



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

**School's Name:** Whaling City Jr./Sr. High School

**Date Updated:** Oct. 7, 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  <i>May-September 2013</i>	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	Yes
	Record, review, and analyze key school data	Principals	May-September	Yes
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	Yes
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	Yes
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	Yes
Plan Approval  <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"> <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"/>



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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



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- Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the 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:**

Name of Staff Member	Position
Warley J. Williams, III	Principal
Amanda Gonzalez	Family Engagement Specialist
Holly Cabral	Math Teacher
Gina Amancio	Middle School Teacher
Vince Duane	Guidance Counselor
Peter Larkin	Attendance Officer

**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><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>	<p>According to the DESE “Conditions of School Effectiveness,” many staff indicated that our strengths lie in the safe and supportive learning environment that has been created over the last year, in which clearly established safety and behavioral expectations are instituted daily. We will continue to maintain our safety plans of action as well as our commitment to promoting self-confidence, self-respect, respect for others, and self-regulation.</p> <p>Our successful efforts in establishing school wide safety protocols will allow us to focus our attention to rigorous instruction, in order to improve our previous MCAS scores. In 2011, our grade 10 ELA scores were 50% P, 25% NI, 25% W; and in 2012 they were 50% P, % 50% NI. In 2011, our Math scores were 50% P, 50% NI, and in 2012, they were 33% NI, 67% W.</p>	<p>Trends in our 2012-2013 District Learning Walkthrough indicate that we were consistently deficient in delivering engaging instruction, which we believe, is the reason for our poor MCAS scores. At the BOY 10% (10 classes observed); MOY 17% (6 classes observed); and 11% (9 classes observed) exhibited engaging instruction. Therefore, WCHS instructional staff will focus on implementing rigorous and engaging instruction through high expectations. All teachers will possess an unequivocal understanding of the Rigor Rubric, which will guide planning and instruction. Observation feedback will take place weekly in order to provide growth producing feedback.</p> <p>Being that the bulk of our work will be in improving the proficiency of math among our students, the Principal will provide ongoing professional development during weekly meetings with math teachers; providing resources on delivering effective, engaging,</p>



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	<p>This year, we will focus on improving our ELA and Math scores by decreasing the number of our students scoring in Needs Improvement (NI) and Warning (W) by 40% in ELA and Math; causing an increase in our Proficient (P) and Advanced (A) scores. We will decrease our ELA NI/ W by 40%, going from 65% (45% NI/14% W, 2013) to 39% in 2014. In Math, we will decrease our NI and W from 82% (29% NI/53% W, 2013) to 33% in 2014.</p>	<p>and rigorous math content that focuses on rigorous math content; higher-order thinking strategies and rigorous instruction; and ELL and SPED strategies for differentiation.</p>
<p><b>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<p>We introduced Teacher Collaboration Team’s last year, in which Teachers met twice a month to develop common assessments. This year our staff meets twice a week for a half hour and focus on data-driven instruction. According to the DESE “Conditions for School Effectiveness,” the majority of our staff believe that our systems of assessment; analysis of assessment of data, and use of assessment data are still in development. Therefore, District Benchmark’s will be at the center of our data analysis during SILT and TCT meetings.</p>	<p>The WCHS Teacher Collaboration Team will focus on orienting to the TCT Toolkit. Teachers will meet twice/week, and will focus on disaggregating MCAS and District Benchmark (Galileo) data, as well as formative/summative assessments in order to inform instruction. WCHS staff will work to improve their District Learning Walk percentages by at least 50%. Going from: BOY 20% to 70%; MOY 33% to 83%; and EOY 11% to 61%. This will be evidenced by formal assessments; analysis of data; acting on data; communicating; and monitoring of data as a routine part of our instructional program.</p> <p>ELA and Math teachers will be on an accelerated plan to implement interim Galileo benchmark tests in order to increase the frequency of data that will inform instruction. This will bring us to our goal of decreasing the number of our students scoring in the NI/W categories of the MCAS test.</p>
<p><b>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</b></p>	<p>According to the DESE “Conditions of School Effectiveness,” the majority of staff believes that the principal must improve his focus on developing rigorous classroom instruction and student learning; through a plan that drives school-level processes and practice. The WCHS principal has developed his skills in conducting observations; identifying areas of concern in instructional practice, and methods in appropriate post-observation feedback through a one year training through Research for Better Teaching’s OAT training.</p>	<p>The WCHS Principal will focus on weekly observations that center on the strands found in the Rigor Rubric. Every instructional staff will be clear that they will always be expected to exercise the expectations found in the Rigor Rubric. Targeted Walkthroughs will focus on the posting of effective Mastery Objectives. To ensure that the aforementioned are achieved to an Exemplary standard, I will attempt to meet with staff each week (half hour segments) to provide them with growth producing feedback.</p>



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<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>	<p>According to the DESE “Conditions of school Effectiveness,” the majority of staff believes that we consistently establish strategic relationships and maintain open lines of communication with families and communities on a daily basis. Since WCHS’s inception, we have persistently engaged the parents and guardians of our students via mail, phone calls, email, and home visits. 80% of our instructional staff contacts families every week, while our counselors, Attendance Officer, Behavior Support Coach and principal contact and conduct house visits on a daily basis.</p>	<p>For the 2013-2014 school years we will increase our efforts in contacting our student’s households. We will be reaching out to 100% of our families at least twice this year. The communications will focus on student progress and updates. Our goal is to encourage an increased presence of families at each of our Open Houses. We will also foster an environment that is welcoming to families. This will be evidenced by 70% of families responding that WCHS’s classrooms and school are welcoming environments. We will also strive to inform our families of the District’s overall vision and direction concerning rigor and supports for academic success, which will be evidenced by 70% approval rate on EOY parent/Guardian surveys.</p>
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**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**



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**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

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>By June 2014, Whaling City Jr./Sr. High School will reduce by at least 40% of the number of students who are not proficient or advanced on the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade ELA, Math and Science MCAS.</p> <p><b>Interim Goals:</b></p> <p>Reduce by 25% on ELA and Biology; by 35% in Math from BOY to MOY, the # of 6, 7, 8, 9, and 10<sup>th</sup> graders not meeting benchmark on Galileo assessments.</p> <p>Reduce by at least 50% on ELA and Biology; and 60% in Math from BOY to MOY, the # of 6, 7, 8, 9, and 10<sup>th</sup> graders not meeting benchmark on Galileo assessments.</p>	<p><b>Strategically assign and schedule students identified as at-risk to appropriate intervention and remediation programs with content-strong teachers in grade 6-10 including differentiation for students with Special Needs.</b></p> <ul style="list-style-type: none"> <li>Identify students at-risk and assign and schedule students to the appropriate intervention/ teacher.</li> <li>Students will be referred to afterschool Academic Support program (MCAS support) for additional support.</li> <li>Identify students that score Warning /Failing and Needs Improvement in ELA and mathematics on the District BOY Benchmark and assign and schedule students to the appropriate intervention/ teacher.</li> <li>Identify struggling readers using Read 180 SRI to determine reading levels. Place students in Read 180 system.</li> <li>Student progress will be monitored every four weeks using common assessments.</li> <li>Teachers will collaborate weekly to review student progress</li> <li>Monitor student progress toward meeting grade level requirements by identifying students receiving D's and F's at the end of each quarter. Newly-identified struggling students will receive additional support; and students who no longer need remediation or intervention services are removed from the group.</li> <li>Conduct 5 mini-observations each week in remediation and intervention classes with a specific focus on instruction of "at-risk" students.</li> </ul>	<p>SILT/ Instructional Staff</p> <p>SILT - Principal</p> <p>SILT/ Instructional Staff</p> <p>TCT - Principal</p> <p>TCT</p> <p>Principal</p> <p>SILT / Principal</p> <p>Principal</p>	<p>October 2013</p> <p>October 2013</p> <p>October 2013 and Jan 2014</p> <p>October 2013</p> <p>November 2013</p> <p>September 2013- June 2014</p> <p>November, January, April, June</p> <p>October 2013- June 2014</p>



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<p>By June 2014 Whaling City High School will reduce by at least 40% of the number of students who are not proficient or advanced on the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade ELA, Math and Science MCAS.</p> <p><b>Interim Goals:</b></p> <p>Reduce by 25% on ELA and Biology; by 35% in Math from BOY to MOY, the # of 6, 7, 8, 9, and 10<sup>th</sup> graders not meeting benchmark on Galileo assessments.</p> <p>Reduce by at least 50% on ELA and Biology; and 60% in Math from BOY to MOY, the # of 6, 7, 8, 9, and 10<sup>th</sup> graders not meeting benchmark on Galileo assessments.</p>	<p><b>Implement a rigorous ELA, mathematics, and science curriculum .</b></p> <ul style="list-style-type: none"> <li>• Teachers will develop professional SMART goals that ensure the implementation of Mass Curriculum Frameworks/Common Core.</li> <li>• Lessons will include learning objectives aligned to the Massachusetts Frameworks, engaging activities, and higher-order thinking questioning.</li> <li>• Conduct 5 mini observations weekly focusing on rigorous instruction based on the elements in the Rigor Rubric.</li> <li>• Provide professional develop on creating and using common formative assessments aligned to rigorous standards.</li> <li>• Teachers will adjust their instruction based on weekly growth producing post-observation feedback.</li> <li>• Develop and codify Math Block implementation resources so teachers can easily access and use them (e.g., videos, FAQ's, sample lesson plans, unit plans).</li> <li>• Teachers will collaborate weekly to share best practices, review systemic teaching and learning challenges, and address implementation gaps hindering rapid improvement.</li> </ul>	<p>SILT / TCT</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>TCT</p>	<p>September 2013 – June 2014</p> <p>October 2013-June 2014</p> <p>October 2013-June 2014</p> <p>November 2013</p> <p>November 2013</p> <p>October 2013 – June 2014</p> <p>September 2013- June 2014</p>
	<p><b>SILT and 100% of TCT teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling learners.</b></p> <ul style="list-style-type: none"> <li>• Administer ELA and Math district benchmarks 3 times per year in grade 6, 7, 8, 9, 10. Administer Science district benchmarks 3 times per year in grades 8 and 10.</li> </ul>	<p>Principal</p>	<p>September, January, June</p>



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	<ul style="list-style-type: none"> <li>• Administer unit common assessments in all content areas that are 100% aligned with the common core curriculum.</li> </ul> <p><b>Implement a common data inquiry cycle and protocol at the school level (SILT) and grade level (TCT).</b></p> <ul style="list-style-type: none"> <li>• Define the purpose, roles, and responsibilities for the school SILT team and TCT grade level teams.</li> <li>• Construct a data wall for students in grades 6-10 which will link the individual students to their data in a working visual display.</li> <li>• Establish meeting schedules for SILT and TCT to align with the data cycle.</li> <li>• Analyze data weekly to identify strengths, trends, and focus areas to develop action plans which include instructional strategies and best practices to meet student needs.</li> <li>• Use <i>Looking at Student Work</i> protocol monthly at TCT meetings to analyze Open Response writing benchmarks and implement <i>Short-Cycle Action Plans</i> to improve instruction and student achievement.</li> </ul>	Principal	November-June
		Principal	October
		SILT / TCT	November
		Principal	October
		TCT	October-June
		TCT	November-June

### 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





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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 4.1 and 4.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p><i>Over 70% of families responding to a survey will demonstrate an understanding of WCHS overall vision and direction concerning rigor and actively take regular actions to support their student/s academic success.</i></p>	<p><b>Create a comprehensive family engagement plan that creates a shared vision for how WCHS staff and families work together as partners in students learning.</b></p> <ul style="list-style-type: none"> <li>• Counselors and Attendance Officer will monitor student’s attendance on a daily basis and inform families of their child’s attendance.</li> <li>• All WCHS staff will inform students and families of the importance of attendance, maintaining frequent contact with parents/caretakers by inviting them to our school. This will be done on a daily basis by: Mailing letters home, calls to households, scheduling parent meetings, E-mail communication.</li> <li>• WCHS Counselors will meet with 50% of families by November; 75% by January; and 100% by April to discuss school vision and update on individual student progress</li> <li>• Create and conduct school climate survey that focuses on creating the conditions that reflect schools as welcoming environments for families as the foundation for transparent and ongoing communication regarding their children’s learning.</li> <li>• Ensure equitable access to the survey through translation services.</li> <li>• Analyze survey results for key themes and</li> </ul>	<p>Counselors/ Attendance Officer</p> <p>Principal, teachers, Counselors, Attendance Officer</p> <p>Principal</p> <p>Principal</p> <p>District New Bedford Public Schools translation service.</p> <p>Counselors /</p>	<p>September 2013- June 2014</p> <p>Every day</p> <p>November, January, April</p> <p>Oct. 2013; Feb 2014; May 2014</p> <p>Oct. 2013; Feb 2014; May 2014 12</p> <p>Oct. 2013; Feb</p>



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	<p>findings related to transparency and a positive school culture.</p> <ul style="list-style-type: none"> <li>• Share survey results with families and co-create action plans to mitigate challenges identified in the survey.</li> </ul>	<p>Principal</p> <p>SILT</p>	<p>2014; May 2014</p> <p>November 2013, March 2014, June 2014</p>
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➤ 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.