



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

**School's Name: New Bedford High School  
Date Updated: October 14 2013**

**Timeline and Process Checklist**

<b>Overall Timeline</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>By When</b>	<b>Complete?</b>
Plan Development  May-September 2013	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> <li>• Alignment between DIP &amp; SIP</li> <li>• SIP development process and principles</li> </ul>	Superintendent	July 8 & 9	Yes
	Complete the <b>DESE Conditions for School Effectiveness Self-Assessment</b>	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  September-October 2013	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  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"> <li>• School and district generate data for ongoing monitoring</li> <li>• SILT meeting topics focus on:               <ul style="list-style-type: none"> <li>– Generating concrete intervention and improvement strategies</li> <li>– Sharing what is working via measurable increases in student learning</li> <li>– Analyzing performance data</li> <li>– Updating data to display and share progress towards goals</li> </ul> </li> </ul>	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.



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**Members of School's ILT:**

<b>Name of Staff Member</b>	<b>Position</b>
Andrew Kulak	Headmaster
Christopher Costa	Assistant Headmaster
Kathryn Rezendes	Housemaster-Green
Rosamaria Carlozzi	Housemaster-Tan
Judith Lima	Housemaster-Blue
Bernadette Coelho	Registration/Pathways/Data Team
Carrie Cetenich	Dean of Students
Dale Richter	Supervisor of Special Education
Sandra Cunha	SEI/ELL
Marcia Letourneau	Math/Data Team
Praveen Singahl	Science/Tech/Data Team
Marcia Letourneau	Math/Data Team
Paula Browne	ELA/Data Team
Jeanne Bonneau	Math/Consultant

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

<b>AIP Obj</b>	<b>Strengths</b>	<b>Focus areas</b>
<p><b>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</b></p>	<ul style="list-style-type: none"> <li>• Staff development of lessons that are matched to appropriate curricula/frameworks</li> <li>• Established school-based and district-based learning walk protocol</li> <li>• MCAS ELA achievement exceeded CPI target for 2013</li> <li>• Three year trend up in cumulative attendance rate from 84.2% in 2011 to 90.4% in 2013</li> <li>• Three year trend down in grade nine retention rate from a high 25% in 2011 to 22.7% in 2013.</li> <li>• Three year trend down in the percent</li> </ul>	<ul style="list-style-type: none"> <li>• Three year trend in MCAS ELA Growth results have shown an increase from a low of 27 in 2012 to 40 in 2013 but still lags behind the state median of 51 for 2013.</li> <li>• Three year trend in MCAS ELA achievement for all students shows an increase of the number of students scoring advanced and proficient from 59% in 2011, 64% in 2012, and 71% in 2013 but lag behind the state of 91% in 2013.</li> <li>• Three year trend in MCAS Math Growth results have shown an increase from a low of 18 in 2012 to 25 in 2013 but still lagging significantly behind the state of 51 for 2013.</li> <li>• The three year trend in MCAS Math</li> </ul>



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	<p>chronically absent from a high of 53.1% in 2011 to 34.9% in 2013.</p> <ul style="list-style-type: none"> <li>• Three year trend down in NBHS dropout rate from a high of 6.7% in 2010 to 5.3% in 2012.</li> </ul>	<p>achievement for all students shows 6</p> <ul style="list-style-type: none"> <li>• According to the DESE Conditions for School Effectiveness Survey, less than 10% of staff reported as <i>Providing</i> or above for taught curriculum. As a result, we need to evaluate and complete missing curricula and maps for all core subjects.</li> <li>• Focus on grade nine retention rate (22.7% in 2013) as a link to graduation and dropout. NBHS overall retention rate of 14.5 in 2013 lags significantly behind the state.</li> <li>• Graduation rate of 55% for all students in 2012.</li> <li>• Dropout rate of 5.3% in 2012 lags behind the state of 2.5%.</li> </ul>
<p><b>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<ul style="list-style-type: none"> <li>• Established SILT</li> <li>• Comprehensive SILT meeting protocol</li> <li>• Grade 9 and 10 Galileo assessments aligned to standards and grade-level outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Execute Galileo Benchmark and common assessments with fidelity</li> <li>• Develop and administer common formative assessments using Galileo program</li> <li>• Communicate school and classroom level Galileo assessment data to teachers</li> <li>• Create and follow common data cycle and protocol with action plan outcomes</li> <li>• According to the DESE Conditions for School Effectiveness survey, only 12% of staff reported as <i>Providing</i> or above for all three indicators of Student Assessment (Assessment Systems, Analysis of assessment data, and Use of assessment data. As a result, we are in need of implementing an common formative assessments and an effective cycle of data analysis and data driven decisions</li> </ul>
<p><b>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</b></p>	<ul style="list-style-type: none"> <li>• Supervision and Evaluation system tied to student results and staff growth</li> <li>• Established Rigor Rubric for classroom observations and feedback</li> <li>• District defined classroom based Rigor with related rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on increasing Rigorous instruction in every classroom</li> <li>• Providing quality feedback to teachers and administrators related to rigorous instruction.</li> <li>• Develop feedback cycle using the School-learning walk protocol and Rigor Rubric</li> <li>• According to the DESE Conditions for School</li> </ul>



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		<p>Effectiveness Survey, only 12% of staff reported as Providing or above for a Common Understanding of Effective Instruction, and only 8% reported <i>Providing</i> or above for Monitoring Practice. As a result, we need to increase our monitoring practices and providing growth producing feedback to staff with respect to Effective Instructional practices.</p>
<p><b>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</b></p>	<ul style="list-style-type: none"> <li>• Adopted Core Values, Beliefs, and Learning Expectations</li> <li>• Multi-lingual communications with families</li> <li>• iAuto-Alert phone communications</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with stakeholders</li> <li>• CVBLE as basis for decision making</li> <li>• Increase the level of 2-way communications with families</li> <li>• According to the DESE Conditions for School Effectiveness Survey, less than 5% of staff reported as Providing or above for having Strategic Relationships for family school engagement. As a result, we need to increase our level of two-way communications with families.</li> </ul>

***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



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- 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.

## 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



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**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

## **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**



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<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p><b>From BOY to MOY, New Bedford High School will reduce by 25% the number of students in grade 9 and 10 that do not reach proficiency on the Galileo Benchmark Assessment in Math, ELA, and Science (Biology).</b></p> <p><b>New Bedford High School will reduce by 40% the number of students who are not proficient or advanced on the 10<sup>th</sup> grade ELA, Math and 9<sup>th</sup> grade Science MCAS exams by the end of the year by:</b></p> <ol style="list-style-type: none"> <li>1. Establishing a system of identifying students at risk of dropping out and assigning appropriate interventions.</li> </ol>	<p><b>Using the BOY and MOY grade 9 and 10 Galileo results for Math, ELA, and Biology, all students identified as not reaching proficiency will be provided additional differentiated and customized interventions.</b></p> <ul style="list-style-type: none"> <li>• Identify power standards that students had academic difficulty</li> <li>• Strategically assign students to appropriate intervention to support power standard identification (Apex, Read 180/System 44, Math Plus, MCAS Support)</li> <li>• Monitor and reassess student success on intervention and adjust to meet student needs.</li> </ul>	<p>NBHS SILT</p> <p>NBHS SILT</p> <p>NBHS SILT</p>	<p>BOY results: By end of October, MOY results: By End of February</p> <p>BOY results: By end of October, MOY results: By End of February</p> <p>November, February, April</p>
<ol style="list-style-type: none"> <li>2. Establishing and implement a system of providing additional targeted classroom instruction in grade 9 and 10 Math, ELA, and Biology courses.</li> </ol>	<p><b>Strategically assign grade 9 and 10 at risk students to an appropriate intervention and remediation program (Apex, Math Plus, Read 180/System 44, MCAS Support)</b></p> <ul style="list-style-type: none"> <li>• Identify the appropriate interventions needed for at risk students using the established set of warning indicators and assign based on student need</li> <li>• Using grade 9 warning and report cards, students will receive additional instructional support on ELA and Math through Unit Recovery modules on Apex.</li> <li>• Using previous MCAS scores, students in Needs Improvement or below will receive additional MCAS support through additional courses, after school, or Saturday sessions.</li> </ul>	<p>NBHS SILT</p> <p>Assistant Headmaster/Grad Facilitators</p> <p>MCAS Facilitators</p> <p>NBHS SILT</p>	<p>By October 15</p> <p>At quarterly intervals beginning October 15</p> <p>By the end of October</p> <p>Bi-Quarterly: October 9 November 13 December 18 January 29 March 5</p>



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	<ul style="list-style-type: none"> <li>• Student progress will be monitored and adjustments made to appropriate intervention assignments based on the review of performance data</li> </ul>		<p>April 9 May 21</p>
	<p><b>Develop and administer 4 Galileo Common Formative Assessments in grade 9 and 10 Algebra and Geometry courses.</b></p> <ul style="list-style-type: none"> <li>• Create an implementation calendar for the development and administration of the 4 common assessments</li> <li>• Common formative assessments will be created according to standards and curriculum in grade 9 and 10 algebra and geometry courses and will be administered 4 times throughout courses</li> <li>• Algebra and Geometry TCT's will review performance results and develop action plans using the TCT protocol to instruction to meet student need</li> <li>• Provide professional development to teachers in the process of using Common Formative Assessments for making data informed decisions in the classroom</li> <li>• Evaluators will observe related lessons using the SBLW protocol and provide growth producing feedback, minimum of 10 mini-o's per week</li> </ul>	<p>NBHS SILT</p> <p>TCT's</p> <p>TCT's</p> <p>Headmaster</p> <p>Evaluators</p>	<p>By end of October</p> <p>November January March May</p> <p>December February April</p> <p>Assistant Superintendent Meeting: November</p> <p>Weekly</p>
	<p><b>Establishing a system of providing additional targeted classroom instruction.</b></p> <ul style="list-style-type: none"> <li>• Using Grade 9 and 10 Galileo Competency assessment results, power standards for which students showed</li> </ul>	<p>NBHS SILT</p>	<p>BOY results: By the end of October, MOY results: By end of February</p> <p>By end of October</p>



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	<p>deficiency will be identified</p> <ul style="list-style-type: none"> <li>Grade Level TCT's will be developed in Math, ELA, and Biology</li> <li>TCT's will develop classroom level lessons and activities that integrate the identified power standards and communicate to grade 9 and 10 teachers for class implementation.</li> <li>Evaluators will observe related lessons using the School-Based Learning Walk protocol and provide growth-producing feedback related to lesson Rigor with results communicated to staff. (minimum of 10 mini-Os' per week)</li> </ul>	<p>Headmaster</p> <p>TCT's (Math, ELA, Biology)</p> <p>Headmaster</p>	<p>BOY: By November 8</p> <p>MOY: By March 7</p> <p>Bi Monthly SBLW</p>
<p><b>New Bedford High School will Establish and implement a system for reducing the number of students who are retained by 50% in grade nine compared to June 2013.</b></p>	<p><b>New Bedford High School will reduce the number of D's and F's given at the end of each quarter compared to the previous quarter by 25% in ELA and Math courses in grade nine.</b></p> <ul style="list-style-type: none"> <li>Using quarterly warnings and report cards, identify students receiving D's and F's (ELA and Math) and assign to Apex Unit Recovery intervention.</li> <li>Monitor student progress on unit recovery through student progress reports</li> <li>Progress will be communicated quarterly with ELA and Math teachers to update course grades</li> </ul>	<p>Assistant Headmaster</p> <p>Assistant Headmaster and Apex Facilitator</p>	<p>Begin by October 15 and at grading intervals</p> <p>At grading intervals</p>
<p><b>New Bedford High School will reduce by 50% the number of chronic attendance offenders by the end of the school year in order to meet or exceed the annual daily attendance target of 92%</b></p>	<p><b>Identify and intervene with students that show chronic absentee patterns.</b></p> <ul style="list-style-type: none"> <li>Attendance patterns will be monitored weekly and chronic attendance offenders will be identified.</li> <li>Attendance officers/counselors will demonstrate targeted communications with all students and families exhibiting chronic attendance patterns as evidenced by the review of notification documents</li> </ul>	<p>Attendance Officers</p> <p>Supervisor of Student Success Teams</p> <p>Attendance</p>	<p>Weekly and ongoing throughout the year</p> <p>Monthly</p> <p>Ongoing</p>



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	<ul style="list-style-type: none"> <li>• Students exceeding attendance limits will be assigned to the Buy Back and Credit recovery according to the NBHS Attendance Policy.</li> <li>• Monitor monthly cumulative attendance data to ensure 92% or higher rate and readjust interventions and outreach</li> </ul>	<p>Officers Supervisor of Student Success Teams</p>	<p>throughout the year Monthly</p>
<p><b>By June of 2013, New Bedford High School will reduce out of school suspensions by 50% as evidenced by comparing EOY 2013 and 2014 School Safety &amp; Discipline Report.</b></p>	<p><b>Establish a progressive discipline approach to managing student conduct referrals and provide support to teachers in behavioral intervention strategies</b></p> <ul style="list-style-type: none"> <li>• Identify the top five most frequent student conduct violations based on referral data.</li> <li>• Develop and implement a protocol for progressive discipline approach for the top five frequent student conduct offenses.</li> <li>• Provide professional development training to staff on progressive discipline and Positive Behavioral Intervention and Services.</li> <li>• Compare current year monthly discipline reports to ensure a 50% or more reduction in the number of suspensions as compared to prior school year.</li> <li>• Student behavior will be monitored and students not reaching success will be referred to Student Success Teams to implement School Consultation Request Protocol for additional support.</li> </ul>	<p>Housemasters NBHS SILT Headmaster and Assistant Supt. Special Services Headmaster Student Success Teams</p>	<p>By October 11 By October 17 October 17, 24, tbd November 14, tbd December 19 February 13 April 17 June 19 Monthly Monthly</p>
<p><b>By January 2014, New Bedford High School will evaluate, develop, and realign core curriculum and related maps to meet</b></p>	<p><b>Develop and execute an implementation calendar to realign core curriculum and maps</b></p> <ul style="list-style-type: none"> <li>• Evaluate current curricula in core subjects (ELA, Math, Science, Social Studies) and</li> </ul>	<p>Administrator of Curriculum</p>	<p>By end of October</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)**

*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**

<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p><b>By end of year, over 75% of New Bedford High School families responding to a survey will rate their school as welcoming environment</b></p>	<p><b>Establish practice and procedures to ensure that all families are welcomed members of the New Bedford High School Community</b></p> <ul style="list-style-type: none"> <li>• Establish a NBHS Family Engagement Committee</li>   <li>• Using the Family, School, and Community Partnership Fundamentals, conduct a self-assessment of family engagement and identify actionable areas in need of improvement</li>   <li>• Conduct a parent survey to gather feedback and communicate to NBHS staff</li>   <li>• The CCR Family Engagement Center will increase participation in family engagement activities by 25% as compared to last year with activities such as Financial Aid information, and College planning and awareness sessions.</li>   <li>• All teachers will provide evidence that they are providing 2-way communications with families</li> </ul>	<p>Housemaster</p> <p>Family Engagement Committee</p> <p>Family Engagement Committee</p> <p>Human Services Coordinator/FEC</p> <p>Evaluators</p>	<p>By end of September</p> <p>By end of October</p> <p>By June 2014</p> <p>October and March</p> <p>Ongoing throughout the year</p> <p>Formative and summative evaluation cycles</p>