Quality School Plans
Overview

To ensure that every student has access to high-quality schools, the Whole School Improvement Plan development, submission, and revision process should be aligned with ongoing strategic school improvement efforts at each school site as well as the district's overall targets of the Superintendent's Acceleration Agenda. These efforts include educator effectiveness, creating inclusive schools, supporting the academic development of English Language Learners, implementing the Common Core State Standards, and deepening family and community partnerships.

Principals and Headmasters stated that previous iterations of the WSIP were misaligned with the release of MCAS data and the required timeline to set up the structures within schools to make the strategies and activities in the WSIP a real part of school improvement efforts. To address this concern from school leaders, the BPS revised the WSIP to become the iterative, two-year Quality School Plan (QSP). The first draft of this QSP, based on student performance data from the 2012-2013 school year will be due October 10, 2013. This draft should describe school improvement plans, strategies, and activities to last until June 30, 2015. By July 1, 2014, school leaders should again revisit and revise the QSP to make any changes based on the previous school year's student performance data, and adjust strategies and activities as necessary. By October 10, 2015, school leaders should develop a new two-year QSP, and the same iterative process of continuous improvement will continue anew.

SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
QSP Duration		QSP Duration	
Draft due October 10, 2013 o Updated from SY 2012-2013 data Revision due July 1, 2014 o Updated from SY 2013-2014		Draft due October 10, 2015 o Updated from SY 2014-2015 data Revision due July 1, 2016 o Updated from SY 2015-2016	

SCHOOL NAME:	DATE:

Quality School Plan 2013-2015

The purpose of the Quality School Plan is to support the thinking of school leaders in analyzing trends in student data and help them identify the professional practices to overcome challenges to student learning. These strategies will be strategically aligned to the Academic Targets of the Acceleration Agenda and support the use of the educator performance evaluation system to support effective teaching.

This draft of the QSP, based on student performance data from the 2012-2013 school year, will be due October 10, 2013. This draft should describe school improvement plans, strategies, and activities to last until June 30, 2015. This revision will allow school leaders to make any changes necessary to ensure that the plans outlined in the previous draft continue to be meaningful for the upcoming school year. By July 1, 2014, school leaders should again revisit and revise the QSP to make any changes based on the previous school year's student performance data, and adjust strategies and activities as necessary. By October 10, 2015, school leaders should develop a new two-year QSP, and the same iterative process of continuous improvement will continue anew.

STUDENT PERFORMANCE DATA ANALYSIS

This section of the document will support your identification of focus areas for your school. You should use 1 or 2 pages to answer the questions.

OPTIONAL: Prior to answering the questions below, you may find it helpful to examine your school's ***historical*** data, sub-group data on the DESE school profiles website (see instructions below), and previous QSPs. Collecting existing documentation you have available will support your analysis.

1. **Go to http://profiles.doe.mass.edu/**
2. **Under Organization Type, select "Public School" and under City/Town, select "Boston"**
3. **After selecting your school, click on the "Assessment" tab**

In order to access preliminary MCAS data broken down similarly, you will need to log in to the DESE Security Portal. If you don't know your login information, please contact Diane Ford at 617-635-9505.

4. **Go to https://www4.doemass.org/auth/Login and enter your username and password**
5. **Select Data Warehouse v3.0**
6. **On the top of the screen, select "Public Folders"**
7. **Now select the MCAS Reports folder**
8. **Explore the reports listed here but some helpful ones are:**

   Note: Reports allow you to view item analysis by the old MA Standards or the new Common Core-based MA Curriculum Frameworks; they also allow for reporting by various student subgroups

   a. CU406 - Preliminary Spring 2013 MCAS School Results by Standards
   b. IT401 - Preliminary Spring 2013 MCAS School Test Item Analysis Summary
   c. PE404 - Preliminary Spring 2013 MCAS School Results by Subgroup (view in a PDF to see all grades easily)

How our students are doing

9. **Analyze students' academic strengths, struggles and data trends.** Use this analysis to answer the questions below.
   - For each AYP subgroup (Limited English Proficient, Special Education, Low Income, African-American, Asian or Pacific Islander, Hispanic, Native American, White) please cite specific data as evidence to answer the questions below:
     - What are our students' academic strengths?
       - Hispanic /Latino students have the highest percentage of students receiving Proficient or Higher in Math and ELA. (Math is 92% and ELA is 100%)
       - Non-Disabled students have the highest mean CPI of 96.9 in Math.

- Hispanic/Latino students have the highest mean CPI of 100 in ELA.
- Males have the highest SGP on ELA of 79.5.
- On the Math MCAS, Low-Income, Title I, and High Needs Students had the highest mean SGP of 81.

- Where are our students struggling?
  - On the Math MCAS, our .4 students have the lowest mean CPI of a 66.7 and on the ELA MCAS, have the lowest mean CPI of 83.3.
  - On the Math MCAS, African Americans had the highest percentage of students receiving a Needs Improvement, with 17%, compared to Hispanics, which was 8%
  - On the ELA MCAS, African Americans had the high percentage of students receiving a Needs Improvement, with 11% compared to Hispanics, which was 0.
  - On HS Biology MCAS, Non-High Needs & Non-Low Income only had 50% scoring Proficient or Higher compared to High Needs at 71%.
  - On Math MCAS Non-Low Income students only had 73% scoring Proficient or Higher, compared to Low Income at 89%.
- What trends appear in the data?
  - New Mission students have surpassed the MCAS targets in Math, ELA, and Science.
  - Special Education students have scored lower on the MCAS exams and have had the lowest mean CPI's on both Math & ELA.

Existing achievement gaps

10. **Fill in data chart on sub-group performance from "MCAS Results by Subgroup."** We suggest that you choose the one group that is 15% or more below the aggregate and choose only one subgroup for each content area. **Please note:** for English Language Learners, MCAS data should be disaggregated by students' WIDA ACCESS performance level. Note that students at lower ELD levels 1 and 2 may not have demonstrated command of academic English to score at the Proficient or Advanced Levels on MCAS. Therefore, greater consideration should be given to MCAS performance of students at ELD levels 3, 4, and 5. This information is available from the Office of English Language Learners.
    - Please cite specific data as evidence to answer the questions below:
        - Who are our highest performing sub-groups?
        - Who are our lowest performing subgroups?

MCAS Subject Area	Highest Achieving Subgroup		Lowest Achieving Subgroup		District	State
ELA/ESL	Hispanic/Latino	100	Females	95.6	93.9	97.8
Math	Ever ELL	96.4	Non-Low Income	90.9	86.7	94.7
Science	Female	89.1	Males	86.6	75.8	87.8

SAT Subject Area	Highest Achieving Subgroup		Lowest Achieving Subgroup		District	State
SAT Reading	Females	387	Hispanic	364	431	506
SAT Math	Females	432	Males	392	464	524
SAT Writing	Female	401	Males	356	427	500

English Language Learners with ELD Levels 1-5: New Mission has a low incidence of English Language Learners, 18 students across the ELD and grade levels. As a result, the state does not report this subgroup. Interestingly half of these students are also designated as Special Needs students. An individualized examination of these specific students was conducted. 9 students who had taken the 2012 and 2013 MCAS demonstrated an average proficiency level of P in both math and ELA. Additional data analysis suggests that this subgroup has no significant achievement gap as it relates to graduation rates, GPA, or college access.

English Language Arts

Highest Performance Standards:
Non Fiction (96%): Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Vocabulary and Concept Development (94%)
Fiction (94%)

Lowest Performance standards:
Non Fiction (50%): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Style and Language (60%)
Vocabulary and Concept Development (60%)

Mathematics

Highest Performing Standards

Algebra and Functions (94%): Reporting Category: Algebra and Functions
Standard: 10.P.3 - Add, subtract, and multiply polynomials. Divide polynomials by monomials. (AI.P.7)
Standard: CCSS.Math.Content.HSA-APR.A.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Geometry (94%): Standard: 10.M.1 - Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.
Standard: CCSS.Math.Content.7.G.B.6 - Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Geometry (92%)
Standard: 10.M.2 - Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area.
Standard: MA.Math.Content.7.G.B.7 - Solve real-world and mathematical problems involving the surface area of spheres.

Lowest Performing Standards
Short Answer Geometry (27%)
Standard: 10.M.1 - Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.
Standard: CCSS.Math.Content.7.G.B.6 - Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Algebra and Functions (29%)
Standard: 10.P.7 - Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate. (AI.P.11)

Algebra and Functions (40%)
Standard: 10.P.4 - Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x^4 + 10x^3 - 5x^2 = 5x^2 (x^2 + 2x - 1)$); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents. (AI.P.8)
Standard: CCSS.Math.Content.HSA-SSE.A.2 - Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 – y^4$ *as* $(x^2)^2 – (y^2)^2$*, thus recognizing it as a difference of squares that can be factored as* $(x^2 – y^2)(x^2 + y^2)$.
Standard: CCSS.Math.Content.HSA-CED.A.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
Geometry (40%)
Standard: 10.G.6 - Use the properties of special triangles (e.g., isosceles, equilateral, 30°-60°-90°, 45°-45°-90°) to solve problems.
Standard: CCSS.Math.Content.HSG-SRT.C.6 - Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

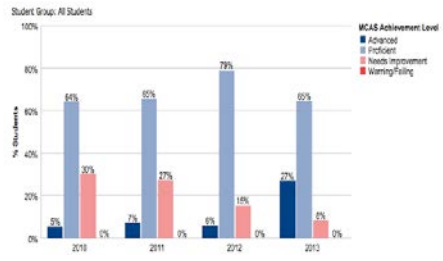
Science – Biology Grade 9

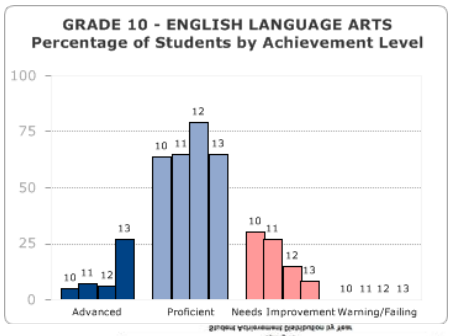
Highest Performing Standards:
Ecology 64%
Cell Biology 71%
Anatomy & Physiology 64%

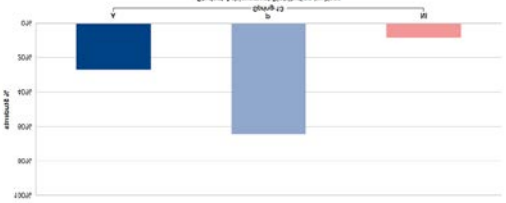
Lowest Performing Standards:
Evolution & Biodiversity 55%
Chemistry of Life 41%
Genetics 63%

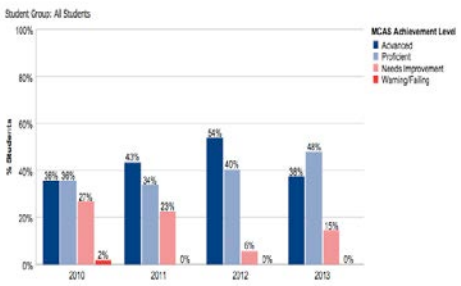
11. Insert MCAS Graphs from the "MCAS Annual Comparisons" option into the spaces below. For each content area, select the graph(s) that synthesize your analyses.

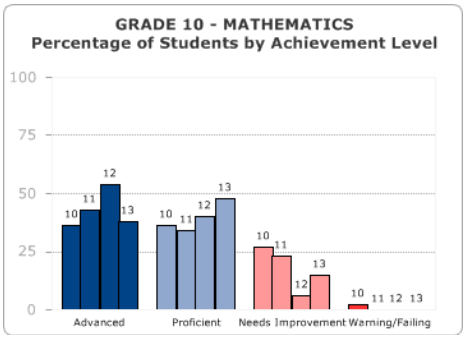
Insert ELA/ESL Data Below:	Insert Math Data Below:	Insert Science Data Below: (Table will adjust to fit multiple images)

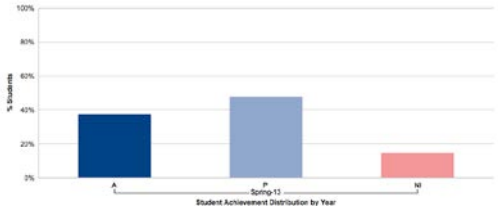


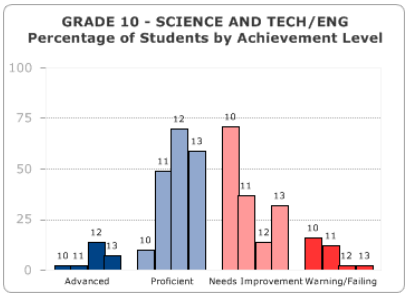












PERSISTENCE AND BEHAVIOR (ATTENDANCE, SUSPENSIONS, EXPULSIONS)

Aggregated attendance and suspension data is available at your school's page on the http://profiles.doe.mass.edu under the "Students" tab and after selecting the "Indicators" option. For more specific data on attendance, suspensions, tardiness, and expulsions, please refer to your school's records.

Please respond to the following questions:

- Define the attendance goal for your school: All New Mission students will have a 95% attendance rate for the school.
- What are your attendance rates?
  - Which sub-groups of students have the best attendance?
    - Mixed/Other Race – 95.7%
    - Reduced Lunch 95%
  - Using your defined attendance goal as a benchmark, which sub-groups of students have not met this goal?
    - None of our grade levels have reached this goal. The highest Attendance rate is in the 10th grade at 92%. The 11th grade has the lowest rate at 89% and a chronic absenteeism of 13%.
    - Hispanic students have the lowest attendance rate of 89.2%, compared to Mixed/Other of a rate of 95.7%.
    - White students have the highest rate of chronic absenteeism of 11%, compared to Black students who have the lowest rate of 8.4%.
    - Sub-Separate students have the lowest attendance rate of 84% and the highest rate of chronic absenteeism of 30%.
    - NLEP students have the lowest attendance rate of 90% and LEP students have the highest rate of chronic absenteeism of 19.3%.
- What are the tardiness rates at your school?
  - What sub-groups of students are struggling the most with tardiness?

  Students in grade 11 are struggling most with tardiness. A close second is our seniors. This year New Mission is implementing an Attendance Initiative. This includes systematic bi-quarterly notification, family meetings, and integration of support systems to help students come to school regularly and on time. The Student Support Team will review the attendance of students on a bi-monthly basis and provide action plans for each students who is presenting challenges. We are also participating in the district Attendance Initiative.

Whole school Tardy average = 31.9	
Subgroup	**Average Number of Tardies**
Reduced Lunch	37.9
African American	34.5
Free lunch	33
Male	31.96
Female	31.9
Hispanic	27.8
GRADE DISTRIBUTION	
Grade 9 25.3	25.3

Grade 10	25.9
Grade 11	39.5
Grade 12	37.7
White	20.3**
Asian	60**
Native American	34**

** low numbers of students with higher than average numbers skew the results

CODE OF CONDUCT (SUSPENSIONS & EXPULSIONS)

- Who is being suspended and expelled?
  - Which sub-groups are suspended the least?
  - Which sub-groups are suspended the most?
  - Which groups of students appear to be struggling with behavior?

New Mission High School has very low incidence of suspensions (2) and expulsion (0) for the 2012-2013 school year. As a result suspension and expulsion data does not provide us with information regarding our school climate. We do maintain a database (Educators Handbook) of school infractions which indicate the types of infractions as well as our response to them. This system is used as a repository for information about our students. We follow a progressive discipline policy that incorporates a Response to Intervention in three Tiers. See data below which is a sample.

Students in grades 10 and 11 struggle the most with behaviors as indicated by the data below. Most common infractions include Classroom Disruptions are common amongst all grade levels. Students in grades 10 and 11 have more infractions during this time period than grades 9 and 12. At each grade level the gender of the top 10 students who have infractions are generally either equal percentages of boys and girls or a higher percentage of boys by between 10-20 %.

GRADE 9 INCIDENTS 38 9/4/13 – 9/27/13 TOP 10: BOYS =6 GIRLS = 4	
Offense Description	# infractions
Class Disruption	8
Cell Phone	6
Defiance	5
Drugs/Alcohol/Tobacco	3
Threat/Harassment	2
Uniform violation	2
Food In Class or Hallways	2
Documentation of Parent	2
Physical Aggression	2
Profanity	2

GRADE 10 INCIDENTS 54 9/4/13 – 9/27/13 TOP 10: BOYS =7 GIRLS = 3

Updated 10/11/13 by Naia

Offense Description	# infractions
Class Disruption	10
Skipping	10
Tardy	6
Threat/Harassment	6
Cell Phone	5
Defiance	5
Uniform violation	4
Plagiarism	2

GRADE 11 INCIDENTS 51 9/4/13 – 9/27/13 TOP 10: BOYS =6 GIRLS = 4	
Offense Description	# infractions
Skipping	9
Cell Phone	7
Defiance	7
Uniform violation	7
Food In Class or Hallways	4
Documentation of Behavior	2
Elevator usage	2
Tardy to Class	2
Other minor offenses	2

GRADE 12 INCIDENTS 20 9/4/13 – 9/27/13 TOP 10: BOYS =5 GIRLS = 5	
Offense Description	# infractions
Defiance	5
Class Disruption	4
Food In Class or Hallways	3
Skipping	3
Uniform violation	2
Inappropriate Behavior	2
Cell Phone	1

SCHOOL-WIDE ASSESSMENT

1. ACCELERATION AGENDA ACADEMIC TARGETS

Which Academic Targets of the Acceleration Agenda are most challenging for your school?

☐ Reading by the end of Grade 1	☐ Reading to learn in Grade 3
☒ Skillful, analytical writing in Grades 4-12	☐ Algebra 1 in Grade 8
☐ English Language Learners acquire academic language and content mastery and fluency	☒ *Significant* academic growth for students with disabilities
☐ "On-track" to graduate by the end of Grade 10	☐ High school graduation
☒ College-ready and success-bound	

2. Focus Areas.

District Priority	Teacher Rubric Element	Administrator Rubric Element
1. Increasing Academic Rigor – Implementation of the Massachusetts Curriculum Frameworks	Well-Structured Lessons (I-A-4)	Lesson Development Support (I-A-2)
2. Data Inquiry	Adjustments to Practice (I-B-2)	Adjustments to Practice (I-C-2)
3. Engaging Families, Community & Partners	Parent/Family Engagement (III-A-1)	Parent/Family Engagement (III-A-1)
4. Inclusive Practices	Meeting Diverse Needs (II-A-3)	Diverse Learners' Needs (I-B-3)

Use data analysis on preceding pages and other information about your school to identify three problems of performance (student learning challenges). Each problem of performance should be aligned with a specific school-wide learning goal and school priority.

i. Our students are performing well under the state means on Critical Reading and Writing on the SAT exams.
ii. Our students are performing well under the national means on Multiple Choice and Free Response on AP Exams.
iii. Our Special Education students are consistently underperforming on assessments compared to General Education students.

3. Write up to three school-wide student learning goals that will address your problems of performance:

I. ELA: Based on the fact that New Mission students score low on the writing portion of the SAT and AP exams, our goal is for 80% of all students in grade 9 to receive a minimum of at least a 3 in all criteria on a writing assessment by April 2014. 80% of students in grade 10 will receive a minimum of a 4 in all criteria on a writing assessment by April 2014. 80% of the students in grade 11 will score a minimum of a 5 in all criteria on a writing assessment by April 2014. Assessments will be scored by the New Mission Writing rubric designed by the ELA Team during common planning time in the 2012-2013 school year. All grades are based on the New Mission Writing Rubric.

II. Math: Based on the fact that New Mission students are performing below district and state averages on the math PSAT and SAT, our goal is to increase 80% of all students mock PSAT and SAT assessments by 25% by April 2013.

III. Science: Based on the fact that New Mission students are performing below district and state averages on the math PSAT and SAT, our goal is to increase 80% of all students passing the district science final exam with a minimum of 70% in June 2013.

4. What professional practices (from the district priority areas and the Rubric of Effective Teaching) will you leverage to address the above student learning goals?

School-wide Priority i: Data Driven Instruction	**School-wide Priority ii:** Increasing Academic Rigor by aligning with Common Core
School-wide Priority iii: Critical Writing	

***If applicable**

5. School Leader Goals. Compose one student learning goal and one professional practice in the space below. Please follow the SMART goal format (for assistance, please visit the Goals Guidance Document). Note that the professional practice goal should be based in the Rubric of Effective Administrative Leadership Practice.

Student Learning Goal:	**Professional Practice Goal:**
In order to ensure implementation of a comprehensive assessment system that is aligned across disciplines, I will lead the administrative team in facilitating content teams in assessment development, implementation and analysis through a Cycle of Inquiry. Each teacher will develop 4 Quality Performance Assessments (NMHS Common Core Aligned "Vehicles") with their interdisciplinary content pair (math-science, ELA-history). I will measure my results through rigorous lesson plans that are aligned to the Common Core Standards, and student growth data from the Advantage 1200 Program. The Quality Performance Assessment Guide for Schools and Districts will be utilized extensively along with its samples and resources. It is expected that 80% will improve their performance on these quarterly assessments by 25%. **(Rubric Element I-C1: Variety of Assessments)**	In order to ensure that teachers are employing effective instructional strategies, I will lead teacher leaders and administrators in the Peer Instructional Feedback Process to facilitate with all teachers. Each teacher will participate in two PIF Cycles. I will measure progress by teacher survey results, review of lesson plans, and improved student performance on quarterly grades and assessments. **(Rubric Element I-B-1: Instructional Practice)**

SCHOOL-WIDE PRIORITY:

Data Driven Instruction

Action Steps	Check Applicable Area(s): Instructional	PD	Family Engagement	Team or Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Teachers will give 3 Mock SAT/PSAT tests to all grade 9-11 students. Seniors are included in the first Mock exam All students in grades 9-11 participate in the official October school based PSAT All students in grade 11 participate in the first official June SAT Select juniors and seniors will participate in the ACT exam in June	X			See below	September 9, 2013 February 4, 2014 April 14, 2014	See below	See below
Create an assessment schedule 2. Purchase test items and materials 3. Team will use cycle of inquiry for develop and analysis of assessments and curriculum a. Research assessment b. Create assessment c. Administer assessment d. Grade assessment e. Analyze data f. Develop lessons/interventions	X	X		Members of all content Teams facilitated by Teacher and administrator in charge of team	1. September 2013 2. June 2013-October 2013 3. October 2013 - May 2014: complete 4 cycles of inquiry (Oct 17 - PSAT; Last	-SAT/PSAT preparation books by Kaplan, Princeton Review, McGraw Hill, and College Board -Scantron bubble sheets -Advantage 1200 -Weekly common planning time with	Improved SAT scores Improved PSAT scores Improved growth on formative standardized assessments

g. Implement lessons/reteach h. Reassess i. Cycle back to step a					week of January, 2014 - Mock PSAT; May, 2014 - Mock PSAT; monthly PSAT type mini assessments)	colleagues -Number 2 pencils Scientific/graphing calculators -College Board SAT questions of the day -PSAT analysis reports from College Board	
Score reports will be sent to families with explanation as to what the school is doing to shift scores upward			**X**		After each mock assessment		

Note: add more rows as needed

SCHOOL-WIDE PRIORITY

Increasing Academic Rigor by aligning with Common Core

	Check Applicable Area(s):						
Action Steps	Instructional	PD	Family Engagement	Team or Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Develop daily quizzes based on homework inspired by AP exams, SAT, and SAT Subject tests	**X**	**X**		All content teams		SAT2 Exams AP Practice Workbooks Schedule time for assessing	Improved daily quiz scores
Develop End of Unit Exams inspired by he AP and SAT2 exams	"	"		"		"	Improved End of Unit Exam scores
Develop End of Midterm Exams inspired by he AP and SAT2 exams	"	"		"		"	Improved midterm exam scores
Administer two full length practice assessments for AP and SAT2	"	"		"		"	Improved SAT, AP, and quarterly grades.
Co-author mini projects, "vehicles" that are interdisciplinary (Math-science, ELA-history) **Based on the Quality Performance Guide which aligns to the Depth of Knowledge standards**	"	"		Interdisciplinary pairs		Quality Performance Guides	Improved Portfolio Review Presentations which utilize "vehicles"

Note: add more rows as needed

SCHOOL-WIDE PRIORITY

Skillful Analytical Writing

	Check Applicable Area(s):						
Action Steps	Instructional	PD	Family Engagement	Team or Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Calibration Protocol	**X**	**X**		ELA, Science, History teams	2 Meetings	Common Core Writing Samples, Student Writing Samples	Sample Student Writing Similarly Assessed by Team Members using the NMHS Writing Rubric
Cycle of Inquiry focused on Critical Writing Skills • **Creation of Benchmark Assessment** • **Collection of Baseline Data** • **Analysis of Data to create first focal point** • **Text-Based Discussions** • **Lesson Studies** • **LASW Sessions**	**X**	**X**		ELA, Science, History teams	2013-2014 School Year	Student Writing Sample, Writing Rubric, Professional Lit. on Writing (see www.doe.mass.edu and AP Central for resources)	Student Growth on Benchmark Writing Assessments
PSAT Practice and Writing Section Data Analysis	**X**			ELA, Science, History teams	Week of 9/9, 10/16, 2/3, and 4/14	PSAT Booklets and Scantron, Datalink Program	PSAT Data

Note: add more rows as needed

FAMILY ENGAGEMENT

Please respond to the following questions:

Describe how parents will be involved in the design, implementation, and evaluation of the school-wide program.

New Mission is fortunate to have a Family and Community Outreach Coordinator who provides ongoing information and access to families to the school's programming. Monthly parent Council Meetings and Governing Board Meetings allow for families to voice their opinions and provide input to the full development and running of the school. The headmaster of the school sits on the Governing Board as well as attends Parent Council Meetings to ensure that parents have access to the school's administration. The FCOC sits on the administrative team of the schools which meetings weekly.

NMHS Parent Surveys

This year New Mission's FCOC will implement a Parent Survey to solicit a wider range of family feedback. This survey will be administered twice yearly (September Open House, Mid Year Portfolio Presentations) electronically and hard copy. The survey results will be analyzed by the administrative team and discussed with the Parent Council for implementation.

School Climate Surveys

A stronger implementation plan for the completion of the School Climate Surveys will take place during the end of the year Portfolio Presentations. Our goal is to increase our completion rate from 65 families to 165 families.

Describe how parents will receive timely information about the Title I program at your school; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

- New Mission holds several key meetings in which families are informed of the Program of Studies and data of the school.
- Fall – Open House – Headmaster Presentation on the State of the School
- Fall - Grade 11 and 12 Families – Financial Aid Night
- Fall – AP Kick Off
- Mid Year – Portfolio Presentations – All families are required to met with their child's advisor for a one hour ling presentation on their child's progress in meeting the school's expectations for excellence in each core content area
- June -Portfolio Presentations – All families are required to met with their child's advisor for a one hour long presentation on their child's progress in meeting the school's expectations for excellence in each core content area
- Summer – New Families are expected to attend a Open House in which families are introduced to the school's Program of Studies
- Weekly Grade Level team Meetings. Families are invited to attend at any time throughout the school year to ensure they have ample information about their child's progress.

- Communications are sent out regularly throughout the school year: Mailings – Weekly Electronic Bulletin – All Calls

List specific training activities and decision-making opportunities for parents.

- Parents of New Mission students meet monthly during Parent Council Meetings with the headmaster and the Family and Community Outreach Coordinator to discuss relevant issues, and to learn about and provide input to initiatives that are being implemented. These initiatives include hiring, operations, policy development, and data presentations regarding the school accountability system to the district and state. New Mission's FCOC is a Hub Leader and presents workshops at Parent University. Parents are encouraged to participate.
- Parents are also members of the New Mission High School Governing Board. The purpose of the board is to support in keeping the mission and vision of the school alive. This board meets every other month. This plan is presented to the board for review and input. All input is included in the plan.
- Throughout the course of the school year parents are offered a variety of trainings and workshops on the Aspen system to monitor their child's grades, attendance & coursework, Financial Aid, Saving for College, Finances and AP Courses via workshops, phone and email with the assistance of the Family Coordinator. These workshops are delivered by teachers, the guidance department, and the Family Coordinator and are held both on site and at external locations. The Parent Council reserves the right to request additional trainings based on need.

Describe how parents' input or feedback has been used to shape this plan.

Parents are presented with the plan during monthly Parent Council meeting and asked to provide feedback and input. All families are invited to meetings via the Weekly Electronic Bulletin as well as mailings and All Calls. Any and All input provided by families is included in the plan.

INSTRUCTIONAL & INFORMATIONAL TECHNOLOGY

Describe how teachers will incorporate technology into their lesson plans to differentiate instruction, engage students, and increase access to content and curriculum to increase student proficiency?

Standard teaching tools for each teacher at New Mission include a Smartboard, Enfocus Projector, a Mac laptop, a HIQ desktop as well as access to wireless internet . These standard resources are provided to encourage student participation, interaction and practice of basic literacy concepts.

Software and Web-based Applications: With access to technology comes creativity and innovation in instructional delivery. These tools encourage collaboration. It is common to see teachers utilizing YouTUBE video, and other web based programs and software applications to meet their daily objectives including but not limited to:

Edmodo, GoogleCircles, Apexlearning, Prezi, Powerpoint, Study Island, google earth, google website, Loudlit.org (audio books), Boston Globe News in Education website and Boston Globe epaper, Netflix, Apple itunes for podcasts and movies, Teachertube, PBS Learning Media, National Geographic, Ted Talks, Scholastic , google docs, pictures from my Iphone to document student learning. Oyate.org-Native American website, Facing History and Ourselves, Civnet.org, Discovery website, DBQ Project, Civilrights.org, pbs.org. These tools enhance student Speaking and Listening Skills and develops subject specific language.

Describe how your school will ensure equitable access to available technologies for all students to meet their learning needs and prepare them with digital literacy skills for college & career success.

- **Computer/Technology Access:** New Mission currently has three full Mac Computer Laboratories. Our newest laboratory is designated for our Seniors. They utilize it daily in their work with the college application process. The two additional full laboratories are shared amongst three grade levels. TI graphing calculators (math and science teams), document camera (AP teachers). All students at New Mission are required to use an electronic presentation for their bi annual Portfolio Presentation to their families. Most students utilize either Prezi, Powerpoint or Microsoft Word. These tool s encourage students to engage in the writing process as well as promotes multiple revisions.

- **Students with Special Needs:** Our students with special needs have their own mini laboratory in which teachers with smaller classes can access. In addition, new this year our mathematics teacher for students with special needs has a set of 10 chrome books and 10 IPADS. She is piloting educational applications in the math and ela classrooms. These devices will allow students to easily access and interact with a variety of texts and multimedia.
- **Full Service Library**

Fully equip with print and digital resources which expands students' access to materials for research ,collaboration and analysis. The full time librarian teaches collaborative classes that fully integrate into the school's curriculum.

MASSACHUSETTS CURRICULUM FRAMEWORKS (COMMON CORE)

Describe how your plan addresses the core instructional practices for ELA/Literacy across content areas and Math (Use *CCSS INSTRUCTIONAL PRACTICE GUIDE: SUPPLEMENT FOR REFLECTION OVER THE COURSE OF THE YEAR* for reference):

Developing Quality Performance Assessment

New Mission staff understand that preparing all of our students for the rigors of college level work requires performance assessments that engage students to think deeply and express what they know and are able to do in multiple ways. This year New Mission staff will co-develop high quality interdisciplinary performance assessment aligned to the Common Core and PARC exam protocols. Members of the Administrative Team have been trained in the use of the Center for Collaborative Education's new field guide, *Quality Performance Assessment: A Guide for Schools and Districts.* This guide provides templates and rubrics that support teachers in aligning their assessments to the Depths of Knowledge. Students will be asked to perform two tasks per quarter for a total of 8 for the year. These assessments will be the basis for their Portfolio Presentations mid year and end of year. We believe they will prove to support our students in answering essential questions, make strong connects between disciplines, and think critically. These assessments will require students to synthesize their learning from multiple content areas and integrate their reading, writing, and analytical skills to perform well.

Professional Development

Teacher pairs will learn to utilize the Assessment Validation Checklist to ensure that all assessments aligned, include Depths of Knowledge 3 and 4, have clarity and focus on the essential question for the courses, require students to be engaged in decision making, are fair and adhere to the principles of Universal Design.

Teachers will then analyze student work to ensure mastery of the assessed standards. Common rubrics and or scoring guides will be developed between teacher pairs.

HEALTH & WELLNESS

Your school's Wellness Action Plan is due to the Health & Wellness Department is due June 30, 2014. Please be sure to adhere to this deadline and append that document to your QSP when you submit it on July 1, 2014.

QSP COMMUNICATIONS PLAN: 3-2-1

3: What are three key messages about the QSP you will communicate to teachers?

- The QSP is a living document. It should guide our content team and grade level team work
- All members of the school community have input into the QSP. It is not a document that should be created and sit on a shelf. It is a document that is co-created by the entire school.
- Each goal presented in the document is urgent and must be followed through with fidelity
- All goals established in the QSP are aligned to the goals of the whole school, content teams, and the professional goals of each member of our community as indicated in the Educators Effectiveness Evaluation Process

2: What are two ways you will communicate to parents and the greater school community?

Face-to-face

- Parent Council Meetings
- Governing Board Meetings
- Portfolio Review Presentations
- Annual Open House and State of the School Address
- Headmaster Monthly Meetings with the "Mission Advocates" Student Government Group
- Quarterly Awards Ceremonies for students and teachers

Electronic communication

- Weekly Bulletins from the Headmaster
- Mailings to families regarding all events, activities and opportunities
- Parent email listserve (newmission-parents@boston.k12.ma.us)
- Student email listserve (newmission –slc@boston.k12.ma.us)
- Staff email listserve (newmission-staff@boston.k12.ma.us)

1: What is one way that you will monitor your progress towards achieving the goals of this QSP?

New Mission has a number of established teams that led by teacher leaders and administrators that monitor progress through a cycle of Inquiry. Teams use formative assessment data, mock assessment data, grades, attendance records, suspension and behavior data to monitor progress. All team leaders meet weekly with the headmaster to calibrate and align all cycles of inquiry

- Grade Level Team
- Content Team
- Student Support Team
- Wellness Team
- Grade Level Coordinator Team
- Instructional Leadership Team
- Special Educator Team