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

**School’s Name:** Horatio A. Kempton  
**Date Updated:** October 9, 2013

### Timeline and Process Checklist

<table>
<thead>
<tr>
<th>Overall Timeline</th>
<th>Action</th>
<th>Who is Responsible</th>
<th>By When</th>
<th>Complete?</th>
</tr>
</thead>
</table>
| **Plan Development** | **May-September 2013**  
Introduce DIP/SIP topics to principals  
- 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    | □        |
|                  | Record, review, and analyze key school data                             | Principals                                      | May-September     | □        |
|                  | Complete MCAS SIP Target Sheets for 2013-2014                          | Principals                                      | Aug 19            | □        |
|                  | Action plan and set school targets with input from the School Instructional Leadership Team (SILT) | Principals                                      | May-Sept          | □        |
|                  | Complete Initial DRAFT of SIP & Submit to Director of School Support    | Principals                                      | Sept 13           | □        |
|                  | **Plan Approval**                                                      |                                                        |                    |          |
| **September-October 2013** | Provide support to Principals on SIP development                      | Dir of School Support & Asst. Supt for Accountability & School Improvement | Aug-Sept           | □        |
|                  | Review DRAFT with input from the School Council                        | Principals                                      | Sept               | □        |
|                  | Submit FINAL SIP to Director of School Support                         | Principals                                      | On or before Oct 4 | □        |
|                  | Review and approve SIPs                                                 | Superintendent                                   | Oct 14             | □        |
|                  | Share SIP with parents and other stakeholders                           | Principals                                      | Oct 21             | □        |
|                  | Share forum and timeline for monitoring progress                        | Superintendent                                   | Oct 14             | □        |
|                  | **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  
- School and district generate data for ongoing monitoring  
- SILT meeting topics focus on:  
  - 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 | □        |
|                  | Share progress towards goals with key stakeholders                      | Principals                                      | School year        | □        |

*Template Modified: 8/21/2013*
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 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
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:

<table>
<thead>
<tr>
<th>Name of Staff Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paula Manchester</td>
<td>Principal</td>
</tr>
<tr>
<td>Crystal Burt</td>
<td>Teacher- Grade 3</td>
</tr>
<tr>
<td>Pamela Francis</td>
<td>Teacher- Grade 2</td>
</tr>
<tr>
<td>Debra Brejcha</td>
<td>Teacher- kindergarten</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AIP Obj</th>
<th>Strengths</th>
<th>Focus areas</th>
</tr>
</thead>
</table>
| **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** | According to the Conditions for School Effectiveness Self-Assessments we have begun unpacking common core to ensure that lessons are aligned with the level of rigor required. After some research, Kempton is using Go Math from Houghton Mifflin to help teachers plan more rigorous lessons that align to Common Core. Over the past year, because of commitment of teachers to improve and target their instruction, Kempton became a Level 1 student achieving the PPI targets. | According to MCAS data, over the past two years, grades 3, 4, and 5 at Kempton have been making increasing gains both in ELA and Math. However, as indicated in MCAS 2013, Kempton only has 50% proficient or advanced in ELA, and 42% proficient and advanced in Math. Galileo data indicates that in most classes growth is happening, however, students are not coming with previous grade level standards mastered. Grade 2 data indicated that by the EOY, only 25% of students were proficient in ELA and 31% of students were proficient in Math. In grades K-2, there were increases in K and 1 from BOY to EOY but a decrease in grade 2 with 93% at benchmark moving to 75% at benchmark. After analyzing MCAS data, Kempton could have moved students to proficient or advanced if students scored better on the long composition section of the MCAS. Kempton scored -11% points below the state and -5% below the district average. According to Kempton’s Conditions for School Effectiveness Self-Assessment an area to continue to work on is in the area of aligned curriculum and effective instruction. It appears that even though we have made some gains over the last year, not all teachers
NBPS School Improvement Plan (SIP)  
School Year 2013-2014

<table>
<thead>
<tr>
<th>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</th>
<th>As a school we have begun working collaboratively, using student specific data to identify weaknesses. Within these collaborative teams discussions have included topics such as: increasing rigor, aligning the curriculum at Kempton with Common Core, and analyzing common assessments to help target instruction and differentiate learning within the classroom. Last year we used Galileo Common Assessments that were available.</th>
<th>Grade level collaboration is difficult because of being a one tiered school. However, we have been working on developing a system that will enhance teachers be more familiar with the scope of material that needs to be covered before students enter into the next grade. Kempton will focus on using collaborative systems (SILT, TCT) more consistently and imbedding these practices. TCTs will also be the mechanism where teachers will have an opportunity to analyze student data, create common assessments, and receive support on implementing action plans within their classrooms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</td>
<td>Teachers at Kempton do respond well to feedback and have been working on improving their instruction. With the goal of being more effective in their teaching, teachers have begun assessing the level of rigor in their lessons. Over the past year teachers set goals and in most cases made their student learning goal targets.</td>
<td>Teachers need to receive ongoing feedback that will help them continue to make adjustments to their instruction. We will continue to work on setting student learning goals and professional practice goals that align with the District Accelerated Plan. Our teachers’ goals need to also continue to focus on improving student success and lead to a higher percentage of students who receive proficiency and advanced performance scores on MCAS.</td>
</tr>
<tr>
<td>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</td>
<td>According to Kempton’s DESE Conditions for School Effectiveness Self-Assessment our strengths are in the areas of addressing student needs and having a safe learning environment. Our small school culture allows staff to know their students and their families. We have a team of teachers who are committed to working towards an environment that supports learning and that will communicate regularly with families.</td>
<td>Parent participation is inconsistent especially at Family Night Events. Kempton needs to continue to work on improving family participation by soliciting more input and communication from families. Kempton would like to implement parent teacher conferences that focus on assessments and individual student academic progress.</td>
</tr>
</tbody>
</table>

**WHAT WE WILL ACHIEVE ** (Elementary Schools)
NBPS School Improvement Plan (SIP)
School Year 2013-2014

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

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**

**STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES**

**Early Evidence of Change  (Examples of Professional Practice Goals)**

[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]

- By the end of September 2013, all at-risk students in grades 6-10 will be identified as “at-risk” using previous year’s grades and other early warning signs.
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions to help students master the content.
- By the end of each quarter, each school will identify the at-risk students in grades 6-10 using early warning signs and create differentiated action plans to target student needs.

**Objectives 1-3**
Guidance on Activities and Action Steps:

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

<table>
<thead>
<tr>
<th>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</th>
<th>Owner</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMART Goals that link to Final Outcomes</strong></td>
<td><strong>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</strong></td>
<td><strong>Owner</strong></td>
</tr>
<tr>
<td>➢ To help increase the number of students become proficient readers before entering grade 3. 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.</td>
<td>Identify and monitor students below benchmark and strategically target students to keep them at benchmark and move students who are below benchmark.</td>
<td>K-2 Teachers</td>
</tr>
<tr>
<td></td>
<td>➢ All K-2 teachers will: 1) progress monitor strategic students, intensive students, by district calendar timelines. In addition teachers will also progress monitor “low” benchmark students monthly to ensure students have remained on target.</td>
<td></td>
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<tr>
<td></td>
<td>➢ Using DIBELS and Galileo (grade 2) BOY, and MOY data, and progress monitor data, teachers will create flexible groups and provide targeted instruction to include: differentiated instruction and additional interventions to students who fall into intensive and strategic category. These groups will be reassessed every 8 weeks.</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>➢ The principal will provide teachers a schedule for progress monitoring and monitor to ensure that progress monitoring is being done with fidelity. The principal will also review flexible groupings and interventions with teachers.</td>
<td>Principal</td>
</tr>
<tr>
<td>➢ Kempton 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.</td>
<td>Establish an effective system to make data-driven decisions to improve student outcomes. Through data analysis and collaboration student outcomes will improve.</td>
<td>SILT</td>
</tr>
<tr>
<td></td>
<td>➢ SILT will meet monthly using district data protocols to analyze MCAS and Galileo data and provide TCT with focus standards throughout the year.</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>➢ Teachers will use Galileo BOY, Common</td>
<td></td>
</tr>
</tbody>
</table>
Short Term Goals Include:

- From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math.
- From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math.
- By January 2014, at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by TC minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software.
- Classroom observations focused on implementation of TCT action plan.

Improving writing instruction using researched based strategies and aligning rubrics to common core to effectively assess students’ progress.

- The principal will provide teachers with rubrics that align with common core requirements to assess writing standards. These include: Opinion Pieces, Informative/Explanatory, and Narratives. Rubrics will focus on common core expectations and mastery of a range of skills and applications that can be found in Common Core.
- Teachers in grades K-5 will use writing rubrics that align with common core to target specific skills that need to be mastered. Teachers will utilize TCT to collaborate on teaching strategies, use LSW protocol when scoring rubrics.
- Conduct observations looking for instructional practices and strategies (graphic organizers, Keys to Literacy strategies) that focus on Integration of...
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
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➢ 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.

<table>
<thead>
<tr>
<th>SMART Goals that link to Final Outcomes</th>
<th>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)</th>
<th>OWNER</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>

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.

Objective 4

100% of teachers and the principal will provide opportunities for 2 way communication in order for families to feel welcomed and so that issues may be resolved fairly.

Establish a system for 2 way communication to happen between school and parents on a daily basis and provide opportunities to teachers to discuss their child’s progress throughout the year.

➢ In addition to a monthly newsletter, the principal will administer a Family Engagement Questionnaire to 100% of Kempton Families in September asking families for their input to help improve communication and family engagement.

➢ 100% of teachers will provide and implement a daily communication tool such as: an agenda book (3-5) or a communication sheet (K-2), that will be checked daily, to communicate student homework in addition to any questions or concerns from parents.

➢ Kempton will have scheduled family events to include parent conferences at least 4 times during the MOY.
the year. Our first meeting (assessment night/open house will be October to explain their child’s benchmark results. Other conference dates to be scheduled Jan, March, April.