



***Elwyn G. Campbell School Improvement Plan SY21-22***

*145 Essex Street*

*New Bedford, MA 02745*

***Contributors: Campbell School Leadership Team and Staff***

***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>				
<b>1. High Quality Instruction</b> <i>Increase student achievement by strengthening teaching and learning.</i>	<b>2. Effective Student Support Systems</b> <i>Create an inclusive, culturally responsive learning environment.</i>	<b>3. Strong family and community relationships</b> <i>Empower families and the community through collaboration.</i>	<b>4. Team excellence</b> <i>Cultivate and recruit a highly skilled workforce.</i>	<b>5. Enhance Positive Public Profile</b>  <i>Implement effective strategies to raise the profile and reputation of Campbell School and NBPS</i>
<b>Strategic Initiatives</b>				
<b>1.1 Deliver rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps.</b> <i>SY20-21 added</i>	<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>  <i>SY21-22 Monitoring fidelity</i>	<b>3.1 Parent Family Engagement Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families</b>  <i>SY20-21 added, SY21-22</i>	<b>4.1 Provide opportunities for Professional Collaboration around model lessons, data analysis, and student achievement.</b>  <i>SY21-22 SY20-21 continued from SY19-20</i>	<b>5.1 Create and implement an effective communication plan to highlight Campbell school.</b>  <i>SY19-20 Imbedded</i>
<b>1.2 Utilize data to drive instructional practices at weekly Common Planning Times, individual teacher data meetings, and SILT</b>  <i>SY 21-22</i>	<b>2.2 Use a tiered system of supports to meet the needs of all students</b>  <i>SY20-21</i>	<b>3.2 Build and sustain two-way communication that is culturally proficient.</b>  <i>SY19-20 Imbedded</i>	<b>4.2 Provide targeted professional development to build capacity in staff.</b>  <i>SY20-21 added</i>	<b>5.2 Utilize a variety of media to maximize awareness and support of Campbell School's goals, objectives, and programs</b>  <i>SY20-21added, SY21-22</i>
<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> <i>SY20-21 Updated "Virtual"</i>	<b>2.3 Implement PBIS system to provide students with a safe and collaborative learning environment where they can take academic risks.</b>  <i>SY19-20</i>			
	<b>2.4 Implement Social Thinking and Zones of regulation methodology to all classrooms</b>			

	SY19-20			
<b>Outcomes</b>				
[Insert specific and measurable outcomes]				
<p><b>1a: Increase the percentage of grade 3,4,5 students who meet or exceed expectations on the ELA MCAS.</b>  The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 45% in 2018 to 57% in 2022.</p> <p><b>1b: Increase the percentage of grade 3,4,5 students who meet or exceed expectations on the Math MCAS.</b>  The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 32% in 2018 to 44% in 2022.</p> <p><b>1c. Increase the percentage of grade 5 students who meet or exceed expectations on the Science MCAS,</b>  The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 41% in 2018 to 50% in 2022.</p> <p><b>2a: Decrease the total number of students needing support from the school crisis team in grades k-5.</b>  The average number of students the School Crisis Team supports each month will decrease. SY18-19 monthly average 5 students.</p> <p><b>2b: Increase the percentage of student who respond favorably on school climate surveys administered by MA DESE.</b>  Specific VOCAL survey questions or category to be identified for improvement at grade 5.</p> <p><b>3a: Increase the favorable response rate of the district family and community engagement survey.</b>  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 2019-2022.</p> <p><b>3b: Decrease Chronic Absenteeism as measured on MCAS.</b>  Decrease Chronic absenteeism from 15.8% to 9.8% as measured on Spring 2020 MCAS then decrease by 1% each year after.</p> <p><b>4a: Increase participation in the professional learning community where teachers are modeling lessons and sharing best practices with colleagues.</b>  A plan will be developed that supports teachers modeling lessons/best practices with colleagues.</p>				

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

**Elwyn G. Campbell Action Plan, 2021-2022**

(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 1.2** *Utilize data to drive instructional practices at weekly Common Planning Times, individual teacher data meetings, and SILT*

**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 meet regularly during CPT to analyze class and individual data to determine areas of strengths and areas to grow and determine next steps.	Teachers Principal MEQ TLS Reading Specialist Interventionist SAC	9/2021-6/2022	
Teachers will meet regularly during administrative time for data meetings to analyze and discuss grade, class, and individual data and determine next steps.	Teachers Principal MEQ TLS SAC Reading Specialist Interventionist	9/2021-6/2022	

SILT will meet regularly for data meetings to analyze and discuss school and grade level data and determine next steps for supporting classroom instruction.	SILT Members	9/2021-6/2022	

**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 will develop targeted instructional groups in math and reading to accelerate or extend learning. Targeted groups for reading specialists and math interventionists will be determined every 6 weeks based on progress monitoring data.	Teachers Principal MEQ TLS Reading Specialist Interventionist	9/2021-6/2022	
Professional collaboration will strengthen between all stakeholders.	Teachers Principal MEQ TLS Reading Specialist Interventionist SAC		
Successful instructional practices will be shared between all teachers.	Teachers Principal MEQ TLS	9/2021-6/2022	

	Reading Specialist Interventionist SAC		
A safe environment where teachers can collaborate and problem solve academic challenges for students will be developed.	Teachers Principal MEQ TLS Reading Specialist Interventionist SAC	9/2021-6/2022	
Teachers will utilize the Try it, discuss it, connect it protocol in various lessons across curriculum promoting student engagement, instructional dialogue and analysis and inquiry.	Teachers TLS Reading Specialist Interventionist SAC	9/2021-6/2022	

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

**Strategic Initiative 2.1** Maximize our Whole Child Support team 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>
Monitor fidelity of WCST protocol	Principal MEQ TLS	9/2021-6/2022	

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>	<i>Person Responsible</i>	<b>Date</b>	<b>Status</b>
Whole child support team will meet bi-monthly, following the newly established district protocol	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher	10/2021-6/2022	



	Nurse SAC		
Students identified will increase achievement as indicated on STAR Reading/ Early Literacy, iReady diagnostic and comprehension checks, and/or phonics screeners	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher	10/2021-6/2022	
The number of students referred to WCST will be greater than the number of students referred for special education services.	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher SAC	10/2021-6/2022	
Teachers will provide Tier II supports during WIN Block	Teachers TLS Reading Specialist Interventionist SEI Teacher	10/2021-6/2022	
General Education Teachers, Reading Specialist, Math Interventionist, SEI Teacher, Special Education teachers, SAC will provide academic/ behavior support for identified students.	Teachers Principal MEQ TLS Reading Specialist Interventionist	10/2021-6/2022	

	SEI Teacher SAC		
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**Goal 3: Strong Family and Community Engagement**~ Empower families and the community through collaboration.

**Strategic Initiative 3.1** Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families

**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>
Continue relationships with community partners; Caring Network, Child and Family, YWCA	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher Nurse SAC	9/2021-6/2022	
Conduct home visits for families who need support	SAC Principal Other staff	9/2021-6/2022	
Provide family engagement opportunities that educate and empower families. Ex: Family workshop Night	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher Nurse SAC	9/2021-6/2022	

**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>Families will gain knowledge to support their child’s academic and social emotional learning.</p>	<p>Principal                      MEQ                      Teachers                      SAC                      Nurse</p>	<p>9/2021-6/2022</p>	
<p>Families are educated and empowered by having individual support targeted to their needs.</p>	<p>Principal                      MEQ                      Teachers                      SAC                      TLS                      Nurse</p>	<p>9/2021-6/2022</p>	
<p>Families benefit from the support of our community partners.</p>	<p>Community partners                      SAC                      MEQ                      Principal</p>	<p>9/2021-6/2022</p>	

**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 engage in data discussions regularly to determine needs of class and next steps.	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher	9/2021-6/2022	
Teachers will model lessons/ share best practices with colleagues throughout the year.	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher	10/2021-6/2022	

**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>Teachers' lessons will foster respect for diversity, be standards based, with high quality instructional strategies and high student engagement strategies.</p>	<p>Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher</p>	<p>9/2021-6/2022</p>	
<p>High quality professional learning community will be established where teachers will take risks and collaborate regularly with colleagues.</p>	<p>Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher</p>	<p>9/2021-6/2022</p>	

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

**Strategic Initiative 5.2** Utilize a variety of media to maximize awareness and support of Campbell School’s goals, objectives, and programs

*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>Continued development of the Campbell School Facebook page.</i>	Principal MEQ SAC TLS Secretary	9/2021- 6/2022	<b>SY21-22</b>
<i>Keeping the NBPS School page updated.</i>	Webmaster Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher	9/2021- 6/2022	<b>SY21-22:</b>
<i>Use consistent platforms to deliver information to families.</i>	Teachers Principal MEQ TLS Reading Specialist Interventionist SEI Teacher	9/2021- 6/2022	<b>SY21-22:</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>Forming stronger partnerships with parents and community by keeping them up-to-date with school functions and announcements.</p>	<p>Teachers                      Principal                      MEQ                      TLS                      Reading Specialist                      Interventionist                      SEI Teacher                      Paraprofessionals                      Cafeteria Manager</p>	<p>9/2021- 6/2022</p>	
<p>Families will be fully informed on how to access information about Campbell School.</p>	<p>Teachers                      Principal                      MEQ                      TLS                      Reading Specialist                      Interventionist                      SEI Teacher                      Paraprofessionals                      Cafeteria Manager</p>	<p>9/2021- 6/2022</p>	