



Bates Elementary School

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**School Improvement Plan  
2019-20**

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# 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, etc.).

Bates has a student population of 410 and a building staff of 70. Each grade level has 18 general education classes and Bates has 3 Therapeutic Support Program classrooms. 21.9% of all students have an IEP and 12% are EL students at Bates Elementary. 47.7% of all students at Bates are Economically Disadvantaged. 58.2% of students fall in the “High Needs” category. 24 students are classified as homeless or in foster care.

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

The Instructional Leadership Team analyzed the MCAS 2018-19 data. The team consists of the Principal, Assistant Principal, Team Chair, instructional coaches and teachers (general education, special education, and English Learner teachers) from grades 1-5.

Overall, all students scored “Exceeded Target” in ELA and “Improved Below Target” in math on the state accountability report. Bates lowest performing group, according to MCAS ELA and Math scores, exceeded their scale score target. Students with disabilities exceeded their scale score in ELA and improved below target in math. Economically disadvantaged students “Exceeded Target” in ELA and “Met Target” in math. All students “Met Target” in science and the economically disadvantaged students “Exceeded Target.”

EL (English Learner) subgroup did not have enough students to qualify for scale score targets but 59% of students in grade 1-5 made one year’s progress toward attaining English language proficiency missing the state goal of 70%. EL students have doubled in attendance this past year growing from 20 students included in the assessment to 39. 23 students made one year’s growth and 16 of those students are FELs (Former English Learners) and are no longer in the EL program.

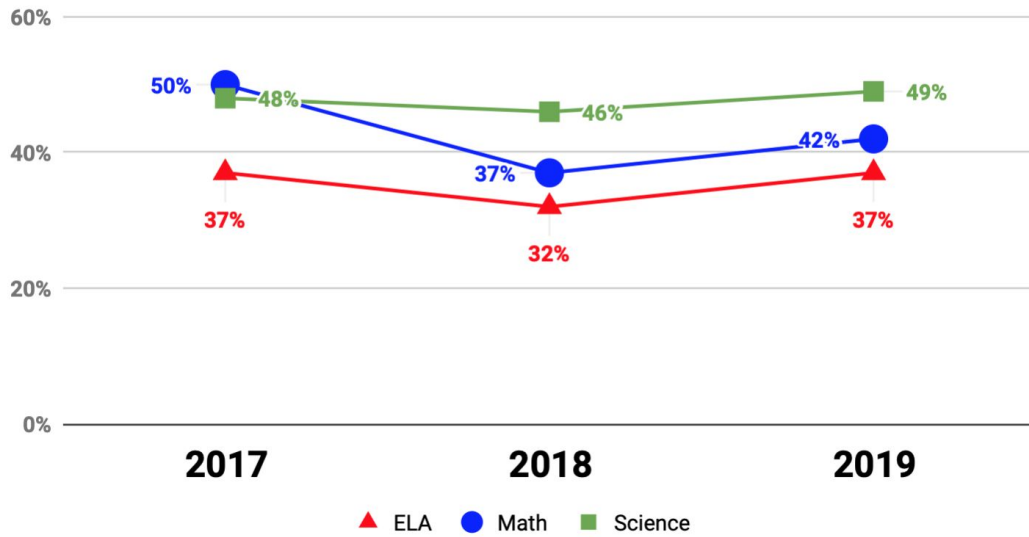
Student growth percentiles (SGP) increased from 42.5 and 46.8 in 2018 to 56 and 55.6 in 2019. The percentage of students proficient on MCAS increased in ELA (32 to 37), math (37 to 42), and science (46 to 49). Although Bates obtained high growth, only 4 or 5 out of 10 students are scoring proficient on MCAS. Bates state accountability percentile scored increased 10 points from 18 to 28.

According to the **Official Accountability Report**, Bates **cumulative criterion-referenced target percentage** is 68% over the last two years. In 2018, Bates scored 53% and in 2019 scored 77%, an increase of 24%. Each subgroup increased the **cumulative criterion-referenced target percentage**:

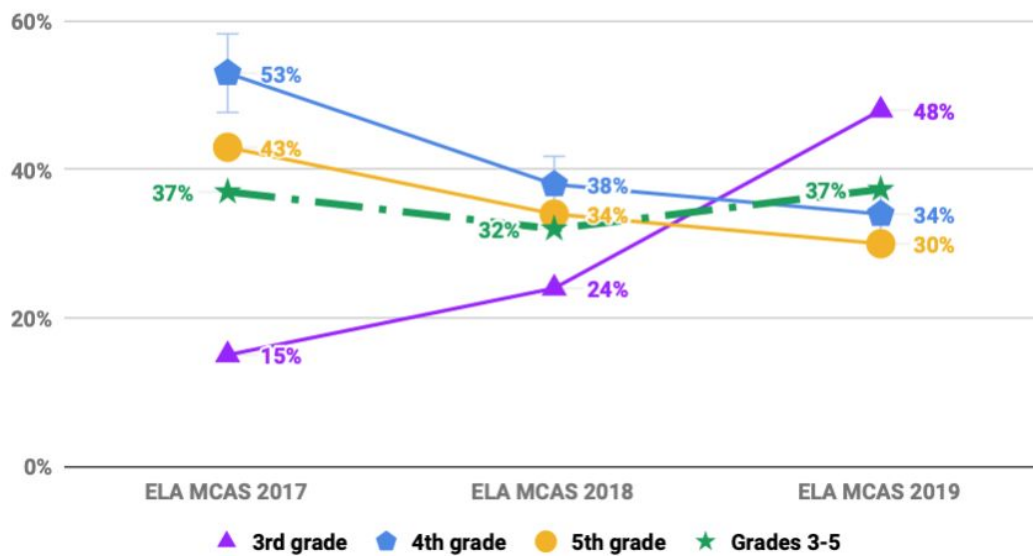
**Bates did not improve with chronic absenteeism increasing from 19.5 to 20.7 this past year.**

## II. School Data Profile - Accountability Report [Click Here](#)

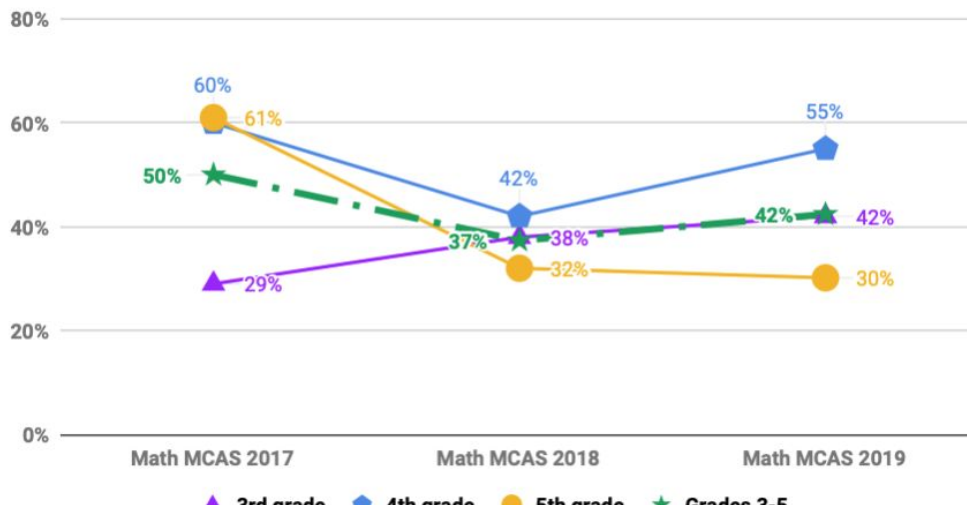
### MCAS Proficiency



### Bates ELA MCAS Meets or Exceeds

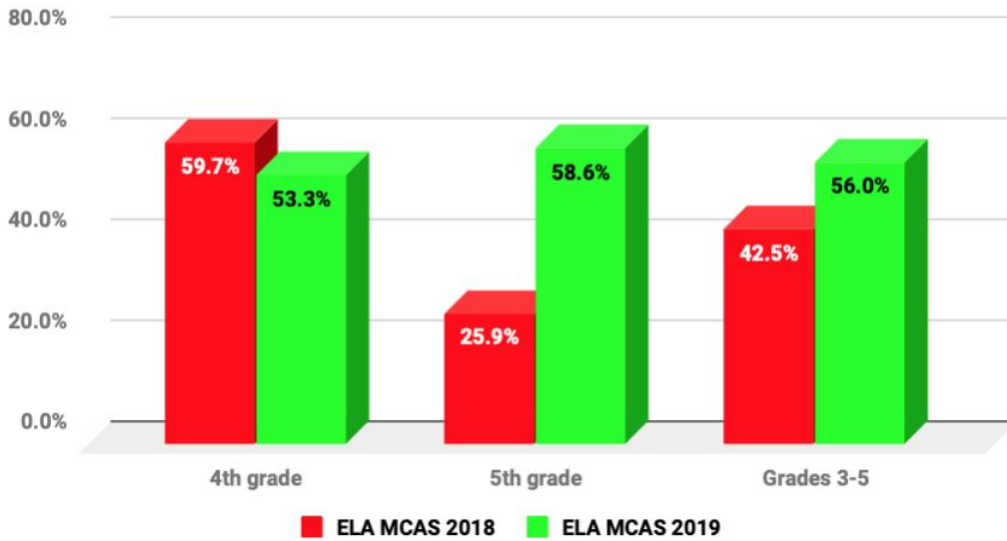


### Bates Math MCAS Meets or Exceeds

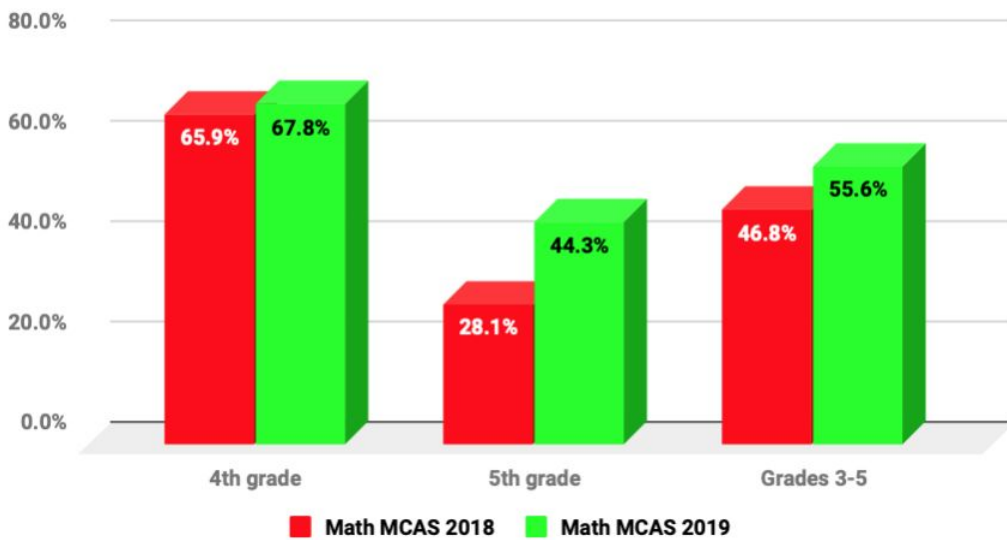


# A. 2019 SGP Growth – Historical Comparison

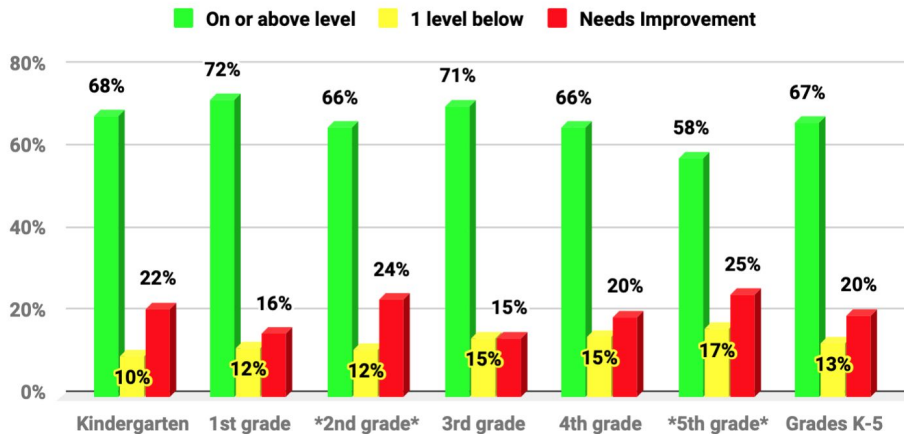
## ELA MCAS Student Growth Percentile



## Math MCAS Student Growth Percentile



## BAS Spring Data



\*winter data\*

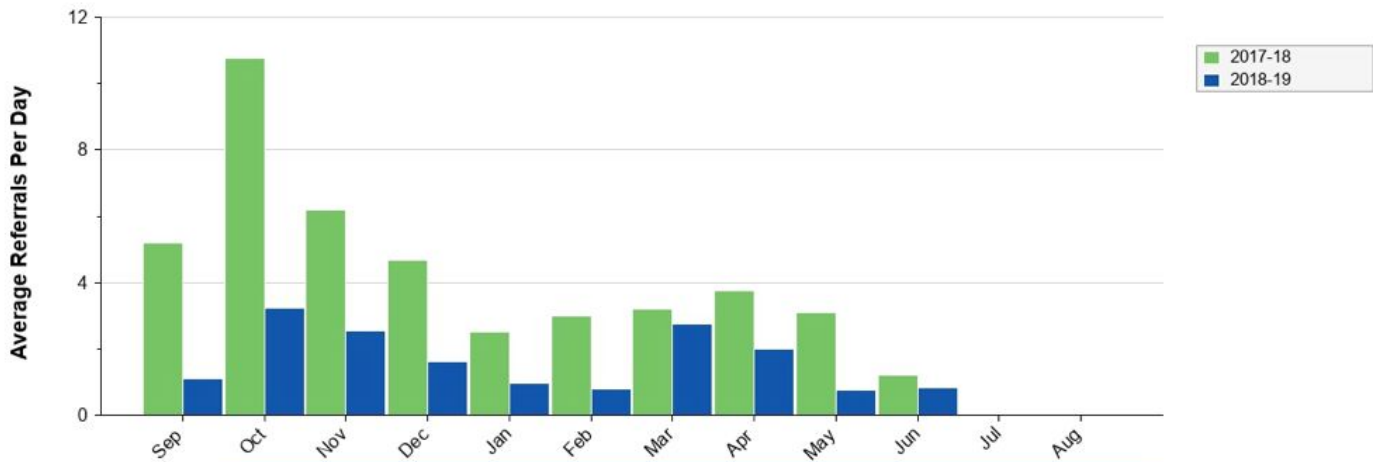
<b>BATES</b>						
<b>2019 Achievement Levels - Historical Comparison of Meeting or Exceeding/Prof &amp; Adv with 2018 Baseline</b>	<b>2018 ELA Achievement Levels % Meeting or Exceeding (3-8)</b>	<b>2019 ELA Achievement Levels % Meeting or Exceeding (3-8)</b>	<b>2018 Math Achievement Levels % Meeting or Exceeding (3-8)</b>	<b>2019 Math Achievement Levels % Meeting or Exceeding (3-8)</b>	<b>2018 Science Achievement Levels % Proficient or Advanced (5 &amp; 8)</b>	<b>2019 Science Achievement Levels % Proficient or Advanced (5 &amp; 8)</b>
	<b>2018 ELA % Meeting or Exceeding</b>	<b>2019 ELA % Meeting or Exceeding</b>	<b>2018 Math % Meeting or Exceeding</b>	<b>2019 Math % Meeting or Exceeding</b>	<b>2018 Science % Proficient or Advanced</b>	<b>2019 Science % Proficient or Advanced</b>
All Students	32	37	37	42	46	49
High Needs	18	24	24	28	17	39
Econ. Disadvantaged	17	24	22	28	19	41
EL and Former EL	13	13	20	19	0	
Students w/Disabilities	5	11	14	15	0	20
Afr. Amer./Black	0	20	0	20	0	
Amer. Ind. or Alaska Nat.	0		0		0	
Asian	0		0		0	
Hispanic/Latino	21	24	29	28	31	50
Multi-race, Non-Hisp./Lat.	0	69	0	69	0	
Nat. Haw. or Pacif. Isl.	0		0		0	
White	40	46	44	53	53	61

# 2019 Behavior Data



## Average Referrals Per Day Per Month - Multi-Year

All, 2017-18 - 2018-19



Month	2017-18	2018-19
January	50	20
February	45	12
March	64	58
April	60	34
May	68	17
June	17	9
July	0	0
August	0	0
September	88	20
October	226	71
November	105	46
December	84	24
Totals:	807	311

## Bates School

Your average

**84%**

191 responses

Change

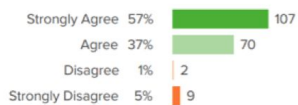
**▼ 2**

since last survey

District average: **84%** Salem Public Schools

How did people respond?

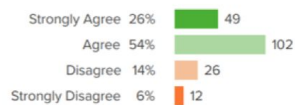
Q.1: I know what I need to do to become a Bates Beacon.



▲ 3 from last survey

Favorable: **94%**

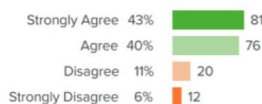
Q.2: Town Hall helps me learn how to be more safe, respectful, and responsible.



▼ 3 from last survey

Favorable: **80%**

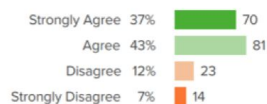
Q.3: Town Hall makes me feel that I am part of the Bates School community.



▼ 1 from last survey

Favorable: **83%**

Q.4: At Bates I feel like I am important.



▼ 5 from last survey

Favorable: **80%**

### III. Data Analysis

DATA SUMMARY	2017-18	2018-19	Increase/Decrease
Students (MCAS)	148	197	49
ELA Meets or Exceeds	32	37	5
Math Meets or Exceeds	37	42	5
Science Meets or Exceeds	46	49	3
ELA Student Growth (SGP)	42.5	56.0	13.5
Math Student Growth (SGP)	46.8	55.6	8.8
ELL ACCESS Progress Grades 1-5	65 (20)	59 (39) <i>(16 FEL)</i>	-6
Behavioral Referrals	807	311	496

- Provide a succinct analysis of the data. Be sure to address subgroups in the review.

English Language Arts/Literacy	
<b>Strengths</b>	Overall, the percentage of students proficient on MCAS increased in ELA (32 to 37); Student Growth percentiles (SGP) increased from 42.5 in 2018 to 56 in 2019; Bates subgroups Exceeded or Met all scale score targets including lowest performing group; All subgroups except EL and Former EL increased in achievement levels.
<b>Challenges</b>	Sixty-three percent of all students are not proficient on the MCAS exam. Students with disabilities and the lowest performing subgroup's SGP were "Typical Low Growth." EL and Former EL did not increase in achievement levels.
<b>Opportunities</b>	In all grade levels, Bates MCAS results had 9.8% of students posting scores of "Not Meeting." Fifty-two percent of all students are (Partially Meeting) on the MCAS. This gives the school an opportunity to enhance Tier 2 services without compromising Tier 3 services and sustaining grade level instruction in the classroom.

Mathematics	
<b>Strengths</b>	Overall, the percentage of students proficient on MCAS increased in Math (37 to 42); Student Growth percentiles (SGP) increased from 46.8 in 2018 to 55.6 in 2019; Bates subgroups improved or met on all scale score targets except the Hispanic group; All subgroups except EL and Former EL and Hispanics increased in achievement levels.
<b>Challenges</b>	Fifty-eight percent of all students are not proficient on the MCAS exam. Students with disabilities subgroup's SGP was "Typical Low Growth." EL and Former EL did not increase in achievement levels. Hispanics did not increase in achievement levels.
<b>Opportunities</b>	Utilize a 5th grade intervention/enrichment block, to meet student needs and look at the other grade levels schedule to balance curriculum instruction with reteaching. Upper grade levels will have vertical alignment meetings once a month to share best practices while using data to monitor the whole class rigor throughout the year.

### Science

<b>Strengths</b>	Overall, the percentage of students proficient on MCAS increased in Science (46 to 49); Subgroups Exceeded or Met all scale score targets; All subgroups increased in achievement levels.
<b>Challenges</b>	About half of all students are not proficient on the MCAS exam.
<b>Opportunities</b>	Keep increased student science time. Use writing samples for reflection and expectation to teach how to respond to science challenges with detail and rationale. Use data cycles to monitor the whole class rigor throughout the year.

### School Culture

<b>Strengths</b>	<p>According to the 2018-2019 Panorama survey 80% of students feel Town Hall through the House system provided opportunities for them to learn to be safe, responsible, and respectful. 83% of students feel Town Hall has made them feel more inclusive in the Bates Community. 80% of students feel important at Bates through the House system.</p> <p>There were 311 student discipline referrals throughout the 2018-19 school year. In the 2017-18 school year there were 807 referrals. Referrals decreased by 496 from the previous year.</p>
<b>Challenges</b>	<p>In 2018-19 the House System developed House Ambassadors to represent each individual house. Ambassadors were 4th and 5th grade student leaders who demonstrated strong character and leadership ability. A structure was developed to leverage these student leaders to model the Bates' core values. Ambassadors were not fully maximized to showcase their leadership and impact the school-wide community.</p> <p>Bates participated in the National Elementary Honor Society for 4th and 5th grade students in 2018-2019. This was initiated late in the school year. Earlier participation in the school year will promote student recognition.</p>
<b>Opportunities</b>	<p>Throughout the 2019-2020 school year Bates Elementary School will continue a school-wide House System. The House System established a sense of community, responsibility, belonging, and spirit within our students, staff, and community partners. The House System encourages participation in academics, character building, and promotes leadership development. The House community values are integrated into every aspect of the school including academics.</p> <p>Grades K-5 will fully implement the Caring School Communities social emotional learning curriculum. The skills-based curriculum is delivered daily within the morning meeting schedule time. Teachers explicitly deliver lessons to promote self awareness, social awareness, relationship skills, responsible decision making, and self management. The social emotional learning continues well beyond the classroom environment. Students will participate in "Cross-Age Buddy" activities. Cross-Age Buddy activities partner grade level classrooms to plan, develop, and complete service learning projects that support the community. Social emotional learning provides opportunities for students to build authentic and trusting relationships with adults and students across all grade-levels and academic domains.</p>

### Attendance

<b>Strengths</b>	Students with disabilities decreased their percentage with chronic attendance from 34.1% to 32.6%.
<b>Challenges</b>	Percentage of student absenteeism increased from 2018 to 2019. 20.7% of students were chronically absent (18 days or more).
<b>Opportunities</b>	<p>Bates has developed an attendance team to meet weekly to analyze and review student attendance data and trends. The team will work as a sub-group off of the Student Study Team. The team will identify students and their families who need additional support and resources to consistently attend school.</p> <p>Phone calls are made daily when students are not called in for their absence. After 5 unexcused absences meetings are scheduled with the families to help provide support.</p>



	<p>If intensive interventions are necessary, the team will meet with families to develop individualized attendance plans. The attendance plans will identify support systems for families to utilize to increase attendance. Goals and data will be tracked and reviewed regularly.</p> <p>School climate enhances the educational experience of all students. Instruction that is relevant to students' culture encourages attendance and promotes academic achievement. A welcoming school environment will bring more students to school on a regular basis. The House System and SEL curriculum will provide opportunities for students and staff to build authentic relationships through engaging school-wide activities.</p>
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<b>Family &amp; Community Engagement</b>	
<b>Strengths</b>	There are at least 10 parent members involved in the school PTO. Open House had over 200 students attend (approximately 60-65% of Bates student community in attendance). Families want to know updates on Bates community and ensure student participation. Bates also has a collaborative group of teachers and parents involved in Site Council. This group works on the School Improvement Plan and oversees its implementation. Bates uses the REMIND app, Twitter and Facebook to involve and reach out to parents and families.
<b>Challenges</b>	Due to the lack of diversity in family representation in this group, we feel our student demographic is not yet fully represented.
<b>Opportunities</b>	Staff members will meet with families once a month to update, inform, and listen to community needs. Expand the school's new website platform to disperse and update information. Use the school's social media to promote school events. Use multiple staff in the front of the school to greet families as they drop off students.

## IV. School Action Plan

- As a result of this current comprehensive needs assessment, list by priority the targeted areas to be addressed this year in the school-wide plan.
- Express these priorities as **Strategic Objectives**. *Sample strategic objective: Implement data cycles that include regular use of student level data to inform instruction to meet the needs of all English learners.*
- Strategic objectives should reflect district priorities and statewide improvement targets:
  - **District Priorities**
    - Instructional Priorities
      - Creating Welcoming and Affirming Learning Environments
      - Supporting Meaningful Interactions
      - Providing Comprehensible Input
      - Adapting Texts
    - Supporting Family & Community Engagement
    - Maintaining Safe & Supportive Schools
  - **Statewide Improvement Targets**
    - Academic targets for ELA, Math and Science
    - Attendance
    - Improving the learning of our lowest performing students
    - Advanced coursework completion (high schools)
    - Graduation and dropout rates (high schools)

**Strategic Objective:** Improve student literacy outcomes through strengthening instructional practices in the areas of teaching foundational reading skills, teaching effective writing practices, and using data regularly to meet individual student needs.

Action Steps	Lead	Start	Complete
Implement Foundations Phonics Program in order to strengthen reading foundational skills of students grades K-2. Use Foundations practices for intervention with students in upper grades as required. Students will be assessed after every unit to monitor progress.	Coach Teachers	September 2019	June 2020
Administer and analyze the PALs Assessment tool to drive foundational reading instruction. PALs is administered 3 times per year: Fall baseline, mid-year, and end of the year.	Coach Teachers Reading Specialists	September 2019	June 2020
Facilitate grade level common planning time (CPT) which will be differentiated based on the needs of the grade level team into two types of support. <ol style="list-style-type: none"> <li>1. The first support will focus on planning lessons which explicitly provide meaningful interactions and engaging curriculum.</li> <li>2. The second support will analyze student data using the “Data Wise” process in the following phases: In the “Inquiry” phase, educators use a wide range of data sources, including test data, student work, and classroom observations, so that they can define a very specific problem of practice that they are committed to solving. In the “Act” phase, teams articulate how they will learn and employ high-leverage strategies to address their problem, and how they will assess the extent to which the plan improved outcomes they care about. After educators assess the effectiveness of their actions, they can both identify needed adjustments to their plan and determine the focus for the next cycle of collaborative inquiry.</li> </ol>	Admin Coach Teachers	September 2019	June 2020
Implement Professional Development on the four instructional priorities: Creating Welcoming and Affirming Learning Environments, Supporting Meaningful Interactions, Providing Comprehensible Input and Adapting Texts.	Admin Coach Teachers	September 2019	June 2020
Conduct learning walkthroughs and Instructional Rounds in order to identify and respond to school-wide trends while focusing on Creating Welcoming and Affirming Learning Environments, Supporting Meaningful Interactions, Providing Comprehensible Input and Adapting Texts.	Admin Coach Teachers	September 2019	June 2020
Implement six-week data cycles for Bates’ lowest performers. Teacher will complete intervention plan documents to highlight student strengths and areas for growth. The team will create a student goal to measure after 6 weeks of intervention. Teachers will also create and monitor a data spreadsheet to document class/school-wide reading progress in data cycles to support all students, including our lowest performing students. These checkpoints will identify trends in classroom data to inform adjustments to practice and will track the growth of the lowest performing students at the school.	Coach Teachers	September 2019	June 2020
Teachers will complete Guided Reading modules created by district Literacy Coaches. All teachers will implement guided reading small group instruction during the instructional Readers Workshop block. This form of small group instruction will target all students with direct instruction at their reading levels and move students these students to higher reading proficiency.	Coach Teachers	September 2019	January 2020

**What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?**  
*All data points will be kept on a datasheet tracker to analyze daily, weekly, etc. during CPT, ILT, and data cycles.*  
 BAS/PALs/District/Teacher-created assessments  
 Foundations end of unit assessments

Student work/Purple sheets/Intervention data checkpoints (every 6 weeks)  
 District-wide assessments (Benchmarks)  
 Walk-through/IR (instructional rounds) data (minimum 3 times this year)

**Strategic Objective:** Deepen student’s conceptual understanding of mathematics through reading, writing, speaking, listening, and the use of manipulatives to support understanding of mathematical concepts.

Action Steps	Lead	Start	Complete
Facilitate grade level CPT to develop teacher proficiency in conducting number talks designed to foster mental math and number sense where students are given opportunities to share their strategies and are encouraged to think through the most efficient strategies for a given problem. The benefits of number talks is that they increase accuracy, efficiency, and flexibility with numbers.	Coach	September 2019	June 2020
Grade-level common planning time (CPT) will be differentiated based on the needs of the grade level team into two types of support: 1. The first support will focus on planning lessons which explicitly provide meaningful interactions and engaging curriculum. 2. The second support will analyze student data using the “Data Wise” process in the following phases: In the “Inquiry” phase, educators use a wide range of data sources, including test data, student work, and classroom observations, so that they can define a very specific problem of practice that they are committed to solving. In the “Act” phase, teams articulate how they will learn and employ high-leverage strategies to address their problem, and how they will assess the extent to which the plan improved outcomes they care about. After educators assess the effectiveness of their actions, they can both identify needed adjustments to their plan and determine the focus for the next cycle of collaborative inquiry.	Admin Coach	September 2019	June 2020
Conduct learning walkthroughs and instructional rounds in order to identify and respond to school-wide trends while focusing on Creating Welcoming and Affirming Learning Environments, Supporting Meaningful Interactions, Providing Comprehensible Input including number talks and Adapting Texts.	Coach Admin Teachers	September 2019	June 2020
Implement Professional Development on the four instructional priorities: Creating Welcoming and Affirming Learning Environments, Supporting Meaningful Interactions, Providing Comprehensible Input and Adapting Texts.	Coach	September 2019	June 2020
Create and monitor data spreadsheet to document class/school wide reading progress in data cycles to support all students including our lowest performing students	Coach Teachers	September 2019	June 2020
<p><b>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</b>  <i>All data points will be kept on a data sheet tracker to analyze daily, weekly, etc. during CPT, ILT, and data cycles.</i>            District/Teacher-created assessments            Student work/Purple sheets/Data checkpoints (every 6 weeks)            District-wide assessments (Benchmarks)            Walk-through/IR (instructional rounds) data (minimum 3 times this year)</p>			

**Strategic Objective:** Improve student outcomes in science by teaching for conceptual understanding and using data to meet individual student needs.

Action Steps	Lead	Start	Complete
Implement end of unit assessments in all grade levels K-5 and utilize data to guide instruction. Analyze the data trends using MCAS areas with lower scores to look for misconceptions to reteach.	District Coach Teachers	September 2019	June 2020
Incorporate the use of a science journal to build science writing skills school-wide by explicitly teaching science writing strategies -open-response, claim-evidence-reasoning strategies and increasing vocabulary development.	Coach Teachers	September 2019	June 2020
Facilitate grade level CPTs and individual coaching cycles focused on planning lessons that explicitly provide adequate time/purposeful tasks that promote student response through reading, writing, speaking and listening	Coach	September 2019	June 2020
Implement Professional Development on the four instructional priorities: Creating Welcoming and Affirming Learning Environments, Supporting Meaningful Interactions, Providing Comprehensible Input and Adapting Texts.	Coach	September 2019	June 2020
Conduct learning walkthroughs and instructional rounds in order to identify and respond to school-wide trends while focusing on Creating Welcoming and Affirming Learning Environments, Supporting Meaningful Interactions, Providing Comprehensible Input and Adapting Texts while analyzing the rigor of each standard assessed.	Coach Admin Teachers	September 2019	June 2020
<p><b>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</b></p> <p>Districtwide end of unit assessments Walk-throughs and instructional rounds Student journals</p>			

**Strategic Objective:** Increase consistency and quality of communication with families based on academic and social-emotional learning

Action Steps	Lead	Start	Complete
Facilitate 3 Academic Parent Teacher Team sessions at each grade level that provide families with grade-level expectations, updates of each child's progress towards these expectations, and resources/games to support their child's learning at home.	Grade level teams	September 2019	June 2020
Administration meets with families once a month to update, inform, and answer clarifying questions, updating Bates' social media platforms weekly, sending home written newsletters in students' Thursday folders, updating Bates school website weekly.	Admin	September 2019	June 2020
Communicate and support families when students are absent to find solutions to ensure students are attending school using Clty Connects Resources.	Admin Family Engagement Coordinator	September 2019	June 2020

**What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?**

APTT materials and attendance  
 SSC Agenda  
 Absenteeism accountability data  
 Family sign-in sheets at school events

## V. 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.

## VI. Professional Development Plan

### a. District Professional Development Plan

- The district professional development plan has been constructed to support goals in the District Strategic Plan.
  - A 4-day New Teacher Institute was delivered prior to school for all new hires and second year teachers. A comprehensive support plan is in place for follow-up coaching and mentoring.
  - Four days of professional development was held for all returning teachers prior to school. Two school-based PD days.
- The district hosts a series of ongoing job-alike meetings to ensure that throughout the year we are building the capacity of specialized instructional support staff such as instructional coaches, team chairs, ESL teachers, special educators, paraprofessionals, etc.
- The remaining PD time is available for principals to direct in a way that supports their SIP. See details below.

### b. School-based Professional Development Plan *(Provide details on how release days and contractual after-school time will be used to support the school's PD needs.)*

<b>Date</b> <i>(12:00-2:00)</i> <i>Half Days</i>	<b>PD Title</b>	<b>Goal</b>	<b>Criteria for Success</b> <b>Feedback Collection</b>	<b>Connection to</b> <b>Focus Areas</b>	<b>Facilitator</b>
September 25	Behavior Module #2 TeachPoint	Build Capacity with classroom management and set staff up with success in TeachPoint	ILT walkthroughs and TeachPoint checks	Comprehensible Input	Admin/ILT
October 31	Behavior #3/4 Meaningful Interactions	Build Capacity with classroom management and instructional strategies	ILT Walkthroughs	Building Welcoming and Learning Environment, Meaningful Interactions	Admin/ILT
November 5	<b>District PD</b>				
December 4	Behavior #5/6	Build Capacity with classroom management and	ILT Walkthroughs	Building Welcoming and Learning Environment,	Admin/ILT

		instructional strategies		Meaningful Interactions	
December 18	Parent Conferences	Family Engagement	Sign in Sheet/Survey	Welcoming Environment	All Teachers
January 29	Behavior #7/8 Adapting Texts	Build Capacity with classroom management and instructional strategies	ILT Walkthroughs	Building Welcoming and Learning Environment, Adapting Texts	Admin/ILT
March 18	Parent Conferences	Family Engagement	Sign in Sheet/Survey	Welcoming Environment	All Teachers
April 3	Staff Retreat		Observation	Welcoming Environment	

Support	Increase Common Planning time to focus on creating engaging classrooms and vertical alignment and collaboration				
Date (2:00-3:00)	ELA	Math	Science CPT	SST	Other
September 11	Grade 3	Grades K,1	Grade 2	As needed	SEL Grades 4-5
September 18	Grade 2		Grades K,1	As needed	Technology grades 3-5
October 9	APTT Prep				
October 23	APTT				
November 6	SEL Curriculum and Gradebook Check-in and Support				
November 20	Grade 1	Grades K	Grade 3	As needed	Technology grades 3-5
December 11	Grade 4-5	Grade 2-5	Grades K,1	As needed	
January 8	SEL Curriculum				
January 22	APTT Prep				
February 12	APTT				
February 26	Gradebook Check-in and Support				
March 11	Grade 2-5	Grades K,1		As needed	Technology grades 4/5
March 25	MCAS Training Grades 4-5 SEL Grades K-2				
April 8	SEL Curriculum				
April 15	TeachPoint Support for evidence				

May 13	Gradebook Check-in and Support
May 27	APTT Prep
June 10	APTT

## VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on Talent Ed to tap into a large pool of qualified applicants. A committee is convened and interviews are conducted. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demonstrate a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction. Also, Bates will use its social media and website to brand the positive culture of the school with videos and photos.

## VIII. Parent Involvement

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

Parents and guardians are able to become involved with the design, implementation, and evaluation of the school-wide program through various avenues during the school year. Parent representatives on our School Council. The School Council meets regularly throughout the year to work on various items that are directly related to the design, implementation, and evaluation of the school-wide program. Parents and guardians are invited and welcome to attend monthly Parent-Teacher Organization (PTO) meetings. These meetings occur once a month in the evening. The PTO is a parent-run group that is responsible for sponsoring activities that support building school-family engagement as well as bringing enrichment opportunities to all of our students. Parents also are encouraged to volunteer in multiple capacities of the school such as library assistance, office assistant, etc.

### **Describe how parents will receive timely information about the Title I program (K-8 schools only); 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.**

With the assistance of the Bates Family Engagement Facilitator, we are using Twitter, Facebook, Instagram, and Remind on a regular basis so that parents/families have instant access to what is happening during the school day and upcoming events. Posts include lessons, learning activities, and other daily happenings. Newsletters go home weekly and families have access to the newsletter link via the school website.

APTTs (Academic Parent-Teacher Teams) are run multiple times a year by all grade levels. APTTs are a nationally used model for engaging families. Grade level teams invite their students' families to Bates. During this time together, families and teachers are focused on student learning and performance. Data is presented, reviewed and discussed (class and individual student) in both ELA and Math in all grades. In grades 4 and 5, science data is also discussed with parents. Parents are then involved in writing SMART goals for their child, in addition to receiving ELA and Math instructional activities to use at home. This model allows families to network and share support with other families.

All families will receive an annual copy of the Parent-School Compact, which highlights information about the Title I program, dates and times for parent-teacher conferences, and other important school details (such as school hours, attendance, etc.). The Bates School staff makes every effort to continuously advertise and remind families of school events that occur throughout the school year. The use of Twitter assists in reaching families quickly. Each year we hold an Open House and two parent/teacher conference dates. Bates will hold its yearly 6-week long Literacy Festival, which will incorporate ELA, Math and Science Literacy activities supported by parent/family volunteers. The culminating event is a Family Literacy Night in which families will be involved in learning about the curriculum and involved in worthwhile and engaging make-n-take literacy activities. In addition to the previously mentioned events, our staff communicates frequently with families to continuously update them on their child's progress throughout the school year. The communication is in the form of phone calls, emails, notes home, class dojo, or through newsletters.

### **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)**

Bates School Parent/School Compact  
Bates School Student Handbook (requires student and parent/guardian signature)  
Bates School Site Council  
Bates School School Improvement Plan  
Academic Parent Teacher Teams

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

The School Council will continue to utilize an optional Family Survey that asks for feedback in the areas of Curriculum, Assessment, School Climate, Family Engagement and Instruction. Each year, the School Council will be analyzing the results of this Family Survey and will be creating an action plan for improvement based on the feedback and priorities that are noticed as trends in the data.

## **IX. Kindergarten Transition Plan (K-5 and K-8 schools only)**

**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.**

In addition to district-led initiatives, such as a parent information night, the Bates Kindergarten team participates in many activities designed to facilitate the smooth transition from early childhood programs to kindergarten. These activities include June and September screenings, summer playground dates sponsored by the PTO, an early-September scavenger hunt for new kindergarten families, and an information letter which is sent home in early September to introduce new families to the routines and goals of the Bates Kindergarten program.

## **X. 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.**

Bates uses many types of structures and practices to involve teachers in the decision-making process and uses assessment results to improve teaching and learning for all students. Teachers are involved in weekly Common Planning Time (CPT). The Instructional Leadership Team (ILT) and teacher leaders develop and facilitate afterschool Professional Development to lead, plan and facilitate parent engagement initiatives. Teacher leaders and ILT also communicate with and assist new staff orienting them to school wide initiatives and logistics. Each grade level team of teachers, including support staff, come together for 50 minutes/week to plan, use data, such as BAS, PALs, MCAS, Running Records, student work, conferring notes, end-of-unit assessments, district performance tasks, and teacher anecdotal observations. In this planning time, under the guidance of Instructional Coaches, Teacher Leaders and Administrators, grade level teachers analyze their data, and develop plans to move students forward. This could be on the individual student level, small group level, high needs groups, and/or the class as a whole. Discussion of best practices ensues, followed by planning and resourcing. Every 6 weeks there is a "Checkpoint" for Reading, Math and Science, when new updated data is presented to identify whether teacher interventions/plans worked or did not work and what will be the next action plan for students.

Teachers follow the Balanced Literacy Model (Reading and Writing Workshop). This model requires teachers to make daily decisions about what skills to emphasize and in what order. Teachers are guided through pacing guides and priority standards. Teachers use Lucy Calkin's Readers and Writers Units. Within the Balanced Literacy Model, there are opportunities for teachers to make decisions based on data to ensure that instruction is targeted to all student needs. Teachers make sound practice decisions on small group, 1:1 conferring and or whole group instruction based on data from their lessons, observations, conferring notes, anecdotal data and small group intervention assessments. Teachers also triangulate this data with more formal types of assessments, such as MCAS, BAS, and PALs in order to discuss trends and develop action plans to move Bates students to the next level.

Teachers also meet twice a month to discuss the climate and culture of the school. The team is lead by a teacher and the group is supported by administration.

Our School Council is an advisory body that works with the Bates principal. The Council consists of community representatives, administrators, parents and teachers. This collaborative group builds partnerships and connects with the community in order to ensure learning for all students. They also analyze data, participate in the budget process,



bring views and information from parents, teachers and community. The School Council also participates in the development of the School Improvement Plan by making decisions on goals, activities, outcomes and resources.

## **XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)**

**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.**

City Connects features a continuous process of supporting students by assessing and connecting every child to a tailored set of services. Individual Student Reviews (ISRs) are conducted by the school Student Support Team (SST) for any student judged to have significant risk that may prevent him or her from engaging in the classroom and who will benefit from an in-depth review by a wider team of professionals. The ISR process engages multiple professionals to identify the unique strengths and needs of students who are at considerable academic and/or developmental risk. **The purpose of this process is to connect students to tailored services that promote academic, social/emotional/behavioral, and physical development and alleviate barriers to learning.** The ISR team consists of multiple student support professionals who have been identified by school leadership as the core members of the Student Support Team (SST). Depending on the student being presented, other professionals may include specialty teacher, occupational and/or physical therapist, speech and language therapist, principal, special education team chairperson, principal, community partner representative, or other relevant stakeholders working with the student. The ISR team is facilitated by the City Connects Coordinator and takes place during the weekly SST meeting.

The objectives of the ISR are to:

- Assess the strengths and identified needs of the student through a comprehensive discussion by a diverse team of professionals

- Develop an Individual Student Support Plan for the student that clearly identifies:

- \*Specific and measurable goals that are related to academic, social/emotional/behavioral, health, and/or family needs

- \*Strategies and/or interventions to address issues and achieve each goal, e.g., referral for specific services

- \*Person(s) responsible for implementing each strategy or intervention

- \*Timeframes for achieving student goals

- Implement the Student Support Plan by initiating the strategies and/or interventions, e.g., identifying a community- or school-based program that matches the student's strength or need and connecting the student to that service

- Identify specific timeframes to monitor the student's progress toward achieving his or her goal

\* Every 5-6 weeks each grade level meets with school administration and content coaches during "Data Checkpoint" meetings. The purpose of these meetings is to review current data on the classroom and student levels and develop action plans to meet the needs of the students who are not proficient in the areas of English Language Arts, Math, and Science.

\* For students who attend our school that have been screened and identified as English Learners, they will receive services from one of our EL teachers.

\* For students who are struggling as readers, they will receive services and targeted instruction from one of our Reading Specialists.

\* This year, our school has 3 full time special education teachers, 4 inclusion special education paraprofessionals, 3 Therapeutic Support Program special education teachers, 7 Therapeutic Support Program special education

paraprofessionals, 1 speech and language therapist, 1 occupational therapist, and 1 physical therapist that support or deliver special education services to the students who are currently on Individualized Education Plans (IEPs).

## **XII. 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 Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.