



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

**School's Name: Renaissance Community School for the Arts
Date Updated: 10/8/13**

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	Yes
	Record, review, and analyze key school data	Principals	May-September	N/A
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	N/A
	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 <i>September-October 2013</i>	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	<input type="checkbox"/>
	Submit FINAL SIP to Director of School Support	Principals	On or before Oct 4	Yes
	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"/>



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
Jennifer Clune	Principal
Jennifer Fernandes	K teacher
Nancy Davis	K teacher
Gretchen Cholette	Grade 1 teacher/SEI inclusion
Rachelle Bell	Special Education Teacher

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>All school staff hold the same beliefs that high standards and consistent monitoring of progress will lead to student proficiency. Year end outcomes have been identified and aligned across K-2 in reading and writing.</p> <p>Staff expects and welcomes critical feedback on teaching practices.</p> <p>Collective expectation that all staff will model effective instruction for colleagues.</p> <p>Collective expectation that standards based classroom lessons will be integrated with the arts</p>	<p>Grade two DIBELS data shows the majority of students who struggled with MOY fluency in Grade 1 remained intensive.</p> <p>There is no evidence of DRA beening used to determine students' instructional reading levels.</p> <p>Grade 2 BOY Fluency showed a strong correlation to Fountas and Pinnell independent levels.</p> <p>September writing benchmarks show the majority of Grade 2 students writing below grade level.</p> <p>Rapid growth in phonics and reading comprehension.</p>



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

		<p>Increase student stamina in writing.</p> <p>Increase student proficiency in meeting grade level writing expectations.</p> <p>Classroom teachers and arts integration specialist co-plan and co-teach arts integrated standards based lessons.</p>
<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<p>Well defined assessment calendar in place to collect, analyze, review, and report assessment results.</p> <p>Prepared to use SILT and TCT protocols.</p>	<p>Identifying students that will be targeted after data analysis and planning for instruction.</p> <p>The use of various forms of assessments in between benchmarking periods and mid-benchmarking check-ins to monitor student progress.</p> <p>Strategic implementation of RTI.</p>
<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<p>Staff is expecting to engage in professional learning communities, peer visitations, and peer modeling to increase their capacity to deliver effective instruction.</p>	<p>Increasing principal capacity to give effective feedback.</p> <p>Increasing teacher capacity to deliver effective instruction.</p> <p>Increasing teacher capacity to match books to readers for effective practice of literacy skills.</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>Community Partnerships with NorthStar Learning, Inc., CVPA UMassDartmouth, and NBHA. These partnerships are directly aligned with the AIP.</p>	<p>The vast majority of families accepted enrollment to the Renaissance Community School for the Arts.</p> <p>79% of families attended open house or visited in the days after in August 2013</p> <p>85% of families responded to the Parent/Family Needs Survey from the Family and Community Engagement Center</p>



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

		<p>Goal setting for Partnership and monthly review of progress toward goals.</p> <p>Increasing families' accessibility to school.</p> <p>Providing services that meet families' expressed needs.</p> <p>Providing opportunities for families to create and share in a common vision for the school and their children's education.</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



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 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

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



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

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

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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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

<p>From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest</p> <p>From BOY to EOY, all K-2 teachers will reduce by 40% the # of students not meeting benchmark on the DIBELS composite score</p> <p>By EOY 75% of students in grades 1 and 2 will make 1.2 years growth in reading as measured by Fountas and Pinnell.</p>	Teachers will implement Balanced Literacy in Grades K-2		
	<ul style="list-style-type: none"> • All K-2 teachers will implement Wilson Foundations Phonics program daily 	Principal	Sept-2013
	<ul style="list-style-type: none"> • All K-2 teachers will use Wilson end of unit assessments to assess and plan for instruction 	Principal	Begin Sept-approximately every three week
		Principal	September, January, March, June
			Every four weeks



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

	<ul style="list-style-type: none"> • Teachers in grades 1 and 2 will administer the Fountas and Pinnell Benchmark Reading System to determine student instructional reading levels. • Teachers will use running records to help inform guided reading groups and match independent reading books to individual students. • Teachers will progress monitor using DIBELS according to the district DIBELS calendar (Intensive, every 2 weeks-Strategic, every 4 weeks. • TCT teams will meet every six weeks to monitor student progress and plan for reading instruction • Grade level data teams will meet bi-monthly with the principal, in accordance with the school's assessment calendar, to analyze individual student progress towards goal and plan for instruction 	<p>Principal</p> <p>Principal</p> <p>SILT</p> <p>Principal - SILT</p>	<p>beginning November 1</p> <p>Beginning Oct.</p> <p>Beginning Nov.1</p> <p>Beginning October 1</p>
<p>From BOY to MOY, all K-2 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments</p> <p>From MOY to EOY, all K-2 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments</p> <p>By MOY 50% of students will score proficient on school writing benchmark as measured by 6+1 writing rubric.</p> <p>By EOY 75% of K-2 students will school proficient on school writing benchmark as measured by grade level 6+1 writing rubric.</p>	<p>Teachers will implement Writing Workshop</p> <ul style="list-style-type: none"> • Teachers will implement Writing Workshop model daily • Writing goals, timelines, and action steps will be created with students and posted in all classrooms • Monthly benchmarks will be given to monitor student progress towards attainment of goal. • Grade level data teams will meet bi-monthly with the principal, in accordance with the school's assessment calendar, to analyze individual student progress towards goal and plan for instruction • TCT teams will meet every six weeks to monitor student progress and plan for writing instruction 	<p>Principal</p> <p>Principal</p> <p>Principal - SILT</p> <p>Principal - SILT</p> <p>Principal - SILT</p> <p>Principal - SILT</p> <p>Principal</p> <p>Arts Integration Curriculum</p>	<p>Beginning September 2013</p> <p>October 15th</p> <p>Beginning September 2013</p> <p>Beginning October 2013</p> <p>Beginning November 2013</p> <p>November 1</p> <p>Beginning Nov</p> <p>Beginning Nov</p>



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

	<ul style="list-style-type: none"> • Grade level rubrics will be finalized and aligned across grades K-2 • Professional Development on writing mini lessons will be offered monthly to staff. • Grade level teams will meet once a month during TCT with the arts integrated curriculum specialist to co-plan arts integrated standards based lessons • Teachers will be co-planning and co-teaching arts integrated standards based lessons 	Specialist Principal - Arts Integration Curriculum Specialist	December
By MOY 100% of teachers will score at least Proficient on the school learning walks with a focus on specific and rigorous instruction aligned to the written curriculum.	<p>Provide focused feedback and coaching for PreK-2 teachers on delivering effective, engaging, and rigorous instruction</p> <ul style="list-style-type: none"> • Principal will conduct a minimum of one mini observation per week/per teacher providing growth producing feedback within 48 hours using principal created mini observation feedback sheet • Professional Development in the form of a PLC will be offered using <i>Teach Like a Champion</i> as a springboard into implementation of best teaching practices. 	Principal Principal	Beginning September 2013 December 2013



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.



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 and 4.2)	OWNER	TIMELINE
<p>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 parent teacher meeting and conferences</p>	<p>Develop Family Engagement Policies that articulates the elements of a welcoming environment</p> <ul style="list-style-type: none"> • Teachers will schedule one fall and one spring parent/guardian conference to discuss student's progress. • By EOY 50% of families will attend two parent/guardian-teacher conferences to participate in two-way communication regarding their child's progress. • Administration and Staff will offer monthly opportunities for volunteerism both in school and at home for families. • By MOY at least 20% families will have volunteered at least once for the school community. • By EOY at least 40% of families will have volunteered once for the school community. • In conjunction with Community Partners, the Family Center Senior Organizer will provide monthly newsletters for families regarding opportunities at the Family Center. • Monthly meeting will be held with Community Partners to monitor the utilization of services offered at the Family Center and strategically plan for future services based on need. • Using data from the Family Survey analyzed in October 2013 the Family Center will develop 	<p>Principal</p> <p>Principal - SILT</p> <p>Principal – SILT - Family Center Senior Organizer</p> <p>Principal – SILT - Family Center Senior Organizer</p> <p>Principal – SILT - Family Center Senior Organizer</p> <p>Family Center Senior Organizer</p> <p>Principal – SAC- Family Center Senior Organizer- Community Partners</p> <p>Family Center Senior Organizer</p> <p>Family Center Senior Organizer</p> <p>Family Center Senior Organizer</p> <p><i>New Bedford Public Schools</i></p>	<p>November/May</p> <p>Checkpoint: June</p> <p>Beginning November 1st</p> <p>Checkpoint: February</p> <p>Checkpoint: June</p> <p>Monthly Beginning Nov. 1</p> <p>Monthly beginning October 4</p> <p>Beginning Nov.1</p> <p>Checkpoint: February</p> <p>Checkpoint: June</p>



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

	<p style="text-align: center;">programming to meet families' needs.</p> <ul style="list-style-type: none"> • By MOY 25% of families will have utilized the Family and Community Engagement Center. • By EOY 50% of families will have utilized the Family and Community Engagement Center. 		
<p>By MOY all families have had one or more opportunities to engage in dialogue with school leaders regarding their vision and direction for Renaissance Community School for the Arts</p>	<p>Create schedule of communications and community engagements that provide opportunities for family input and creation of a shared vision</p> <ul style="list-style-type: none"> • Monthly Forums will be held with administration and teachers to obtain family input, address issues or concern and create a shared vision. • By MOY 25% of families will have attended a Principal Forum • By EOY 40% of families will have attended a Principal Forum 	<p>Principal - Family Center Senior Organizer</p> <p>Principal - Family Center Senior Organizer</p> <p>Principal - Family Center Senior Organizer</p>	<p>Beginning December 2013</p> <p>Checkpoint: February</p> <p>Checkpoint: June</p>