

## **Campbell Elementary School Plan Overview 2019-2022**

### *Mission*

Elwyn G. Campbell School is committed to providing each student with optimal learning opportunities so that they can reach their full academic and social potential. To ensure that all children reach their potential:

- The staff works and shares as a collaborative team.
- Each student experiences success, feels cared for and positive about their involvement at Campbell School.
- Teachers are motivated, enthusiastic, and experience continued professional growth.
- We provide an environment which is orderly, safe, inviting, and engaging.
- Our parental community feels welcomed and valued as full participants in their child's education.
- The leadership is supportive, encouraging, and fosters positive changes.

### *Vision*

The Elwyn G. Campbell Elementary School, in partnership with parents and the community, challenges all students with high quality educational experiences that foster academic, physical, social, and emotional development within a safe, diverse, and inclusive community. We empower families with proactive guidance in supporting their child's education. We commit to empower our students to think critically, solve problems, and become respectful, responsible, contributing citizens. Students will demonstrate responsibility for their learning.

### *Core Values*

At Elwyn G. Campbell School, we treat each other with respect, we take responsibility for our learning, and we strive for a respectful, kind, and safe school for all.

### *Theory of Action*

If we strengthen the quality of instruction, maximize effective student support systems, and provide high quality targeted professional development, students will then demonstrate measurable growth toward academic proficiency and beyond.

<b>Strategic Objectives</b>				
<p><b>1. High Quality Instruction</b> Increase student achievement by strengthening teaching and learning.</p>	<p><b>2. Effective Student Support Systems</b> Create an inclusive, culturally responsive learning environment.</p>	<p><b>3. Strong family and community relationships</b> Empower families and the community through collaboration.</p>	<p><b>4. Team excellence</b> Cultivate and recruit a highly skilled workforce.</p>	<p><b>5. Enhance Positive Public Profile</b>  Implement effective strategies to raise the profile and reputation of Campbell School and NBPS</p>
<b>Strategic Initiatives</b>				
<p>1.1 Deliver rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps.</p>	<p><b>2.1 Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students.</b></p>	<p>3.1 Parent Family Engagement Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families</p>	<p><b>4.1 Provide opportunities for Professional Collaboration around model lessons, data analysis, and student achievement.</b></p>	<p><b>5.1 Create and implement an effective communication plan to highlight Campbell school</b></p>
<p>1.2 Utilize data to drive instructional practices at weekly Common Planning Times, individual teacher data meetings, and SILT</p>	<p>2.2 Use a tired system of supports to meet the needs of all students</p>	<p><b>3.2 Build and sustain two-way communication that is culturally proficient.</b></p>	<p>4.2 Provide targeted professional development to build capacity in staff.</p>	<p>5.2 Utilize a variety of media to maximize awareness and support of Campbell School's goals, objectives, and programs</p>
<p><b>1.3 Teachers will provide tiered I, II, and III instruction to promote high expectations and engagement to meet diverse learning styles and needs.</b></p>	<p>2.3 Implement PBIS system to provide students with a safe and collaborative learning environment where they can take academic risks.</p>			
	<p>2.4 Implement Social Thinking and Zones of regulation methodology to all classrooms</p>			

## **Outcomes**

[Insert specific and measurable outcomes]

**1a: Increase the percentage of grade 3,4,5 students who meet or exceed expectations on the ELA MCAS.**

The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 45% in 2018 to 57% in 2021.

**1b: Increase the percentage of grade 3,4,5 students who meet or exceed expectations on the Math MCAS.**

The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 32% in 2018 to 44% in 2021.

**1c. Increase the percentage of grade 5 students who meet or exceed expectations on the Science MCAS,**

The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 41% in 2018 to 50% in 2021.

**2a: Decrease the total number of students needing support from the school crisis team in grades k-5.**

The average number of students the School Crisis Team supports each month will decrease. SY18-19 monthly average 5 students.

**2b: Increase the percentage of student who respond favorably on school climate surveys administered by MA DESE.**

Specific VOCAL survey questions or category to be identified for improvement at grade 5.

**3a: Increase the favorable response rate of the district family and community engagement survey.**

Survey will be developed at the district level and administered during the 2019-2020 school year, and targets will be set for the following school years.

**3b: Decrease Chronic Absenteeism as measured on MCAS.**

Decrease Chronic absenteeism from 15.8% to 9.8% as measured on Spring 2020 MCAS then decrease by 1% each year after.

**4a: Increase participation in the professional learning community where teachers are modeling lessons and sharing best practices with colleagues.**

A plan will be developed that supports teachers modeling lessons/best practices with colleagues.

**Elwyn G. Campbell**  
**Plan Overview 2019-2022**  
 9/9/2019

**Elwyn G. Campbell Action Plan, 2019-2020**

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

**Goal 1: High Quality Instruction**~ *Increase student achievement by strengthening teaching and learning.*

**Strategic Initiative 1.3** *Teachers will provide tiered I, II, and III instruction to promote high expectations and engagement to meet diverse learning styles and needs.*

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Develop and implement clear instructional approaches of Tier I, Tier II, and Tier III academic levels of support	SILT Teachers Principal Tiered Literacy Committee	9/2019-10/2019	
Teachers have strong practices around student engagement	SILT PBIS Teachers Principal	9/2019-6/2020	
Teachers provide students with opportunities of analysis and inquiry, daily	SILT Teachers Principal	10/2020-6/2020	

**Measuring Impact**

<p><b>Early Evidence of Change Benchmark</b>  <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p><b>Person Responsible</b></p>	<p><b>Date</b></p>	<p><b>Status</b></p>
<p>Identified instructional approaches during Tier I, II, and III instruction will be evident in all classrooms.</p>	<p>SILT Principal Teachers</p>	<p>9/2019- 10/2019</p>	
<p>High levels of instructional questioning probe student thinking and access/assess prior knowledge</p>	<p>Principal Teachers SAC Reading Specialist</p>	<p>9/2019- 6/2020</p>	
<p>Students read and decipher text every day</p>	<p>Principal Teachers SAC Reading Specialist</p>	<p>9/2019- 6/2020</p>	
<p>Writing is an element of student thinking everyday</p>	<p>Principal Teachers SAC Reading Specialist</p>	<p>9/2019- 6/2020</p>	
<p>Student-to-student and student-to-teacher generated questions are implicit in every lesson</p>	<p>Principal Teachers SAC Reading Specialist</p>	<p>9/2019- 6/2020</p>	

Application of knowledge to new contexts (True understanding) is assessed frequently.	Principal Teachers SAC Reading Specialist	9/2019- 6/2020	
Inspire all students to develop arguments and examine and analyze information	Principal Teachers SAC Reading Specialist	9/2019- 6/2020	

**Goal 2 Effective Student Support Systems**~ Create an inclusive, culturally responsive learning environment.

**Strategic Initiative 2.1** Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students.

Progress Monitoring

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
<b>BBST support team will be established</b>	<b>Principal Teachers SEI Teacher SAC Nurse</b>	<b>9/2019-10/2019</b>	
<b>Train staff on newly developed district protocol for BBST/SEI review</b>	<b>Principal SEI Teacher</b>	<b>9/2019-10/2019</b>	
<b>Monitor fidelity of BBST/SEI protocol</b>	<b>Principal SEI Teacher Reading Specialist SAC</b>	<b>9/2019-6/2020</b>	

### Measuring Impact

<p><b>Early Evidence of Change Benchmark</b>  <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p><b>Person Responsible</b></p>	<p><b>Date</b></p>	<p><b>Status</b></p>
<p>BBST/SEI team will meet monthly, following the newly established district protocol</p>	<p><i>Principal            Teachers            SEI Teacher            Reading Specialist            SAC            Nurse</i></p>	<p><b>10/2019-6/2020</b></p>	
<p>Strengthened collaboration between staff and families that supports student success.</p>	<p><i>Principal            SEI Teacher            Reading Specialist            SAC</i></p>		
<p>Staff utilizes the DCAP to increase student supports within the classroom</p>	<p><i>Principal            Teachers            SEI Teacher            Reading Specialist            SAC            Nurse</i></p>		
<p>Students identified will increase achievement as indicated on DIBLES, STAR, DRA, Math Benchmark Assessments</p>	<p><i>Principal            Teachers            SEI Teacher            Reading Specialist            SAC            Nurse            Students</i></p>		



**Goal 3: Strong Family and Community Engagement**~ Empower families and the community through collaboration.  
**Strategic Initiative 3.2** Build and sustain two-way communication that is culturally proficient.

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Teachers explore/pilot communication apps (Class Dojo, Bloomz, Remind) to determine which app is best for communicating with families in a culturally proficient way.	SILT Principal Teachers SAC Reading Specialist	9/2019-10/2019	
A variety of multi-media that supports different languages (School website, Facebook, Robo calls) will be utilized to communicate with families and the community.	Principal Teachers SAC Reading Specialist Nurse	9/2019-6/2020	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Increased communication between school and families on attendance, in their native language, resulting in a decrease of Chronic absenteeism as measured on MCAS.	Principal Teachers SAC Reading Specialist Nurse	9/2019-6/2020	Daily attendance robo calls
Families will engage in learning experiences at school events to help build their knowledge of educational topics that will help assist their child’s education.	Principal Teachers SAC Reading Specialist Nurse	9/2019-6/2020	9/19: PBIS training for parents at Open House (30 families participated)

**Goal 4: Team Excellence** ~ *Cultivate and recruit a highly skilled workforce.*

**Strategic Initiative 4.1** *Provide opportunities for Professional Collaboration around model lessons, data analysis, and student achievement.*

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Teachers will observe model lessons by DESE consultant for the Tiered Literacy Academy	SILT Teachers Principal DESE Tiered Literacy	12/2019-5/2019	
Teachers will model lessons/ share best practices with colleagues throughout the year.	Principal Teachers SAC Reading Specialist	9/2019-6/2020	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Teachers' lessons will foster respect for diversity, be standards based, with high quality instructional strategies and high student engagement strategies.	Principal Teachers SAC Reading Specialist	9/2019-6/2020	
High quality professional learning community will be established where teachers will take risks and collaborate regularly with colleagues.	Principal Teachers SAC Reading Specialist	9/2019-6/2020	

**Goal 5: Enhance Positive Public Profile**~ Implement effective strategies to raise the profile and reputation of Campbell School and NBPS

**Strategic Initiative 5.1** Create and implement an effective communication plan to highlight Campbell school

Monitoring Progress

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
<i>Brainstorm/ develop ways to effectively communicate successful accomplishments of Campbell School in a culturally proficient way.</i>	Principal Teachers SAC Reading Specialist Nurse Paraprofessionals	<i>9/19-11/19</i>	
<i>Create a new Campbell mascot and logo to match our new K-9 Sgt. Sean M. Gannon Playground</i>	Principal Teachers SAC Reading Specialist Nurse Paraprofessionals Students <i>NBHS Fine Arts Dept.</i>	<i>10/19-12/19</i>	
<i>Create signage to message Campbell's Vision, Mission, and Core Values</i>	Principal Teachers SAC Reading Specialist Nurse Paraprofessionals Students	<i>10/19-12/19</i>	

*Measuring Impact*

<p><b>Early Evidence of Change Benchmark</b>  <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p><b>Person Responsible</b></p>	<p><b>Date</b></p>	<p><b>Status</b></p>
<p>Students will articulate accomplishments of Campbell School throughout the year</p>	<p>Principal            Teachers            SAC            Reading Specialist            Nurse            Paraprofessionals            Students</p>		
<p>Students will articulate and emulate our Core Values</p>	<p>Principal            Teachers            SAC            Reading Specialist            Nurse            Paraprofessionals            Students</p>		
<p>Feedback from parent surveys will be positive.</p>	<p>Principal            Teachers            SAC            Reading Specialist            Nurse            Paraprofessionals</p>		
<p>PBIS practices will reference core values, k-9 as mascot, and new logo</p>	<p>Principal            Teachers</p>		

	SAC Reading Specialist Nurse Paraprofessionals Nurse Paraprofessionals Students		
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*Note: This Action Plan template depicts an example for one strategic initiative. For each strategic initiative, develop one set of aligned benchmarks – for both Process and Early Evidence of Change.*

## NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

**What Are Mission, Vision and Core Values?** The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

**What is a Theory of Action?** The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

**What Are Strategic Objectives and Initiatives?** Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

**What Are Outcomes?** Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

**What are Process Benchmarks?** These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

**What are Early Evidence of Change Benchmarks?** These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as



classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

**What is the status column for?** This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.