

**LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021**  
**Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs**

**School Name: BARTLETT COMMUNITY PARTNERSHIP SCHOOL**

**Principal:** Peter B. Holtz; **School-Site Council Members - Parents:** Cynthia Appiagyei (Gr 4); Miro Majernik (Gr 1); Nicole Ross (Gr 3,4); Sichan Southimath (Gr 2,6); Courtney Taylor (Gr 3); **School Professional Staff:** Kara Haas (ITS teacher); Maghan Hickok (Literacy Specialist); Diane MacLean (Gr 2 teacher); Heather Rake (Gr 78 SpecEd teacher); **Other School Staff:** Kent Luong (Paraprofessional); Peggy Black (Parent Liaison); **Community Members:** Dr. Patricia Fontaine (UML Professor of Education)

**School Mission**

The Lowell Public Schools District Vision:  
 Every Lowell Educator...

- Inspires Learners to Discover and Develop their Talents
- Engages Learners to Think Creatively and Critically
- Empowers Learners to Become Active, Contributing Members of the Community, Our Nation and Our World

The Lowell Public School System Values:

- The Limitless Potential of all Teachers and Students
- School Cultures that are Welcoming, Respectful, Safe, and Healthy
- Collaborative, Professional Growth of Educators Throughout their Careers
- Partnerships with Schools, Families, and the Community
- Equity and Transparency in all our Actions and Interactions

**School Vision**

In our **vision** of the Bartlett School, thinkers, learners, and explorers are created and celebrated. Students achieve at high levels and work toward goals they set for themselves. These goals may be academic, personal, social, or emotional. Students and staff work together in a positive, safe, and respectful climate. The physical environment is safe, clean, inviting and inspiring. In this vision, all members of the Bartlett community collaborate in order to provide all students with whatever they need to be successful.

**Core Values/Commitments**

When displaying our core values, Bartlett Dragons ROAR:

**R**ESPECT, **O**WNSHIP, **A**CHIEVEMENT, and **R**ESPONSIBILITY

**School Strategic Objectives and Initiatives**

The focus of our Sustainable Improvement Planning is captured in two **Wildly Important Goals (WIGs)** for this year:

1. **Students are doing grade level work**
2. **Students feel successful and engaged.**

<p><b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b></p> <p>Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p>	<p><b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b></p> <p>School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p><b><u>Student-Specific Supports and Instruction to All Students</u></b></p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.</p>	<p><b><u>School Climate and Culture</u></b></p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p align="center"><i>Student Safety</i></p> <p>Ensure two-way, respectful communication, with families, and the LPS community.</p>
<p><b>High Leverage Goal 1:</b> Create professional learning communities that increase educator effectiveness so all students are able to learn at high levels.</p>	<p><b>High Leverage Goal 2 (a):</b> All staff will plan and implement with fidelity lessons aligned to standards-based curriculum using a set of clearly defined effective instructional strategies, regular formative assessments, appropriate differentiation, and interventions supported by data analysis.</p> <p><b>High Leverage Goal 2(b):</b> All instructional staff will regularly engage in planned and unplanned observations of instruction to develop a shared understanding of the expectations, knowledge, skills, and mindsets necessary to deliver instruction that results in students being able to produce grade level work.</p>	<p><b>High Leverage Goal 3:</b> Students will receive appropriate, consistent, data informed academic and social-emotional supports, interventions, and enrichments.</p>	<p><b>High Leverage Goal 4:</b> Working with students, we will establish clear behavioral expectations and responses for classroom and non classroom settings (lunch, recess, hallway, etc.) and create the structures to support consistent social emotional learning, that will address students' acute social emotional needs and inappropriate behaviors. We will ensure communication among all members of the school community (parents, staff, students, community partners, stakeholders) about students' social emotional needs and the school's behavioral expectations</p>