



**NBPS School Improvement Plan (SIP)
School Year 2013-2014**

**School's Name: Charles S. Ashley
Date Updated: October 10, 2013**

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development May-September 2013	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> • Alignment between DIP & SIP • SIP development process and principles 	Superintendent	July 8 & 9	Yes
	Complete the DESE Conditions for School Effectiveness Self-Assessment	Principal	June-September	Yes
	Record, review, and analyze key school data	Principals	May-September	Ongoing
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	Yes
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	Yes
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	Yes
Plan Approval September-October 2013	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	Yes
	Review DRAFT with input from the School Council	Principals	Sept	With PATHS
	Submit FINAL SIP to Director of School Support	Principals	On or before Oct 4	<input type="checkbox"/>
	Review and approve SIPs	Superintendent	Oct 14	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Oct 21	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Superintendent	Oct 14	<input type="checkbox"/>
Implementation & Progress Monitoring Oct 2013 – June 2014	School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement <ul style="list-style-type: none"> • School and district generate data for ongoing monitoring • SILT meeting topics focus on: <ul style="list-style-type: none"> – Generating concrete intervention and improvement strategies – Sharing what is working via measurable increases in student learning – Analyzing performance data – Updating data to display and share progress towards goals 	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

Template Modified: 8/21/2013



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Overview of District and School Improvement Planning

Focusing on the "Instructional Core"

The New Bedford Public Schools Accelerated Improvement Plan focuses on the quality of classroom instruction. Building on the same four strategic objectives from previous years, the 2013-2014 Accelerated Improvement Plan focuses on increasing the rigor of classroom instruction in reading, math, and science for all students.

The district's theory of action creates an articulated, coherent strategy for the district. The strategic initiatives included in the AIP focus on the core elements outlined in the district's theory of action that will bring about systemic change and improvement.

Theory of Action

IF the NBPS focuses on and persists in expecting, developing, supervising, and evaluating educators' capacity to deliver rigorous and engaging instruction that is:

- Aligned to state standards,
- monitored so student progress in attaining those standards reaches to a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress
- and evidence of student learning is demonstrated every day in every classroom in every school

THEN student achievement will significantly increase in each New Bedford school and in the New Bedford Public Schools as a district.

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students

Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders

To ensure that principals can easily identify the final outcomes, strategic initiatives, activities, and action steps for which they are accountable, the document uses specific district language and maps early evidence of change and short-term outcomes to the goal-setting process in the educator evaluation cycle. For example:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the



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AIP, and professional practice goals that are aligned with the early evidence of change

These through-lines to school-level and educator-level work will help ensure that the district maintains a narrow yet intense focus on the district’s four strategic objectives.

School Improvement Planning: Each School Improvement Plan in the district aligns to the District Improvement Plan. While each school has its unique character, it is critical for the district to operate as one whole to support all students. The basic principles each school should keep in mind for SIP planning are:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Complete the **DESE Conditions for School Effectiveness Self-Assessment**, prepare/revise accordingly to reflect the planning or implementation of one or more corrective actions or restructuring steps based on NCLB Accountability Status
- Involvement of SILT is integral to the implementation of each schools’ SIP and the AIP
- School suggested ILT members include:
 - Principal
 - School Data Team Representative/TLS
 - One representative from Special Education team
 - One representative from ELL team
 - For Elementary Schools: One representative each from K–2 and 3–5
 - For Secondary Schools: One representative from each content area
 - Representative from Guidance team
 - ‘At large’ representative
- Schools should not take on lots of “other” initiatives, unless a solid plan is in place to achieve the objectives and outcomes laid out in the district plan.

Members of School’s ILT:

Name of Staff Member	Position
Susan Pratt	Kindergarten Teacher
Kimberly LeBlanc	First Grade Teacher
Lisa Docca	Second Grade Teacher
Grace Cabral	Third Grade Teacher
Kelly Pacheco	Fourth Grade Teacher
Nancy Frain	Fifth Grade Teacher
Carol Rheaume	Special Education Teacher
Karen Meyer	Principal



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School Analysis of Needs in Relation to the District Improvement Plan (AIP) *(Include reference to completed DESE Conditions for School Effectiveness Self-Assessment)*

AIP Obj	Strengths	Focus areas
<p>Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency</p>	<p>Students at Ashley School believe they can achieve academically and most expect to go to college. According to the Conditions for School Effectiveness survey, the majority of Ashley teachers feel they deliver effective instruction and that NBPS now has an aligned curriculum that is being implemented K-5. Teachers are held accountable for the learning in their classrooms. Accountability is increasing with the implementation of the educator evaluation system, walk through and rigor rubrics, and the SILT/TCT cycle for using data to guide instruction and differentiation. Teachers are developing 6 week unit plans to regulate rigor and build stamina through connected lesson design and essential questions.</p> <p>MCAS data over 4 years shows no consistent pattern over time. Grade 3 ELA CPI has consistently passed the district and in 2013 beat the state by 4.9 points, Grade 4 varies up and down from 71.5 to 81.7 and 75.6 in 2013, Grade 5 dropped 3.7 points from 2012 to 2013 but beat the state both years.</p> <p>MCAS Math score over 3 years in grade 3 show declining scores in the mid to low 80s until a jump to 93.4 in 2013, 9.1 points over the state. Grade 4 has gone up and down with a low score of 72.6 in 2013. Grade 5 shows an overall improvement from 69.2 to 76.2 with a drop from 2012 of 9.5 points.</p> <p>MCAS Science scores are up and down with a 2013 score of 83.3.</p>	<p>Continue 6 week planning work by grade level teams, begin to add cross curricular and cross grade input.</p> <p>MCAS patterns over 4 years shows an up and down pattern over 4 years in MCAS ELA CPI. Grade 4 is the weak link and focus is on them for the 2013-14 school year. Their lowest scores were in the area of Knowledge of Language. Grade 4 Math focus is on Measurement and Data while Grade 5 focus is on fractions; common assessments in these areas will help to monitor student knowledge and performance in these target areas.</p> <p>Ashley had a SPED population of 16/140 MCAS students in spring 2013. In September of 2013 we added 24 substantially separate SPED students in grades 3-5. Careful attention must be paid to monitoring the benchmark data for these students and to ensuring a rigorous standards based curriculum that challenges each student to their personal best. In 2013 our SPED population had an average CPI of 51.6 compared to the non-SPED CPI of 87.7. In Math, the SPED student CPI was 50 compared to the non-SPED score of 86.3.</p>
<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<p>Ashley School administers state, district, common, and teacher developed assessments. Based on the CSE Self-Assessment, the majority of teachers believe there is a balanced system of formative and benchmark assessments and a system in place to analyze that data to make instructional decisions and plans. The school uses data from a variety of district assessments to monitor student progress and provide targeted instruction and support.</p> <p>The formalization of the data process, adequate professional development, and teacher support of</p>	<p>There is a definite need for teachers to work together to develop common assessments in a variety of targeted areas determined by data.</p> <p>Rigorous instruction guided by questions requiring higher order thinking needs a new level of unit planning rather than individual lessons.</p> <p>The essential question as a guide to instruction needs to be implemented in each instructional unit.</p> <p>Share data scoreboard with families.</p>



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	<p>using common planning time to look at data has moved the culture of data forward.</p> <p>Correlation of data between various assessments is in early phase of delivery.</p> <p>Data scoreboard is visible and obvious to staff</p> <p>Students monitored by trimester to monitor individual progress</p>	<p>2013 BOY Benchmark Averages:</p> <p>Grade 2, ELA 64.33%, Math 60.02%</p> <p>Grade 3, ELA 59.51%, Math 59.71%</p> <p>Grade 4, ELA 63.38%, Math 59.90%</p> <p>Grade 5, ELA 67.28%, Math 52.71%, Science 46.94%</p>
<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<p>K-5 focus on mastery objectives developed by grade level teams in collaboration to ensure equivalent expectations across grade levels.</p> <p>6 out of 20 teachers bring the advanced training and expertise of being a coach to the school and classroom. These teacher leaders are willing to share their advanced training in both formal and informal professional development.</p> <p>Peer observations started in 2012-2013 and will expand in 2013-2014 to include 50% of staff</p> <p>Responsive Classroom practice builds classroom communities of trust and confidence so that students will take risks with their learning and teachers can focus on instruction rather than management</p>	<p>Build on educator evaluation system as tool to improve instruction</p> <p>Use rigor rubric to improve rigor in all subjects at all levels</p> <p>Build on beginnings of peer observation from 2012-2013 to increase collaboration between grade levels. Collaboration within grade levels is well entrenched.</p>
<p>Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders</p>	<p>Using the Conditions for School Effectiveness Self-Assessment, 100% of teachers rated Ashley School as Providing a safe school environment and 16/17 teachers rated Ashley as Providing in developing strong working relationships with families to support student's academically and socially.</p> <p>Parent volunteers support library, book fair, and various family activities. Volunteer training with other North End Feeder Schools provided to support parent volunteers in the schools.</p>	<p>Continue to build parent group, look into electronic support of information delivery.</p> <p>Put trained parent volunteers into classrooms to support literacy block. Develop parent literacy volunteer training program and implement.</p>



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WHAT WE WILL ACHIEVE (Elementary Schools)

DISTRICT & SCHOOL Improvement Plan FINAL OUTCOME 1.1:

All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

Short-Term Outcomes 1.1 (Student Learning Goals)

[Administrator and teacher student learning goals will be aligned to these outcomes.]

DIBELS

- From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest
- From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score

GALILEO

- From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math
- From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math

DISTRICT WRITING BENCHMARKS

- From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
- From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments

HOW WE WILL GET THERE

STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES

Early Evidence of Change (Examples of Professional Practice Goals)

[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]

- By MOY 100% of K-5 teachers will score at least Proficient on the school learning walk look fors for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)
- By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software.
- By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator's evidence collection
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.



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Objectives 1-3

SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)	OWNER	TIMELINE
<p><i>Ashley School will:</i></p> <p><i>Decrease by 25% the number of students not proficient or advanced on ELA and Math Galileo BOY Benchmarks by the MOY 2013-2014 in grades 2-5.</i></p> <p><i>Decrease by 40% the number of students not scoring proficient or advanced on ELA and Math Galileo BOY Benchmarks by the EOY 2013-2014 in grades 2-5.</i></p> <p><i>Decrease by 40% the number of students not scoring proficient or advanced on 2014 ELA and Math MCAS based on the 2013 MCAS in grades 3-5.</i></p>	<p>Implement a rigorous ELA and Math Curriculum in grades 3-5</p> <ul style="list-style-type: none"> • Implement the ELA and Math instructional blocks with focus on both whole and small group instruction based on Common Core Standards • Provide professional development and resources on using the Daily 5, Workshop Model for instruction in ELA and Math, Keys to Literacy strategies, Anchor Charts, and flexible grouping • Conduct learning walks and observations for evidence of rigorous learning through use of NBPS Rigor rubrics • Conduct learning walks and observations for evidence of Literacy Block implementation using the Literacy Block walkthrough protocol • Provide opportunities for teachers to participate in learning walks with principal to observe best practices for Literacy Block <p>Provide extra supports and interventions for students in ELA and Math</p> <ul style="list-style-type: none"> • Analyze student performance on MCAS and BOY benchmarks to 	<p><i>Teachers</i></p> <p><i>SILT, TCT, Principal</i></p> <p><i>SILT, Principal</i></p> <p><i>Teachers, Principal</i></p> <p><i>Teachers</i></p>	<p>Bi-monthly meetings 9/13-6/14</p> <p>October 24 and on-going monthly focus</p> <p>Twice monthly On-going 9/13-6/14</p> <p>Twice monthly 10/2013-6/2014</p> <p>As possible</p>



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	<p>identify students not proficient or advanced</p> <ul style="list-style-type: none"> • Further analyze student performance on benchmarks to determine instructional and differentiation needs by grade, class, and individual • Provide intervention support to at risk students during literacy and math blocks • Provide professional development and resources to increase interventions available to students • Utilize research based intervention strategies and computer based programs to support at risk students • Monitor progress and readjust interventions as needed to meet student needs 	<p><i>SILTs</i></p> <p><i>Principal, SILT, TCT</i></p> <p><i>Teachers</i></p> <p><i>SILT, Principal, Teacher Leaders</i></p> <p><i>TCT, Teacher</i></p> <p><i>TCT, Teachers</i></p>	<p>October</p> <p>January through June</p> <p>Daily</p> <p>October 24</p> <p>Ongoing through year</p> <p>August - October</p>
<p><i>Ashley School will:</i></p> <p><i>Increase by 5% the number of students scoring advanced on ELA and Math Galileo Benchmarks by the MOY in grades 3,4,5.</i></p> <p><i>Increase by 10% the number of students</i></p>	<p>Target students who missed MCAS Advanced by 1 or 2 questions in 2013 for improvement.</p> <ul style="list-style-type: none"> • Determine students missing Advanced using EDWIN programs • Track MCAS Target students from BOY to MOY to EOY on Galileo Benchmarks tracking for progress toward goal • Provide interventions or enrichment as determined through SILT/TCT benchmark 	<p><i>Principal</i></p> <p><i>SILT, TCT, Teachers, Principal</i></p> <p><i>Principal</i></p>	<p>August/September with data shared during October</p> <p>October through June</p> <p>November</p>



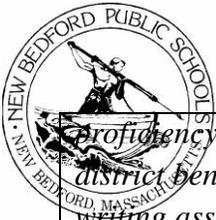
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<p><i>advanced on ELA and Math Galileo Benchmarks by the end of the 2013-2014 school year in grades 3,4,5.</i></p> <p><i>Increase by 10% the number of students scoring advanced on 2014 MCAS in grades 3,4,5.</i></p>	<p>data analysis by student</p> <ul style="list-style-type: none"> • Provide computer support through on-line programs • Provide encouragement and close Galileo benchmark monitoring to and with students throughout year; • Involve families in progress by sharing of data. 	<p><i>Principal</i></p> <p><i>Principal</i></p> <p><i>Principal</i></p>	<p>November</p> <p>October, February, June</p> <p>October 16</p>
<p><i>Ashley School will:</i></p> <p><i>Decrease by at least 25% the number of students not meeting benchmark on <u>DIBELS</u> repeated subtests from BOY to MOY in grades K-2</i></p> <p><i>Decrease by at least 40% the number of students not meeting benchmark on <u>DIBELS</u> composite from BOY to EOY in grades K-2</i></p>	<p>Implement a rigorous ELA Curriculum in grades K-2</p> <ul style="list-style-type: none"> • Implement the ELA instructional block with focus on both whole and small group instruction based on Common Core Standards • Provide professional development and resources on using the Daily 5, Workshop Model for instruction in ELA, Keys to Literacy strategies, Anchor Charts, and flexible grouping • Conduct learning walks and observations for evidence of Literacy Block implementation using the Literacy Block walkthrough protocol • Provide opportunities for teachers to participate in learning walks with principal to observe best practices for Literacy Block <p>Provide interventions and support to students not proficient on district fluency benchmark</p> <ul style="list-style-type: none"> • Identify students not reaching 	<p><i>Teachers</i></p> <p><i>SILT, Principal, Teacher Leaders</i></p> <p><i>Principal</i></p> <p><i>Principal</i></p> <p><i>Principal, SILT, Teachers</i></p>	<p>September through June</p> <p>October 24</p> <p>Twice monthly October through June</p> <p>January through June</p>



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	<p>80% ile on DIBELS BOY benchmark</p> <ul style="list-style-type: none"> Utilizing the TCT protocols, provide targeted Tier 2 and 3 support through Literacy Block small group instruction to identified students Progress monitor all students according to district schedule Progress monitor benchmark students once a month to ensure maintenance Monitor progress of assessment and progress monitoring Share data and intervention materials with families for all students 	<p><i>TCT</i></p> <p><i>Teachers, TCT</i></p> <p><i>Teachers</i></p> <p><i>Principal</i></p> <p><i>Principal, TCT, Teachers</i></p>	<p>October 2, 4</p> <p>Ongoing October through June</p> <p>Weekly, bi-weekly, or monthly depending on level from September BOY through June EOY</p> <p>Monthly</p> <p>Three times per year at BOY, MOY, and EOY</p>
<p><i>Ashley School will:</i></p> <p><i>Decrease by 25% the number of students not meeting proficiency on the district benchmark writing assessments from BOY to MOY in grades K-5.</i></p> <p><i>Decrease by 40% the number of students not meeting</i></p>	<p>Students will be provided with writing instruction and targeted support through use of the Writing Workshop</p> <ul style="list-style-type: none"> Provide rigorous standards based writing instruction in every classroom every day Use Writer’s Workshop through the Literacy Block to improve writing skills using skills learned in whole class instruction through individual practice, peer editing help, and writing conferences with teacher Students will use criteria of 	<p><i>Teachers</i></p> <p><i>Teachers and students</i></p>	<p>Daily during the writing block section of the Literacy Block from September to June.</p> <p>Ongoing by</p>



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Proficiency on the district benchmark writing assessments from BOY to EOY in grades K-5.

success and grade level writing expectations to guide their writing and rubrics to self-assess their own work

- Submit scored monthly Open Response samples to principal, after reviewing with the TCT Looking at Student Work Protocol and developing short-term action steps to inform instruction
- Monitor class and student progress using Keys to Literacy strategies through monthly Open Response samples K-5 due to principal.

Teachers and Students

Teachers and Principal

Principal

assignment

October through May

October through May



WHAT WE WILL ACHIEVE

DISTRICT & SCHOOL Improvement Plan FINAL OUTCOMES 4.1& 4.2

By EOY, all schools and classrooms will have a welcoming environment, as measured by

A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments

Short-Term Outcomes 4.1 & 4.2 (Student Learning Goals)

Objective 4 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

STRATEGIC INITIATIVE 4.1

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

Early Evidence of Change 4.1 (Professional Practice Goals)

- By MOY, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks and community feedback
- By MOY, over two-thirds of families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences
- By MOY, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured on the Massachusetts TELL survey

STRATEGIC INITIATIVE 4.2

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

Early Evidence of Change 4.2 (Professional Practice Goals)

- By the end of October, baseline data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.
- By MOY all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for NBPS, as measured by collection of agendas, meeting materials, etc.



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Objective 4



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SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)	OWNER	TIMELINE
<p><i>Ashley School will:</i></p> <p><i>Increase family awareness of events and important information resulting in an EOY 70% increase in positive family/school relations and level of comfort with school verified by improved survey results.</i></p>	<ul style="list-style-type: none"> • “Sunday Night Sound Bite” sent out on IAlert to inform families of events and activities throughout the next week. • Website updates monthly. • Provide relevant information about education, assessment, and Ashley School at a monthly coffee hour • Teachers maintain records of family contact showing minimum of twice monthly contact per student in class to show as evidence of family engagement on educator evaluations • Involve families in student learning through annual K-5 Science Fair. Meet with student/family teams every 2 weeks to provide on-going support and pacing guidance to ensure project completion. 	<p><i>Principal, Tech Services</i></p> <p><i>SAC and Parent Group co-webmasters</i></p> <p><i>Principal, PATHS Group</i></p> <p><i>Teachers</i></p> <p><i>BSU Student teachers, Principal</i></p>	<p>Start November 1</p> <p>Monthly</p> <p>Monthly</p> <p>Ongoing with monthly data collection for Ed Eval</p> <p>March through April</p>
<p><i>Ashley School will:</i></p> <p><i>Increase attendance K-5 by 0.25% from 2012-13 by the MOY and 0.5% by the EOY year.</i></p>	<ul style="list-style-type: none"> • Reconvene FACTS Team for monthly meetings to address chronic attendance concerns with families of individual students. Students of concern determined by weekly attendance reports on IPASS. • Recognize children and families for good attendance. • Develop and build lunch bunch program to reach students at risk through a relationship with peer 	<p><i>SAC, Secretary</i></p> <p><i>Secretary, Principal, NBPS</i> <i>New Bedford Public Schools 14</i></p> <p><i>Principal, BSU</i></p>	<p>2nd Wed of month September through June</p> <p>By trimester</p> <p>October</p>



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	models guided by school adults.	<i>student teachers, paras</i>	through June
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