CPI</i>	<i>SGP</i>
All Students			52.1	
LEP			30.7	
SWD			34.5	
Low Income			46.0	
African American				
Asian American/PI				
Hispanic			42.7	
Native American				
White	70.0			

Data highlights: In all areas, CPI is below the district by anywhere from 8 to 26 points, with larger gaps between the school and the state. NBS is closest to the district and state with the white subgroup. Our CPI was flat from 2014 to 2015. SGP is not calculated for the STE MCAS.

II. School Action Plan

- As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the school-wide plan. Mark each action step as related to three levers highlighted in the Salem Public Schools' Accelerated Improvement Plan: Meeting the Needs of Diverse Learners; Leadership Structures; Common Core aligned instruction.

Strategic Objective #1: Implement instruction that is closely aligned to the rigor and shifts in the common core.

Increase Rigor						
Action Steps	Dive rse Lear ners	Stru ctur es	CCS S Inst ruct ion	Lead	Start	Complete
Conduct weekly walkthroughs focusing on the implementation of rigorous standards-based objectives.			X	Instructional Team	Aug	Ongoing
Training/discussion during common planning time regarding alignment of standards to objectives.			X	Coaches	Aug	Ongoing
Review lesson plans using a slicer protocol reviewing a random sample of lesson plan objectives, directly connecting results of protocol to specific professional development..		X	X	ILT Team	Nov	November
Provide training around using standards to build trajectories.			X	Coaches	Oct	October
Ensure exposure to complex texts across the classes, supporting teachers to select and implement texts.			X	Instructional Team, Teachers	Nov	Ongoing
ELA, Math and Science coaches will support the implementation of rigorous standards-based instruction through targeted coaching cycles that are grounded in standards-based planning, review of data and student work and focused in-class coaching.			X	ILT – Coaches	Novemb er	Ongoing

Strategic Objective #2: Ensure implementation of scaffolded instruction that provides a variety of entry points to support the needs of all learners.

Diverse Learners

Action Steps	Diverse Learners	Structures	CCS Instruction	Lead	Start	Complete
Leadership team will provide professional development that supports teachers in efforts to provide entry points for all learners.	X			Administrative Team	Aug	June
Leadership team will utilize the i-CPT and c-CPT to tune instruction and ensure that lesson plans respond directly to student needs and are grounded in data.	X			Coaches	Sep	Ongoing
Develop shared sense of accountability for all professionals to deliver effective co-teaching that aligns the scholars needs with instructional models. <ul style="list-style-type: none"> - Conduct at least two instructional rounds with a focus on effective co-teaching to meet the needs of diverse learners. - Provide professional development to support effective co-teaching and co-planning models. - Lesson plan review with a focus on explicit planning for effective co-teaching - All teachers engaged in co-teaching classrooms will receive at least one teach-point observation focusing on the use of co-teaching models. 	X			Administrative team, teachers, coaches	Sep Oct (PD on co-teaching models) January and May – lesson plan review	Ongoing Observation and feedback of co-teaching completed by June 1.
Ensure that WIN block time (45'x5 days) is utilized in a manner that aligns with a gap area for each scholar.	X	X		Literacy Specialists, Teachers	Sep	Ongoing
Evaluators focus on observations that prioritize with II-A-3 and II-D-4 to ensure that 100% of teachers receive feedback on diverse learners and access to information.	X			Administrative Team	Nov	June 1, 2016

Strategic Objective #3: Maximize the use of Data Cycles in ELA, Math, and Science to ensure Common Core alignment to meet the needs of all scholars.

Data Practices

Action Steps	Diverse Learners	Structures	CCS Instruction	Lead	Start	Complete
Data cycles for WIN. Supporting teachers to interpret progress monitoring data, make adjustments to practice, and make data-based changes to placement to meet the needs to students.	X	X		Reading Specialists and Admin Team	October	June
Prioritizing time within i-CPT and Professional Development to analyze student work that connects to scholars' ability to respond to open-response items.	X		X	Coaches and Admin Team	October	June

Intentionally incorporate reflection after reteaching plans are implemented to engage teachers in assessing the impact of the reteach.		X		Coaches and Admin Team	Nov	June
Engage scholars in the data cycle through individual reflection/goal setting conversations and visual data displays.	X	X	X	Coaches and Admin Team	November	June

Strategic Objective #4: Consistently implement strong Positive Behavioral Intervention Systems to develop a school culture in which all scholars have what they need to focus on learning.

Data Practices						
Action Steps	Diverse Learners	Structures	CCSS Instruction	Lead	Start	Complete
Develop school-wide behavior matrix and consistent reward/consequence systems.				PBIS team	July	September
Weekly PBIS team meetings to refine and revise PBIS systems based on SWIS data.				Jillian Solivan	September	June
Professional Development focused on Teach Like a Champion Strategies and De-escalation Techniques				Admin and PBIS team	Ongoing	June
Implement tier 2 and 3 supports for scholars who struggle with meeting behavioral expectations.				PBIS team and Special Education team	October	June
Evaluators focus on observations that prioritize with II-B-1 to ensure that 100% of teachers receive feedback on creating a safe learning environment.				Admin Team	October	June

IV. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Resources Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

V. Professional Development Plan

a. District Professional Development Plan

The district professional development plan has been constructed to support goals in the Accelerated Improvement Plan. Below is a list of topics and hours for planned PD:

- ✓ Supporting Language Acquisition—4.5 hours
- ✓ Cultural Competency—3 hours
- ✓ Inclusive Practices—1.5 hours
- ✓ Text Complexity—3 hours
- ✓ Writing—3 hours
- ✓ Stands-based Grading & Reporting Practices—3 hours

b. School-based Professional Development Plan

Implementing a strong RTI Program (All Scholars) - 10 hours

Building a culture of high expectations through shared practices and a growth mindset (High Expectations/Consistency/Growth Mindset) - 6 hours

Effective Co-Teaching Practices (All Scholars) - 3 Hours

Engaging all Scholars in Rigorous Discourse (Discourse/High Expectations) - 3 hours

Entry Points on the Path to Standards Mastery- High Expectations/All Scholars - 5 Hours

VI. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on SchoolSpring to tap into a large pool of qualified applicants. A committee is convened and interviews are conducted. We begin with a screening interview to assess candidate mindset and compatibility for a turnaround environment. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

VII. Parent Involvement

- Describe how parents will be involved in the design, implementation, and evaluation of the school-wide program.

We have just developed a new school site council that will be integrally involved in the design, implementation, and evaluation of the school-wide program. The Site Council has four permanent members and one alternate. All SSC members are also members of the PTO. In addition, we conduct a monthly survey to gather feedback from families regarding the programming and communication of the school. This survey data is reviewed at monthly site council meetings, and council members are asked to make recommendations for addressing identified challenges.

The site council has designated increased family engagement as a core priority of their work this year. We will strategize around ways to increase the number of families engaged in school events.

- Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

We use a range of methods to communicate with families about the school curriculum, assessments and the Title 1 program (letters, robo-call). We are also working on transitioning to an email communication system with families. Parent conferences and report cards are our primary means of communicating with families about their child's progress. We also use back-to-school night to communicate information about assessments and proficiency levels. A monthly newsletter is sent to families and translated into all languages of the school community.

With the hiring of a new family engagement specialist, we are excited to have additional capacity to engage in family engagement efforts. The newly formed family engagement team will engage in a process of strategic planning and goal setting around family engagement.

- List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan)

We are in the process of planning a “Let’s Talk Over Dinner” event. This event will occur once in November and a second time in December. The main goal of this event is to collaborate with parents and families to improve on dinner conversation that help to improve relationships with their child. There are two subsidiary goals that are less obvious: First, many of our parents are intimidated by coming into school for “school oriented” events, since this event is geared in a different direction, it provides an opportunity for us to outreach to a different specific parent population that often feels intimidated coming into the school. Secondly, since all of our students are emergent bilingual learners, the second session will focus on having a dialogue about the challenges for Spanish speaking and English speaking families to maintain the consistent use of the second language.

In addition, our fourth and fifth grade teams implement a series of parent workshops focusing on each of the subject areas (Readers Workshop, Math, Science, Social Studies and Writing) and providing tips on how parents can support at home. We hope to expand these workshops to other grade levels in the future.

- Describe the yearly parental evaluation of the school-wide program and how this information is used to improve the plan

The family engagement specialists will focus on coordinating school-wide outreach and involvement. For all events, there will be sign in sheets to be used to evaluate participation and impact.

VIII. Kindergarten Transition Plan

- Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.

We implement a range of strategies to support our kindergarten students in the transition to our school. Kindergarten screening takes place in the spring. Over the summer we hold a series of kindergarten parent meetings to answer questions families have and to begin to orient children to the school. The night before school starts, the kindergarten team hosts a kindergarten scavenger hunt, during which the families have the opportunity to learn about their classroom and important places in the school.

IX. Shared Leadership Practices

- Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

ILT - Instructional Leadership Team meets biweekly and is a blended team of administration, teacher leaders and coaches. This team contemplates the instructional leadership of the school as a whole and prioritizes

decision-making on a school wide level. The ILT reviews schoolwide student achievement data regularly to inform decision-making around resource allocation, curriculum and planning.

School Site Council - School Site Council is a collaborative team of teachers, parents and community partners. SSC meets monthly and serves as an advisory to the administrative team on matters of school policy and long term vision and strategy.

PBIS team - the PBIS team is comprised of School Adjustment Counselors, teachers, administrators and the school psychologist. This team is responsible for designing the systems to support positive school culture.

Choice Block Committee - Teachers, students, and community partners have provided input in the programming delivered weekly to students. All students receive 90 minutes of instruction a week giving students the option of choosing amongst a group of electives. This will rotate every 9-11 weeks, culminating in a mid-year showcase.

X. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks

- Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

Part of our schedule is providing students differentiated, individual support during WIN (What I Need) Block which happens for 45 minutes 5 days a week. Scholars are placed into research based interventions based off of a universal screener assessment in Reading and Math. Teachers meet during data cycles to determine what placements would best move scholars forward. The week after the data cycles conclude, a IST meeting will follow during the c-CPT (Cultural Collaborative Planning Team) Meeting to determine next steps for scholars who are not making expected progress in intervention.

In addition to academic progress monitoring, assistant principals will coordinate emergency IST meetings for scholars in crisis.

XI. Coordination and integration of federal, state and local services and programs

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Accelerated Improvement Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.