



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

**School's Name: Normandin Middle School
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	<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"> • 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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School's Name:

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
William Burkhead		Principal
Steve Farrell		Assistant Principal
Mike Pacheco		Assistant Principal
Araceliz Rodriguez		Assistant Principal
Susan Pacheco		TLS
Darcy Aungst		Facilitator of Student Learning
Monique Latessa		Special Education Facilitator
Jay Sullivan		Guidance Counselor
Michelle Campos	Christopher Chambers	Teachers
Laura Garcia	Donna Guay	
Cheryl Jesse	Kathy LaRochelle	



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Doreen Perry Shannon Medeiros	
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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>Trends in MCAS from 2012 to 2013 show that proficient students in Grade 6 ELA and Grade 6 Math have increased by 7% and 2% respectively. Grade 6 Math Needs Improvement has declined by 7%.</p>	<p>Grade 6-8 ELA & Math MCAS trends over the past three years (2010-11, 2011-12, 2012-13) in grades 6-8 have been stagnant, and consistency low:</p> <p>Math:</p> <ul style="list-style-type: none"> • grade 6 Math scores ranging from 31%-41% proficiency • grade 7 Math scores ranging from 20%-26% proficient • grade 8 Math scores from 19%-25% <p>ELA:</p> <ul style="list-style-type: none"> • grade 6 ELA 46%-48% • grade 7 ELA 42%-50% • grade 8 ELA 56%-58% <p>Focus is to decrease by 40% the number of students who are not proficient or advanced on the 6th, 7th, and 8th grade ELA and Math MCAS exams by the end of the year</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 Looking at Student Work protocol and test item analysis to develop action plans to adjust instruction to address student need.</p>	<p>Develop and Implement Quality Instructional Assessments</p> <ul style="list-style-type: none"> ➤ Develop and administer common formative assessments in ELA, SS and Science ➤ Use Looking at Student Work Protocol for all content areas to identify areas in need of improvement ➤ Implement a Short Cycle Action Plan to target lessons and instruction based on student assessment data discussions to help students master the content <p>Create a common data inquiry cycle and protocol</p> <ul style="list-style-type: none"> ➤ Use data walls to monitor and facilitate discussions and action plans for students identified at risk in our academic support



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		classes
Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)	<p>District definition of rigor, what it looks like in classes and professional development for teachers on rigor.</p> <p>Strong district AIP to guide goals for school SIP's & educator goals</p>	<p>Develop a feedback and observation cycle</p> <ul style="list-style-type: none"> ➤ Coaching-Feedback cycle/calendar developed and communicated ➤ Leadership Team commits to 50+ classroom visits a week, collecting data on RISITS (Rigor Visits), feedback and supports for teachers
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>Communication to home from school</p> <ul style="list-style-type: none"> ➤ Teacher communication home, school blog, newsletter, auto alert calls, text/email contact system, home visits 	<p>2 Way Communication</p> <ul style="list-style-type: none"> ➤ Model proactive communication home ➤ More offerings for parents & community members to connect with school (i.e. MCAS information night) ➤ Establish a Community Council to identify ways to improve home/community-school relations

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



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- 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.

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



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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

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

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
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- Defining, training, and supervising rigorous instruction
- Defining, training, and supervising using data to inform instruction

<p>Reduce the number of D's & F's given at the end of each quarter compared to the previous quarter by 25% in English and Math courses in grades 6-8</p>	<p><i>Establishing a system for identifying Grade 6-8 students at-risk of dropping out (i.e., students with Ds and Fs, and other early warning signs) and designing appropriate academic and social-emotional interventions</i></p> <ul style="list-style-type: none"> ➤ Identify “at risk” students utilizing EWIS data/MCAS results, student grades and teacher recommendations for individual placement into intervention and remediation programs ➤ Identify and schedule students into appropriate interventions/remediation programs: Math Plus, Reading Lab & Academic Support ➤ The leadership team will monitor student progress in Math and ELA every five weeks via student grades, progress blanks and teacher recommendations to identify “at risk” students identified for academic intervention ➤ At the end of each marking quarter, students identified for academic support will transition into identified supports: Math Plus, Reading Lab, Academic Support, after school support and Saturday skills support. ➤ Monitor identified supports as listed above, by observing classroom instruction and TCT agenda minutes and action plan <p><i>Creating a common school based data inquiry cycle to support struggling learners and differentiate instruction in our academic support classes</i></p> <ul style="list-style-type: none"> ➤ Content, Math Lab & Reading Lab teachers analyze Math and ELA benchmark data, creation of data walls to drive TCT meetings and identify “at risk” student learning trends and patterns of students in academic support classes. ➤ Academic Support, Math Lab & Reading Lab teachers create and implement a Short Cycle Action Plan to differentiate instruction targeting individual student needs that align to Math, 	<p>Leadership Team</p> <p>Leadership Team, Teachers(Pod Leaders)</p> <p>Assistant Principals</p> <p>Assistant Principals, SPED Facilitator, TLS, Facilitator of Student Supports & Learning</p> <p>SILT Team (identifies students)</p> <p>Assistant Principals to Schedule</p> <p>Administrators</p> <p>TLS, Math Specialist, teachers</p> <p>TLS, Math Specialist, Content, Math Lab & Reading Lab teachers</p>	<p>June-August 2013</p> <p>June-August 2013</p> <p>Oct. 10, Dec. 12, Mar. 13, May 22</p> <p>Nov. 7, Jan.30, Apr. 24, June 19</p> <p>January-EOY (weekly)</p> <p>Data Walls for Math/ELA created 10.18.13, updated Jan 17 and May 30 (MOY & EOY benchmarks)</p> <p>Nov. 7, Jan.30, Apr. 24, June 19</p>
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	ELA, SS, Sci curriculum standards		
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	<ul style="list-style-type: none"> ➤ Supplement supports to maximize student learning. Counselors meet with struggling students for academic counseling and action planning, and advisory classes target individual student goals 	Administrators, Guidance Counselors & Advisory teachers	Guidance academic meetings: Dec. 12, March 13, May 22 Advisory goal setting: Nov. 7, Jan 30, April 24, June 19
From BOY to EOY, reduce by 40% the number of students not proficient on district writing open response benchmarks	<i>Develop and Implement Quality Instructional Assessments</i> <ul style="list-style-type: none"> ➤ Develop and administer common open response assessments in grades 6-8 aligned to rigorous standards at minimum 2x/year in ELA and Social Studies and 4x/year in Science and Math ➤ Content Teachers Use “Looking at Student Work Protocol” for Math, ELA, Science and Social Studies during TCT (Teacher Collaboration Time) to identify specific strategies to teach the elements of an open response question to demonstrate content knowledge ➤ Teachers will be trained in Keys to Literacy Open Response “Answer” strategies ➤ Content Teachers collaborate, create and implement a Short Cycle Action Plan during TCT to drive/align instruction based on data gathered from student work: Open Response, common assessments and Galileo Standards Mastery Reports: (intervention Alerts, Development Profile, Individual Profile and Class Development Profile Grid) 	Leadership Team TLS, Math Specialist TLS, Math Specialist, Teachers Keys to Literacy Staff Administrators, TLS, Math Specialist, teachers	Sept. 25, Nov. 25, Feb. 10, May 19 Oct. 7-monthly October 24, 2013 Oct. 11 –EO year (monthly)



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<p>From the BOY to MOY, reduce by 25% the number of students not proficient on Galileo in grades 6-8 in Math and ELA</p> <p>From the BOY to EOY, reduce by 40% the number of students not proficient on Galileo in grades 6-8</p>	<p><i>Monitoring that TCT decisions result in differentiated instruction and additional learning time for struggling students and then evaluated for impact on student learning in academic support classes</i></p> <ul style="list-style-type: none"> ➤ Content Teachers, during TCT, monitor student progress in Math and ELA Galileo benchmarks to ensure that struggling students improve on formative assessments after each formative assessment cycle; that newly identified struggling students receive additional support ➤ Content teachers will develop a Short Term Action plan to modify instruction to meet the individual needs of students in academic support classes ➤ SILT will evaluate short term action plans by analyzing students in academic support classes benchmark scores and course grades to identify trends in instruction <p><i>Building the capacity of TCTs and teachers to effectively use the data inquiry cycle to make data-driven decisions</i></p> <ul style="list-style-type: none"> ➤ By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration decisions have been implemented in the classroom as evidenced by the district instructional tracker documentation ➤ Administrators will monitor content meetings and TCT action plans and measure their effectiveness by as evidenced by the district instructional tracker documentation ➤ Regular administrative feedback (written & oral) through 1:1 post observation meetings with teachers will effectively adjust instruction to focus on action plan goals. 	<p>TLS</p> <p>Leadership team, TLS, teachers</p> <p>TLS, Content Teachers</p> <p>SILT</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p>	<p>Nov. 1 – EO year (monthly)</p> <p>Nov. 8-EO year (monthly)</p> <p>Nov.1-EO year (weekly)</p> <p>Jan. 6 – EO year (monthly)</p> <p>September 15-EO year (weekly)</p> <p>September 15-EO year (weekly)</p>
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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 create 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.



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- 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.

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>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</p>	<p><i>Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively</i></p> <ul style="list-style-type: none"> ➤ Teachers and administrators regularly use two-way communication with families about student performance and learning and respond promptly and carefully to communications from families ➤ Monitored by communication logs, agendas from student/family gatherings, letters home and/or meeting notes with parents 	<p>Teachers/Administrators</p> <p>Administrators</p>	<p>September-June</p> <p>October 31 November 29 January 24 May 1</p>
	<p><i>Establish specific school expectations to ensure a safe and respectful learning environment</i></p> <ul style="list-style-type: none"> ➤ Creation and implementation of school-wide “Code” of conduct to decrease student discipline referrals & suspensions, increasing student time on learning. The Code was communicated to staff, students and parents. ➤ The “Code” will be monitored by assessing teacher surveys, office referrals and student suspension data 	<p>Positive School Climate Committee</p> <p>Facilitator of Student Support & Learning, Positive School Climate Committee</p>	<p>September 3-6</p> <p>March 15 May 15</p>
	<ul style="list-style-type: none"> ➤ Our newly developed Advisory curriculum can be modified to address areas of weakness identified through data collection and analysis (above) 	<p>Facilitator of Student Support & Learning, Positive School Climate Committee</p>	<p>March 16</p>