

New Bedford Global Learning Charter School

Charter Final Application

Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Final Application. Please type information.

Name of Proposed Charter School: New Bedford Global Learning Charter School

School Address (if known): 455 County St., 3rd floor

School Location (City/Town): New Bedford

Primary Contact Person: Pam Cruz

Address: NB Community Connections, 105 William St.

City: New Bedford State: MA Zip: 02740

Daytime Tel: (508) 994-9625 Fax: (508) 994-9667

E-mail: nbcommunityconnections@msn.com

The proposed school will open in the fall of school year: 2006-07 2007-08

School Year	Grade Levels	Total Student Enrollment
First Year	5-12	380
Second Year	5-12	400
Third Year	5-12	420
Fourth Year	5-12	440
Fifth Year	5-12	450

Grade span at full enrollment: 5-12

Total student enrollment when fully expanded: 450

Commonwealth charter applicants only:

Will this school be a Regional Charter School? Yes No

If yes, list the school districts in the proposed region (use additional sheets if necessary):

_____	_____	_____
_____	_____	_____
_____	_____	_____

COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT

Proposed Charter School Name: New Bedford Global Learning Charter School

Proposed School Location (City/Town): New Bedford

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief; that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person 
Date 11/15/05
(please label copy with original signature)

Print/Type Name: Pam Cruz

Address: NB Community Connections, 105 William Street, New Bedford, MA 02740

Daytime Phone: (508) 994-9625 x21 Fax: (508) 994-9667

Executive Summary

The New Bedford Global Learning Horace Mann Charter School is applying for a Commonwealth charter. It is our intention to present to the Commissioner of the Department of Education and to the Board of Education the description of our school as it exists and as it is making progress toward the goals in our original Horace Mann charter. At the same time we want to state clearly why we are applying for a new and more hopeful charter.

Mission and Educational Program

The mission of the New Bedford Global Learning Charter School (NBGLCS) is to have all students achieve academic excellence and master essential skills needed for a productive life in the 21st century. NBGLCS personalizes the school experience and offers an engaging student-centered curriculum and instructional strategies to prepare all students for post-secondary success. Serving New Bedford students in grades 5-12, we intend to contribute to public education at large by sharing our best practices with colleagues in New Bedford and beyond.

At NBGLCS, we define the terms academic excellence and essential skills as follows:

- *Academic excellence is achieved when a student demonstrates proficiency in Mathematics, Science and the Humanities.*
- *Essential skills include technology literacy, public speaking, global citizenship and arts exploration.*

We use current state and district standards as a framework for integrated instruction in Math/Science and the Humanities. Our teachers are required to demonstrate knowledge of the Massachusetts Curriculum Frameworks and to identify learning standards in lesson plans and in project specifications and documentation.

We understand the need for curriculum definition and alignment to the state Frameworks. Given our commitment to student-centered learning and the applied understanding of curriculum, we find that combining: (1) standards-based curriculum definition and resources, (2) supplementary teaching and learning resources that are print-, Internet- and community-based, and (3) our varied methods of teaching for understanding, provides the depth and breadth of instructional materials and venues that learning requires. In other words, we have adopted an approach that provides teachers and students with rich text and print materials and with the opportunities to apply the content therein in learning investigations, explorations and projects inside and outside the classroom.

Our curriculum also includes essential skills that we feel are necessary for success in the adult world and for realization as an educated and confident citizen: *technology literacy, public speaking, global citizenship and arts exploration*. Emphases in these areas in curriculum and project work ensure that our students master critical skills needed for life-long learning and for participation in the growing global economy and society.

In addition to adherence to the Massachusetts Curriculum Frameworks and our own learning standards and instructional techniques, we provide different learning activities and venues for students to practice, learn and understand. From teacher-led instructional lessons and group classroom discussion and exploration, to independent projects and presentations, field studies, community internships and collaborations with students from other schools, we show our students the variety - and responsibility - of learning different ways.

Community Need

New Bedford has one the state's largest, poorest, and most multi-cultural school districts. The Massachusetts State Data Center shows New Bedford falls near the bottom of the list in terms of family incomes – number 349 out of 351 Massachusetts cities and towns.

The New Bedford School District battles with the state's second highest dropout rate. About 9% of all students drop out each year in grades 9-12. The State average dropout rate is less than half that rate at 3.5%. This means that in New Bedford close to 40% of our students never finish high school. The 2000 census shows that only 57.6% of the population in New Bedford has attained a high school diploma compares to the Massachusetts State average of 84.8%. Only 10% of New Bedford's residents have achieved a college degree.

The New Bedford population is challenged in other serious ways as well. The rate of drug addiction in New Bedford (as reflected in the number of drug users admitted to treatment) is twice the rate in the statewide population. New Bedford also has a high percentage of single-parent households, and a high incidence of adolescent pregnancy. In 1998, the teen birth rate here was more than double the statewide average (7.3% versus 2.9% of all births).

Given these challenges, it is perhaps not surprising that students in New Bedford Public Schools have traditionally performed significantly below average on Massachusetts standardized tests. Even with small and changing cohorts over a short amount of time, NBGLCS has demonstrated MCAS scores somewhat above the district's equivalent grade levels and has, as a school, improved its overall scores and performance indices each year.

Why a Commonwealth Charter?

As a Horace Mann Charter School for the past three years, NBGLCS has worked with the New Bedford School Department to find solutions to the critical challenge of helping more New Bedford students realize their true potential. Significant positive change has taken place in the last three years within the New Bedford Public Schools and we have been proud to be part of that movement.

The distinguishing feature of all charter schools is that they are self-governing bodies. They have greater independence and flexibility to explore and disseminate innovative solutions to educational problems. Each Charter School is governed by a Board of Trustees authorized by state statute to *operate and manage* the school. In the case of NBGLCS, we are proposing to become a Commonwealth Charter school for the following reasons:

- *Management flexibility:* In order to succeed as a publicly chartered school, we must be able to take advantage of every opportunity to do so – as a single enterprise and without any concerns about whether that opportunity also has to be made available to all other district schools.
- *Teacher autonomy and realization as professional educators:* We must be able to offer the appropriate time and resources to teachers in order that they can fulfill their commitment to the success of the school.
- *Partnerships:* We must have the ability to search out and establish relationships with other organizations and agencies, without the approval of the local district or teachers union.
- *Fund raising efforts:* Practically speaking we feel – as most other institutions do – that with more sources of funding we can significantly raise the probability of fulfilling the school's mission. We should be able to freely plan and execute fundraising efforts without regard to limits or consideration of other schools.

For example, both private contributors and public financing agencies have told us that they would need to maximize the probability of a charter renewal in order to help with financing a new school facility. The predictability of renewal under the current Horace Mann charter in New Bedford – with its requirement that the School Committee and the New Bedford Educators

Association support renewal – is much lower than a Commonwealth charter. In the end, it is a question of charter renewal based on merit versus a political decision or change.

Founding Group Profile

In the document that follows is a list of New Bedford community representatives and current members of the NBGLCS Board of Trustees who, as part of a strong and involved majority, voted in favor of pursuing the application for a Commonwealth Charter. We consider this the founding group for purposes of converting the current school's charter. These current Board members are the members who are very involved in the school and who feel that they have a fiduciary responsibility to take action to ensure the long-term viability of NBGLCS. The board as a whole has proven itself more than capable of overseeing the operations of the school and directly maintaining the financial integrity of the institution. All members of the executive committee of the current Board are included in the founding group, as well as some of the original charter's founding members.

Public Statement

New Bedford Global Learning Charter School (NBGLCS) is an existing Horace Mann charter school in its fourth year. The school is located at 455 County Street for grades 5-8 and at 1215 Purchase Street for grades 9-10. We have 320 students in grades 5-10; when fully enrolled in grades 5-12, we will have 400-450 students.

We offer a small, challenging and accountable learning environment and we expect students to reach academic proficiency, be prepared for post-secondary education and develop life-long skills necessary for full participation and success in their civic, economic, social and cultural lives.

NBGLCS has achieved much to date but we need the added independence of a Commonwealth charter to meet the goals specified in our charter.

Public Statement

New Bedford Global Learning Charter School (NBGLCS) is a Horace Mann charter school beginning its fourth year. The school is located at 455 County Street for grades 5-8 and at 1215 Purchase Street for grades 9-10. We have 310 students in grades 5-10; when fully enrolled in grades 5-12, we will have 400-450 students.

We offer a small, challenging and accountable learning environment and we expect students to reach proficiency or advanced levels in academic achievement and to develop like-long skills necessary for full participation and success in their civic, economic, social and cultural lives.

NBGLCS has achieved much to date but we need the added independence of a Commonwealth charter to meet the goals specified in our charter.

I. Charter School Mission, Vision and Statement of Need

A. Mission Statement

The mission of the New Bedford Global Learning Charter School is to have all students achieve academic excellence and master essential skills needed for a productive life in a global society. We intend to contribute to public education at large by preparing all students for post-secondary education and sharing our best practices with colleagues in New Bedford and beyond.

At NBGLCS, we define the terms academic excellence and essential skills as follows:

- Academic excellence is achieved when a student demonstrates proficiency in mathematics, science and the Humanities.
- Essential skills include technology literacy, public speaking, global citizenship and arts exploration.

B. Vision Statement

At NBGLCS, we have a vision for our students that goes beyond standardized tests to demonstrate academic excellence and mastery of essential skills. We envision a school where the development of standards and frameworks for school accountability are matched by:

- preparing young people for the new global, multi-cultural, and technology-rich society and economy;
- teaching methods that ensure that the special learning needs of each student are fully met; and
- school culture that promotes the personal qualities of initiative, responsibility, and community connectedness.

C. Statement of Need

NBGLCS is an educational response to the changing nature of the world in which we live, to our society's demand for higher levels of student achievement, and to pressing local needs.

New Bedford has one the state's largest, poorest, and most multi-cultural school districts. According to the 2000 census, approximately 23% of our population is Hispanic/Latino, Asian, Black/African American, American Indian, Eskimo, Pacific Islander, or mixed-race minority. However, the Massachusetts Office of Multicultural Health indicates 65% of residents listed as "White" are immigrant or ethnic Portuguese, Azorean, or Cape Verdean. Furthermore, most of our students come from low income and extremely low income homes. The Massachusetts State Data Center shows New Bedford falls near the bottom of the list in terms of family incomes – number 349 out of 351 Massachusetts cities and towns. In 1999, New Bedford's median family income was \$27,569, while the State's median family income was \$50,502.

The New Bedford School District battles with the state's second highest dropout rate. About 9% of all students drop out each year in grades 9-12. The State average dropout rate is less than half that rate at 3.5%. This means that in New Bedford close to 40% of our students never finish high school. The 2000 census shows that only 57.6% of the population in New Bedford has attained a high school diploma compares to the Massachusetts State average of 84.8%. Only 10% of New Bedford's residents have achieved a college degree.

The New Bedford population is challenged in other serious ways as well. The rate of drug addiction in New Bedford (as reflected in the number of drug users admitted to treatment) is twice the rate in the statewide population. New Bedford also has a high percentage of single-parent households, and a high incidence of adolescent pregnancy. In 1998, the teen birth rate here was more than double the statewide average (7.3% versus 2.9% of all births).

Students served

We eventually plan to serve students in grades 5-12 with a total enrollment of 400 students. In the 2004-2005 year we enrolled 280 students in grades 5-9. In 2005-2006 we plan to have 310 students in grades 5-10 and will add a grade school grade each successive year.

All students attending NBGLCS are New Bedford residents. For the 2004-2005 school year, NBGLCS received 178 new applications for admission into grades 5 through 8, for 121 available seats. For the new 9th grade, almost 40% of our 8th grade chose our high school over the three regional public high schools. On September 8th we were expecting 280 students in grades 5 though 9 and 280 students showed up for class on that first day of school. Based on the number of applications received we offered two 5th grade classes, three classes for each of grades 6 and 8, four 7th grade classes, and two 9th grades. Our October 1 enrollment was 280 students; our February 1 enrollment was 276. We closed the school year with 273 students. Vacancies were filled as applications came in or from a waiting list. After October 1, there was a small waiting list throughout the year, from which we brought in 17 additional students. A tabulation of initial 2004-05 applications and net fall enrollment follows:

	New Bedford Resident applications Received	Returning students	Waiting List (after yield)	Enrolled 10/1/04
Grade 5	61	n/a	-	37
Grade 6	56	23	-	66
Grade 7	51	48	-	83
Grade 8	10	68	-	71
Grade 9	2	21	-	23
Total	180	160	-	280

Students Enrolled in 2004-05 with Percentage by Race, Ethnicity and Gender

Total Number of Students Enrolled as of February 1	276	%
Male	114	41%
Female	162	59%
American Indian	0	0%
Black Non-Hispanic	64	23%
Asian	7	3%
Hispanic-White	34	12%
Hispanic-Black	7	3%
White	164	59%

Census data	Number	Percentage
Number of Students Receiving Free and Reduced Lunch	175	63%
Special Education Enrollment	41	15%
Total Classified as Limited English Proficient	0	
Total Linguistic Minorities	0	
The average daily attendance rate for the year as of June 30, 2005 was 96%		

Why a Commonwealth Charter?

As a Horace Mann Charter School for the past three years, NBGLCS has worked with the New Bedford School Department to find solutions to the critical challenge of helping more New Bedford students realize their true potential. Significant positive change has taken place in the last three years within the New Bedford Public Schools and we have been proud to be part of that movement.

The distinguishing feature of all charter schools is that they are self-governing bodies. They have greater independence and flexibility to explore and disseminate innovative solutions to educational problems. Each Charter School is governed by a Board of Trustees authorized by state statute to *operate and manage* the school. In the case of NBGLCS, we are proposing to become a Commonwealth Charter school for the following reasons:

- *Management flexibility:* In order to succeed as a publicly chartered school, we must be able to take advantage of every opportunity to do so – as a single enterprise and without any concerns about whether that opportunity also has to be made available to all other district schools.
- *Teacher autonomy and realization as professional educators:* We must be able to offer the appropriate time and resources to teachers in order that they can fulfill their commitment to the success of the school. That autonomy includes freedom from the aspects of an existing collective bargaining agreement that restricts us from making the teaching environment a truly professional and collegial one. For example, we need additional paid planning time, more time to discuss student progress with parents, and additional paid professional development time. In order to tap into a rich resource for new teachers, we must also consider compensating mid-career professionals who switch to teaching – with our required certifications – for previous relevant work experience.
- *Partnerships:* We must have the ability to search out and establish relationships with other organizations and agencies, without the approval of the local district or teachers union. One of our strongest beliefs as a charter school is that students and teachers should learn from others in the community and beyond. That means that students and teachers are involved in community relationships (local, national, and global) for purposes of gaining real world understanding of content areas, meeting and honoring people outside the school, and learning how the world for which we are preparing them really works.
- *Fund raising efforts:* Practically speaking we feel – as most other institutions do – that with more sources of funding we can significantly raise the probability of fulfilling the school’s mission. For example, we could offer more opportunities for students and teachers with new facilities that send the message of accomplishment and focus, or with transportation resource for access to daily or periodic off-campus activities. We should be able to freely plan and execute fundraising efforts without regard to limits or consideration of other schools.
- *Facilities:* Our major message to families of students who enroll in NBGLCS is that we will prepare their children for the adult world. Our vision for the school “workplace” is one that is different from most school designs. For example, regarding our affiliation with High Tech High Learning, their instructional space model specifies school facilities that are designed for flexible work space, student and teacher interactions, project work, student group work, work

display/demonstration and a common space for whole community meetings. New facilities for NBGLCS would be another source of pride for the city of New Bedford.

Both private contributors and public financing agencies have told us that they would need to maximize the probability of a charter renewal in order to help with financing a new school facility. The predictability of renewal under the current Horace Mann charter in New Bedford – with its requirement that the School Committee and the New Bedford Educators Association support renewal – is much lower than a Commonwealth charter. It is a question of charter renewal based on merit versus a political decision or change.

II. How will the school demonstrate academic Success?

A. Educational Philosophy

At New Bedford Global Learning Charter School, we believe that all students can learn and *all* students can achieve academic excellence. In order to reach our goal of *academic excellence*, the school places a heavy focus on proficiency in math, science, social studies and ELA—Humanities. We believe that a *student-centered* instructional approach ensures students are taught core content skills that are crucial to students' future success as global citizens in the 21st century.

NBGLCS is committed to providing an educational environment that actively engages students in making meaning of knowledge and information for use in their own lives. We believe in the acquisition of *NBGLCS Essential Skills* such as technology literacy, public speaking, arts exploration and global citizenship where students understand and address important world issues, such as the environment, poverty, human rights and global business competition. The school's *standards-based learning environment*, affecting both the curriculum and the classroom instruction, is one step to achieving the school's mission of academic excellence. We believe that the use of rigorous and clear standards help prepare each and every student for success in their secondary education and beyond. NBGLCS bases its curriculum and instruction on the Massachusetts Curriculum Frameworks, augmented where appropriate, with national standards, teacher expertise and school and community resources. The teachers and the administration focus on the coverage and mastery of these core standards in their day-to-day work.

Academic Excellence for all students

- a. Standards-based learning environment/curriculum**
- b. Student-centered instruction**
 - Differentiated Instruction
 - Project-Based Learning
 - Cooperative Learning
- c. NBGLCS Essential Skills**
 - Technology Literacy
 - Public Speaking
 - Global Citizenship
 - Arts Exploration

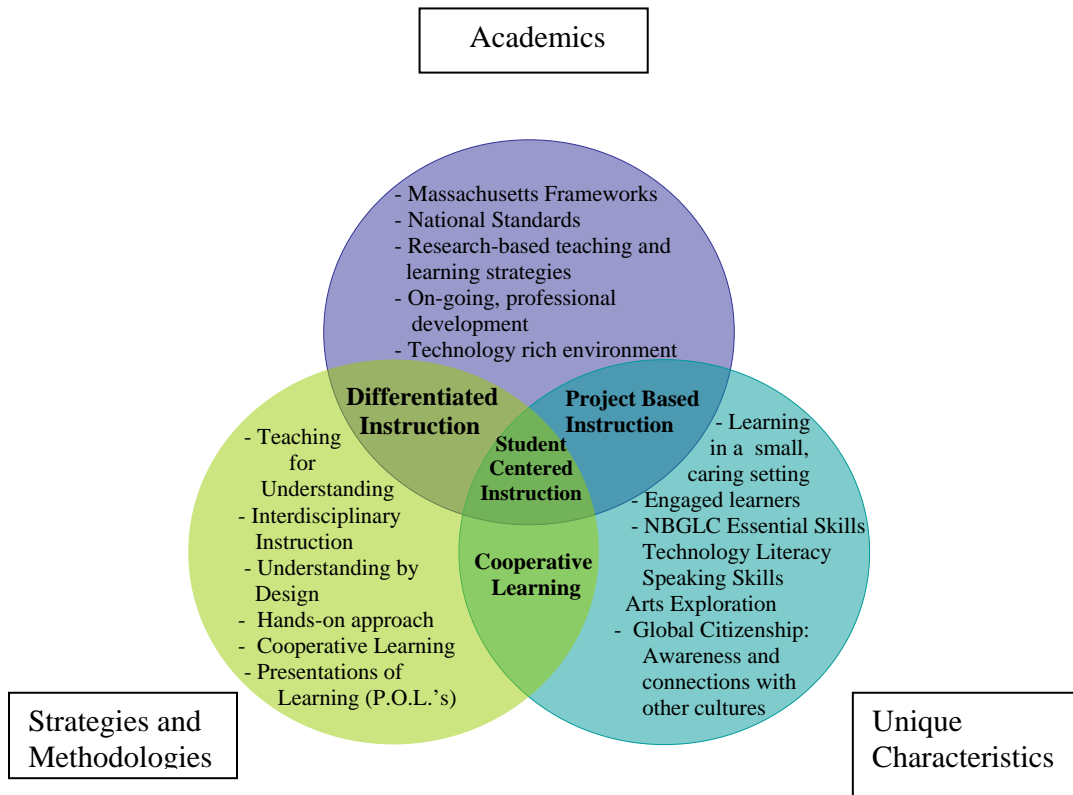
NBGLCS has an underlying commitment to helping all of its students achieve high academic standards. Every person who works at our school is asked to affirm this commitment within the context of their professional responsibilities. NBGLCS attracts teachers who are dedicated to the students, the school and their profession. We expect our faculty to have a strong base of knowledge and skills needed to teach the school's developing scholars.

a. Standards-based learning environment/curriculum

NBGLCS curriculum in core content areas—mathematics, science, language arts, and social studies—will be built around state and national standards for these subjects. The school currently uses the Massachusetts Frameworks for their integrated instruction of math and science and Humanities.

Given our commitment to a rich learning environment, we find that combining: (1) standards-based curriculum and resources, (2) student-centered instructional techniques, (3) supplementary teaching and learning resources that are print, Internet and community-based, enables us to provide all students with the depth and breadth of instructional materials and venues that learning requires. This approach provides teachers and students with rich text and print materials and with the opportunities to apply the content therein in learning investigations, explorations and projects inside and outside the classroom.

NBGLCS teachers have an opportunity to participate in a wide range of professional development opportunities that enhance both their knowledge base and practice. Our teachers participated in a workshop which allowed teacher-teams to plan and create Curriculum Maps (see Curriculum Maps as attachments). Throughout this year, teachers will be developing *Curriculum Books*. The books will contain maps which will allow teachers to compare and assess the curriculum vertically and horizontally. These maps will be followed by unit plans, lesson plans, support materials, interdisciplinary ties and external resources.



b. Student-centered instruction

NBGLCS promotes a small caring environment that provides students with an alternative to larger city schools. Our goal to empower students to take responsibility for, and engage in learning, is accomplished by applying teaching strategies that are highly effective and research-based in motivating and helping all students learn to high standards.

- *Differentiated Instruction* is classroom teaching that customizes instruction to meet the special learning needs of each student. It is a response to recent advances in educational research that show *all* students have the capacity to learn at high levels, but may learn in different ways. The educator's challenge is to offer instructional strategies that can help each student meet his/her particular learning needs. Using Differentiated Instruction in our classrooms means that students of differing abilities and learning styles remain in class together, time is used flexibly in accordance with student need and student learning is assessed in multiple ways. The teacher facilitates student learning with a goal of helping students become more self-reliant learners.

Carol Ann Tomlinson has written several excellent books about differentiated instruction, published by the *Association for Supervision and Curriculum Development (ASCD)*. She provides a number of instructional strategies that support the philosophy of differentiated instruction, e.g. Howard Gardner's research on multiple intelligences and Jamie McKenzie's work on Scaffolding for Success. Dr. Maureen Hall of the University of Massachusetts-Dartmouth, who trained with Tomlinson, recently led our teachers in a workshop on Differentiated Instruction. The NBGLCS faculty will begin working with Dr. Hall throughout the year developing their skills and sharing insights.

The school offers two programs to support differentiation of instruction—Focus Periods and Advisory Program.

- *Focus Periods* target students in need of focused instruction and offer MCAS preparation and enrichment. In the middle schools, students stay with their own team teachers and concentrate on areas of need (literacy, language, and math) or enrichment. At the high school, students are broken up into groups of four to six students so that instruction can be truly student-centered. Teachers act as coaches and direct groups through different group and individual activities. Activities may include self-directed computer-assisted reading and math programs, reading comprehension programs, MCAS workshops, or advanced literature study. The guided group model has worked best for us during these sessions and we have had most success when students participate in their own goal setting and have their own schedules for activities – with teacher as coach. Students attend Focus Periods two to four days per week.
- *Advisory Program*: Students participate in Advisory activities which include teacher and students sharing personal interests and experiences and discussions of school, local, state, national and world issues. We use an "equal time" model where everyone has a chance to speak while others listen and formulate replies. Advisory is also used by student services personnel to discuss issues such as health and human development, appropriate social judgments and interactions, resume writing, and mock interviews.
- *Project-based Learning* uses an integrated curriculum approach. The goal is to help students formulate and answer meaningful questions using the principles of investigation and drawing on knowledge across subject areas. Students are provided with the tools and support necessary to research and apply new and prior knowledge. In this environment, teachers become coaches and facilitators while students work on constructing their own knowledge. Working with the

developmental level of the students, project-based learning provides opportunities for all students to develop their own projects as well as assessments. Teachers serve as guides through this process to assure rich and academically rigorous experiences for students.

NBGLCS is building connections with local organizations in order to build lessons that use the “community as a classroom.” We believe it is important that both our students and our teachers have access to working experts in different fields who can act as sources of real-life information and educational enrichment. We have taken a major step in providing our teachers with a known framework for designing and implementing meaningful projects inside and outside the classroom. We have recognized the compatibility of our mission and vision with the principles of the *Environment as Integrating Context* (EIC) Model, developed from research by the State Education and Environment Roundtable (SEER).

- **EIC (Environment as an Integrating Context for Learning)**

During a week-long summer session, EIC trained our teachers to use a school’s natural, economic and socio-cultural surroundings as learning settings to engage students in schoolwork that they perceive as relevant to their daily lives. Our teachers worked in their respective classroom and grade level teams to develop plans for projects using the New Bedford environment and aligned the essential and supporting questions in each project to the Massachusetts Curriculum Frameworks. This is a whole school effort that is compatible with our vision of a school connected to its community and where teachers take learning out into the field.

EIC’s model supports our vision for using the community on many levels by helping teachers to:

- break down traditional boundaries between academic disciplines;
- provide problem-solving and project-based activities;
- promote team teaching;
- adapt to the unique skills and abilities of individual students;
- highlight the value of participating actively in the environment – encompassing both the community and natural surroundings.

The 2004-05 school year EIC-standards projects for grade level teams were:

- 9th: Research and prototype development of R.O.V.’s (Remote Controlled Vehicles) with Woods Hole Oceanographic Institute;
- 8th: Water quality study for the New Bedford Sewage Treatment Plant;
- 7th: History and demonstration of the manipulation of and effects on waterways by humans through the centuries;
- 6th: Study and demonstration of alternative energy sources, with connections to the current Jason Project study;
- 5th: New Bedford Harbor water quality measurement and issues investigation.

The EIC national instructor visited the school in March and gave us high marks for implementation and quality, and proposed that we would be used as a reference site nationally.

- *Cooperative Learning*, one of the best researched of all teaching strategies, is a method by which students learn essential interpersonal life-skills and develop the ability to work collaboratively—a skill now greatly in demand in the workplace. In a cooperative learning environment, small teams, each with students of different levels of ability use a variety of learning activities to

improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. Students in cooperative learning teams take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task; everyone must be involved in the learning or project.

c. NBGLCS Essential Skills

Our curriculum also includes essential skills that we feel are necessary for success in the adult world and for realization as an educated and confident citizen. Essential skills include *technology literacy, public speaking, global citizenship and arts exploration*. These skills help our students engage confidently in life-long learning opportunities. All essential skills are embedded in the curriculum, assessments and subject offerings at NBGLCS; all are required of students to successfully complete the middle and high school divisions.

- *Technology literacy* is integral to the NBGLCS classroom where students research, organize, synthesize, analyze, and propose and present solutions to real world problems. NBGLCS wants to be a leader in the infusion of technology in education. Our vision is that teachers and students will continue to use technology to demonstrate higher order thinking skills and creative problem solving.

NBGLCS has a full-time Education Technology Specialist who works with teachers to integrate technology into lesson plans and also provides computer instruction, web design, and digital portfolio support to students. Students are required to use computers and communication links to investigate and report on assignments. We also have a full-time Technology Director responsible for network maintenance, voice and data systems, equipment support, maintenance, and training.

NBGLCS has a very high percentage of computers to students. Our 8th and 9th and 10th grade students have a near 1:1 laptop environment. Many students have been with our school since our opening and have developed sound technology skills and judgment.

- *Public Speaking*: NBGLCS uses Presentations of Learning (POL) to give students an opportunity for public speaking and to design their own learning experiences. Every term, each student presents an individual POL. The purpose of the POL is for the student to demonstrate and provide evidence of learning to a panel of student peers, staff, parents, business and community members. Evidence of mastery can include performance tasks in a specific content area, projects, observations, work samples, action plans, design solutions and self-assessments. This work culminates in a year-end public Exhibition of Learning where members of the community are invited to judge work and to view the school-wide Project Gallery.
- *Global Citizenship*: A global citizen is aware of cultural connections starting with the school, community, country and world. Global citizenship prepares students to understand and address important world issues, such as the environment, poverty, and human rights. It does this through the systematic development of an instructional program that allows students the opportunity to explore these issues in collaboration with students and teachers around the world. The global studies component of the curriculum seeks to deepen student understanding of the inter-relationship between local and worldwide issues and events. We also attempt to make connections between NBGLCS, schools and agencies in other states and countries. Currently, we have working connections with schools in Hawaii, California, Alaska and Sweden.
- *Arts Exploration*: Each NBGLCS student is required to take several classes in the arts during grades 5-12. The arts curriculum includes visual arts, performing arts and martial arts. Visual arts

at the middle school and high school level include a range of creative work from mask-making and weaving to studying and replicating the masters and individual expression in paint, water color and other materials. The high school program includes a range of disciplines within a studio program. The arts program includes cross-disciplinary projects and community-based work. One example is the Underground Railroad Quilt Project studied in conjunction with an 8th grade American history theme. The quilt patterns used by African Americans as signals of safety to others were studied from Humanities, mathematics and arts perspectives and community members who are part of the Quilt Project collaborated in student projects. Student-made quilts that evolved in the project were donated to homeless children.

Performing arts currently focuses on drama and theatre. Students perform pieces of the classics, learn about theatre production and write and perform their individual or group scripts. Because our students perform their work for their classmates, parents and the community, drama classes fulfill a portion of the requirements described in the NBGLCS Essential Skills for public speaking. Lastly, we think it is important that students be exposed to a form of martial arts in order to develop an eastern cultural appreciation and to experience the entry levels of a program requiring mental and physical focus and self-discipline.

B. Curriculum

Standards-base curriculum

NBGLCS has focused on a set of teaching and learning principles composed of three major elements: (1) *Standards-based Core Content Areas*; (2) *NBGLCS Essential Skills*; and (3) *Student-centered Instructional Strategies*. NBGLCS provides its students with a rigorous, standards-based curriculum. The academic program at NBGLCS relies on both teacher-created curriculum and some of the best research-proven commercial curricula available. Teachers have freedom and creativity in how they teach, but they always use the standards as a guide. All curriculum chosen or designed is aligned with the Massachusetts Curriculum Frameworks as well as other national standards where needed. When using purchased curriculum, teachers and administration compare the curriculum's coverage of standards to the state frameworks, creating a Curriculum Map that shows how and when each standard is covered and indicating what, if any, supplemental materials or accommodations will be made. For teacher-created curriculum, teachers must demonstrate how and when each standard is covered in each unit and lesson.

The administration and faculty work together to create a professional environment in which parameters and expectations are clear, faculty opinions and ideas are respected, and on-going support and professional development is given to allow teachers to excel in their positions. To best meet the needs of the students and the teachers, the school encourages the use of a *variety of teaching methods* in the classroom. All teachers have been trained in Differentiated Instruction, Understanding by Design, and Cooperative Learning. Teachers are encouraged to use multiple approaches in their classroom, depending on the content being covered, the readiness and the learning styles of their particular students. From year to year, a teacher may approach a given skill or concept differently, based on his/her knowledge of students' academic strengths and areas for improvement. NBGLCS expects its teachers to use their judgment regarding which particular instructional strategy is best for each situation. Our partnership with UMD provides on-going professional development that keep our teachers focused on alignment of curriculum, instruction and assessment to state standards.

Reading/Writing

NBGLCS is committed to help our students become proficient readers and writers of the English language. We believe strongly that skills in this area are the most critical for future success. Reading is the cornerstone of one's education and is the avenue to mastering content knowledge in math, science and social studies.

Our literacy program consists of five learning goal areas in English (reading, literature, writing, speaking and listening, conventions and grammar). From the fifth to the eighth grades, when children are becoming independent readers, NBGLCS program emphasizes literary analysis of short and longer works of substance, as well as strong writing and speaking skills. Students become acquainted with the elements of fiction and non-fiction and learn to assess the use of the various elements in quality literature.

In grades nine through twelve, students will be exposed to “good writing” and “active reading” using in-depth techniques that allow students to read, analyze and interpret literature on symbolic, critical, and figurative levels. Students are exposed to works by authors of diverse cultural backgrounds and learn “literary terminology” when critically analyzing the literature being studied.

- **Reading Components**

- Students are able to inference, analyze, examine, recognize, organize, and summarize literature. In addition, students learn how to recognize key elements of stories like setting, characterization, plot, and theme.

- **Writing Components**

- At the middle school teachers use the 6+1 Trait Writing program (Northwest Regional Educational Laboratory). The programs components are:
 - Ideas (heart of the message)
 - Organization (internal structure, pattern of ideas)
 - Voice (heart and soul, feeling, conviction)
 - Word Choice (rich, precise language)
 - Sentence Fluency (rhythm and flow)
 - Conventions (mechanical correctness)
 - + Presentation (form and layout, readability)
- At the high school, students learn how to brainstorm, cluster information, free-write, use diagrams and organizers, outline, take notes, summarize, proofread, edit, revise, peer-edit, conference, write persuasive, expository, descriptive, narrative, literary, research and creative compositions.

NBGLCS places a heavy focus on literacy because of our belief that it is the foundation for all else. This emphasis on reading and writing will continue through our twelfth grade year, changing to be developmentally appropriate for each grade. This focus is not limited to only those teaching Language Arts or during that one subject period. Science, social studies and mathematics classes are designed to ensure that students read and write extensively throughout the school day. Good reading strategies are enforced in every subject.

In grade 5, the school adopted *Open Court* curriculum; since 5th grade is a transition year for students, we have elected to use this program recently adopted in New Bedford Schools so that students can complete the program. Students in grades 6-8 read novels and non-fiction related to the Humanities themes for a given term; they also use McDougal Littell *Interactive Reader* anthology and *Bridges to Literature* (3 levels) for intervention in Focus periods. In grades 9-10, teachers use short stories, novels, plays, poetry, films and research to reinforce good reading and writing skills. Both the grade 9 and grade 10 programs use the Language of Literature textbooks by McDougal Littell. In 9th and 10th grade, books read include, *To Kill a Mockingbird*, *Of Mice and Men*, *The Old Man and the Sea*, *Animal Farm*, *Romeo and Juliet*, *Oedipus*, *Lord of the Flies*, *The Catcher in the Rye*, *A Separate Peace*, and *Chronicle of a Death Foretold*.

Mathematics

According to the National Science Foundation’s *Science and Engineering Indicators 2004*, proficiency in mathematics includes five “essential components” that need to be present for effective teaching and learning:

- *Understanding* – comprehending mathematics concepts, operations, and relations, including mathematical symbols and diagrams.
- *Computing* – carrying out mathematical procedures (such as adding, subtracting, multiplying, and dividing numbers) flexibly, accurately, efficiently and appropriately.
- *Applying* – being able to formulate problems mathematically and devise strategies for solving them, using concepts and procedures appropriately.
- *Reasoning* – using logic to explain and justify a solution to a problem or extend from something known to something not yet known.
- *Engaging* – seeing mathematics as sensible, useful and doable when one works at it, and being willing to do the work.¹

These principles guide the design of the mathematics program at NBGLCS. We believe that mathematics instruction should cover both the fundamentals as well as connect that information to the students' lives so that the concepts are understood. Computational skills and number operations, as well as mathematical understanding and reasoning skills are part of the math program.

In order to facilitate this learning, the teachers at NBGLCS use the research-based curriculum *Connected Math* in grades 6-8 and *Interactive Math Program (IMP)* in grades 9-10. This curriculum was developed in a project funded by the National Science Foundation. This math series focuses on teaching skills in computation and number sense while giving students math applications and explorations to develop the ability to use math as a powerful tool in any situation. Research done on this curriculum has shown positive results.

Science and Social Studies

The Science and Social Studies curriculum at the NBGLCS encourages the connection of concepts and knowledge to the broader context of the student's lives and world. The curriculum being developed by teachers is based around certain themes, units and projects and relies on a variety of texts.

Science teachers in grades five through eight use *TERC Explorations*, *FOSS*, *Smithsonian*, *Prentice Hall/Pearson*, *Addison*, *Holt*, *Carolina*, and *Lab-Aids* to augment their curriculum. At the high school level, grade nine students study physics and math as a unified course. The science text is *Interactive Physics* published by Prentice Hall. Students also study Marine Science and use *Marine Science: Marine Biology and Oceanography* published by Amsco Book Publications. The science program for grade ten is chemistry. Students work from *Chemistry* published by Prentice Hall.

The Social Studies curriculum for grades nine and ten is U.S. History. This is a two year program, offering U. S. History I in grade nine and U.S. History II in grade ten preparing students to sit for the Social Studies MCAS at the end of their sophomore year. One of the text used for social studies courses is *History Alive!* published by TSI. In addition, grade ten students study contemporary law in *Law, Justice and Society*. The text for that course is *Street Law* published by Glencoe.

While all classes in grades nine through twelve place textbooks in the hands of each student, all teachers have access to multiple resources in their classrooms. Teachers are encouraged to use which ever materials they feel are most appropriate for the unit and/or project being developed. Teachers connect these curricular areas with the content covered in the English and mathematics classes, as well as the Art exploration classes. As mentioned earlier, both social studies and science classes contain a significant emphasis on reading and writing, supporting literacy across the curriculum.

¹ National Science Board. 2004. *Science and Engineering Indicators 2004*. Two volumes. Arlington, VA: National Science Foundation (volume 1, NSB 04-1; volume 2, NSB 04-1A), p. 20 –21.

Current Applications of NBGLCS curriculum

NBGLCS is involved in innovations that target methods of teaching and learning that are designed to maximize student success. We consider learning in-school and out-of-school, during-school and after-school, to strengthen our students understanding that learning is all encompassing and relevant to “the real world.” It is a priority for the New Bedford Global Learning Charter School to have students experience community-based learning, bringing local businesses, organizations, and experts from the community into the school as well as sending students out into the community for internships and other hands-on experiences. Here are some of the programs and partnerships that reinforce our approach (cooperative learning, project-based learning, and differentiated instruction) to learning and bring our educational goals and philosophy to life.

- **NE-COSEE Alliance (New England Center for Ocean Sciences Education Excellence)**

In the summer of 2004, several of our math/science teachers spent a week with researchers and scientists from UMass-Boston and the Woods Hole Oceanographic Institute. During the school year, our teachers developed activities and projects that made scientific principles come alive-sometimes with their scientist partners in the NBGLCS classrooms. Teachers also spent weekends at Woods Hole Oceanographic Institute (WHOI) and UMB during the school year, learning and collaborating to build content knowledge and new curriculum approaches for teaching. We fully intend to keep our associations with COSEE and with the individual scientists and researchers we have worked with throughout the coming years.

- **GLOBE (Global Learning and Observations to Benefit the Environment)**

GLOBE is an exciting worldwide education program where students do real science – taking measurements, analyzing data, and participating in research in collaboration with scientists. By reporting their findings through the Internet, NBGLCS students and teachers can collaborate with scientists and other GLOBE students around the world. The GLOBE free interactive Web site (www.globe.gov) provides tools for analyzing and understanding data across different societies and in the larger context of our planet. The cooperative efforts of U.S. schools involved in GLOBE are supported by National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), and the U.S. State Department.

The GLOBE program also connects NBGLCS with participants of the federal ECHO (Education through Cultural and Historic Organizations) program (see below). NBGLCS takes full advantage of the GLOBE program, hosting Southcoast educator training in GLOBE and co-facilitating some of the training sessions with UMD. Most of the GLOBE classroom activities took place in the 6th and 7th grade classrooms this past year.

- **ECHO (Education through Cultural and Historic Organizations)**

As part of the No Child Left Behind Act, ECHO is aimed at improving student academic achievement through lessons that connect students with the cultural and historic resources in their communities. ECHO partners, such as the New Bedford Whaling Museum and the University of Massachusetts, are producing GLOBE-centered lessons for NBGLCS and others to weave into their curriculum.

The ECHO national grant allows both teachers and students at NBGLCS to travel literally and technologically to other schools in Hawaii and Alaska. An NBGLCS teacher has traveled to Hawaii during the summer to participate in educator sessions developing curriculum based on common community heritages and a teacher from Hawaii visited NBGLCS during the school year. We have developed a working relationship with Swedish teachers who came in the fall of 2005, to the NBGLCS to learn more about project-based learning. NBGLCS and Friends Academy in Dartmouth, MA are using ECHO activities to enhance their own curriculum and also to partner in the activities. Friends Academy students and teachers visited NBGLCS while the Hawaiian teacher visited and both schools teleconferenced with a sister school in Hawaii through video facilities at the Whaling Museum. During

the live event, students on both sides of the country performed skits for each other and "email pals" saw and waived to each other for the first time.

- **Technology Initiatives**

NBGLCS wants to be a leader in the infusion of technology in education. Our vision is that teachers and students will continue to use technology to demonstrate higher order thinking skills and creative problem solving. The ability to quickly organize and evaluate information gives lifelong learners a broader understanding of the world and their role in it. Technology is integral to the NBGLCS classroom where students' research, organize, synthesize, analyze, and propose and present solutions to real world problems.

Although our students use technology more often and more effectively than most inner city public-school students, changes are ongoing to achieve our school's vision of true technology-curriculum integration. Teachers must be given the tools to enable a greater emphasis on project-based learning and have the ability to provide differentiated instruction to our school's diverse community of learners. At the same time, our students must be empowered to become independent thinkers and problem-solvers and take responsibility for their own education.

Over 90% of our faculty has received over 40 hours of high quality professional development to integrate technology throughout the curriculum. The majority of this development occurred during our customized Intel *Teach-to-the-Future* course, facilitated by our own IT Specialist. With an entire faculty improving and designing technology enhanced curriculum, we seek an overall change in pedagogical practice in secondary education. Rather than simply using technology as a tool for improving old processes, our teachers have used available resources to create a constructivist classroom environment. Exit surveys at the conclusion of the course indicated that 90% of participants felt prepared to immediately integrate more educational technology into their classroom. Curriculum developed by staff as a final project will be disseminated via our school website this fall.

To aid us in our mission to provide a ready and relevant learning environment, our school applied for and was awarded a MA DOE competitive 170-B Technology Enhancement grant, totaling \$200,000 for 2004-2006 to establish the first 1:1 laptop initiative in Southeastern Massachusetts. Many schools nationwide have demonstrated that a 1:1 student-to-laptop-computer environment can be a powerful means for achieving the types of educational changes we seek. The MADOE site review for 2004-2005 noted "a high level of integration of computers in the day-to-day class work".

Approximately 82 students – our entire seventh-grade population, with an additional 25 students at the ninth grade level are immersed into a laptop-learning environment, enabling each 7th and 9th grader to have a laptop to use 100% of academic time. Our grant focuses on the long-term process of improving student math achievement. Teachers received two hours of advanced training in *Compass Learning* software. This software offers all students individualized math remediation in tested areas of difficulty. In addition, teachers learned how to supplement classroom instruction with corresponding single assignments within the software. Overall, the grant should help our students become highly proficient users of technology, improve their grade-level performance in mathematics, and develop higher-order problem-solving skills.

Pilot implementation of *Lexia Reading S.O.S.* software was successfully conducted. The initial results clearly indicated improvements in the focus group of students. Having *Lexia* run through the laptops will allow for students to receive advanced customized reading assistance, without leaving their classroom.

Grades nine and ten have implemented the CXBridges program as the cornerstone of our career awareness program. This web based program allows all students to establish an account which can be accessed through any computer with web access. Students can take interest inventories, workplace

readiness inventories and research a myriad of careers. Students can then access information concerning salaries, educational requirements as well as advancement opportunities in the field. Students maintain a digital portfolio within the system which teachers and administrators can access for grading and monitoring purposes.

This year marked the beginning of NBGLCS Student Technology Leaders. The Tech Leaders were chosen (two from each homeroom) based on strong academic performance, outstanding school citizenship, and a dedicated interest in technology. Once a week, they meet with the IT Specialist to develop more enhanced tech skills. Within the class, they troubleshoot common problems and are responsible for school multimedia equipment. They cannot work on any problems that take “more than 60 seconds” to ensure they do not miss instructional time. Teachers not only see an improvement in the technology use in the class, but also recognize the students' assumed leadership roles within the class.

- **Sailing Program at the Community Boating Association**

The grade nine interdisciplinary program includes sailing lessons at New Bedford’s Community Boating Center. This program works with the Math, Physics and Marine Science courses and develops a comprehensive understanding of marine environments, boat design, all aspects of the fishing industry as well as an understanding of the trust and ecological responsibilities we have as a coastal community. Students learn to sail in a variety of small craft while being instructed and closely monitored by a talented and knowledgeable staff. Students not only learn to sail but also have the opportunity to participate in other on-the-water learning activities which allow students to fully apply the knowledge and skills learned in this sequence of courses. Students participate in the Sailing Program for eight weeks in the fall and again in the spring.

- **Physical Education Program at the YMCA**

In-between sailing season, our students are exposed to a wide variety of physical activities through our association with the YMCA. Students participate in the Y’s Rock Climbing Program, and Swimming Program. Access to a full gym and supportive and experienced staff allows students the opportunity to play basketball, volleyball and other sports. In addition, all students participate in team building activities and challenges. The activities support and enhance the NBGLCS goals and philosophy by reviewing with students our commitment to help and support each other, to make healthy decisions and to become ethical and moral adults.

Special Student Populations

NBGLCS believes that all students can learn if provided a rigorous curriculum, high expectations and appropriate supports. The program offered at NBGLCS requires extra work – not only for our students but also for the school as a whole. Our commitment to succeed requires a strong and ample support base

Rubrics are an important aspect of our grading process. Rubrics are used to make expectations clear and the grading process transparent. Whenever possible, student and teachers create rubrics together. Copies of these rubrics are provided to all students and the posted for all to see. We have found that rubrics help students and teachers define "quality" and when students use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product (see Course Listings, Minimum Graduation Requirements, and Recommended Course Sequence as attachments).

D. Assessment System

Assessments are a key way to gauge the effectiveness of the academic program. Frequent monitoring of student progress and use of assessment data to set specific learning goals for individual students are characteristics of high performing schools. Toward this end, the school implements a comprehensive assessment system that gives the student, teachers, parents, administrators, and the state important information regarding the school's success in preparing its students academically.

As a public school in Massachusetts, the school participates each spring in the administration of the *Massachusetts Comprehensive Assessment System (MCAS)* Achievement Tests for all students in grades 5 through 8 and grade 10. In addition, the school also administers optional achievement test for students in grades 5-12. We administer the *Gates-MacGinitie Reading Test (GMRT)* in order to give the school an early, accurate picture of how students are performing on state standards and compared to a national norm. Additionally, the annual administration familiarizes our students with the format of the test and normalizes the MCAS test-taking experience to a healthy degree. This year the school administered the *Test of Adult Basic Education (TABE)* which replaced the NBGLCS Math Benchmarks assessments; we will continue to track student progress in math with this assessment. The school is also exploring the feasibility of using the *Group Mathematics Assessment Diagnostic Evaluation (GMADE)* for a more diagnostic snapshot of student performance.

The results from the MCAS tests include both criterion referenced and norm referenced results. These give us complementary information to understand not only how our students score against the criteria set by the state, but also how they compare to the state norm.

NBGLCS--MCAS History of Percent of Students in Each Category

Grade/Subject/Year	n	A	P	NI	W
Grade 5 Science and Technology					
2004	30	0	20	43	37
2005	39	8	23	54	15
Grade 6 Math					
2003	68	4	18	31	47
2004	59	3	20	39	37
2005	62	6	21	44	29
Grade 7 ELA					
2003	71	0	46	45	8
2004	75	3	52	32	13
2005	80	1	49	44	6

Grade 8 Math					
2003	31	0	13	26	61
2004	63	3	17	30	49
2005	72	6	21	29	44
Grade 8 Science and Technology					
2003	31	0	13	45	42
2004	63	0	5	35	60
2005	72	0	21	44	35

N = number of students tested A = Advanced P = Proficient NI = Needs Improvement W = Warning

NBGLCS uses MCAS scores as concrete information on how our school is educating each student and helping them make the necessary gains in academic performance each year. We recognize that on average more than 50 percent of our students fall into the Needs Improvement and Warning categories, our goal is to move students into proficient and advanced categories.

In addition to external standardized tests, the school gives additional assessments administered at the school level in reading and mathematics in order to assess how students are performing and to give relatively quick feedback to teachers. In reading, the school gives the *Scholastic Reading Inventory (SRI)*. This test gives teachers accurate and readily accessible information about their students' reading comprehension abilities. Depending on the results, teachers are able to modify their instruction as well as target particular students for additional assistance whether in class or during Focus Periods.

We are committed to the development of school assessments because they help teachers become active participants in both assessing and teaching the skills and abilities we want our students to have. Assessments separate from chapter and unit tests included in the curriculum, demonstrate students' academic development in a particular area. These assessments, such as writing portfolios, essays, or projects/exhibitions of student knowledge, are developed by the school community and are governed by consistently used rubrics. The administration oversees the development or selection and implementation of these assessments and is in charge of ensuring their validity as assessments of student skills and knowledge. These assessments are given in all subjects.

A brief snapshot of our assessment strategy is below:

Assessment	Type	Grades	When	How Used
Massachusetts Comprehensive Assessment System	Criterion-Referenced and Norm-Referenced	5-8 and 10	Annually each spring	Assesses student mastery of state standards as well as comparison to a national norm. School will analyze to identify possible instructional or curriculum gaps. Supplemental material will be used if needed.
Gates-MacGinitie Reading Test (GMRT)	Criterion-Reference and Norm-Referenced	5-12	September and June	Assesses students reading abilities. Teachers use data to inform decision-making about reading focus strategies and for placement into Focus Periods.

Scholastic Reading Inventory	Assessment administered on the school level	5-12	SRI only has two alternative forms, it is administered twice a year	Assesses students' reading abilities. Teachers use for fast and reliable information about the students' reading levels. Results guide instruction for the class as well as identify necessary individual interventions.
Lexia	Self-directed computer based reading program	5-8	On-going	Assesses students' student's phonetic capability and overall word attack skills. Teachers are starting to use the individual student diagnostic data to judge at what levels children should start Focus activities in a new school year and on which strands in reading and language arts they should concentrate in other classroom instruction and activity.
Compass Math	Computer-based mathematics remediation for low/low average performance levels	5-8	On-going	Assesses students' math skills and provides practice for deficient areas. Teachers receive immediate feedback on where a student is starting in the program and where the teacher needs to focus classroom instruction.
NBGLCS Math Benchmarks	Criterion-reference	5-12	September, January, June	Assesses students' performance in mathematics. Teachers use for fast and reliable information about students' mathematics levels. Results guide instruction for the class as well as identify necessary individual interventions.
Test of Adult Basic Education (TABE)	Criterion-reference	5-8	September, June	Assesses students' performance in mathematics. Teachers use for fast and reliable information about students' mathematics levels. Results guide instruction for the class as well as identify necessary individual interventions.

The school's use of assessment supports the students and teachers in their academic pursuits. Students have periodic feedback regarding their progress, in addition to that which they receive on homework assignments or verbally during class. Teachers also have information that they use daily, weekly and yearly to inform how they teach and what they teach. Close attention to trends in scores identify possible gaps in the curriculum or needed modifications regarding the timing in which certain standards are covered. The more frequent assessments will allow teachers to identify quickly and accurately those students who need additional help. These assessments may also identify students who may have special needs and be in need of an Individual Educational Plan.

Data-based Decision Making

This well-rounded assessment program allows for parents, students, teachers, administrators and the public to accurately see whether NBGLCS is meeting its mission of academic success. This data, in turn, informs the decision-making process at the school. Just as teachers use the information to gauge their students' progress and identify areas of strength and areas for improvement, the school uses this information in the aggregate to do the same.

The results from the MCAS assessment tests, for instance, serve as one important measure of the instruction and curriculum at the school. Each year, the administration and teams of teachers spend time looking at the results of the MCAS tests to evaluate a variety of aspects of the program. Teams of teachers perform an item analysis for the students in their team, each grade, and each class, looking for trends in the data that show a particular area or standard that was not covered or mastered sufficiently. Teacher teams double-check to see when and how their curriculum covers that standard and investigates why students did not perform well in that area. Each teacher compares the varying level of mastery of standards to his/her record of what standards were covered when. Grade level teachers also work together to devise new ways to cover this material to increase the level of mastery. The school does this exercise every year, and it serves as the topic of professional development time. Grade level teams and/or content area teams are in charge of coming up with realistic strategies for the year. As much as possible, this type of analysis is done with all major assessments at the NBGLCS, including the Gates-MacGinitie Test and the TABE.

In the case of MCAS assessment, the School Leader prepares for the entire Board a presentation that summarizes how the school did as a whole, how particular grades performed, and what areas have arisen as top priorities for the next year. These discussions on the Board level as well as faculty level serve as the basis for concrete and measurable improvement goals that are set for the following year, with the ultimate goal of all students reaching proficiency.

The use of data not only informs decisions on a school-wide basis; data is actively used, as well, to govern decisions about individual students. The school plans to use Individual Student Success Plan (ISSP), which is a way to track a wide array of data on each student throughout their time at the school. Phase I of our *data warehousing project* is nearly complete, with all assessment data currently stored in Excel spreadsheet format. In Phase II, we will finish designing and populate a relational database system with non-academic student information and then export the existing (Excel) assessment data to that database. At that point, we will be able to extract complete individual student profiles or aggregate data according to any number of demographic or statistical profiles. The process includes having a redesigned Individual Student Support Plan (ISSP) that includes much more than the format currently used for New Bedford Public Schools compatibility purposes. We have completed a preliminary design for the Phase II ISSP. (See *Special Student Populations and Student Services* section F for ISSP context.) The system stores information for each student -- performance on standardized tests, classroom grades, teacher comments, and other information that is important to have easily accessible and available over time. This database also allows individual teachers and the school as a whole to better serve the needs of their students. For instance, a teacher in grade 6 would be able to track each student's progress on Gates-MacGinitie assessments over time to gain more insight into the student's current reading ability. Any

suggested interventions from the Individual Student Support process will be available to give teachers some knowledge in what has worked in the past.

Remediation

NBGLCS goes the extra mile to meet the academic needs of each of its students, including offering a significant program of remediation for those students who are not making expected progress throughout the year.

Focus Periods

Focus Period is an extra academic period for students similar to an elective, students does not miss an academic class to participate in Focus Period. We use both the standardized test results and the internal assessments to inform general instruction in each subject and to form groups for daily Focus Periods for concentration on specific areas of need in English and mathematics. These groups have met from January to June for one period, four days a week for an extra period in English or math. The students stay within their own core academic teaching teams, with the ELA/SS teacher taking those students who need help in English and the math/science teacher taking those students who need remediation in math. Within each group, teachers may have 2 or 3 subgroups working with different programs to focus on different skills. Children rotate through varying instructional approaches weekly, some students in the class may be working on a self-directed, computer-based program like *Lexia* and *Compass Math* or they may be using a directed-reading intervention program like *Bridges to Literature* (McDougall-Littell) at different levels. Students have the benefit of receiving one-on-one instruction, use leveled readers, and work on reading comprehension exercises. Special Education teachers provide small group instruction/remediation to the lowest performing students in math and reading. Students who do not need academic remediation participate in enrichment activities such as reading novels, discussion groups, and problem solving during Focus Period. Our goal going forward is to develop multiple strategies for reading/math interventions and enrichments for our Focus Period.

Another key aspect of our intervention system is a system of early warning. Based on data from assessments (internal and external), the families of students in danger of not passing a subject each quarter are notified. The student, school and family then work together to come up with an intervention plan (ISSP) to help think through what that student needs to do to pass the subject. The same system of early warning is in place for any student who may not pass the year and is in danger of repeating the year. We believe that parent participation in the student's academic life is crucial to success. Parents of particularly struggling students, therefore, are an integral part to the school's process of intervention.

Internal Assessments/Differentiated Assessments

Presentations of Learning

Each term, all students are required to present to their teachers and peers a subject they have researched alone or with a partner. There is a grade-appropriate rubric used for all presentations and students are evaluated on content and presentation. The audience may ask questions which students must answer to demonstrate understanding. Students are either instructed to use a particular presentation aid (project board, PowerPoint, models, etc.), or they may be allowed to choose. Presentations of Learning are part of each student's public speaking performance assessment.

Digital Portfolios

We are continuing to build individual student digital portfolios. Our instructional technology specialist has developed a template for the school-wide standard and she helps students and teachers build portfolios during the year. In the past, there has been major activity in June as students add to their existing personal page and goals page with an updated resume and project pages. We are working toward

making deadlines for updates part of the end-of-term activity throughout the year. Digital portfolios are part of each student's technology performance assessment.

Achievement Events

At the end of each term, we hold assemblies to acknowledge the achievement of individual students. Typically between 30% and 35% of the student body receive either academic or citizenship awards. Final student POLs and a Project Gallery are held in June with parents and members of the community as judges. We also hold a student Art Gallery, an Annual Talent Show and various drama presentations throughout the year.

Student Achievement Night

We invite parents and friends to a Title I Student Achievement Night at the middle school. The principal presents an overview of student academic support programs and teachers inform parents about the curriculum and the details of the Focus Period programs. Students give parents demonstrations of the self-directed reading and math software and parents have hands-on opportunities to use the programs.

E. School Characteristics

The NBGLCS school day is rich and rigorous for all its students. At the middle and high school levels, we are in school for almost five and one-half academic hours per day and we will continue to exceed state minimum requirements for time on learning for the core subject areas. We have Focus periods - extra periods during the week for math and language remediation and enrichment - at all levels. In addition to core subjects, we have visual and performing arts classes for grades 5-9, Community Boating sailing classes and YMCA physical education for high-school students, and Advisory classes for all levels. We will continue to follow the New Bedford public school schedule for days per year, but choose our own embedded professional development dates in the school year, with the recommendations of the faculty. We currently start the school day at 7:30AM and end at 2:10PM because of bus and physical location logistics, but we intend to change to a more appropriate starting time for adolescents when we move to another facility.

At the middle school level, we attempt to have embedded common planning time during the instructional day for as many teaching teams as possible. Focus periods (grouping of children based on current math and reading performance levels) take place one period per day four days per week, with time at the discretion of the teaching teams. Advisory periods (community building and student check-ins) occur two periods per week, with times at the discretion of the teaching teams). Instructional times are blocked whenever possible to give core subject teachers the opportunity of extended periods to follow through on topics or activities that are best pursued with more intensity or longer times for completion.

At both the middle and high school levels, co- and extra-curricular programs are offered, from math and reading workshops to clubs in school newspaper, environmental action, weaving, and engineering, to basketball and volleyball intramurals. We are investigating how – and in which sports - we might compete among other charter schools, district, and private school in certain team sports. Students and parent will be involved in those decisions as we grow and identify new facilities for practicing.

At the middle school level, teams of two teachers share responsibility for no more than 48 students in the two homerooms. [Teachers are required to be dual-certified by the state in order to teach two core subjects]. This approach allows more familiarity and accountability between teacher and students. A block schedule accommodates an integrated disciplinary Mathematics/Science and Humanities (ELA and Social Studies) instructional program. Our classrooms are heterogeneous to ensure that all students can meaningfully progress in an inclusive learning environment.

NBGLCS will add one high school grade each academic year through FY08. As students progress in their high school studies, they will deepen their understanding of our curriculum theme, *The Connecting Oceans*, which draws on New Bedford's singular historical importance as the whaling capital of the world and the point of departure for commercial, scientific, and cultural explorations that connected with the entire spectrum of the human experience. Teachers attend the *Connecting Oceans Academy* program at UMD over the course of the summer and certain Saturdays during the school year.

NBGLCS will continue to draw on resources like the UMD School of Marine Science and Technology and ECHO for its high school curriculum theme. Other resources for studies in *The Connecting Oceans* include the New Bedford Whaling Museum, Lloyd Center for Environmental Studies, Southeastern Environmental Education Alliance (SEEAL), and Coalition for Buzzards Bay, Woods Hole Oceanographic Institution, and GLOBE. Our integrated curriculum will continue to take advantage of community partners such as the Community Sailing Program for a fall and spring boating program. Projects integrating the history, math and physics of sailing are examples of applied approach to teaching and learning. Other examples are:

- Commitment to interdisciplinary curriculum;
- Fan boat design and build project competition;
- Mentor program started with community members;
- "Saturday in the City" trips to university campuses in the Boston area, encouraging students to set high achievement goals; and
- Job shadowing program initiative.

Overall, NBGLCS espouses and builds a culture of real achievement and provides a nurturing support system for student to reach their goals. From the student services infrastructure we have built as a small school (nurse, social worker, school-home liaison, Individual Student Support Teams, Advisory, and Focus) to the requirements for rigorous work, we will continue to instill in our students the need to take personal responsibility and help them make the transition to independent learning with meaningful academic and social supports.

As students struggle with behavioral issues, we will continue to attempt to use anti-social incidents as learning experiences - through a restitution approach - when appropriate. We ask our students to make restitution either by privately or publicly apologizing verbally and in writing to the individual or group they have offended and have their parents sign the apology, or by making amends to the broader community by performing a public service within the school or outside, if we can make the required arrangement. In the cases of serious community disregard (safety, violence, etc.), we suspend students from the school community for an appropriate amount of time and require a corresponding restitution.

NBGLCS has a Family Council through which parents participate in the life of the school by planning and organizing events for children and organizing family functions such as community dinners. All parents sign a contract specifying the requirements of the school, including at least four hours per year of service – helping with events, chaperoning field studies, etc. We also have a School Improvement Council (parents, teachers and administrators) that meets monthly to work on improvements suggested by the previous Parent Survey. Our school-home liaison acts as a direct interface between the Family Council and the school and provides daily contact with parents as issues arise concerning their children.

The annual Parent Survey provides quantitative information through multiple choice answers to 50 questions concerning the life and operation of the school and qualitative information in open response comments. The overall results of the survey are made public and are available to all parents and other constituents in detail. The school will use the survey each year as an important response from its most important constituency and make every attempt to act on its concerns or recommendations.

NBGLCS believes strongly in establishing local, national and global community connections for the school as a whole and for individual students, through mentoring, job shadowing and internships. Currently, we have formal partnerships with the University of Massachusetts Dartmouth and High Tech High® in San Diego. Locally we use the YMCA and the Community Boating Association to support curriculum programs (see section II B).

Partnership with the University Of Massachusetts - Dartmouth

Our partnership with the University of Massachusetts Dartmouth (UMD) brings additional resources and enrichment to the Charter School. At the same time, it affords a tangible focus for UMD's goals to play an active role in education improvement in the Southcoast.

The partnership agreement that was approved by the NBGLCS Board of Trustees includes the following provisions:

- UMD will assist NBGLCS curriculum development and professional development;
- UMD is temporarily hosting the new NBGLCS high school in the downtown New Bedford facility that was formerly the location of the University's Neighborhood College.
- NBGLCS will also draw on the UMD School of Marine Science and Technology as the central resource for its high school curriculum theme, *The Connecting Oceans*;
- NBGLCS staff will be allowed to take UMD courses at a 50% discounted rate;
- NBGLCS staff will have access to the UMD library, research facilities, and cultural events;
- For NBGLCS graduates who achieve at least a 3.75 grade point average, 1250 SAT score, and develop a portfolio of community involvement, UMD will offer admission to the University with 4-year scholarships valued at \$8,000 per year;
- NBGLCS will assist UMD in its K-12 education-related research activities;
- NBGLCS will provide a real-world internship setting for UMD student teachers.
- NBGLCS will participate in the University of Massachusetts Research, Development and Dissemination Center.

We believe this partnership is an exciting step forward in our school's goal to provide the most stimulating, enriching, and innovative learning environment possible for our students. We also expect it will deepen our work to create model learning environments that can improve the educational experiences of all New Bedford public school students. After the first full year of the partnership, we can enthusiastically say that UMD is indeed a partner, and one that we will look forward to growing with in the coming years. The University's help this year in getting a site for the high school division of NBGLCS and providing significant professional development programs was invaluable. The *Connecting Oceans* program and the teacher seminars at the UMD dissemination center (at which NBGLCS teachers were facilitators) were well attended and received excellent reviews. We look forward to much more collaboration with UMD and other Southcoast educators.

High Tech High Learning® Network Affiliation

The NBGLCS affiliation with High Tech High Learning® (HTHL) network continues to grow. This relationship brings us cutting edge collaboration in professional development, curriculum design, and technical assistance. HTHL® also provides affiliate schools with some financial resources from the Bill and Melinda Gates Foundation.

The HTHL® model is a new approach to public education being piloted at only a dozen or so other schools in the United States. NBGLCS was selected as an affiliate because of the similarities to HTHL schools in its model and its mission to provide students with rigorous and relevant academic and workplace skills, preparing graduates for rewarding lives in our increasingly technological society.

Our relationship to High Tech High is meaningful because our respective charters and missions are almost identical and the implementation of such similar charters begs for collaboration such as transpired this year between the two schools:

- NBGLCS teachers visited HTH for fall, winter and summer workshops.
- HTH teachers visited NBGLCS in the spring to observe classes and facilitate a staff discussion on project design and interdisciplinary applications.
- NBGLCS administrator and teachers presented "Projects, Frameworks and Differentiation" at the Summer Institute.
- HTH site coordinator visited NBGLCS in May for the annual site evaluation.

F. Special Student Populations and Students Services

The New Bedford Global Learning Charter School welcomes and meets all state and federal laws in serving students with special needs. NBGLCS staff works with special needs students and their families to develop relevant instructional strategies to support student efforts to achieve IEP objectives. Strategies include having paraprofessionals working with special needs students, having two staff special education teachers, integrating special needs students into cohort groups of regular education students, extending the school year through tutoring for special needs students, and providing supportive special education technology in student classrooms and homes.

Although we believe in a fully inclusive model for educating all children, we provide services both within the classroom with special needs teachers and classroom teachers providing interventions and accommodations, and occasionally outside the classroom in small groups to help students whose IEPs require such service or students who are performing well below grade level in a given core subject and whose ISSPs require it. (See ISSP context below.)

Yearly, we raise the awareness of staff to the identification and needs of any English Language Learners in our student body. Although we have minimal current needs in this area we understand our obligation for identifying, accommodating and assessing students according to state and federal requirements.

Special Education

NBGLCS is committed to identifying and supporting students that require special needs services and an Individual Education Plan (IEP). To the greatest extent possible, the school uses the Least Restrictive Environment (LRE) inclusion model of Special Education, in which students' accommodations are met within the regular classroom. When necessary, students are pulled out from the classroom for more intense support; however, our emphasis is upon the special needs staff working within the regular classroom directly or through consultation. A total spectrum of service models and support services is provided, as necessary. NBGLCS is committed to meeting all of its legal requirements in providing a high quality special education program to those students who require it. When a student is suspected of needing special education services by the process described below, the school obtains parental permission for an evaluation. The school administers the Woodcock-Johnson, Key-Math and the Wechsler. The school's IEP TEAM uses assessment data and teacher's observations to determine a student's eligibility for special education services. If eligible, the IEP TEAM writes an IEP for the student, school, and family. NBGLCS is committed to providing highly qualified special education teachers, commensurate to the size and needs of the special education population. Also, these teachers provide not only special need services, but also remedial math/reading services during Focus periods (remedial services period). Other support personnel; psychologist, language pathologist, occupational therapist, physical therapist, social worker, and others are retained as needed; they will have an inclusive orientation for their delivery of services.

For collaboration and true inclusive programming, grade level teacher teams have common planning periods available with special needs staff to work on student program modifications and consultations. Each of our special needs staff is considered a consultant to the classroom teachers and have been trained in differentiated teaching techniques which are reinforced by visiting coaches. Training in special needs procedures, techniques, and laws are reviewed with all staff. Our objective is to develop a truly collegial and supportive network for our staff to assist our students in our classrooms.

A certified Special Needs Administrator will conduct an evaluation of the special needs program for compliance and quality control regularly; reports will be available. Data utilized will include required evaluation and service timelines, equity for all students, behavioral suspensions, standardized yearly test scores, and MCAS scores.

While not all students need the services of a special education program, NBGLCS does everything in its power to make sure all students are given the necessary support to succeed academically and socially. A unique aspect of the school is the student service process (described below) that meet the requirements of the Response to Intervention Model (RITM). The aims of the student service process teams are to identify and address any barriers or needs which students bring to the classrooms that are affecting their ability to meet their potential. This process draws on the whole school community, often beginning with the classroom teacher who is most familiar with each student's learning patterns and challenges.

Student Services Processes

This year, we initiated formal school-wide processes that would provide oversight and support to students who are struggling. Teams consist of administrators, student services personnel, classroom teachers, special needs teachers and families.

The *Student and Teacher Support Team (ST2)* provides a pre-referral process for suggested classroom interventions for the teachers and reviews of all interventions. The team maintains a log of instructional support services/interventions (LISS). After the Team makes intervention recommendations and the teacher reports back after two weeks, the Team decides whether there has been enough success to suspend any further actions until another request is made by the teacher. If there are any more interventions to be tried, the cycle repeats. The child may be referred for special needs testing or to an ISST (below) if interventions are not effective.

The *Individual Student Support Team (ISST)* reviews the case, including interventions already made; establishes goals for the term; makes school or home intervention recommendations to achieve the goals; documents these objectives in an Individual Student Success Plan (ISSP); and monitors the child's progress ongoing. At subsequent meetings, the Team decides whether enough progress has been made and whether to modify the objectives or interventions. At such time as the objectives are met, the Team decides whether or not to keep or suspend interventions and when to meet again.

The following are the events/conditions that could trigger the convening of an Individual Student Success Team and a consequent ISSP. The decision for an ISSP is the responsibility of the principal and may be the result of one or more recommendations or the following determinations:

- Failing/Warning or low Needs Improvement performance in MCAS;
- An English Language Learner;
- A failing grade in reading, language arts or mathematics;
- Two or more years behind their grade in the above areas;
- ISSP recommendation by homeroom/advisor teacher;
- Request from parent with concern for student progress;
- Student request for help, recognizing his/her own difficulty;
- Consistently inappropriate behaviors;
- Poor attendance.

Section 504

For students who need physical or programmatic accommodations, they will be referred to a 504 Team. If qualified, a 504 plan will be written and updated yearly.

Limited English Proficient Students

Upon enrollment, the school will identify whether a student is a Limited English Proficient (LEP) learner by first checking the students' registration information regarding non-English home language and then based on the response administering a Home Language Survey that tells the school the predominant language used in the students' home. In addition, the school will assess the students' English skills by administering an English Proficiency Test that assesses all modalities--speaking, reading and writing skills. The statewide tests used in MA are the Language Assessment Scales (LASR/W), and the Massachusetts English Language Assessment-Oral (MELA-O) to determine whether a particular student is indeed LEP. If test data show that a student does indeed need extra help, the school will provide that in a way that is most effective in meeting the student's needs and consistent with legal requirements. Depending on the English Language Development Level (ELDL) of the student, the school will provide the student with English as a Second Language Instruction (ESL), or Sheltered English Instruction (SEI). The school will ensure that a highly qualified licensed or in the process of being licensed professional is available to deliver instruction to LEP students. If assessments do not identify a student as LEP but a teacher notices a significant language barrier, the school will provide that student with supports and refer the student to the Individual Student Support Team (ISST).

A certified consultant will conduct an evaluation of the program of English language learners for compliance and quality control; reports will be available. Data utilized will include required evaluation and service timelines, equity for all students, compliance with mandated assessments, ELDL requirements, time on learning, curriculum adjustments, professional development, on-going monitoring of student progress, standardized yearly test scores, and MCAS scores.

Student Service Personnel

Our present incidence level of special education students ranges from 15-20%. We service this present number of 45-50 special education students with two full-time special education teachers. We are anticipating that with full school enrollment of 450 students and 67 to 90 special education students, we will be employing 4 full-time special education teachers. As our special education enrollment increases, we will incrementally increase the number of special education staff.

The Adjustment Counselor/Social worker is presently a full time employee. She will be continued at this level, unless further needs arise. Similarly, our Home-School Liaison will continue on a full-time basis. Presently, we employ one full-time teacher aide. We will employ additional teacher aids as needed.

Other support personnel (Psychologist, Occupational Therapist, and Speech Pathologist) are less than .2 FTE consultants. They will be appropriately certified and/or licensed. Rather than obtaining this service from the District, we will contract with vendors at market rate prices. Other specialists will be obtained in a similar manner. A licensed Special Education Administrator will oversee the operation of this department. All personnel will be compensated in a manner comparable to the District. Refer to the Budget Section for more detail.

Nutrition Program

Nutritious meals will be served to all students. All rules of the United States Department of Agriculture will be followed within the Nutrition Program. Students will be taught the basics of good nutrition and encouraged to eat in a healthy manner. Reduced/Free meals will be available to qualifying students based upon Department of Agriculture/ Department of Education Guidelines and Procedures.

Student Health Needs:

Presently, we employ a full-time certified School Nurse. We are continuing this position. The School Nurse participates in all the mandated health screenings by Department of Education and Department of Public Health. Likewise, she attends to the daily health needs of our students. She provides assists with contacts between our student’s families and community health providers. The School Nurse is a source of referrals. At times, she arranges for outside health experts to speak with our students on topics of extreme importance. Outreach activities are conducted on a daily basis.

Student Counseling Needs:

Through a myriad of processes, we meet the counseling needs of our students. A full time Social Worker/Adjustment Counselor and Family Outreach Liaison provide daily assistance to our students and their families. The previously described ST2 and ISST process to assist our students is operated by these personnel. This office also works closely with State and private agencies to appropriately service our school population.

III. Will the school demonstrate organizational viability?

A. Enrollment and Recruitment

At the start of the Commonwealth charter in FY2008, the NBGLCS will have 380 students in grades 5-12. By FY2012, with grades 5-12, we plan full enrollment – not to exceed 450 students. We strongly feel that a small, nurturing but challenging learning environment is the key to student success. Our educational philosophy, curriculum choices, instructional methods and resource allocation – all described in other sections of this document - demonstrate our commitment to that ideal.

School Year	Grade Levels	Total Student Enrollment
First Year	5-12	380
Second Year	5-12	400
Third Year	5-12	420
Fourth Year	5-12	440
Fifth Year	5-12	450

Enrollment will be open only to New Bedford students. Preference is given to current NBGLCS-Horace Mann students and their siblings. The current school has established a consistent record of growing enrollment in the city. Building on that record and the continuing awareness and recognition of the success of the NBGLCS, we do not anticipate any problems filling our middle and high school seats. In fact, we fully expect our waiting list to grow, based on the need for the learning environment we provide.

Advertisement in local newspapers, public service announcements and community outreach are all part of the recruitment plan. We will advertise in The Standard Times and Weekly Compass. We will also post public service announcements on local cable access television and with local radio stations. We will enlist the cooperation of local organizations such as the YMCA and Boys & Girls Club of New Bedford to distribute our brochures and applications in English, Portuguese, and Spanish. Periodically, throughout the year, NBGLCS will present information sessions at community-based organizations such as neighborhood, church, and service groups. We will also seek to recruit potential high school students from local middle/ parochial schools through presentations. These presentations will educate potential students and families about our school and application process. Open Houses will also take place for both

schools. It is also our goal to engage the New Bedford public school district to make the Charter School one of the choices that they offer their students. In a district as large as New Bedford, there will be a subset of students that can be identified by teachers and guidance counselors as appropriate for the NBGLCS.

In the event of over subscription, a public lottery will be publicized and held if the number of applicants exceeds the number of available seats. A waiting list will be maintained. The New Bedford Global Learning Charter School will not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability. The respective principals will conduct intake interviews with all accepted students and their parents to orient them with the school and set expectations (see formal enrollment policy as attachment).

B. Capacity

The founders are several members of the current New Bedford Global Learning Horace Mann Charter School Board of Trustees who several months ago, voted in favor of pursuing this application for a Commonwealth Charter. This founding group, who make up a strong majority and the most actively involved and supportive members of that governing body, including all four members of its Executive Committee, as well of some of the original founding members, concluded after months of sound exploration with various stakeholders that it would be in the best interest of families, students, teachers and the community-at large to pursue an application for a Commonwealth Charter, in order to give our school the best chance to realize its potential for service and fulfill its obligations to all of its constituencies.

The founding members of our new school charter have been meeting monthly and sometimes bi-weekly. In recent months, there have been times when we have met daily in person, by phone and extensively by e-mail. We have been doing double duty by maintaining our commitment to the Horace Mann Charter School while carving out time to work on the application for the Commonwealth Charter. Various members of the Board and of the school administrative team have assumed planning and writing duties. Much of our planning is rooted in our experience with the Horace Mann Charter and in our commitment to the basic principles of that Charter especially as they relate to instruction and outcomes. It is our firm intention to retain the purpose, mission and vision of the Horace Mann Charter as we convert to a Commonwealth. The founding members who have come together to form this new school or charter have acted in good faith by working on the design and development of this charter application outside and separate from our regular meeting times with our Horace Mann Board. Recently we employed the support of an outside consultant to help us craft this application.

The following eight individuals constitute the founding members of this new charter. Individually and collectively they represent a strong body of community members and ardent school supporters, who bring diverse skills and abilities, along with the necessary qualifications to effectively advance our new charter's mission, vision, and organizational vitality (see individual resumes in attachments).

Benjamin Baker

Benjamin B. Baker has a masters in Regional Planning from the University of North Carolina, Chapel Hill. In 1968, he worked as Assistant Director and Physical Planner in planning the Model Cities Plan for New Bedford. He has also served as New Bedford's City Planner. In 1974, he was appointed Administrator for the Southeastern Regional Transit Authority (SRTA). One year later, he became the full-time Administrator. Benjamin B. Baker also spent four years on active duty with the US Coast Guard, and also functioned as the Administrative Assistant to Mayor John Bullard. In 1989, he and his wife opened Baker Books to concentrate literacy improvement as a basic element in the long-range economic

development of the City of New Bedford and the region. Mr. Baker is also a founding member of the NBGLCS Board of Trustees.

Dr. Warren E. Berube

Dr. Berube has a doctorate from the Boston University School of Education and has taught in the public school sector for seven years as a 6th, 7th and 8th grade teacher. For the past 15 years, Dr. Berube has been a senior executive for the Center for Human Services, Inc. (CHS) and most recently has been its Executive Director. As Executive Director, Dr. Berube has been responsible for the supervision of an \$8 million dollar budget and 175 person professional and support staff. While CHS provides primarily mental health, HIV/AIDS, and substance abuse services to the community, it has a vigorous commitment to education through its federally funded TRIO Programs including GEARUP, Talent Search and the Educational Opportunity Center. He has worked and lived in the City of New Bedford for over 25 years. Currently the Vice Chair of the NBGLCS'S Board of Trustees, Dr. Berube has served on the Board for the past two years.

Leonard Coriaty

Leonard W. Coriaty is a parent of two sons that have attended MA public schools (K-12) since 1990, including both district public schools, and Atlantis (Commonwealth) Charter School from its inception through grade eight. Mr. Coriaty was also a member of the ACS Board of Trustees for three years. Mr. Coriaty is in his third year as a member of the New Bedford Global Learning (Horace Mann) Charter School Board of Trustees. Mr. Coriaty has been the Executive Director of the Greater New Bedford Workforce Investment Board, Inc. for eleven years. He is responsible for managing and directing the regional workforce development policy setting board toward its mission and objectives as prescribed by the Board. Mr. Coriaty is accountable for planning, implementing, and administering policies, directives, and programs of the WIB. His responsibilities fall into five major categories: policy and system building, member support, external relations, administration, and compliance.

Pamela Cruz

Pamela Cruz has twenty five years of experience in the fields of workforce development and human services. For the past ten years, she has served as the Executive Director of the New Bedford Community Connection's Coalition, an initiative of the Massachusetts' Department of Social Services to reduce child abuse and neglect by integrating the practices of family support into its child welfare systems. She is a life long resident, parent and active member of the New Bedford community who has been on the Board of the NBGLCS for the past three years and has served as its Chair for the past two. She brings to the school a wealth of community based knowledge, connections and relationships to the diverse populations of our city. As an advocate for equity and diversity within institutions that serve our community's families, Ms. Cruz was instrumental in helping to create the school district's position of Assistant to the Superintendent for Equity & Diversity, five years ago. She is currently pursuing a masters of Management Degree with a concentration in Public and Non-Profit Organizations at Cambridge College.

Tom Davis

Thomas G. Davis has an MBA in Finance from Northwestern University and worked for the Exxon Corporation in various capacities for 25 years, most notably in Senior Management as well as General Manager for Exxon's Japanese affiliate. He also served as President of a financial services company, and also as Director of a venture capital company for 12 years. Currently, he is the Executive Director of a large business foundation and Co-Director of the "Importance of Education Campaign" in conjunction with the New Bedford School Department. He has also been a very active member of the New Bedford Global Learning Charter School. He was Chairman of the Board of Trustees for two years prior to its start-up and its first operational year. He is currently the Chairman of the Finance Committee.

Forrest Dow

Forrest Dow received a Bachelor of Arts degree from Oberlin College in 1986. He has also studied at Northeastern University and completed several seminars and programs for Bank of Boston and New England Banking Institute. He has worked for Bank of Boston for many years, most recently as a Middle Market Lender from 1995 to the present. In addition, he has also been a Middle Market Lender for Citizens Bank of Massachusetts since 1998. Forrest Dow has also served on the Board of NBGLCS for the last two years and assisted in various capacities, including Executive Committee Member-Treasurer, Finance Committee Member, General Board Member, and Mentor Program participant. His finance expertise has been critical in helping to make sure that the school continues to be viable from a financial perspective.

Dr. Jean MacCormack

Dr. Jean F. MacCormack was named Chancellor of the University of Massachusetts Dartmouth on February 7, 2001. She joined UMass Dartmouth after serving as interim chancellor as well as Deputy Chancellor and Vice Chancellor for Administration and Finance at the University of Massachusetts Boston. She has more than 20 years of experience in educational administration at the secondary and higher education levels. She is highly regarded as an innovative and strategic manager whose leadership helped the UMass Boston campus flourish despite significant changes precipitated by serious financial constraints. Dr. MacCormack earned a bachelor's degree in literature and fine arts from Emmanuel College and a master's and doctorate in education from the University of Massachusetts Amherst.

Robert Riordan

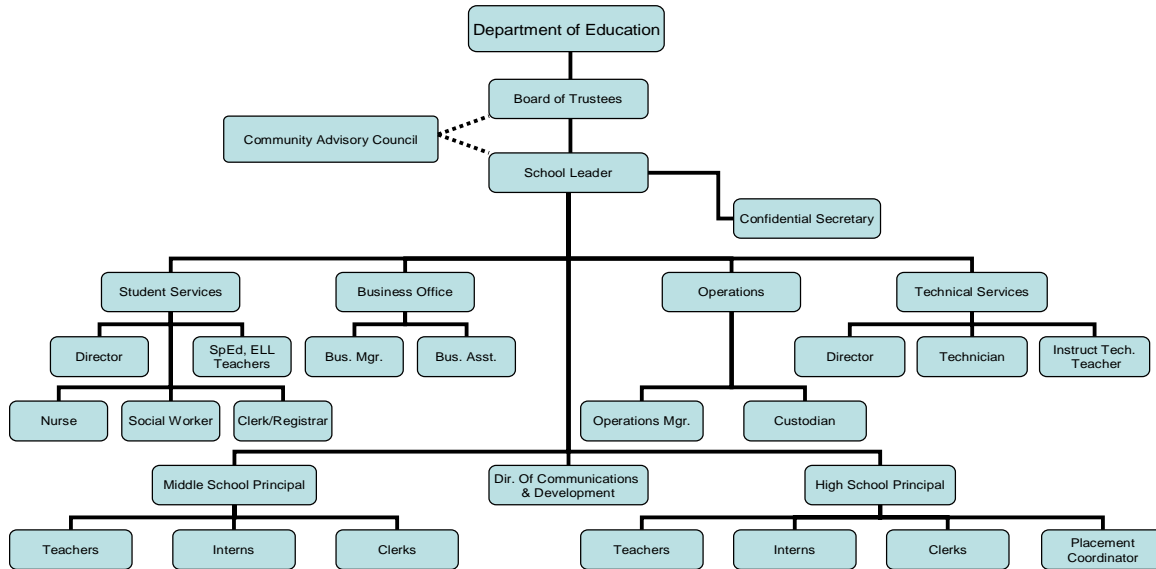
A member of the NBGLCS Board of Trustees since 2003, Rob Riordan has worked as a teacher, trainer, and program developer for over 35 years in innovative education initiatives across the country. He currently serves as Director of Instructional Support for High Tech High Learning in San Diego, and as a Lead Founder of the newly-opened Community Charter School of Cambridge, MA. From 1996-99 he directed the *New Urban High School* project, a joint initiative of the Big Picture Company and the U.S. Department of Education. He brings to the Board and the school, a wealth of experience and knowledge about new school development, project-based learning and assessment, learning through internships, writing across the curriculum, and teacher support and development.

The founding group does not include our school leader or any other position at the school.

C. School Governance

Governance Structure/ Roles and Responsibilities

NBGLCS Org. Chart



The New Bedford Global Learning Charter School Board of Trustees will be the legal holder of the Commonwealth Charter. In accordance with the terms of its charter, the Board of Trustees is responsible to supervise and control the New Bedford Global Learning Charter School. The primary roles and responsibilities of the Board of Trustees will be to provide governance to ensure that all of our school’s programs and operations are legally and morally bound to its mission, faithful to the terms of its charter, including compliance with all statutory and regulatory requirements and is a fiscally solvent and otherwise viable organization. Our Board of Trustees will employ a School Leader who will serve as our school’s chief executive officer and educational leader. His/her primary responsibilities will include advancing the mission of the school, program development, and overseeing all vital school operations, including overall instructional and student performance, school personnel, development, and finance management, as well as facilities.

The School Leader will be the sole employee to report to the Board of Trustees, who, in turn will be responsible for providing his/her supervision and oversight. The School Leader will attend all Board meetings as an ex-officio, non-voting member and will be expected to keep the Board well informed of the school’s educational, programmatic and fiscal state of affairs. The Board of Trustees will be responsible for hiring, supervising, evaluating, compensating and (if, and when necessary) terminating the employment of the School Leader.

In turn, our School Leader will have the full authority to hire, supervise, evaluate and make compensation decisions for all other employees of the school, including its Principals, within the budgetary and other guidelines set forth by the Board of Trustees and as approved in our annual budget. The school’s two principals will report directly to the School Leader and will be responsible for the day-to-day operations of the school, including curriculum development, instruction, teacher and student performance and accountability, student and family services and support, as well as community outreach.

If a situation were to ever arise where any employee of the school were to have a major dispute with our School Leader and was seeking relief, our Board of Trustees's Executive Committee may be called on to function as a grievance committee.

The Board of Trustees will refine the mission and direction of the school; support and evaluate the School Leader; enhance the school's public standing; aid in fundraising; maintain accountability; recruit and orient new board members; recruit and consult with the Community Advisory Council and maintain its fiduciary responsibility in its oversight of the school's budget.

The Board of Trustees will hire as its School Leader an individual who encompasses all of the educational and organizational experiences, skills, and abilities, including the genuine enthusiasm needed to serve as the custodian, face and champion of this school's mission and vision. The founding members have been studying similar positions at other successful schools to best guide us in our specific requirements and expectations. Upon the Board's drafting and approval of the School Leaders' final job description, which will articulate clear and consistent performance expectations for the position, the Board will begin a search and selection process for the best candidate.

The Board will evaluate the School Leader on an annual basis. Our evaluation process for our School Leader is based upon the concept of continuous quality improvement (CQI). As such the evaluation process will be data driven and will make use of all the data sources available to enhance the way that we evaluate the school leader's performance. The School Leader's performance measurement will be based upon the school's Accountability Plan, as well as our Strategic Plan. Central to the evaluation will be the collective achievement of students in the School. In addition, we will survey parents and teachers to get a sense of their satisfaction with the School. Clearly, competent management of the budget will be a key measure. Finally, we will be very interested in the School Leader's capacity to communicate with diverse members of the New Bedford Community.

The process we will use will be as follows:

- September: The Chair will appoint an evaluation committee, which will include the Chair, a member of the Finance Committee, another member of the Board and an outside person who has expertise in executive level evaluation, preferably in the field of education to develop the set of annual performance objectives for the School Leader which will be discussed and agreed upon with the School Leader
- January: The School Leader will present a mid-year progress report to the Board which summarizes his/her performance regarding his/her objectives and other pertinent issues related to the Board
- February: The evaluation committee will meet with the School Leader to discuss his/her mid-year report and in turn, the evaluation committee will develop a written response to the Board and School Leader, which will help to guide the School Leader in his/her objectives during the remainder of the school year
- June: The School Leader will present to the Board his/her final progress report for the school year
- July: The evaluation committee will meet with the School Leader, as necessary to discuss his/her overall annual performance and then prepare his/her "end of the year" performance appraisal
- August: The evaluation committee presents the School Leader's "end of the year" performance appraisal to the Board who will discuss, possibly modify, and approve the annual evaluation

The primary function of the Board is to provide governance, by setting policy and providing oversight to the school to ensure that it upholds the legal terms of its charter, stays true to its vision and mission and is a viable organization. The School Leader, in his/her role as our chief administrator and educational leader is the primary custodian, manager and executor of our mission and vision.

The following outlines the distinct roles of the Board and the School leader on the key major responsibilities above.

Curriculum:

The Board establishes the mission and overall programmatic direction of the school, including reviewing and approving major curriculum and program planning focus, while our School Leader is responsible, in conjunction with our school's principals and other outside resources to develop and oversee all specific program models, goals, curriculum and assessment tools. On a regular basis, the Board will be responsible for monitoring how the school is doing in meeting the goals of its accountability plan.

Personnel Decisions:

The Board establishes and oversees personnel policies and hires and evaluates the School Leader, who will be expected to assess and recommend policy changes to the Board when needed. The School Leader is responsible to ensure that all personnel policies and procedures are implemented and is responsible for the hiring and evaluation of his/her staff. The Board's only direct role in personnel decisions and procedures will be in actions related to the School Leader.

Budget Allocation:

The Board approves the annual budget, which the School Leader is responsible for preparing with input from key staff and representatives of the Board's Finance Committee. During the year, any changes to the budget will be presented by the School Leader to the Executive Committee, further discussed by the Finance Committee and then presented to the Board for final approval. The Executive Committee meets monthly to approve and signoff on all accounts payable. Monthly, the Board is responsible to review all financial reports and ensure that all financial polices and procedures are in place, while the School leader is responsible to oversee the preparation of all such reports, and implement all fiscal policies and procedures set forth by the Board.

Vendor Selection:

The Board establishes all policies and procedures for vendor selection. Operating within those polices established by the Board, vendor selection would be at the School Leaders' discretion, unless it represents a new expense not already contemplated in the approved budget. All services that are put out to bid will be in accordance with state and local regulations. At least three bids will be sought. Price, service and dependability will drive the Board and administration's selection.

The Chairperson of the Board of Trustees serves as the senior volunteer leader of NBGLCS and presides over all meetings. He/she oversees volunteer leadership and staff, operations and general organizational well-being. The Chairperson must have been previously elected to the Board of Trustees and served a complete term in that capacity, and have proven leadership skills. The chairperson term of office is one year. Prior to his or her term ending, the governance committee will nominate a candidate to serve as new chairperson. The full board will vote on the nomination. Specific Responsibilities of Chairperson:

- Works with the School Leader to develop agendas for meetings.
- Presides at all meetings of the Board of Trustees, Executive Committee, and Advisory Board
- Assists committees
- Supports annual fundraising with his or her own financial contributions and recognizes his or her responsibility to set the example for other trustees
- Assures that the Board of Trustees, Executive Committee, and Advisory Board are kept informed of the conditions and operations of the school
- Assures that the school's revenues and expenditures are regularly reported to the Board;
- Develops and sets priorities in conjunction with the Board of Trustees for the school's goals and objectives

- Assures that policies and programs to further the goals and objectives of the school are planned, formulated, and presented to the Board of Trustees
- Interprets organization Bylaws, motions, policies, procedures, and other such provisions subject to approval by the Board of Trustees, and assures the effective administration of school policies, procedures, and programs
- Appoints, assigns, and supervises standing committees, ad hoc committee members and other leadership
- Reviews and evaluates the School Leader
- Communicates routinely with the School Leader regarding day-to-day operations of the School;
- Cultivates future leadership
- Coordinates new Trustee orientation

The following Board of Trustee's committee structure is our sample from the By-Laws:

4.6 Committees. The Board of Trustees may elect or appoint such committees (which may include individuals who are not Trustees) and other groups, as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Charter, or these By-laws, such powers and duties thereto as they may deem advisable; provided, however, that all committees include at least two Trustees, one of whom will be the chair as appointed by the Board. The Chair of the Board of Trustees and the School Leader and/or School Principal will be ex officio members of all committees.

The members of any committee will serve on such committee at the pleasure of the Trustees.

Board committees include but are not limited to the following:

4.6.1 Executive Committee : The Officers of the Board as described in Section 6.1 (Chair, Vice-Chair, Treasurer, Clerk) may serve as an Executive Committee with all the powers of the Board to make decisions, when necessary, between Board meetings of which decisions shall be reported to and reviewed by the full Board at its next regular meeting. The Executive Committee shall not reverse standing Board policy or decisions

4.6.2 Finance Committee: The Committee approves the annual budget, receives the annual audited statements, and reviews overall financial management issues.

The Finance Committee is chaired by the Treasurer and works to ensure the organization is in good financial health. The committee also:

- monitors the school's monthly financial performance vs. the budget and recommends adjustments to the budgeted revenues and expenditures as required
- reviews and oversees creation of monthly financial statements
- reports to the Board of Trustees at regular board meetings
- reviews and recommends to the board for approval, an annual budget for the organization in collaboration with the School Leader
- monitors budget implementation and budget assets
- monitors compliance with federal, state and other reporting requirements
- submits objectives as part of the planning and budgeting process
- reaffirms or recommends auditing firm for yearly financial audit
- provides oversight of the audit annually evaluates its work as a committee

- 4.6.3 Development Committee plans and implements fundraising strategies in consultation with the Chair, School Leader, Board and Director of Communications and Development
- develops policies and procedures for board involvement in fundraising and resource development
 - helps develop yearly fundraising plan and goals
 - informs board of fundraising plans and resources needed
 - identifies, cultivates and approaches potential donors and foundations
 - makes fundraising calls and signs solicitation letters
 - helps organize special fundraising events to include cultivating and approaching major donors
 - sets guidelines for board of trustee's contributions and then solicits those gifts
 - familiarizes the Board of Trustees with techniques and skills necessary for effective fundraising
- 4.6.4 Governance Committee: identifies what is needed to strengthen the board
- evaluates performance of current trustees
 - follows up with under performing trustees
 - dismisses under performing trustees when necessary
 - identifies, screens, nominates and recruits candidates to serve on the Board of Trustees
 - identifies officers at each term
 - fills vacancies when needed
 - reviews and revises when necessary job description for full board
 - plans board retreat
 - conducts annual evaluation of board including skills and diversity assessment

Policy Development

All of the founding members of the Commonwealth Charter have been members of the Horace Mann Charter School. For the last several years, many of them have engaged in broad ranging discussions about the children of New Bedford, the purpose and viability of the Horace Mann Charter School, the relationship with the New Bedford School Department and the Teacher's Union. They have vigorously engaged in dialogue to address fundamental instructional challenges as well as address financing issues (such as per pupil rate), building issues, development and fundraising issues, governance issues, work rule issues, and the role of a management company in the structure of the school. In the last fifteen months, these discussions have become more prominent.

The Horace Mann Charter School has three very active sub-committees: finance, building, and executive committees. It was in the process of pursuing their mission it became evident that the Horace Mann Charter School would be facing institutional challenges.

As a Board, we heard from parents, teachers, and certain members of the school district about our performance, but also during that time there have been other elements that have informed our policy-making. For example, we saw the finances of the school develop strength and create a surplus. We saw the academic performance i.e., MCAS scores of our students improve vis-à-vis the district at large. We saw our census steadily increase and through our parent survey we saw basic appreciation of the School by parents. All of these represented elements in our feedback loop to help us influence our decisions as a Board.

Looking into the future, we saw some serious limitations regarding work rules, the ability to raise money, the capacity to be a model of dissemination and the capacity to develop our own space. These limitations represented serious impediments to our progress as a school. This was “real world” feedback with the potential of negative consequences. After many hours of discussions, we made the decision to move from Horace Mann to Commonwealth.

As the founding Board for a Commonwealth Charter School, we intend to expand opportunities for strengthening our policy-making. The new Board will oversee a Community Advisory Council made up of diverse community members. That Community Advisory Council will meet three times per year and be charged with specific tasks to accomplish as well as be additional “eyes and ears” into the community. This Council will have membership of at least twenty. It will become a place from which we can develop new Board Members and a place for creative thinking as we move toward a more vigorous development and fundraising initiative.

In addition to the Finance, Development and Executive Committees, we will create a Governance Committee to monitor the over-all performance of the Board.

We will use the following methods to seek feedback from the school staff, parents, and the community at large when setting policy.

- The Board has developed a parent survey, which we have administered and our plan is to continue this practice as we move toward a Commonwealth Charter. An outcome of that particular survey was to help us think about the development of our “extra-curricular” activities for students.
- The Board Meeting Agenda will be structured to allow comment from observers attending meetings. Meetings will be open and posted.
- An officer of the Board will attend meetings with the staff during the school year as a way to keep communication open and to maintain staff morale.
- The Board, through the School Leader, will regularly invite staff, teachers and management, to present at the Board on such issues as MCAS, curriculum development and innovation.
- The School Leader will develop and disseminate a Teacher Survey on a yearly basis.

We currently have legal counsel, Hanify & King. We currently have an independent auditor, Adamoski & Adamoski.

Board Development

All new Trustees will meet with the current Board Chairperson and the School Leader for an orientation. The new trustee will be provided with bylaws, charter, accountability plan and policy manual. Information about the school’s mission, history, fundraising activities, programs, goals, students, etc will be discussed. New members will also be briefed on the three standing committees (Finance, Development and Governance) and asked to serve on the committee that best aligns with their expertise and interest area. Orientations will encourage new trustees to ask questions and express concerns.

The Board of Trustees, through its Governance Committee will develop a comprehensive Governance Self-Assessment Survey which will be completed biannually by each Trustee. The individual results of this survey will be compiled and shared with the Board to use as a guide in enhancing its governance. At minimum, this tool will ask our Trustees to assess the Board on the following: 1.) composition of the

Board, 2.) process of selection, recruitment and evaluation of Trustees, 3.) orientation and development of the Board, 4.) monitoring the school's vision and mission, 5.) general Board operations, 6.) the effectiveness of its subcommittees and task forces, and 6.) fund development. In addition, the Board of Trustees will hold an annual retreat facilitated by a professional who will help the Board of Trustees to further evaluate, assess its performance and plan for the future.

The Governance Committee will identify the skills and diversity needed on the Board and make appropriate recommendations. They will screen all potential Board members, study their qualifications and nominate candidates for the positions of Trustees or Officers. The full board will vote on the nomination and with a majority vote, he or she will begin service at the next Board meeting.

D. Management

Management Structure

The School Leader will be responsible for all parts of the school's operations. The School Leader will supervise the Principals of each school division, the Director of Student Services, the Business Manager, and the Technology Director and ultimately be responsible for the decisions made and the performance in their respective areas. The decision making process should begin with those responsible for delivering the services to students or staff and then include the School Leader as the final decision maker. This process builds consensus such that by the time the School Leader is presented with the results of the decision, there should be few times when the consensus group must revisit the issue. In addition, this bottom-up approach empowers those who are most affected or closer to the service delivery and more important, keeps communication lines open and active, giving everyone voice and information.

The School Leader is also responsible for working closely with the Board of Trustees in ensuring the implementation of the school's mission and philosophy overall. S/he develops an annual budget with other administrators and manages overall operations within that budget. S/he also is the point of contact with the Massachusetts Department of Education and other state and federal agencies that may have business with the school and is the liaison for school partnerships such as those existing with the University of Massachusetts-Dartmouth and High Tech High Learning® .

In addition, the School Leader recommends and assists the Board in developing and modifying school and Board policies, organizing the agenda and related materials for general Board meetings and monthly executive committee meetings.

Roles and Responsibilities

Both middle and high school divisions will have a Principal who will supervise his/her respective teachers, teacher interns, and students. They each will be responsible for the curriculum, instruction, assessment and student management (CIAS) issues within their divisions, but will also act collaboratively to ensure vertical consistency in CIAS matters and in the philosophy and goals expressed in our school-wide program.

The Director of Student Services is responsible for ensuring the provision of services to special education students, English language learners and students with Section 504 considerations, and for meeting all of the school's responsibilities and obligations in honoring the requirements of state and federal laws and regulations concerning students with disabilities. The Director also supervises the school health service, including nursing, counseling, school-home liaison, and outside community agency referrals and communications.

The Business Manager will manage the financial operations of the school as well as the Human Resources function. Until we have our own facility (FY2009), s/he will also manage the facilities operations areas,

including food and custodial services. In the financial operations, the BM will work closely with the School Leader, the school's accountants and auditors, and the Executive Committee of the Board to ensure that we: meet state and federal guidelines for managing school funds overall; are consistent in managing our accounts receivable (state tuition, state/federal grants management) and accounts payable to ensure balanced cash flow; maintain a prudent course for adhering to or adjusting our annual budgets; and plan for following years' financial needs.

The Technology Director is responsible for all computer, audio/visual and miscellaneous electronic equipment for the school, including recommending, ordering and servicing equipment that matches administrative and student needs for computation, research, data storage, analysis, presentation and communication for any administrative or student application. The TD also works closely with the instructional technology teacher to support teachers and students with classroom applications and troubleshooting. In our first year in our new facility, we add a technician position reporting to the TD.

Educational Leadership

The School Leader will be involved in discussions of CIAS issues and will be ultimately responsible for the success of students meeting their individual learning goals, the school as a whole meeting state and federal performance targets as well as NBGLCS goals (technology literacy, public speaking, global citizenship and arts literacy). The School Leader needs to set the tone for achievement emphasis by observing classes, participating in staff professional development and planning sessions, and organizing quarterly CIAS update meetings for the administrators.

Each principal – working in concert with teachers and administrative colleagues (School Leader, the other division principal, and the director of student services) – is responsible for selecting curriculum resources, approving instructional techniques, and ensuring diagnostic and formative assessment strategies and instruments that match the educational mission and philosophy of the school and ensure student achievement of academic goals and essential skills. Administrative identification of training staff in and monitoring use of diagnostic, formative and summative assessment instruments is crucial to teacher awareness of the importance of the data and indicators from such assessments. More importantly, the principals are responsible for ensuring teacher use of the data to inform unit/project planning, differentiate instruction, and track student progress.

Principals are also responsible for organizing professional development (PD) for teachers and interns that directly addresses the needs of teachers in meeting the needs of students. The data collected from all forms of individual, classroom and cohort assessment – available at the beginning of year and accumulated in the classroom throughout the year – is a starting point for designing professional development. Such training should focus on initial exposure and modeling followed by onsite modeling in classrooms, observation of teacher application and focused feedback on classroom progress. Other areas addressed in PD should relate directly to the nature and intent of the school's mission and student-centered instructional focus. For example, in the last sixteen months, the NBGLCS staff has had over 80 hours of PD focusing on: *Differentiated Instruction* (UMD training and follow-up coaching); *Understanding by Design* ("backward" unit design); *Environment as an Integrating Context* (EIC) (project design methodology); *Intel Teach to the Future* (classroom technology certification), *Teaching Geometry* and *Balanced Assessments* (formative assessments in Math), and writing curriculum guides for all grade levels and subjects.

We are constantly reviewing, adding to and modifying our curriculum resources (supplemental print materials, web sites, field study sites, equipment) and unit/project designs. We try to review annually our alignment to state learning standards – particularly in science/technology and social studies strands, given the changes in emphasis in the Frameworks, and also include changes in our unit theme designs as we try to make units/projects more engaging and more standards rich.

Human Resources

The attachment detailing the projected staffing plan shows all administrative, instructional and support positions for the first three years of the Commonwealth charter. (It also shows the current school year and the last year of the Horace Mann charter.) The positions for classroom teaching and teaching internships reflect our intention to provide small to moderate size classrooms and enough special needs, elective and specialty teachers to offer a complete, exciting middle and high school program for student bodies of 200-250 in each of the two divisions. The plan also shows our understanding of what it takes to provide strong but lean professional administrative and support functions for a 21st century, independent, urban public school. (see Personnel Projections as attachments)

In the past, we have been successful in recruiting “locally” from the Providence – Southcoast – Cape Cod area. Although candidates from Boston/Cambridge express sincere interest in the school and its mission, they are reluctant to travel that far daily. We have found that “local” people know the immediate New Bedford community and/or the regional community and resources and are committed to living and working here. We also realize that we will need to be competitive with salary and benefits packages once we leave the requirements of the collective bargaining agreement currently in place for all of our teachers. An attachment describes who the ideal NBGLCS teacher is.

We will offer teachers and other staff equivalent pay and benefits to the local district because we do not want compensation to be the only factor for someone who has the commitment and qualifications not joining us. We also will have the flexibility to reward non-educational but relevant work experience in hiring staff and will not be bound only to a matrix of compensation based solely on courses taken and years worked. We would also consider building levels of teacher responsibility based on experience and performance and offer opportunities for “lead teachers” who may use an extra non-teaching period to observe and provide feedback and support to interns and less experienced teachers or facilitate CIAS sessions for the faculty. Believing in the power of collegial support, we currently use paid outside coaches for non-evaluative support for teachers. We would continue to provide a range of professional development (PD) opportunities and activities through those coaches, UMD, HTH and progressively more through our own staff. Our current model reflects PD using all of these resources, with an average of over 100 hours of opportunities offered to staff each year for the last 2 years. Teachers are expected to fulfill all state and national requirements for teacher certification and be considered “highly qualified” according to national Title I funding specification.

As part of their day, teachers will be required to teach the equivalent of five 50-minute periods per day with a planning period allocated as part of the school day. They also may be required to perform arrival and/or dismissal duties. In addition to salary and benefits, we have allocated significant stipend funds for four additional planning and development periods per week for teachers. These extra paid periods are required and used for team unit planning, curriculum research and development, parent conferences, professional development mini-sessions (1-2 hours), student enrichment programs, etc. Teachers will be evaluated through an ongoing formative observation and feedback process (daily/weekly visits with focused feedback comment sheets) and a short summative report and conference each year. Each principal will meet with every teacher at least monthly to offer feedback, guidance and support.

Administrators and non-instructional staff will be evaluated annually by their supervisors.

E. Facilities and Student Transportation

Currently the NBGLCS is housed in two locations: the middle school division at the former New Bedford High School (also occupied by NB Public Schools administrative offices); the high school division at a UMass-Dartmouth building- several blocks away. Because next year the high school will outgrow the

space currently provided by UMD, we will be temporarily moving the high school to the same building as the middle school, occupying a different floor.

The NBGLCS Board has a facilities committee that has been investigating space in New Bedford continually. Our goal is to have our own building(s) in which we can house both school divisions. To that end the facilities committee – made up of board members, the school leader, the school principals and an architect – continually look for appropriate space and, with the finance committee, explore various financing options.

At this point, we have a verbal commitment from the NBPS superintendent to rent us more space for the remainder of our time as a Horace Mann charter and temporarily in our Commonwealth charter, with the possibility of taking over the entire building if we thought it would provide appropriate space for our long term needs. We intend to negotiate two years of additional space in the current NBPS building, giving us additional time to apply for the Commonwealth; to make a final search and decision about appropriate space; and to arrange financing and begin construction. Our target, therefore, is to have our own space available for use for the start of the FY2009 school year (September, 2008). Working with our architect, we have estimated that each division should have approximately 35,000-40,000 square feet of space. In our projections for the next two years, we would occupy about 60,000 square feet within the NBPS building and then move to a larger and more appropriate facility with a combined square footage of 70,000-80,000 square feet.

For purposes of budgeting for this application, we have estimated a rental fee from the NBPS for the first Commonwealth year (FY2008). We have also allowed some funds for leasehold improvements. Although we have had positive discussions with the superintendent about our needs and his willingness to accommodate us, the actual agreement will be negotiated contingent upon the awarding of the new charter. In terms of financing options, members of the finance committee have had informal discussions with MassDevelopment concerning their financing of school building rehabilitation in New Bedford at low mortgage rates (no state/federal taxes on interest). In our budget projections we have included the costs for financing \$4MM in building renovation for 20 years at 1%. (We may ultimately be able to finance at 30 years, in which our costs per year decrease significantly.) We do realize the requirement to secure permission from the Board of Education in order to engage in financing that extends beyond the term of the then current charter. Our financing also assumes 20-25% of the total project costs from private foundation and individual contributions as the result of a capital campaign to start after the award of the Commonwealth charter.

The City of New Bedford provides buses to all public schools for students that live outside a 2-mile radius of their school. The City will continue to provide buses for the charter school applying that same rule. The city also provides separate transportation for New Bedford children who need special consideration because of disability.

We currently provide transportation for students who live closer than 2 miles. These buses are part of our current operational budget. We do so because of parent concerns about the safety of their children walking through the areas of the city where we are located. We have budgeted funds to continue that service for students as a Commonwealth charter.

We also pay for buses for the many field trips that are integral to our hands-on approach to learning, our emphasis on making learning real, our forming and maintaining community connections and our using the local environment – cultural, natural, economic, governmental – for learning.

Our current locations have an elevator (middle school) and a ramp (high school) that provide physical access to all students, staff and parents. We are well aware – as is our architect – of the requirements of

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act and their accompanying regulations and requirements for building access and use. We will honor those requirements in any building rehabilitation or new construction for our future school facilities.

F. School Finances

Fiscal management

We currently manage our financial operations using several levels of management and oversight. The school leader and the business office discuss financial transactions and reporting on a weekly if not daily basis. Our business office also works closely with the school leader and the executive committee of the Board to maintain checks and balances necessary for prudent school funds management. Part of the monthly executive committee meeting is the review of the current cash and income statements and approval of the month's accounts payable. In addition to those school-based resources, we meet monthly with our auditing firm, Adamowski and Adamowski, to review our cash statement, accounts payable and income statement for the month.

As an existing school, we have the distinct advantage of having three years of operating experience with budget projections, management and adjustments; facilities improvement financing; and cash flow management. With regard to the latter, as a Horace Mann charter school, we set up and have been using a quarterly schedule of payments from the New Bedford Public Schools which mirrors the payment schedule a Commonwealth charter would manage for quarterly tuition payments from the state. Having established a consistent record of cash flow management, we also realize that a backup plan is prudent for any short-term emergency funding (capital equipment failure; flood, etc.). Because of our financing of leasehold improvements over one million dollars (\$1MM) in our current middle school location (former New Bedford High School building), we have a strong credit history with three banks (Bank of America, Citizens and Webster), and we intend to establish a line of credit specifically for financing any short-term (month to month) financing of cash flow if necessary.

Our intention is to maintain our history of prudent financial management and positive cash flow from the start of the Commonwealth charter. In other words, we will keep our current accounting and financial management procedures and practices in place. We currently follow generally accepted accounting principle and practices through our own controls and with the monthly oversight of our accounting and auditing firm. Of course we participate in a full financial audit each year and we respond to any management or procedural practice recommendations made by our auditors.

2. Operating Budget and Budget Narrative

The enclosed budget for the school indicates our priorities for a small school focused on academic achievement through student-centered instruction, curriculum and assessment. We place a high priority on professional teaching resources at a level that supports: small to medium size classes with highly qualified teachers; teacher interns who have bachelor's degrees and are working toward becoming teachers; special needs teachers who carry appropriate size case loads (identified students per teacher); full time student support personnel such as a nurse, a home-school liaison, social workers and student internship and college placement coordinator; and after-school programs that address low-performing students' needs in core academic areas.

In addition to the overall priority of instructional resources, we allocate a high expenditure from our budget to curriculum resources and any expenses necessary for field studies in our or neighboring communities. Our commitment to bringing learning outside to the community (field studies, job shadowing, formal high school internships) and conversely inviting community resources to the school means that some of our expenses in support personnel and transportation may exceed other schools.

Another large expense is our professional development funding (Professional Development, Staff Stipends, Contracted Services), which for us reflects a significant commitment to the formal staff training, peer training, extra paid daily team planning period (4 days per week) and formal in-school coaching by outside professionals.

While the above points reflect our commitment to academic achievement and student development, the following statement of accounts notes explain other assumptions or program needs reflected in the four year budget (including the last year of the Horace Mann as the Pre-Operational Period). [Note to the reader: As an existing school, we have chosen to use the Pre-Operational Period column of the budget template to state the actual budget of what would be our last year as a Horace Mann charter school (FY2007). The reader might use that information to understand more clearly how we would transition financially to the Commonwealth status. In fact, there would be very little effect on us financially because of an increase in per pupil tuition offsetting some relatively minor new expenses such as payroll processing, certain purchased student services (speech/language, occupational therapy, psychological testing) and food services.

Major Assumptions

- Per pupil tuition: Assumes a foundation rate of \$8,260 for New Bedford (\$7,810 with 3.75% special needs adjustment factor; 65% free/reduced meal rate; 101% wage adjustment factor; + 2.6% NSS adjustment) + \$715 current statewide facilities spending average pupil;
- Student enrollment: We will add an approximate average of 30 students per year until reaching our goal of 450 students.
- Facility size: We will maintain our 65000 sq ft in the NBPS Admin building until rehabilitating our final building choice at 80,000 sq ft housing both middle and high school divisions. (See Facilities and Enrollment section above.)
- Cost per sq ft: Our current costs include our portion of heat and utilities for the building as well as debt service on over \$1million of capital improvements made. Cost per sq ft decreases with new facility, given lower heat and utilities and 20-year mortgage financing at 1%.
- Staff FTE: Administrative personnel remain minimal for FY07. School Leader/Middle School principal position splits to two positions and a Business Manager added for first year of Commonwealth charter. Teachers added in parallel with enrollment increases as the high school division builds to grade 12 (in FY2008) and backfills with larger cohorts as early “pioneer” cohorts graduate.

Operating Revenues

- Grants – Federal: We show only Federal entitlement grants currently received; we factor in increments based only on increase in student population.
- Grants – Private: We have a full time Director of Communications and Development who will continue to apply for private foundation grants and organize events and an annual fund that generates donations to the school; our estimates reflect minimal but increasing levels of success.
- Contributions, in-kind: We include commitments made through our partnership with UMass-Dartmouth in the areas of professional development training and teacher stipends and dissemination assistance.
- Contributions, in-cash: See Grants-Private.
- Other: Bus ticket sales: We currently lease two buses to transport students to/from school within the 2-mile limit imposed by the City of New Bedford for busing students with school department buses; students are charged a minimal amount for using these extra buses. We foresee continuing this practice as a Commonwealth charter.

Operating Expenditures

Administration

- Salaries – Administrative: In the first Commonwealth year, the school leader position becomes full-time; we add a fulltime business manager; and retain the fulltime communications and development director position.
- In general, administrative costs for FY2007 (last year of Horace Mann) mirror what we currently spend as a school. Some increases in the first year of the Commonwealth charter reflect increased administrative positions and the need to invest in more computer and communication equipment for maintaining our separate student and personnel databases (currently using a NBPS database also).

Instructional Services

- Salaries – Teachers: We have used an average salary level of \$45,000 with increases of 2-3% per year. Includes core curriculum, special needs and arts, instructional technology, health and PE teachers.
- Salaries – Other (Professional): In addition to the administrators for both middle and high school divisions, we add a full-time director of student services (including special education, ELL, etc.); a student placement coordinator for the high school internship program and post-secondary education; and in the second Commonwealth year, we add a technology technician and another social worker.
- Salaries – Paraprofessionals: We use teacher intern positions to provide classroom and planning support for students and teachers. Starting salary is \$24,000.
- Contracted Services – Instructional: Included are substitutes, Title I consultant and for the last year of Horace Mann, fees for Sped administrator consultant.
- Instructional Technology: Reflects our commitment to school-wide tech usage through additions to our computer base in each classroom and a scheduled replacement strategy to keep our equipment current and working.
- Staff Stipends in addition to base salary: Includes our requirement for an extra planning and development period four days per week, five days in the summer and parent conferences at least twice per year.

Other Student Services

- Salaries – Other student Services: Includes school nurse, home-school liaison and eventually an operations manager for permanent site (FY2009).
- Student Transportation: We provide extra buses for students who live within two miles of the school and therefore are not provided free busing by the City of New Bedford.

Operation and Maintenance of Plant

- Utilities: Our first year utilities are extremely high based on the costs of providing for two floors of the former New Bedford High – a very old and energy-inefficient building. In the second year, we move to our permanent location, with an increase in square footage but much more energy efficiency. (See Section III-E. for detailed Facilities discussion.)
- Rental/Lease of Building: In the first year, we have a commitment to continue to rent space from the NBPS for a yet undetermined amount. For purposes of projection, we are using a fee of \$700/student in our estimate of rental costs, along with some capital improvement costs.
- Capital Debt Service: After paying down our capital improvement debt during our last year as Horace Mann, we assume another capital debt commitment in the form of a 20-year, \$4-million mortgage from the Mass. Financing Agency at a rate of 1%. (See Section III-E. for detailed Facilities discussion.)
- Renovation/construction: We have a commitment to expand the high school in the former New Bedford High School through the first year of the Commonwealth. We need to do some minor

structural and moderate cosmetic improvements – the scope of which will be dictated by the terms negotiated with the district (rent, utilities share, improvements).

G. Action Plan

<u>Start date</u>	<u>Task/action</u>	<u>Completion</u>	<u>Point person(s)</u>
2006			
February	Hold meetings with MADOE to discuss terms of “conversion” from Horace Mann to Commonwealth charter	February 28	SL, Exec Comm
March 1	Letter to parents explaining charter change Meeting with staff to explain charter change Meetings with students to explain charter change	March 5	SL, Chair SL, Principals
Early March	Announce start of capital campaign for new school facility Initiate negotiation with Mass Development for financing		SL, Board
	Begin negotiations with NBPS re: Space rental terms FY2007, FY2008; Food services FY2007, FY2008; Student services (S/L, OT/PT, Psychology) ongoing.	March 31	SL, Exec Comm
April 1	Develop improvement plans for old NBHS, 2 nd floor	May 1	Facilities Comm
May 1	Start improvements for old NBHS, 2 nd floor	August 15	SL, Facilities Comm
June 1	Announce location of new permanent facility Announce financing of new facility		SL, Board
August 15	Movers pack and move High School division from UMD bldg. to old NBHS, 2 nd floor		SL, HS Principal
September	Begin last year of Horace Mann charter [High School division housed in old NBHS, 2 nd floor; Middle School division still on 3 rd floor.]		All
October 1	Initiate search for Business Manager	December 15	SL, Exec Comm
December 15	Introduce new Business Manager		
2007			

January 5	Initiate search for Student Services Director	April 1	SL, Exec Comm
March 1	Initiate evaluation of payroll, food service vendors Initiate evaluation of employee benefits (healthcare, life, dental)	April 30	SL, Bus.Mgr.
April 1	Introduce new Student Services Director		SL
May 1	Sign agreements with benefits, payroll and food service vendors		SL, Bus.Mgr.
2008			
September	Begin first academic year as Commonwealth charter school [Both school divisions still housed in old NBHS.]		All

IV. How will the school demonstrate that it is faithful to the terms of its charter?

A. Process

The Board of Trustees expects to be held accountable to the Board of Education, the Department of Education, the parents, the students and the New Bedford community at large. We measure performance in three broad categories as required by the Department of Education: academic achievement, organizational viability, and faithfulness to the charter. Our initial Accountability Plan was reviewed by the Charter School Office; we then refined our goals to relate even more to the original charter and have more measurable outcomes. We are submitting here a Draft Accountability Plan which will reflect our newer charter, and specifically the relevant, practical and measurable goals and outcomes upon which to judge our success. We consider this a working document; we will continue to refine it after the award of a charter, working closely with the Charter School Office to ensure it meets the standards.

This Draft Accountability Plan parallels our new charter’s proposed success indicators. The founders list the following success indicators for students, teachers and the school organization:

- improved performance on the MCAS in ELA and math;
- demonstration of ongoing student academic achievement by other specific assessments;
- demonstration of teacher/student competency in standards-based student project design, implementation and assessment;
- demonstration of students’ ability to present and defend their work publicly;
- commitment of school resources to and student demonstration of technology literacy;
- dissemination of successful teaching and learning practices;
- fiscal stability of the school;
- inclusive governance strategies; and
- stakeholder satisfaction.

B. Goals/ C. Narrative

The mission of the New Bedford Global Learning Charter School is to have all students achieve academic excellence and master essential skills needed for a productive life in a global society. We intend to contribute to public education at large by preparing all students for post-secondary education and sharing our best practices with colleagues in New Bedford and beyond.

We define the terms academic excellence and essential skills as follows:

- Academic excellence is achieved when a student demonstrates proficiency in mathematics, science, language arts and social studies, and is able to present and defend her/his understanding.
- Essential skills needed for productive life in the new century include technology literacy, public speaking, global citizenship and arts exploration. All essential skills are embedded in the curriculum, assessments and subject offerings at NBGLCS; all are required of students to successfully complete the middle and high school divisions and some are also key school-wide success indicators and consequently included below under Faithfulness to the Charter.

Academic success

- Students will demonstrate continuous improvement in English language arts and mathematics in the MCAS.
- Students will show continuous improvement in their reading and mathematics skills through standardized tests, nationally known diagnostics and benchmarks, and other internal and classroom-based instructional assessments.

Organizational viability

- The Board will demonstrate continuous improvement in effective school management and oversight.
- The Board will demonstrate that the school is financially stable.
- The Board will demonstrate stakeholder satisfaction.

Faithfulness to the Charter

- Students and teachers will demonstrate continuous improvement in designing, developing and presenting standards-based projects.
- Students will demonstrate continuous improvement in computer technology skills.
- The school will disseminate innovative practices in teaching and learning.

Accountability Measures And Objectives

The mission of the New Bedford Global Learning Charter School is to have all students achieve academic excellence and master essential skills needed for a productive life in a global society. We intend to contribute to public education at large by preparing all students for post-secondary education and sharing our best practices with colleagues in New Bedford and beyond.

Student Achievement

- A. Students will demonstrate continuous improvement in English language arts and mathematics in the MCAS.
 1. Regular education students as a group overall will meet the minimum Adequate Yearly Progress requirement for NCLB as measured by the MCAS English Language Arts and mathematics tests, in either performance or improvement indicators. Special needs students as a subgroup will make progress toward those levels each year.
 - *Data on this goal will be available when MCAS scores are released annually. Currently, MCAS ELA results overall for NBGLCS meet AYP in both ELA and mathematics.*

- B. Students will show continuous improvement in reading and mathematics skills through standardized tests, nationally known diagnostics and benchmarks, and other internal and classroom-based instructional assessments.
 1. Students found to be in the lowest stanine group (1-3) upon entry to NBGLCS as measured by the Gates McGinitie Reading Test (GMRT) will score in higher stanines after two years of reading instruction. Those in the average range (4-6) and above ranges will make appropriate grade level progress annually given the same assessment.
 - *Data will reflect the difference in GMRT scores upon entry to the school and those at the end of the student's second year.*
 2. In addition, students overall will show progress in mathematics each year as measured by nationally known reading and mathematics diagnostic assessment (SRI, TABE, GMADE, etc.) and by other formative assessments such the Balanced Assessments (developed and published by the Concord Group).
 - *Data will inform planning of mathematics instruction overall, classroom differentiation based on performance levels, and remediation in Focus groups and after-school offerings.*
 3. All students will also demonstrate progress based on individual classroom requirements evaluated by teachers, community members and peers. Assessments based on rubrics include but are not limited to: curriculum unit tests; essays and various writing samples;

project designs, products and reports; presentations of learning; group investigations and reports.

- *Writing samples, presentation, reports and project designs and products will be recorded and inserted in the student's digital portfolio for community viewing.*

Organizational viability

- A. The Board will demonstrate continuous improvement in effective school management.
 - 1. The results of evaluations by MADOE and by High Tech High will indicate that the Board has made improvement in management and oversight of the school.
 - *These evaluations will be issued at the end of each school year and recommendations discussed at the Board meetings, with resulting objectives documented in Board minutes.*
- B. The Board will demonstrate that it is financially stable.
 - 1. The Board's annual financial audit will not point to any deficiencies.
 - *Current audit did not point to any deficiencies.*
- C. The Board will demonstrate stakeholder satisfaction.
 - 1. Data collected through parent surveys will indicate overall satisfaction for eighty percent of parents returning information.
 - *The first formal parent survey was designed at the end of this school year and distributed in the summer. The data is compiled.*
 - 2. The school will maintain a ninety percent student return rate.
 - *The school experienced a 91% return rate for students in grades 5, 6, and 7 for the 2004-2005 year, and a 92% rate for grades 5, 6, 7, and 9 for the 2005-2006 year.*

Faithfulness to the Charter

- A. Students and teachers will demonstrate continuous improvement in designing, developing and presenting standards-based projects that demonstrate the exploration and understanding of real life objects, conditions and processes.
 - 1. All students will participate in at least two Presentations of Learning (POL) annually.
 - *Rubrics for POLs currently exist for each grade level. Students are graded by teachers and peers and by members of the local community at year end.*

2. All students will submit a formal, grade-appropriate science project and presentation (POL) annually to be reviewed by faculty and administrators based on a school-developed science and POL rubric.
 - *Grades for the annual science project will be contained in the student progress file. The project documentation will be contained in the student digital portfolio for community viewing.*
3. All students will submit a formal, grade-appropriate social studies project and presentation (POL) annually to be reviewed by faculty and administrators based on a school-developed social studies and POL rubric.
 - *Grades for the annual social studies project will be contained in the student progress file. The project documentation will be contained in the student digital portfolio for community viewing.*
4. Data from teacher observations will demonstrate that all teachers have designed effective project based learning units.
 - *Project specifications and documentation will show major Frameworks standards addressed.*
 - *Individual teams and teacher' project logs will formally document project activity, learning standards addressed and collaboration partners. These logs are available for inspection during the last half of the school year.*
 - *Teachers and students are responsible for designing and implementing at least two projects based on Understanding by Design and EIC unit and project methodologies.*

B. Students will demonstrate continuous improvement in computer technology skills.

1. All students will score proficient as measured by a teacher-developed and grade-appropriate technology literacy rubric for word processing, spreadsheet, research and presentation computer skills.
 - *An internal assessment measure currently exists. We will collect and publish the data for this measure.*
2. All students will design and maintain a current digital portfolio that meets or exceeds school-developed criteria using a school-wide teacher-developed rubric.
 - *Student portfolios, based on current portfolio frameworks, will be updated annually and available for viewing through the school website.*

C. The school will demonstrate that it disseminates innovative practices in teaching and learning.

1. Documentation will demonstrate that the school continues to disseminate effective practices.

➤ *Individuals and teams from NBGLCS presented best practices in the following venues during the 2004-2005 school year: GLOBE Teacher Institute; UMD Connecting Ocean Academy program; High Tech High Summer Institute; Mass. DOE Enhancing Education through Technology Conference; Mass. DOE Annual Title I Conference.*

D. Dissemination

Our responsibilities as a public charter school include serving the greater educational community by disseminating our best practices to other educators. This year we have fulfilled that expectation but more importantly we made invaluable educational connections and started to build a positive reputation for our commitment to share our practices in the community of educators. Our approach is collegial and our message is about two-way sharing by providing a forum for interactive discussion. NBGLCS participated in the following regional, state and national conferences.

<i>Date</i>	<i>Conference</i>	<i>Theme of NBGLCS Presentation</i>
6/04	High Tech High Network Summer Institute	Focusing on Individual Student Needs
2/05	UMass <i>Connecting Oceans</i> Program	Connecting Classrooms Across the Continent: Hawaii and New Bedford
3/05	National Art Educators Assoc. Annual Conference	The Underground Railroad: Using Art Forms to Unravel History
4/05	MADOE Annual Educational Technology Conference	Transforming Math/Science Instruction: 1:1 Laptop Learning
5/05	MADOE Annual Title-I Conference	Interdisciplinary Projects, Frameworks, Differentiated Instruction: Doing It All
6/05	HTH Summer Institute	Differentiation and Building Projects with Science and Historical Themes

We expect to continue to share best practices in similar forums and also through the Dissemination Center at the University of Massachusetts-Dartmouth.

V. Required Attachments