

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

School's Name: Keith Middle School
Date Updated: October 10, 2013

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development <i>May-September 2013</i>	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	<input type="checkbox"/>
	Record, review, and analyze key school data	Principals	May-September	<input type="checkbox"/>
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	<input type="checkbox"/>
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	<input type="checkbox"/>
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	<input type="checkbox"/>
Plan Approval <i>September-October 2013</i>	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	<input type="checkbox"/>
	Review DRAFT with input from the School Council	Principals	Sept	<input type="checkbox"/>
	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 <i>Oct 2013 – June 2014</i>	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

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

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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

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

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.

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

Members of School's ILT:

Name of Staff Member	Position
Peter Sykes	Principal
John Lima	Assistant Principal
Nora DuPont	Assistant Principal
Charlene Charette	Teaching and Learning Specialist
Keeley Maranhas	Grade 8 Science Teacher
Kathryn Bennett-Weber	Grade 7 Special Education Teacher
Margo Moore	Grade 8 ELA Teacher
Kerrie McNamara	Grade 6 Math/Science Teacher
Karla Ayers-Tedeschi	Grade 7 Science Teacher

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

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 Keith Middle School 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>Trends in MCAS over the last three years show that proficient/advanced students in ELA increased by 3 percent in 6th grade, but decreased in 7th and 8th grade by 8 percent and 4 percent respectively. The number of students in the needs improvement/warning categories has decreased by 4 percent in 6th grade</p> <p>Trends in MCAS math scores over the last three years show the advanced /proficient students have stayed the same in 6th grade and increased in 8th grade by 3 percent. In the needs improvement/warning categories, students in 6th grade have again stayed the same and 8th grade dropped by 2 percent.</p> <p>According to the <i>Conditions for School Effectiveness Survey</i> teachers see their instruction as being rigorous.</p>	<p>The number of students in the needs improvement/warning categories in MCAS ELA increased in 7th grade by 7 percent and 8th grade by 4 percent.</p> <p>Trends in MCAS math scores over the last three years show the advanced/proficient students have dropped by 2 percent, 7th grade increased by 2 percent in the needs improvement/warning categories</p> <p>Strengthen ELA and math instruction by:</p> <ul style="list-style-type: none"> • aligning lesson plans to common core standards • using Galileo and MCAS data to identify priority standards and drive instruction • delivering PD in the area of data analysis <p>According to the <i>Conditions for School Effectiveness Survey</i> teachers see their instruction as being rigorous but our MCAS scores continue to drop.</p>
<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<p>Math teachers have been using <i>Looking at Student Work</i> protocol with Galileo data. Math Plus has been established for 90% of students to offer additional math teaching time. In addition, the enrichment time has been added to the student schedules to offer Tier II instruction to at-risk students.</p> <p>According to the <i>Conditions for School Effectiveness Survey</i> teachers feel they analyze and use assessment data effectively.</p>	<p>Design a working data wall in data room to display and study trends in MCAS and Galileo data.</p> <p>Use <i>Looking at Student Work</i> protocol for all content areas to identify root causes of why students struggled in priority standards.</p> <p>Develop and implement a Short-Cycle Action Plan that can be monitored by administration during walk-throughs.</p> <p>According to the <i>Conditions for School Effectiveness Survey</i> teachers feel they analyze and use assessment data effectively, but our MCAS and Galileo scores are not climbing.</p> <p>According to the <i>Conditions for School Effectiveness Survey</i> teachers feel they do not have enough time to access PD and find the PD system to be ineffective.</p>
<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<p>Results from last year's district learning walks showed a slight increase (BOY-EOY) in the rigor of instruction in the content classes.</p> <p>According to the <i>Conditions for School Effectiveness Survey</i> teachers feel their students have adequate learning time and that tiered instruction is evident on a regular basis.</p>	<p>Present PD on how to implement Tier II and Tier III instruction, including updated differentiated instruction practices.</p> <p>According to the <i>Conditions for School Effectiveness Survey</i> teachers see their instruction as being effective and rigorous with most curriculum areas aligned to the common core but our MCAS scores continue to drop. In addition, there is very</p>

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

		little evidence of Tiered Instruction or student centered learning in learning walk results.
<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>According to the <i>Conditions for School Effectiveness Survey</i> teachers agree that their students’ social, emotional, and health needs are met. They also believe that families are engaged in the school .</p> <p>All students have received new agenda books at the beginning of the year. For two-way communication with the parent. They also a student handbook with the policies and procedures of the NBPS district and Keith Middle School.</p> <p>Student recognition for good citizenship, attendance and achievement began last year. Events that were held last year and will continue this year include, a school-wide Science Fair, Captain’s Night to recognize students that exemplify the qualities of a Keith Captain, school dances, band and chorus concerts at least twice a year, Parent-Teacher Organization monthly meetings, field day/community day, drama club presentation, middle school team sports such as soccer and basketball, Open House, Algebra I Parent Night, Book Fair and Talent Show night.</p>	<p>Our percentage of parent involvement for all after school events will increase by 50% due to our diligent attempts to notify parents via letters home flyers, and parent contact through email and phone calls.</p>

WHAT WE WILL ACHIEVE (*Secondary Schools*)

DISTRICT AND SCHOOL Improvement Plan FINAL OUTCOMES 1.2

All secondary schools will reduce by at least 40% of the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year

Because 2013-14 drop-out and graduation data is not made available until January 2015, the following indicators provide a proxy for measuring drop-out rate:

- A) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013
- B) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation

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(Student Learning Goals)

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

- From the BOY to MOY, reduce by 25% the # of students not proficient on Galileo in grades 6-10
- From the BOY to EOY, reduce by 40% the # of students not proficient on Galileo in grades 6-10
- Reduce the number of Ds and Fs given at the end of each quarter compared to the previous quarter by 25% in English and math courses in grades 6-9

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

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 the end of September 2013, all at-risk students in grades 6-10 will be identified as “at-risk” using previous year’s grades and other early warning signs
- 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 to help students master the content
- By the end of each quarter, each school will identify the at-risk students in grades 6-10 using early warning signs and create differentiated action plans to target student needs

Objectives 1-3

Guidance on Activities and Action Steps:

- Refer to objective 1, 2, and 3 in the AIP to build your action plan
- The action plan must include these key “buckets” of activities:
 - Training, implementing, and monitoring the ELA lesson frameworks in K-5
 - Setting expectations for SILT and TCTs aligned to AIP, ensuring that they implement the protocol, monitoring that data-driven decisions are implemented and assessed for impact in the classroom
 - Defining, training, and supervising rigorous instruction
 - Defining, training, and supervising using data to inform instruction
 - Ensuring any and all training impacts the classroom



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>Keith Middle School will reduce by 40% the number of students who are not proficient or advanced on the 6th, 7th, and 8th grade ELA, Math, and Science MCAS exams by the end of the school year.</p> <p>1. Keith Middle School will reduce by 25% the number of students who are not proficient on the MOY 6th, 7th, and 8th grade ELA and Math Galileo benchmark exams and 8th grade science Galileo benchmark exams.</p> <p>2. Keith Middle School will reduce by 40% the number of students who are not proficient from the BOY-EOY 6th, 7th, and 8th grade ELA and Math Galileo benchmark exams and 8th grade science Galileo benchmark exams.</p>	<p>Establish a system for identifying students who are at-risk of falling or needs improvement on MCAS.</p> <ul style="list-style-type: none"> Evaluate EWIS, MCAS, and Galileo data at SILT meetings to identify at-risk students for enrichment classes. Conduct weekly content (TCT) and team meetings to identify and monitor progress of all students by using current MCAS and most recent Galileo data and monitored by TCT agenda to be reviewed by building principal. Assess the rigor of classroom instruction by completing 10 mini observations per week with feedback to teacher observed no more than two days later so that feedback will lead to more effective, rigorous instruction with targeted or focused areas of growth. Provide Professional Development and resources on Mastery Objectives and Higher Order Thinking skills at assistant superintendent meeting and at weekly TCT meetings. <p>Strategically assign “at-risk” students to the appropriate intervention and remediation programs with content-strong teachers (Read 180, Systems 44, APEX On-Line Learning, Enrichment Classes).</p> <ul style="list-style-type: none"> Assign students, based on action plans of TCT and SILT meetings, to groups consistent with student needs to work with content teachers during enrichment time. Meet with at-risk students and their team of teachers on a weekly basis to develop action plans, monitor progress, and discuss concerns. <p>Reassign students to the appropriate interventions based on formative assessment data throughout the year.</p> <ul style="list-style-type: none"> Implement Galileo formative assessments in all content areas to gauge progress of at-risk current and future populations of students. Monitor student progress to ensure that struggling students improve on formative assessments after each formative assessment cycle; that newly-identified struggling students receive additional support; and that students who no longer need remediation or intervention services are removed from the class and placed 	<p>Principal, Assistant Principals, TLS</p> <p>TLS and all 6th, 7th, and 8th grade content teachers</p> <p>Principal and Assistant Principals</p> <p>Assistant Superintendent and TLS</p> <p>SILT, TLS, 6th, 7th, and 8th grade content teachers and Guidance Counselors</p> <p>Guidance Counselors</p> <p>All 6th, 7th, and 8th grade content teachers</p> <p>All 6th, 7th, and 8th grade content teachers and TLS</p>	<p>September – June monthly</p> <p>September – June weekly</p> <p>September – June 10 times weekly</p> <p>October 7, 2013 and October – June weekly</p> <p>September 30, November 7, January 31, April 17</p> <p>September-June weekly</p> <p>September – June monthly</p> <p>October – June monthly</p>

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

<p>3. Reduce the number of Ds and Fs given at the end of each quarter compared to previous quarters by 25% in all content areas.</p>	<p>in an appropriate setting.</p> <ul style="list-style-type: none"> Review report card grades at TCT meetings to monitor progress in content areas. Assign/reassign at-risk students to intervention as needed. 	<p>TLS, 6th, 7th, and 8th grade content teachers and Guidance Counselors</p>	<p>November, January, April, and June</p>
<p>4. Keith Middle School will reduce by 25% the number of students who are not proficient on the MOY 6th, 7th, and 8th grade ELA, Math, Social Studies and Science open response writing benchmark exams.</p> <p>5. Keith Middle School will reduce by 40% the number of students who are not proficient from the BOY-EOY 6th, 7th, and 8th grade ELA, Math, Social Studies, and Science open response writing benchmark exams.</p>	<p>Focus on writing in all content areas.</p> <ul style="list-style-type: none"> Evaluate open response writing benchmark data at SILT meetings to identify at-risk students for enrichment classes. Conduct weekly content (TCT) and team meetings to identify and monitor progress of all students by using most recent open response writing benchmark data. Monitor student progress monthly on writing across the curriculum using Looking at Student Work protocol. Provide Professional Development and resources on <i>Keys to Literacy, Answer Key to Open Response.</i> Monitor the implementation of <i>Keys to Literacy</i> to include the review of lesson plans, classroom observations, and the analysis of teacher formative and summative assessments. 	<p>TLS and all 6th, 7th, and 8th grade content teachers</p> <p>TLS and all 6th, 7th, and 8th grade content teachers</p> <p>TCT</p> <p>Principal</p> <p>Principal, Assistant Principals, TLS</p>	<p>September, November, April, June</p> <p>September, January, June</p> <p>November -June</p> <p>October 24, 2103</p> <p>October – June weekly</p>
<p>1. Keith Middle School will reduce by 25% the number of students who are not proficient on the MOY 6th, 7th, and 8th grade ELA and Math Galileo benchmark exams and 8th grade science Galileo benchmark exams.</p> <p>2. Keith Middle School will reduce by 40% the number of students who are not proficient from the BOY-EOY 6th, 7th, and 8th grade ELA and Math Galileo benchmark exams and 8th grade science Galileo</p>	<p>SILT and 100% of TCT teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling learners.</p> <ul style="list-style-type: none"> Administer ELA and Math district benchmarks 3 times per year in grade 6, 7, and 8. Administer Science district benchmarks 3 times per year in grade 8. Administer unit common assessments in all content areas that are 100% aligned with the common core curriculum. <p>Implement a common data inquiry cycle and protocol at the school level (SILT) and grade level (TCT).</p> <ul style="list-style-type: none"> Define the purpose, roles, and responsibilities for the school SILT team and TCT grade level teams. Construct a data wall for students in grades 6-8 which will link the individual students to their data in a working visual display. Establish meeting schedules for SILT and TCT 	<p>TLS, all 6th 7th, and 8th grade math and ELA teachers</p> <p>TLS and all 8th grade science teachers</p> <p>TLS and all 6th, 7th and 8th grade content teachers</p> <p>SILT, TLS and all 6th, 7th, and 8th grade content teachers</p> <p>SILT</p> <p>SILT, TLS and all 6th, 7th, and 8th grade</p>	<p>Sept 10, Jan 29, June 3</p> <p>Sept 10, Jan 29, and June 3</p> <p>November, February, April</p> <p>September 11 & 23, 2013</p> <p>October 1 – November 1, 2013</p> <p>First day of</p>

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

benchmark exams.	<p>to align with the data cycle.</p> <ul style="list-style-type: none"> Analyze data at grade level content teams to identify strengths, trends, and focus areas to develop action plans which include instructional strategies and best practices to meet student needs. Use <i>Looking at Student Work</i> protocol at TCT and content meetings to analyze Open Response writing benchmarks and implement <i>Short-Cycle Action Plans</i> to improve instruction and student achievement. 	<p>content teachers</p> <p>TLS and all 6th, 7th, and 8th grade content teachers</p> <p>TLS and all 6th, 7th, and 8th grade content teachers</p>	<p>every month Sept – June</p> <p>September – June weekly</p> <p>September – June weekly</p>
<p>Keith Middle School will meet an annual attendance target of at least 95% for students in grades 6-8 by the end of the 2013-2014 school year.</p>	<ul style="list-style-type: none"> Implement an auto-alert system to inform parents/guardians that their student is absent so that interventions can begin at home by an accountable adult within the household. Post monthly attendance charts in each homeroom and monitor progress. Submit charts to floor administrators at the end of each month. Students identified as at-risk with high absenteeism will be monitored/addressed by the school attendance officer. Recognize students with perfect attendance for the term and school year as identified by Ipass data. Compete by homeroom and grade level for best attendance trophy for each month of school. Establish new absentee/tardy policy to hold students accountable for their attendance during the school year. Policy will be implemented to include bi-weekly Friday afternoon detentions 2:30-4:30. 	<p>Principal</p> <p>6th, 7th, and 8th grade homeroom teachers, Assistant Principals, Attendance Officer</p> <p>Assistant Principals and Principal</p> <p>6th, 7th, and 8th grade homeroom teachers, Principal, and Assistant Principals</p>	<p>September – June daily</p> <p>September – June monthly</p> <p>Nov 7, Jan 31, Apr 16, & June 18</p> <p>Oct 7 Oct– June, Friday afternoons, biweekly</p>

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)

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

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

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

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

SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in final outcomes 4.1& 4.2)	OWNER	TIMELINE
<p>Over 70% of families responding to a survey will rate Keith Middle School and student’s classrooms as welcoming environments.</p>	<p>Keith Middle School will provide a welcoming environment as measured by 2-way communication and resolving issues with families fairly and equitably.</p> <p>Develop and administer school climate survey for parents and school staff to analyze results for developing an action plan that addresses challenges. Monitoring will include tabulating responses and sharing results in a written format with parents.</p> <p>Create and maintain a parent contact log whereby emails, phone calls and parent meetings are logged and then monitored by floor administrators by reviewing log on a monthly basis.</p> <p>Maintain school website to include school events and contacts with staff.</p> <p>Develop quarterly newsletter to inform parents about new initiatives and school events</p> <p>Implement an auto-alert system to inform parents/guardians that their student is absent so that interventions can begin at home by an accountable adult within the household. The auto-alert system will be use to communicate other relevant school information to parents/guardians so that the communication lines between school and households is pro-active and consistent to all households within our school community.</p> <p>Instruct students to use the agenda book for communication home for homework, tests, quizzes, projects, and important school events monitored by each classroom teacher on a daily basis. Encourage parents to communicate back to teachers in the agenda book at Open House. Teachers will monitor parent use of agenda book on a daily basis.</p>	<p>School Climate and Culture Committee</p> <p>All 6th, 7th, and 8th grade content teachers, unified arts teachers, Guidance Counselors, Nurses, Principal and Assistant Principals</p> <p>Instructional technology teachers</p> <p>All 6th, 7th, and 8th grade teacher teams, TLS, Principal, club advisors</p> <p>Principal</p> <p>All 6th, 7th, and 8th grade homeroom teachers</p> <p>All 6th, 7th and 8th</p>	<p>Nov 6 and April 16</p> <p>September - June Daily</p> <p>Sept –June monthly</p> <p>Nov 6, Jan 30, April 16, and June 19</p> <p>October 2013- June 2014 daily</p> <p>September 24, 2013 – June 19, 2014 daily</p>

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

	Conduct Science Fair for students to display science projects in an evening event.	grade Science teachers	June 10, 2104
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