

Bartlett Community Partnership School
Sustainable Improvement Plan 2020-2021

Welcome to the Bartlett Community Partnership School

In the Lowell neighborhood known as ‘The Acre,’ the Bartlett Community Partnership School serves 492 students in grades Pre-K through eight. The school is one of 28 schools in the district, and one of three PreK/K- 8 schools in Lowell. The students at the Bartlett come from diverse backgrounds and cultures, the largest population being classified as Asian (39.3%). Approximately 34% of students are Hispanic, and 15.4% are White. In recent years, the school has seen an increase of students who are African American, and this group now constitutes 8.6% of the population.

A very high number of Bartlett students fall into categories that are considered traditionally underserved populations. According to the Massachusetts Department of Elementary and Secondary Education (DESE), 80.5% of our students are considered “High Needs.” Among those students are 31.6% whose first language is not English. Approximately two-thirds of our students (63.7%) are Economically Disadvantaged, and 23.2% are Students With Disabilities (MA DESE, 2019). Included in that population of students with disabilities is a cohort of students receiving life skills programming, as well as an overlapping cohort of students with medical complications requiring specialized nursing support.

Bartlett staff strive to offer learning opportunities for students that are unique, challenging, and enriching. In Lowell, all students have access to a rigorous standards based curriculum. We recognize that inherent in such a diverse population are diverse needs that require varied and strong instructional strategies, as well as different access points to said curriculum. Students’ most pressing needs may be academic, or they may be social-emotional. In addition, some of our students struggle with the most basic needs, including shelter, food, clothing, and health care. The COVID-19 school closure amplified all of these needs, and increased them exponentially. Families who relied on school for meals, clothing, childcare, transportation, special education services, and even access to nursing care were suddenly left without their greatest resource and ally. The district and individual schools worked to meet these needs to the greatest extent possible in the midst of an incredibly challenging and unprecedented time.

Instructional Leadership Team

The Instructional Leadership Team (ILT) is composed of passionate educators who are committed to improving the experience and education of all students at the Bartlett Community Partnership School. Team members include representation that spans the 10 grade levels, including voices from elementary classroom teachers, allied arts teachers, instructional coaches, and content specific middle school teachers. Instructional leaders at the school include Principal, Peter Holtz, Assistant Principal, Dina Mancini, Literacy Specialist, Maghan Hickok, and Math Coach, Tara Aguiar.

Our goals remain the same for the 2020-2021 school year as our focus on providing high quality instruction to all students has not waivered, despite the events that unfolded after school building were closed on March 13, 2020. The emergency school closure tested all of our patience, skill, and strength as educators, and in many cases, caused us to rethink how we serve kids. In the 2020-2021 school year, we began classes with only 20% of our students learning in the building, with the rest learning remotely. We currently have 14 Kindergarteners, 15 first graders, 20 second graders, and 12 third graders in our elementary classrooms. We also have 25 students from our LEAP program in the building. Our school community is separated for now, but still united in our vision.

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Now, as we begin a school year unlike any other, we are ALL learners. We are re-learning how to teach and how to build relationships. We are learning how to connect with families, how to master new technology, and how to keep students happy and safe. Our path looks different and new challenges have arisen, but our vision remains clear and our resolve is firm. Our students deserve to see that vision realized.

High Leverage Goals

To achieve our vision, the team has set the following high leverage goals for each of the four Turnaround practices.

- *High Leverage Goal 1:* Create professional learning communities that increase educator effectiveness so all students are able to learn at high levels.
- *High Leverage Goal 2a:* 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.
- *High Leverage Goal 2b:* All instructional staff will engage regularly 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 producing grade level work
- *High Leverage Goal 3:* Students receive appropriate, consistent, data informed academic and social-emotional supports, interventions, and enrichments.
- *High Leverage Goal 4:* 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.

Progress Monitoring

High Leverage Goal 1 for Turnaround Practice 1 states that we will: **create professional learning communities that increase educator effectiveness that all students are able to learn at high levels.** In Year 1 of the plan, we worked to achieve our strategic objective that read: Create frequent and systemic CPTs with a focus on the content and process of the collaborative time. A Google calendar was created to schedule CPTs and to ensure that collaborative time was regular and protected. Teachers used the CPT agendas religiously, and all notes were collected in CPT folders on Google drive. These notes included schoolwide norms, agendas, outcomes, and plans for future meetings and events. They also included documentation of data analysis and plans for grouping and regrouping students. For example, teachers in grades 1-4 were able to use Fountas and Pinnell reading assessment data to place students into targeted groups for reading support. Classroom and ESL teachers were able to use ACCESS and F&P data to create groups for target language instruction.

In November of 2019, we were able to add a second EL teacher to our staff. A new schedule allowed EL teachers to see every single EL student on a regular basis, with highest priority given to students who were noted as Level 1 on ACCESS testing, or who were newcomers.

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The second strategic objective for TP 1 called for us to develop a schoolwide approach to using data to make instructional decisions, non-instructional decisions, and for allocation of resources. The greatest challenge in this area are the time constraints of the school day. Teachers have limited time to co-plan lessons, meet with coaches, or analyze data. Some teams do not have regular access to coaches or administrators. Many meetings focused on reactionary topics about events or issues of the day, rather than on the agendas. Some meetings did not have clear agendas. The goal moving forward is to make CPT more effective and efficient. Additions to the CPT process will include regular examination of data (such as iReady) that will be documented in CPT folders, meetings dedicated specifically to the examination of student work, and an established protocol for looking at student work or data.

The High Leverage Goals for Turnaround Practice 2 for the 2020-2021 school year are as follows:

(a): 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.

(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.

One major change this past year was that all teachers were required to write and post content and language objectives for their lessons. Each week, beginning in January of 2020, teachers submitted these content and language objectives to their evaluators (the principal and assistant principal) for feedback. The document to track submission of objectives was used by evaluators to provide feedback.

In working toward our goals of improving instructional practices and aligning lessons to the district curriculum, collaboration among teachers and support for teachers became increasingly important. Coaches were invited to CPT more than in the past, and had the opportunity to work with teams to which they are not typically assigned. Instructional Rounds conducted by Central Office and building administration revealed that when nine classrooms were observed, five classrooms were in the category of 'providing' and four were in the category of 'developing.' There were zero classrooms in the 'sustaining' category for this indicator. BCPS staff is working to create and post strong objectives, but this area does need improvement in order to effectively impact students. During the 2020-2021 school year, the goal is that instructional round data will show that 8 of 10 classroom visits (virtual or physical) will include written/posted content and language objectives.

Our plan deems it essential for all teachers to follow the district curriculum maps in terms of content and pacing. Anecdotally, we can report that most teachers are implementing the district provided units from the Teachers College Reading and Writing Project (TCRWP), but we realize that we do not have the data to ensure accountability or to measure the impact on student progress. Every BCPS teacher who provides ELA instruction attended at least one district provided professional development session to support the use of these units. The Spring 2020 Turnaround Site Visit report suggests that most staff members understand instructional expectations; however, monitoring of schoolwide instructional expectations is inconsistent across the school. Therefore, it is important that during the 2020-2021 school year, Instructional round

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data (virtual or physical) will show that in 8 of 10 classroom visits, the lesson uses district curriculum, and is no more than five days behind or ahead of the curriculum map.

In order to achieve the goal of providing all students with access to the high quality standards based curriculum, it is essential for staff to use strategies to ensure this access. As a participant school in the MTSS Inclusive Practices Academy, the Barlett has made a commitment to using Universal Design for Learning (UDL) in order to provide inclusive instruction. In year one of our participation, our IPA team met regularly with our IPA coach to lay the foundation for making UDL principles a focus for all teachers building-wide for the 2020-21 school year. In pursuit of this goal, a number of professional development opportunities have been made available to Bartlett staff. In the Spring of 2020, 13 teachers completed a graduate course in UDL provided by the IPA coach, and in August of 2020, 14 Bartlett teachers participated in at least one 3 hour PD/Planning session with one of the UDL coaches. At the outset of the 2020-2021 school year, we are again prioritizing professional development in this area. We have the opportunity to engage all staff in a number of different PD opportunities including 30 asynchronous UDL modules. The expectation is that by the end of June, 2021, all staff members will complete at least 20 of the 30 modules.

Measuring impact of these strategies on student achievement will in part come from analyzing iReady data. The expectation is that the iReady assessment will be administered three times during the 2020-2021 school year. After each administration, collecting, analyzing, and using data will be crucial. Teams will create and use an iReady tracking sheet within each grade level folder to note the date that each team met to review data. The sheet will include plans for instruction based on iReady data, and will be updated within two weeks of each iReady test administration.

In the 2019-2020 school year, licensed teachers were required to observe their colleagues in the classroom as a first step in creating a culture of observation and collaboration. We were largely successful in meeting this goal as 37 teachers observed their colleagues. After taking this first step, we will continue to facilitate collaboration and observation by requiring teachers to participate in another round of peer observations (physical or virtual). The team agrees that it is important to encourage critical thinking and reflection in this round of visits, and therefore will require teachers to submit a google form in which they note their purpose for visiting a classroom, and provide a reflection on the impact of the visit.

The High Leverage Goals for Turnaround Practice 3 for the 2020-2021 school year remains as follows: **Students will receive appropriate, consistent, data informed academic and social emotional support, interventions, and enrichment.** Since TP 3 was an area where we did not make significant gains in 2019-20, this year we are leaning into this goal, beginning with the strategic objective that “all teachers will utilize universal academic and social emotional screeners to determine student needs and inform instructional decisions.” Unlike last year, we are beginning the year with access to these screeners, as iReady is available for an October first benchmark and the district has just secured a grant to provide to all schools the DESSA screener for SEL competencies. We will administer the iReady benchmark assessment in ELA and math three times, and we will administer the DESSA screener for SEL competencies at least twice. The data from these screeners will inform our second strategic objective, “All instructional staff will use consistent, systematic intervention supports, both in and outside of the classroom, that match each student’s unique academic and social emotional needs according to the data analyzed.” To that end, in

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the 2020-2021 school year, we are fortunate to be able to offer Lexia to 125 students in the school, whereas in past years we could offer it to only 60. Every elementary student has a license for Reading A-Z to support growth in reading. All students designated as EL will see an ESL teacher on a regular basis. Targeted support for striving readers will again be provided by our tutors. More thorough analysis of iReady data will allow teachers to use the reports from iReady to target support for all students. Scheduled meetings dedicated to examining student work will enable teachers to plan appropriate intervention or enrichment. And to help us with addressing student SEL needs, we are looking to hire an SEL tutor for the first time. To address our final strategic objective for TP 3, “a systematic approach to data analysis is used to identify appropriate interventions and enrichments and monitor student learning, in order to reteach standards from past and missing prerequisite skills and/or to extend the learning,” we will institute a practice of inquiry cycles school-wide. Beginning with our October 7 Early Release PD, BCPS staff will also work to create a ‘culture of inquiry’ in which teachers or teams of teachers identify questions and investigate them in order to impact student learning.

For Turnaround Practice 4, we set the goal as follows: **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, and stakeholders) regarding students’ social emotional needs and inappropriate behaviors.**

There were several successes during the 2019-2020 school year as we re-established our student government in grades 3-8, faithfully participated in Morning Meeting in grades K-4, and posted [behavior expectations](#) in all classrooms and shared spaces. All teachers received training in Second Step, and this program was delivered weekly in grades 1-8. The PBIS teams met regularly, and monitored behavior data each month. Our 2020 TSV report indicated that positive climate and behavior management indicators increased, especially in grades K-3.

One challenge that falls under TP 4 is that staff perceptions of the management of challenging behaviors do not always match SWIS data that tracks student behavior. Staff also feels that there is not enough follow-up or communication in regards to office referrals. PBIS Tier II meetings became sporadic as the year wore on, and the school closure on March 13 brought work to an abrupt halt.

In the 2020-2021 school year, it will be critical to ensure regular SEL lessons whether students are learning remotely or in-person. It will take creativity and communication to plan virtual events and education for families, and to support students who are having difficulties in the remote setting. We will need to engage families more than ever and communicate expectations clearly and regularly. A parent survey in November may provide data and insight into that work. We will continue our commitment to student government in order to encourage student voice and student leadership. Second Step will remain part of our work this year and will be delivered weekly. PBIS teams will continue to meet to review student data and to plan incentives and support. We also have access to the DESSA screener this year, and will use this tool to identify students in need. The schedule for our Middle School now allows for small group support, intervention, and enrichment at least once each week.