



New Bedford Public Schools

District Accelerated Improvement Plan (AIP)



Revised: November 16, 2012

Section 1: Summary of Key Issues, Theory of Action, and Strategic Objectives

Level 4 District Plan

Section 1: Summary of Key Issues, Theory of Action, and Strategic Objectives

The New Bedford Public Schools (NBPS) is pleased to submit our 2012-13 Accelerated Improvement Plan (AIP). Our plan builds on accomplishments from last year, and represents a substantial evolution of our 2011-12 plan. Additionally, the plan incorporates feedback from the Massachusetts Department of Elementary and Secondary Education, New Bedford Public Schools' central office staff, school principals and other key stakeholders including teachers and families.

Our 2012-13 plan focuses on improving student outcomes through four core objectives that carry over from our previous plan. As demonstrated below in Exhibit A, our efforts are joined within our signature "Where are YOU Headed?" attendance campaign, which has recently received national recognition. Our activities for the upcoming school year will build on and strengthen the campaign to demonstrate our high expectations for students as well as for the school district's employees and community, ultimately informing all aspects of the district's strategy. Further, our capacity to implement new initiatives is growing, in part due to the processes put in place over the course of the past academic year. While we are pleased with our progress in many areas, we recognize the need to build upon this momentum to augment our reforms.

Our 2012-13 plan moves beyond our 2011-12 AIP in two areas: 1) a more cohesive set of activities that are focused on successful implementation of new practices at scale 2) an additional emphasis on three areas of significant challenge for NBPS. These focus areas include implementing tiered instruction with a focus on early childhood literacy, and cohesive strategies to improve NBPS graduation and English Language Learner student outcomes. While the pace of change in New Bedford Public Schools continues to be rapid, this is the appropriate time to address these areas because of their systemic effects on district performance.

We continue to pursue our district's transformation into a leading system of schools with a high sense of urgency and focus, based on our "theory of action" to improve achievement outcomes for New Bedford's students. Our theory of action helps create a coherent strategy for the district, serving as a yardstick to measure whether an initiative is focused on the core efforts to bring about systemic change and improvement.

The New Bedford Public Schools Theory of Action

We believe that if there is a clear focus on the effective delivery of an aligned curriculum by high quality teachers who employ the use of student data to drive instruction, students will be engaged, learn at proficient and advanced levels, and graduate college and career ready.

Our 2012-13 plan again reflects a set of prioritized activities that are aligned with the theory of action. We continue to reflect whether these activities – and how well they are executed – support the theory of action. With performance management protocols in place such as those highlighted in the plan below, data and management insights will foster improved instructional leadership and allocation of limited resources including money and time.

Strengthening and Scaling Core Practices

Our original planning process highlighted four key areas for improvement, and the four major objectives in the plan below continue to reflect these four areas. As shown below in Exhibit A, we believe the four objectives form the basis for systemic improvement through a continuous cycle. The four core questions that drive the cycle are at the center of all of our instructional improvement

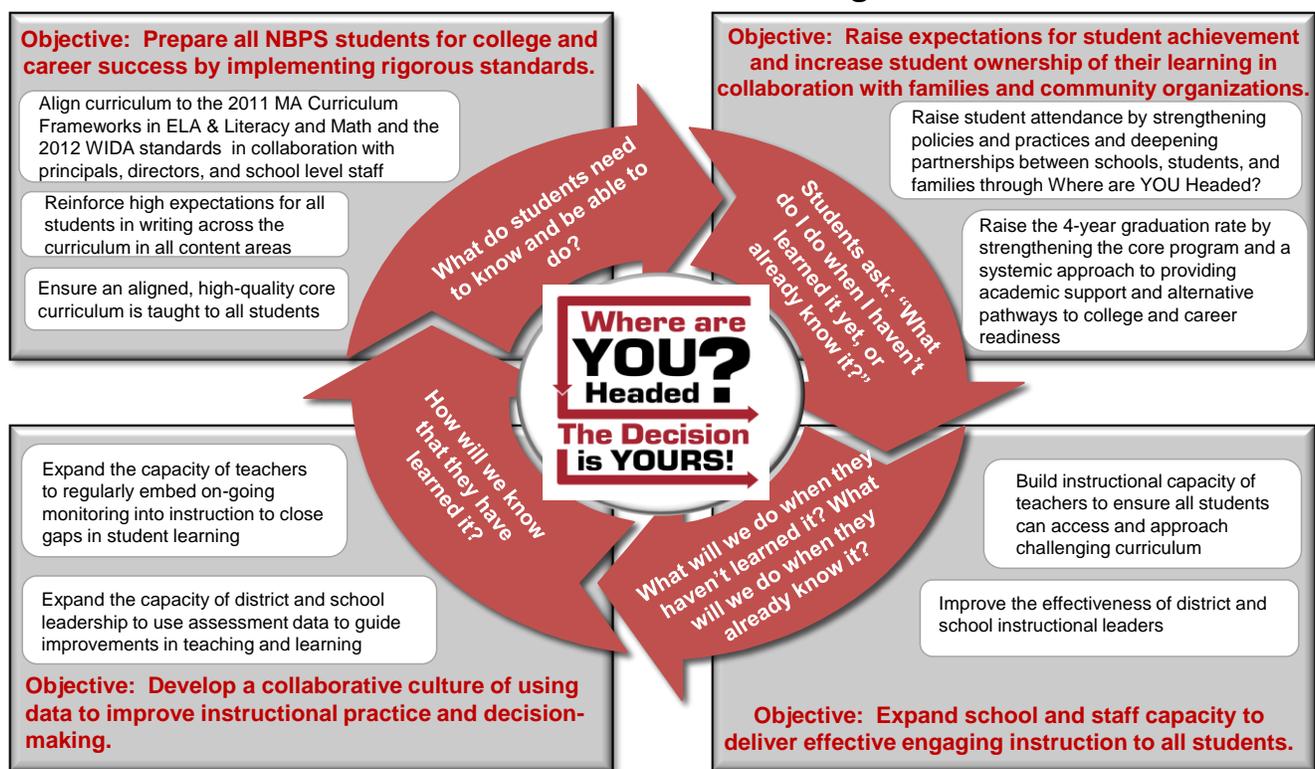
Section 1: Summary of Key Issues, Theory of Action, and Strategic Objectives

initiatives. Across these four objectives, our team has significantly augmented the district's work in three important areas over the course of the last year, and will continue to deepen these practices in 2012-13 to positively affect student learning. This plan reflects continued strengthening of:

- The “through-lines” of instructional leadership and practice, from the district’s central office through to the individual classrooms
- Support and accountability for the district’s building-level leaders
- The definition of successful outcome measures using aggressive but achievable goals.

Exhibit A:

New Bedford Public Schools –Focusing on the Future



These through-lines and structures are summarized below in Exhibit B. The emphasis of these efforts is on improving instructional practice so that student achievement will be raised both dramatically and quickly. Improving instructional practice benefits from a layered and complementary set of reinforcing efforts, and we are investing significant time and effort in augmenting this work. Further, the role of the building leadership is of paramount importance for both planning and execution of these initiatives, and efforts to strengthen both formal and informal structures will continue. Also, expansion of planning time in the elementary grades is a district priority to ensure the growth of our professional learning communities. Finally, our belief that these changes will drive a more rapid trajectory for improved student learning is reflected in our revised goals and measures.

Section 1: Summary of Key Issues, Theory of Action, and Strategic Objectives

New Focus Areas

1) Tiered Instructional System (with Focus on Early Literacy)

The district will undertake the planning and early implementation of a district-wide consistent tiered system of instruction, with a focus on early literacy (Gr. K-2) to pursue a district-wide goal of having all children reading at grade-level in 3rd grade. The district intends to pursue tiered instruction delivery models for math and ELA in all grades, including for those students needing specific interventions, but will focus on this area first as an area of critical need with maximum long-term leverage.

This proposal aligns with Objective 2, *Develop a culture of using data to improve instructional practice and decision-making*. Our DIBELS data, discussions with Principals, and District Learning Walk data show that we need to improve upon teachers' ability to offer a coherent and viable core curriculum that embeds ongoing monitoring to identify individual student needs, and then target instruction in the general education classroom to address the needs of all students (Tier 1- Addresses 75 to 80 percent of learners). Too often, the district culture has been to refer students who are not making progress to outside support and intervention immediately, when research shows that many needs can be addressed more effectively through the use of differentiated instructional strategies. As a district, we need to articulate a systematic approach for providing various instructional strategies that will meet the needs of most students. Once differentiated strategies are applied, and students' progress is monitored, additional interventions within the classroom (or provided during additional time) can be strategically implemented and monitored.

Additionally, new research illustrates the connection between chronic attendance in the early grades and a student's inability to read at grade level by the 3rd grade. Therefore, we believe this added focus will also be shared in Objective 4 through the ongoing marketing campaign regarding the importance of attendance and the strategic outreach to students living in housing areas known to have students with high rates of chronic attendance, the development of an educational center and planned parent workshops throughout the summer and the upcoming school year.

In 2011-2012, the district institutionalized the use of DIBELS Next to ensure that teachers have the data they need. Identification of learning gaps then allows teachers to now focus on the guiding questions, "What will we do when they haven't learned it?" and "What will we do when they already know it?" In 2012-2013, we need to build the capacity of our teachers to apply a consistent system of tiered instruction in literacy to work toward ensuring all students can read with fluency and comprehension on grade level as they enter third grade.

2) ELL Instructional Approach

The academic progress of our English Language Learner (ELL) students, as identified through MCAS data, is of increasing concern. We have identified the need to improve academic progress and target improved instructional strategies for this low-performing student group. Our goals for the coming year are to implement systems and structures to assist in the effective delivery of instruction, as well as the improved integration of ELL students. We are planning for the most appropriate instructional structures, and this work has most recently been enhanced with new opportunities available from DESE, including the new WIDA standards and the RETELL initiative. Next year the district will finalize and institutionalize these and other long-term programmatic changes in the delivery of curriculum, instruction, and assessment for ELL students. These efforts are articulated as Activities and Benchmarks in meeting Objectives 1-3 to specifically target improving student learning for this specific student population.

Section 1: Summary of Key Issues, Theory of Action, and Strategic Objectives

3) Graduation Promotion & Dropout Prevention

Our goal is to dramatically reduce the dropout rate and increase New Bedford High's graduation rate, but we need to address these issues systemically, beginning in early grades. NBPS is already pursuing a number of initiatives that are designed to address these challenges under Objective 4: *Raise expectations for student achievement and increase student ownership of their learning.* However, these initiatives are not enough, and are not managed systemically. For the 2012-13 year, our efforts will focus on implementing the findings of our College and Career Ready Task Force, and leveraging the success of the *Where are YOU headed?* program to build coherence of the graduation and dropout prevention approaches. Also, this AIP demonstrates a more rigorous approach to managing these activities through discrete objectives and outcomes. In 2012-2013, we need to ensure that a more systemic approach of improving the core curriculum, processes, and providing alternative pathways for middle and high school students, will lead to higher graduation rates and lower dropout rates for our students.

Exhibit B: Through-lines from the district plan to district and school leadership to classrooms



Supporting instructional leadership capacity of teachers and district/school leadership

- Regular feeder pattern meetings on instruction and data to connect principals with Director support
- Principal meetings focused on district-wide teaching and learning issues
- Instructional Performance Specialists to support and monitor the New Bedford Teaching and Learning System for Level 3 and Level 4 schools
- Targeted support for teachers through multiple principal and district administrator classroom visits under the new Educator Evaluation system and through District Learning Walks
- Implementation of new tools and training for teachers of English Language Learner students
- Expand existing common planning team for elementary teachers (currently occurs 2x/month for 30min.)

Strengthening existing internal accountability and monitoring structures

- District Learning Walks (at least 3 per year) followed by feedback for each school
- Principal and Director Monthly Reports aligned to the district plan
- Unannounced Classroom Visits (UCVs) from the Superintendent/Asst. Supt to provide feedback to principals on their instructional leadership
- An aligned School Improvement Plan (SIP), with supports provided over the summer and approval in October
- Individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIPs feedback from Learning Walks, and Unannounced Classroom Visits
- District Curriculum Council and District Data Team to ensure and monitor implementation of curriculum and instruction
- Differentiated and targeted monitoring and support for Level 3 and 4 schools, including monthly District Learning Walks and UCVs for Level 4 schools

Section 1: Summary of Key Issues, Theory of Action, and Strategic Objectives

Overall, the revised objectives that New Bedford Public Schools is pursuing now and over the course of the next school year include:

- Objective 1:** Prepare all NBPS students for college and career success by implementing rigorous standards
- Align curriculum to the 2011 MA Curriculum Frameworks in ELA & Literacy and Math and the 2012 WIDA standards in collaboration with principals, directors, and school level staff
 - Reinforce high expectations for all students in writing across curriculum in all content areas
 - Ensure an aligned high-quality core curriculum is taught to all students
- Objective 2:** Develop a collaborative culture of using data to improve instructional practice and decision-making
- Expand the capacity of teachers to regularly embed on-going monitoring into instruction to close gaps in student learning
 - Expand the capacity of district and school leadership to use assessment data to guide improvements in teaching and learning
- Objective 3:** Expand school and staff capacity to deliver effective engaging instruction to all students
- Build instructional capacity of teachers to ensure all students can access and approach challenging curriculum
 - Improve the effectiveness of district and school instructional leaders
- Objective 4:** Raise expectations for student achievement and increase student ownership of their learning in collaboration with families and community organizations
- Raise student attendance by strengthening policies and practices and deepening partnerships between schools, students, and families through *Where are YOU Headed?*
 - Raise the 4-year graduation rate by strengthening the core program and a systemic approach to providing academic support and providing alternative pathways to college and career readiness

Section 2: Plan Summary

Section 2: Plan Summary

Strategic Objectives 1 to 3 FINAL OUTCOMES	
Strategic Initiatives	Final Outcomes
<p>1. Prepare all NBPS students for college and career success by implementing rigorous standards</p> <p>2. Develop a collaborative culture of using data to improve instructional practice and decision-making</p> <p>3. Expand school and staff capacity to deliver effective engaging instruction to all students</p>	<p>District benchmarks:</p> <ul style="list-style-type: none"> • DIBELS: Increase the percentage of Gr. K-2 students meeting benchmark from BOY to EOY by 10 points • Math/ELA Galileo: Increase the percentage of Gr. 2-9 students that are proficient/advanced from BOY to EOY by 10 points • Science/Biology Galileo: Increase the percentage of Gr. 5, 8, and 9 students that are proficient/advanced from BOY to EOY by 10 points <p>Final outcomes:</p> <ul style="list-style-type: none"> • The district will meet its CPI targets for the 2012-2013 school year: 80.0 for ELA (5.1 gain), 72.8 for Mathematics (7.4 gain) and 66.8 for Science (7.8 gain) • Median student growth profile will increase to 38 in ELA and 35 in Math for all students • The district will decrease the percent of students scoring a Warning/Failing on the 2013 ELA, Math, and Science MCAS by 10% for all students (2012 baselines: 17% (ELA), 28% (Math), 31% (Science)) • The district will meet its CPI targets for High Needs students for the 2012-2013 school year: 76.9 for ELA (5.8 gain), 69.6 for Mathematics (8.3 gain) and 63.1 for Science (8.5 gain) • Median student growth profile will increase to 37 in ELA and 34 in Math for High Needs students • The district will decrease the percent of High Needs students scoring a Warning/Failing on the 2013 ELA, Math, and Science MCAS by 10% for all students (2012 baselines: 21% (ELA), 33% (Math), 36% (Science)) • The annual dropout rate will decrease to 6.4 (0.7 decrease) • The Cohort Graduation Rate will increase to 58.9% (6.4 increase) <p>These outcomes will allow New Bedford to realize a Progress & Performance Index of 75 (see Appendix).</p>

Section 2: Plan Summary

Strategic Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards	
Strategic Initiatives	Early Evidence of Change and Short-term Outcomes
<p>In support of the district curriculum plan:</p> <p>1.1 Align curriculum to the 2011 MA Curriculum Frameworks in ELA & Literacy and Math and the 2012 WIDA standards in collaboration with principals, directors, and school level staff</p> <p>1.2 Reinforce high expectations for all students in writing across curriculum in all content areas</p> <p>1.3 Ensure an aligned, high-quality core curriculum is taught to all students</p>	<p>Early Evidence of Change:</p> <ul style="list-style-type: none"> • Evidence of change of curriculum alignment, reinforcement, and monitoring <ul style="list-style-type: none"> ○ By the MOY District Learning Walk, 100% of classrooms are “Providing” in Indicator 1: Aligned Standards and Objectives Look-For: Learning objectives and/or standards are clear to all students. ○ 75% of classrooms are at least “Providing” in Indicator 1: Aligned Standards and Objectives (What do students need to know and be able to do) by MOY, and 90% by the EOY based on District Learning Walks ○ Using the DLW WIDA addendum, MOY baseline data on the percentage of classrooms that are “Providing” or above will be established. By EOY the percentage of classrooms at “Providing” or above will increase at least 15%. (Note: to be used in the six schools that have ELL classrooms: NB High, Roosevelt, Congdon, Devalles, Gomes, Hayden McFadden, and Winslow) <p>Short-Term Outcomes:</p> <ul style="list-style-type: none"> • Percentage of K-2 students meeting benchmark on DIBELS will increase 5 points from BOY to MOY on each repeated subtest • Gr. 2-9 ELA Galileo: Percentage of students proficient/advanced will increase by 5 points from BOY to MOY • Gr. 3-8 Math Galileo: Percentage of students proficient/advanced will increase by 5 points from BOY to third exam • Gr. 2 & 9 Math Galileo: Percentage of students proficient/advanced will increase by 5 points from BOY to MOY exam • Science/Biology Galileo: Percentage of Gr. 5, 8, and 9 students that are proficient/advanced will increase by 5 points from BOY to MOY

Section 2: Plan Summary

1.1 Align curriculum to the 2011 MA Curriculum Frameworks in ELA & Literacy and Math and the 2012 WIDA standards in collaboration with principals, directors, and school level staff

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>Curriculum alignment and design</p> <ul style="list-style-type: none"> • Curriculum maps for core content areas will be aligned and adjusted based on new curriculum frameworks and the WIDA standards and will be disseminated at feeder pattern meetings each month • Develop a common program and aligned curriculum for an expanded Newcomers Program Pilot (at select elementary schools and the high school) and determine quality-control indicators to be measured through-out the year • Develop SIFE-specific curriculum and courses <ul style="list-style-type: none"> ○ Develop plan for roll-out and implementation in 2013-2014 ○ Determine quality-control indicators to be measured through-out the year 	<ul style="list-style-type: none"> • All Academic Directors, Curriculum Administrator • Director of World Lang. and SEI • Director of World Lang. and SEI 	<p>September, 2012</p> <p>December, 2012</p> <p>September, 2012</p>	<p>May, 2013</p> <p>January, 2012</p> <p>June, 2013</p>
<p>Build district capacity to implement curriculum</p> <ul style="list-style-type: none"> • Provide professional development on the new WIDA standards by sending up to 6 staff members to DESE provided Train-the Trainer Professional Development • Provide workshop for K-5 Instructional Performance Specialists and Principals on revised Math (Summer, 2012 version) curriculum maps based on the new curriculum framework using the Train-the Trainer model and Feeder School Mtgs • At the beginning of the school year, K-5 teachers will receive updated Math curriculum maps and will attend an Asst. Superintendent Meeting on Common Core Updates • In the Spring, K-5 teachers will receive updated curriculum maps and will attend an Asst. Superintendent Meeting on ELA and Literacy Initiatives • Provide workshops for Gr. 6-12 Principals and/or building administrators on updated curriculum maps in each subject area at monthly Feeder School Meetings • Provide training to Gr. 6-12 teachers on updated curriculum maps in each subject area as developed through monthly department meetings • District Improvement Committee will use the District Learning Walk data to target PD and interventions for schools (IPS and Principals) to meet the early evidence of change – Providing in Indicator 1: 75% by MOY, 90% by EOY • IPS and principals will use District Learning Walk data and district trainings targeting Indicator 1 of the LW protocol to provide school-based support for teachers during monthly faculty meetings, department and/or common planning time meetings • Train Instructional Performance Specialists, District Administrators, and Principals or their designee on the foundation knowledge of the WIDA standards using the Train-the-Trainer PD model 	<ul style="list-style-type: none"> • Director of World Lang. and SEI • Math Supervisor, Curriculum Administrator • Asst. Supt. for Accountability & School Improvement • Asst. Supt. for Account. & School Improvement • Curriculum Administrator, Academic Directors • Academic Directors, IPS • District Improvement Committee • IPS, Principals • Director of World Lang. and SEI, Curriculum Administrator 	<p>June, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>March, 2013</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p>	<p>August, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>April, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>May, 2013</p> <p>May, 2013</p> <p>October, 2012</p>

Section 2: Plan Summary

<ul style="list-style-type: none"> • K-12 Core content teachers will acquire the foundation knowledge of the WIDA standards by attending building-based trainings • Provide workshops for K-5 Instructional Performance Specialists and Principals on revised curriculum maps (other than Math) based on the new curriculum framework using the Train-the Trainer model and Feeder School Meetings • K-5 teachers will receive updated curriculum maps and will attend building-based workshops on updates to the curriculum • All Teachers in Gr. 1 – 2 and elementary IPS will participate in a full-day of training to implement a literacy-based social studies curriculum that aligns with the 2011 ELA & Literacy Frameworks (<i>Children Discovering Justice</i>) • Grade PreK–Grade 9 teachers will meet at least monthly in horizontal and vertical Common Planning Time teams to implement key elements of the district AIP including but not limited to curriculum implementation and lesson planning as connected to Educator Evaluation SMART goals and School Improvement Plans • NBPS will sponsor zone-based meetings for community and family members to introduce and engage with them the primary aspects of the Plan for Accelerated Learning with an emphasis on supporting literacy and student academic process. <ul style="list-style-type: none"> ○ For each zone-based meeting, NBPS will sponsor meetings targeting Spanish-speaking and Portuguese-speaking families that will detail this information in the respective languages. • Build instructional capacity of teachers by providing professional development to approximately 25 Instructional Performance Specialists and Principals/designee through a train-the-trainer model in Studying Skillful Teaching modules on writing mastery objectives who will deliver mini-modules at each school during the October District Professional Development Day 	<ul style="list-style-type: none"> • Director of World Lang. and SEI, Principals, IPS • Curriculum Administrator, Academic Directors • Principals, K-5 IPS, Academic Directors • Director of History and Social Studies • Principals • Asst. to the Supt for Equity, Diversity and Family Engagement • Director of Professional Development, Principals 	<p>October, 2012 March, 2013</p> <p>October, 2012</p> <p>November, 2012</p> <p>December, 2012</p> <p>October, 2012</p> <p>October, 2012</p>	<p>December, 2012 May, 2013</p> <p>June, 2013</p> <p>February, 2013</p> <p>June, 2013</p> <p>December, 2012</p> <p>October, 2012</p>
<p>Implement the curriculum</p> <ul style="list-style-type: none"> • PreK-5 Grade-level curriculum committees to monitor and adjust curriculum maps in ELA, Social Studies, and Science related to skills and content in the 2011 ELA & Literacy Framework, to be presented in March/April 2013 • District Curriculum Committee to align current standards-based report cards to newly updated curriculum maps in Math for the 2012-2013 school year, and ELA before May, 2013 for the 2013-2014 school year • Roll-out new Newcomers Program Pilot at select elementary schools and the high school <ul style="list-style-type: none"> ○ Students are placed and scheduled into High School Newcomers Program (January) ○ Students are accessing the curriculum based on Learning Walk and benchmark data • Roll-out SIFE Pilot at the NBHS and Roosevelt Middle School during the 2013-2014 school year 	<ul style="list-style-type: none"> • ELA, Social Studies, and Science Academic Directors • Curriculum Administrator • Director of World Lang. and SEI • Director of World Lang. and SEI 	<p>September, 2012</p> <p>September, 2012</p> <p>February, 2013</p> <p>September, 2013</p>	<p>June, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>June, 2014</p>

Section 2: Plan Summary

1.2 Reinforce high expectations for all students in writing across the curriculum in all content areas

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>100% of K-12 teachers administer the writing benchmarks at least 3 times a year</p> <ul style="list-style-type: none"> • Grade K-12 teachers will administer BOY, MOY, and EOY student writing benchmark assessments (using exemplars and rubrics) <ul style="list-style-type: none"> ○ Grade-wide K-5 will administer an open response (Gr. 4&5 focusing on non-fiction ELA standards) ○ Content Area 6-12 teachers will administer an open response content-specific question 	<ul style="list-style-type: none"> • Curriculum Administrator 	September, 2012	June, 2013
<p>Reinforce the implementation of the curriculum through vertical teams and data teams</p> <ul style="list-style-type: none"> • Reinforce school-by-school goal-setting on writing benchmarks by using the writing benchmarks as outcomes in Ed Eval Team SMART goals • Writing sample results and trends identified by the <i>NBPS Looking at Student Work Protocol</i> are utilized by school and district data teams at the classroom, school, and district level to support decision-making in instructional and curriculum goals • Instructional Performance Specialists (at Level 3 and 4 schools) and data team leaders will ensure inter-rater reliability within schools by facilitating content/grade-level meetings on using the <i>Looking at Student Work Protocol</i> for scoring and analysing the writing benchmarks once after each assessment • Each feeder school region will review graded writing samples (BOY, MOY, EOY) using the <i>Looking at Student Work Protocol</i> to monitor for inter-rater reliability, identify trends, and provide exemplars to the District Curriculum Council • The District Curriculum Council will review feeder school region writing exemplars using the <i>Looking at Student Work Protocol</i> to monitor for district-wide inter-rater reliability and trends and provide results and feedback at Principal and Director meetings (BOY, MOY, EOY) once after each assessment • Elementary teachers will meet in horizontal and vertical Common Planning Time teams to implement key elements of the district AIP including but not limited to expectations and instructional strategies for student writing connected to Educator Evaluation SMART goals and School Improvement Plans • Monthly departmental and/or common planning time meetings in middle and high school will use the <i>Looking at Student Work Protocol</i> and professional collaboration to improve instructional strategies for student writing 	<ul style="list-style-type: none"> • Asst. Supt for Accountability and School Improvement, Director of School Support • All Academic Directors, Principals • Asst. Supt for Accountability and School Improvement, Curriculum Administrator • Principals, Curriculum Administrator • Curriculum Administrator • Principals • Academic Directors, Principals, IPS 	August, 2012 September, 2012 September, 2012 October, 2012 October, 2012 December, 2012 September, 2012	October, 2012 June, 2013 June, 2013 June, 2013 June, 2013 June, 2013 June, 2013

Section 2: Plan Summary

<ul style="list-style-type: none"> • Deliver two sessions of professional development for high school teachers (by department) on effective comprehension strategies, annotation skills, and improving student open response writing in all content areas • Train Instructional Performance Specialists (IPS), Elementary Principals and/or teacher leaders in three full days of training for <i>Keys to Literacy</i>, including initial comprehension, note-taking and open response writing in each core content area • Deliver <i>Keys to Literacy</i> training by IPSs, Principals and teachers leaders during content/grade level common planning time and faculty meetings • Reinforce <i>Keys to Literacy</i> training by conducting follow-up sessions with the trainer on the implementation of strategies in each core content area • Director of ELA/Literacy will identify schools that need further support on <i>Key to Literacy</i> comprehension/writing strategies through DLWs, feedback sessions, and district writing benchmarks, and provide targeted professional development • Reinforce summer training on the implementation of newly aligned instructional strategies and common assessments through vertical Team (Gr. 6-12) quarterly meetings, and align curriculum horizontally and vertically 	<ul style="list-style-type: none"> • NBHS Literacy Committee, Director ELA/Literacy • Director of ELA and Literacy • Instructional Performance Specialists, Principals • Director of ELA and Literacy • Director of ELA and Literacy • Academic Directors 	<p>October, 2012</p> <p>October, 2012</p> <p>December, 2012</p> <p>February, 2013</p> <p>March 2013</p> <p>September, 2012</p>	<p>January, 2013</p> <p>December, 2012</p> <p>February, 2013</p> <p>February, 2013</p> <p>May 2013</p> <p>June, 2013</p>
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Section 2: Plan Summary

1.3 Ensure an aligned, high-quality curriculum is taught to all students

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p>Build structures for monitoring the curriculum</p> <ul style="list-style-type: none"> • District-wide accountability and support schedule created for 2012-2013 school year with increased support provided to Level 3 and 4 schools (additional District Learning Walks, Unannounced Classroom Visits, and individual principal check-ins with Supt: Monthly for Level 4 schools) • SIPs, aligned to the District Improvement Plan, will be approved for each school by October <ul style="list-style-type: none"> ○ SIP writing support and professional development scheduled in July & August with Director of School Support and DMC • District Curriculum Council to meet monthly and monitor alignment to new Frameworks for 2012-13 school year • Superintendent and Assistant Superintendent will monitor and support SIPs in meetings/discussions with Principals at least three times a year <ul style="list-style-type: none"> ○ Including aligning current reporting tools to the AIP, SIP, and Ed Eval systems (e.g., Principal and Director Monthly Reports) 	<ul style="list-style-type: none"> • Asst. Supt for Accountability and School Improvement • Asst. Supt for Accountability and School Improvement • Curriculum Administrator • Superintendent and Assistant Superintendents 	<p>June, 2012</p> <p>June, 2012</p> <p>September, 2012</p> <p>October, 2012</p>	<p>July, 2012</p> <p>October, 2012</p> <p>June, 2013</p> <p>June, 2013</p>
<p>Provide support and feedback to schools through the accountability structures</p> <ul style="list-style-type: none"> • Teams of central office administrators, directors, and building administrators will conduct at least 3 District Learning Walks in every school (at least 6 for Level 4 schools) <ul style="list-style-type: none"> ○ Include addendum to Learning Walk Protocol to observe WIDA alignment • Central office administrators and Directors will conduct <u>at least twelve</u> schools on District Learning Walks a trimester, and collaborate to provide feedback on Indicator 1 on the Learning Walk Feedback Form to Schools • Monitor and provide feedback to principals through 3 individual meetings throughout the year with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks, and Unannounced Classroom Visits (more for underperforming schools) • On-going SIP monitoring and feedback based on the action plan developed by the District Improvement Committee to ensure progress on Objective #1 • Director of SEI and World Languages will produce a bi-monthly memo informing the district about the progress and challenges of the new RETELL and ELL Initiatives 	<ul style="list-style-type: none"> • Asst. Supt for Accountability and School Improvement • Asst. Supt for Accountability and School Improvement • Superintendent, Asst. Supt for Accountability and School Improvement • Asst. Supt for Accountability and School Improvement • Director of World Lang. and SEI 	<p>September, 2012</p> <p>September, 2012 October, 2012</p> <p>October, 2012</p> <p>October, 2012</p> <p>December, 2012</p>	<p>May, 2013</p> <p>September, 2012 May, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>June, 2013</p>

Section 2: Plan Summary

Strategic Objective 2: Develop a collaborative culture of using data to improve instructional practice and decision-making	
Strategic Initiatives	Early Evidence of Change and Short-term Outcomes
<p><u>2.1 Teachers</u></p> <p>Expand the capacity of teachers to regularly embed a cycle of continuous improvement in their instruction to close gaps in student learning</p> <ul style="list-style-type: none"> ● Assessments: Regularly administer district-wide benchmark assessments throughout the year and collect student data at the school and student level ● Building capacity to use data: Build teacher capacity to use student data in the school data team and individually to design interventions ● Using data in practice: Develop and support structures for teachers and data teams to embed data monitoring into instruction to close gaps in learning, with a focus on K-2 literacy and tiered instruction ● Monitoring data use: Develop structures for monitoring and guiding improvements in using student data in the classroom and in data teams 	<p><u>Early Evidence of Change</u></p> <ul style="list-style-type: none"> ● Building capacity to use data <ul style="list-style-type: none"> ○ 100% of NBPS teachers develop and use SMART Goals that are aligned to their SIP as part of the new Educator Evaluation System and as evidenced by principal and Superintendent approval and monitoring of goals ● Using data in practice (tiered instruction) <ul style="list-style-type: none"> ○ Using DIBELS, K-2 teachers progress monitor strategic students every 4 weeks at least 90% of the time (compared to 80% in Spring, 2012) and intensive students every 2 weeks at least 75% of the time (compared to 25% in Spring, 2012) by the middle of the year ○ By March 2013, every K-2 teacher will be able to report baseline data on the percentage of students at each instructional tier based on the new district-wide academic-intervention identification protocol under tiered instruction ○ 100% of Gr. 9 teachers (new to Galileo) begin using and analyzing Galileo Math, ELA, and Biology data to target instruction, tracked through departmental meeting agendas and minutes and grade level improvement goals ● Monitoring data use: <ul style="list-style-type: none"> ○ By the MOY District Learning Walk, 100% of classrooms are “Providing” in Indicator 2: Use of Data to Inform Instruction Look-For: Teacher-student interactions include checking for understanding ○ 60% of classrooms are at least “Providing” in Indicator 2: Use of Data to Inform Instruction (How will we know that they have learned it?) by MOY, and 75% by the EOY based on District Learning Walks <p><u>Short-term Outcomes</u></p> <ul style="list-style-type: none"> ● Benchmark Assessment Data: <ul style="list-style-type: none"> ○ Percentage of K-2 students meeting benchmark on DIBELS will increase 5 points from BOY to MOY on each repeated subtest ○ Math/ELA/Science/Biology Galileo: Percentage of students that are proficient/advanced will increase by 5 points from BOY to MOY

Section 2: Plan Summary

Strategic Objective 2: Develop a collaborative culture of using data to improve instructional practice and decision-making	
Strategic Initiatives	Early Evidence of Change and Short-term Outcomes
<p><u>2.2 School and district leadership</u></p> <p>Expand the capacity of district and school leadership to use assessment data to guide improvements in teaching and learning</p> <ul style="list-style-type: none"> • Assessments: Regularly administer district-wide benchmark assessments throughout the year and collect student data at the district and school level • Building capacity to use data: Build school and district capacity to use student data in data teams guide improvements in students interventions • Using data in practice: Develop and support structures for teachers and data teams to embed data monitoring into instruction to close gaps in learning, with a focus on K-2 literacy and tiered instruction • Monitoring data use: Develop structures for monitoring and guiding improvements in using student data in the classroom and in data teams 	<p><u>Early Evidence of Change</u></p> <ul style="list-style-type: none"> • Building capacity to use data <ul style="list-style-type: none"> ○ 100% of NBPS administrators develop and use SMART Goals that are aligned to their SIP and the AIP as part of the new Educator Evaluation System and as evidenced by Superintendent approval and monitoring of goals • Using data in practice (tiered instruction) <ul style="list-style-type: none"> ○ Using DIBELS, K-2 teachers progress monitor strategic students every 4 weeks at least 90% of the time (compared to 80% in Spring, 2012) and intensive students every 2 weeks at least 75% of the time (compared to 25% in Spring, 2012) by the middle of the year ○ By March 2013, the district will be able to report K-2 baseline data on the percentage of students at each instructional tier based on the new district-wide academic-intervention identification protocol under tiered instruction ○ 100% of Gr. 9 teachers (new to Galileo) begin using and analyzing Galileo Math, ELA, and Biology data to target instruction, tracked through departmental meeting agendas and minutes and grade level improvement goals • Monitoring data use: <ul style="list-style-type: none"> ○ By the MOY District Learning Walk, 100% of classrooms are “Providing” in Indicator 2: Use of Data to Inform Instruction Look-For: Teacher-student interactions include checking for understanding ○ 60% of classrooms are at least “Providing” in Indicator 2: Use of Data to Inform Instruction (How will we know that they have learned it?) by MOY, and 75% by the EOY based on District Learning Walks <p><u>Short-term Outcomes</u></p> <ul style="list-style-type: none"> • Benchmark Assessment Data: <ul style="list-style-type: none"> ○ Percentage of K-2 students meeting benchmark on DIBELS will increase 5 points from BOY to MOY on each repeated subtest ○ Math/ELA/Science/Biology Galileo: Percentage of students that are proficient/advanced will increase by 5 points from BOY to MOY

Section 2: Plan Summary

2.1 Expand the capacity of teachers to regularly embed on-going monitoring into instruction to close gaps in student learning

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p>100% of K-12 teachers adhere to the assessment calendar</p> <ul style="list-style-type: none"> • K-2 <i>DIBELS Next</i> • Gr. 2-9 in ELA and Math • Gr. 5, 8, 9 in Science/Biology • MKEA (New) • ACCESS (New) 	<ul style="list-style-type: none"> • Academic Director of English Language Arts & Literacy, Academic Director of Math, Science, and Math Supervisor 	September, 2012	May, 2013
<p>100% of teachers administering new assessments will be trained in SY2012-13</p> <ul style="list-style-type: none"> • 100% of Gr. K teachers are trained to administer MKEA during the 2012-13 school year (Cohort 1 in Aug 2012, Cohort 2 in Dec-Jan 2013, Cohort 3 in Jun-Aug 2013) • 100% of Gr. K-12 ESL teachers receive ACCESS test administrator training (Oct-Dec 2012) 	<ul style="list-style-type: none"> • Director of Professional Development • Director of World Lang. and SEI 	August, 2012 October, 2012	August, 2013 December, 2012
<p>Building capacity to use data</p> <ul style="list-style-type: none"> • 100% of NBPS Teachers participate in SMART Goal training and will complete the educator goal-setting process of the new Educator Evaluation System • Instructional Performance Specialists (IPS) will lead literacy support by attending professional development on best practice literacy strategies through a Train the Trainer model • IPS and principals will use District Learning Walk data and district trainings targeting Indicator 2 of the LW protocol to provide school-based support for teachers during monthly faculty meetings, department and/or common planning time meetings • IPS and Elementary Principals will attend a workshop on <i>Use and interpretation of DIBELS Data : increasing the effectiveness of core, supplemental, and intensive reading programs</i> (tiered levels of intervention). • Through a train the trainer model, 25 Instructional Performance Specialists and/or Principals/designee will deliver Studying Skillful Teaching Modules at each school in “Writing Mastery Objectives” and “Checking for understanding through the use of data” • 100% of new teachers and teachers new to using Galileo will be trained in how to analyse reports from Galileo district benchmark assessments and how to plan interventions to effectively meet the needs of specific groups of students (specifically for Gr. 2 and 9 teachers and Gr. 8 Science) 	<ul style="list-style-type: none"> • District Educator Evaluation Committee • Director of Title I • IPS, Principals • Director of ELA & Literacy • Director of Professional Development • Math Supervisor, IPS 	August, 2012 September, 2012 September, 2012 October, 2012 October, 2012 November, 2012	October, 2012 September, 2012 May, 2013 November, 2012 December, 2013 February, 2013
<p>Using data in practice</p> <ul style="list-style-type: none"> • Directors, Principals, and/or Instructional Performance Specialists will 	<ul style="list-style-type: none"> • Asst. Supt for Accountability 	September, 2012	June, 2013

Section 2: Plan Summary

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p>facilitate monthly content/grade level meetings to assist teams in monitoring and achieving SMART goals as part of the new Educator Evaluation system</p> <ul style="list-style-type: none"> • IPS facilitate the monthly school and or grade level/content-specific data teams in Level 3 and 4 schools • School Data Teams will utilize the District Data Team systems and protocols (as published in the <i>NBPS Data Team Binder</i>) for looking at data to inform instructional practice and decision-making at the school, grade, and classroom levels <ul style="list-style-type: none"> ◦ Including following the <i>School Data Team Topic Schedule</i> which prescribes monthly analysis of specified data, including identifying specific reports and providing guiding questions for School Data Team discussions, and support teachers in identifying grade and classroom trends and targets to improve teaching and learning • School data teams will share and discuss their meeting minutes on trends and targets with staff on a monthly basis at faculty meetings • Monthly departmental and/or common planning time meetings in middle and high school will use the Galileo Data Review Protocol to review and discuss data from Galileo assessments on Math, ELA, and Science, and identify targets to improve teaching and learning • Elementary teachers will meet in horizontal and vertical Common Planning Time teams to implement key elements of the district AIP including but not the use of data to identify targets to improve teaching and learning as connected to Educator Evaluation SMART goals and School Improvement Plans • Gr. K teachers in MKEA Cohorts participate in a monthly PLC to plan, discuss, and monitor implementation • All Gr. 1-2 teachers will roll out “Discovering Justice” (literacy-based social studies program) in classrooms by the end of the year 	<ul style="list-style-type: none"> • and School Improvement, Director of School Support • Asst. Supt for Accountability and School Improvement, Director of School Support • Principals and/or Instructional Performance Specialists • Principals and/or Instructional Performance Specialists • Academic Directors • Principals • Curriculum Administrator • Director of History and Social Studies 	<ul style="list-style-type: none"> • September, 2012 • September, 2012 • December, 2012 • October, 2012 • December, 2012 • September, 2012 • December, 2012 	<ul style="list-style-type: none"> • June, 2013 • May, 2013
<p>Monitoring data use</p> <ul style="list-style-type: none"> • Teams of central office administrators, directors, and building administrators will conduct at least 3 District Learning Walks in every school (at least 6 for Level 4 schools) • Central office administrators and Directors will conduct <u>at least twelve</u> schools on District Learning Walks a trimester, and collaborate to provide feedback on Indicator 2 on the Learning Walk Feedback Form to Schools • School Data Teams will utilize the NBPS Data Team systems and protocols 	<ul style="list-style-type: none"> • Asst. Supt for Accountability and School Improvement • Asst. Supt for Accountability and School Improvement • District Data Team, Director 	<ul style="list-style-type: none"> • September, 2012 • September, 2012 • September, 2012 	<ul style="list-style-type: none"> • May, 2013 • May, 2013 • June, 2013

Section 2: Plan Summary

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p>for looking at data to inform instructional-practice and decision-making, as evidenced by meeting minutes and agendas identifying trends and targets to improve teaching and learning</p> <ul style="list-style-type: none"> • IPSs will target and work with teachers on instructional practice and decision making issues in lowest performing L3 and L4 schools as identified by school data team meetings regarding trends and targets • Through the Educator Evaluation System, Principals will observe and provide feedback to teachers on their implementation using data to improve instructional practice and decision-making based on trends and insights shared from monthly School Data Team meetings, as evidenced by formative assessments and summative evaluations • Provide feedback to principals on Principal Monthly Reports based on classroom observations to monitor progress on data teams and embedding data into instruction • Collect data from staff surveys on the effectiveness of professional development initiatives as they relate to improving instruction through the use of data team work 	<p>of School Support</p> <ul style="list-style-type: none"> • Instructional Performance Specialists • Principals • Asst. Supt for Accountability and School Improvement, Principals • Director of Professional Development 	<p>September, 2012</p> <p>November, 2012</p> <p>September, 2012</p> <p>April, 2013</p>	<p>June, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>June, 2013</p>

2.2 Expand the capacity of district and school leadership to use assessment data to guide improvements in teaching and learning

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p>Assessments</p> <ul style="list-style-type: none"> • Transition to a pre-/post-test for Galileo to improve reliability; Add Gr. 2 & 9 ELA and Math, Gr. 5, 8 Science Galileo, Gr. 9 Biology Galileo • Improve the ELL student placement process by identifying an appropriate assessment and developing an assessment protocol that tests core academic subjects and native language literacy <ul style="list-style-type: none"> ○ Use the WIDA placement assessment provided by DESE ○ Establish the timeline and processes with principal approval • Select appropriate benchmark assessments to monitor English language proficiency and literacy development for ELLs over the course of each school year • Committee of Science teachers will be formed and will meet to inform the development of Gr. 5, 8, and 9 MOY Galileo MOY Benchmark Science Assessments • Develop district-wide targets for ELL proficiency in ACCESS 	<ul style="list-style-type: none"> • Asst. Supt for Accountability and School Improvement • Asst. to the Supt for Equity, Diversity and Family Engagement • ELA Director, Director of World Lang. and SEI • Director of Science • Director of World Lang. and SEI 	<p>June, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>October, 2012</p> <p>March, 2013</p>	<p>September, 2012</p> <p>November, 2012</p> <p>December, 2012</p> <p>December, 2012</p> <p>April, 2013</p>

Section 2: Plan Summary

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p>Building capacity to use data</p> <ul style="list-style-type: none"> • Continue building teacher capacity to use assessment data by providing training to all remaining school teams (Data Team Training- Cohort 2) through <i>Unleashing the Power of Collaborative Inquiry Course</i> • NBPS Principals and central office administrators participate in training to implement the new Educator Evaluation System, including professional development in writing SMART goals • Build principal instructional leadership capacity through mandated monthly feeder pattern meetings on instruction with rotating Director support • District Professional Development Committee will use the District Learning Walk data to target PD and interventions for schools (IPS and Principals) to meet the early evidence of change – Providing in Indicator 2: 60% by MOY, 75% by EOY, based on BOY and MOY District Learning Walk data • On-site follow-up support on using data provided to trained Data-teams by RBT who attended Cohort 2 training • Continue on-going training for new district and building administrators and data team members on using MCAS results to inform district and building decisions through Education Data Warehouse (EDW) • Continue to build capacity of building leaders on improving supervision of effective teaching through <i>Observing and Analyzing Teaching I</i> course (Cohort 2) with remaining Principals and Administrators • Provide district-wide PD for teachers on NBPS approach to tiered instruction and targeted training to IPS and building leaders and/or designee on using the academic-intervention identification protocol to plan interventions within Tier I through a Train the Trainer model 	<ul style="list-style-type: none"> • Director of Professional Development • District Educator Evaluation Committee • Principals, Academic Directors • Director of Professional Development • Director of Professional Development • Director of School Support • Director of Professional Development • Director of Professional Development 	<p>July, 2012</p> <p>August, 2012</p> <p>September, 2012 December, 2012</p> <p>December, 2012</p> <p>December, 2012</p> <p>November, 2012</p> <p>December, 2012</p>	<p>November, 2012</p> <p>September, 2012</p> <p>June, 2013</p> <p>February, 2012</p> <p>February, 2013</p> <p>April, 2013</p> <p>June, 2013</p> <p>June, 2013</p>
<p>Using data in practice</p> <ul style="list-style-type: none"> • A District Educator Evaluation Committee is formed to plan and implement the new Educator Evaluation System, this Committee will meet at least every other month • The District Data Team will meet monthly and develop systems for communicating District Data Team findings and set expectations for School Data Teams <ul style="list-style-type: none"> ○ Develop systems and protocols (as published in the <i>NBPS Data Team Binder</i>) for looking at data to inform instructional practice and decision-making at the school, grade, and classroom levels ○ Set a <i>School Data Team Topic Schedule</i> prescribing monthly analysis of specified data, including identifying specific reports and providing guiding questions for School Data Team discussions on grade and classroom trends and target setting to improve teaching 	<ul style="list-style-type: none"> • Asst. Supt for Accountability and School Improvement • Director of School Support, District Data Team 	<p>July, 2012</p> <p>July, 2012</p>	<p>August, 2013</p> <p>October, 2012</p>

Section 2: Plan Summary

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p style="text-align: center;">and learning</p> <ul style="list-style-type: none"> • School data teams will share and discuss their meeting minutes on trends and targets with staff on a monthly basis at faculty meetings • SIPs, aligned to the District Improvement Plan, will be approved for each school in October • Begin planning phase to develop district-wide systems and protocols on defining the NBPS approach to tiered instruction <ul style="list-style-type: none"> ○ Inventory of current district-wide identification and intervention systems ○ Develop NBPS approach to tiered instruction based on MTSS/RTI model • Directors, Principals, and/or Instructional Performance Specialists will facilitate monthly content/grade level meetings to assist teams in monitoring and achieving SMART goals as part of the new Educator Evaluation system 	<ul style="list-style-type: none"> • Principals and/or Instructional Performance Specialists • Superintendent • Curriculum Administrator • Asst. Supt for Accountability and School Improvement, Director of School Support 	<p>December, 2012</p> <p>July, 2012</p> <p>September, 2012</p> <p>September, 2012</p>	<p>June, 2013</p> <p>October, 2012</p> <p>October, 2012</p> <p>June, 2013</p>
<p>Monitoring data use</p> <ul style="list-style-type: none"> • District-wide monitoring/accountability calendar created (learning walks, feeder mtgs, District Curriculum Council, SIP support, principal mtgs, etc) • IPS prepare monthly reports and attend monthly professional learning community directed by Director of Title I and Curriculum Administrator to monitor Tiered Instruction implementation • Collect and provide feedback to Directors on Monthly Reports – specifically progress on the use of data to inform instruction and student learning needs • School Data Teams will utilize the NBPS Data Team systems and protocols for looking at data to inform instructional-practice and decision-making, as evidenced by meeting minutes and agendas and/or Principal and IPS Monthly reports • IPSs will target and work with teachers on instructional practice and decision making issues in lowest performing L3 and L4 schools as identified by school data team meetings regarding trends and targets • Through the Educator Evaluation System, Principals will observe and provide feedback to teachers on their implementation using data to improve instructional practice and decision-making based on trends and insights shared from monthly School Data Team meetings, as evidenced by formative assessments and summative evaluations • Provide feedback to principals on Principals Monthly Reports based on classroom observations to monitor progress on: Ongoing use of data to inform instruction (Tiered instruction), and other SIP goals • Teams of central office administrators, directors, and building administrators 	<ul style="list-style-type: none"> • Asst. Supt for Accountability and School Improvement • Director of Title I, Curriculum Administrator • Curriculum Administrator • Asst. Supt for Accountability and School Improvement • Instructional Performance Specialists • Principals • Asst. Supt for Accountability and School Improvement • Asst. Supt for Accountability 	<p>June, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>November, 2012</p> <p>September, 2012</p> <p>September,</p>	<p>August, 2012</p> <p>June, 2013</p> <p>May, 2013</p>

Section 2: Plan Summary

Activities to achieve the outcomes for the initiative	Who will lead	When will it start?	When will it be complete?
<p>will conduct at least 3 District Learning Walks in every school (at least 6 for Level 4 schools)</p> <ul style="list-style-type: none"> Central office administrators and Directors will conduct <u>at least twelve</u> schools on District Learning Walks a trimester, and collaborate to provide feedback on Indicator 2 on the Learning Walk Feedback Form to Schools Ensure that principals receive feedback on their classroom Ed Eval observations through at least 3 Unannounced Classroom Visits (UCVs) and individual check-in meetings throughout the year from the Superintendent or Asst. Supt (at least 6 for Level 4 schools) Administrative Team and District Curriculum Council to review and discuss district-wide trends and targets after BOY, MOY, and EOY benchmark assessments for improving teaching and learning as identified and communicated by the District Data Committee 	<p>and School Improvement,</p> <ul style="list-style-type: none"> Asst. Supt for Accountability and School Improvement, Superintendent Asst. Supt for Accountability and School Improvement, Superintendent Asst. Supt for Accountability and School Improvement, Curriculum Administrator 	<p>2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>October, 2012</p>	<p>May, 2013</p> <p>June, 2013</p> <p>July, 2013</p>

Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction to all students	
Strategic Initiatives	Early Evidence of Change and Short-term Outcomes
<p>3.1 Teachers</p> <p>Build instructional capacity of teachers to ensure all students can access and approach challenging curriculum</p> <ul style="list-style-type: none"> Professional development: Develop and implement teacher instructional strategies that engage all students in their learning through strategic district-wide PD and embedded PD provided by school instructional leaders (administrators and Instructional Performance Specialists) Learning Walks/ Educator Evaluation: Provide specific feedback on teachers' instructional practice as well as data on areas of need across the school through the District Learning Walk and Educator Evaluation process 	<p>Early Evidence of Change</p> <ul style="list-style-type: none"> Learning Walk data demonstrates that instructional practice is improving <ul style="list-style-type: none"> 45% of classrooms are at least "Providing" in Indicator 3: Engaging Instruction (<i>What will we do when they haven't learned it? What will we do when they already know it?</i>) by MOY, and 60% by the EOY based on District Learning Walks Unannounced Classroom Visits (UCV's) at least 3 times per year with Principals and Supt/Asst. Supt. will support and monitor feedback as provided in frequent classroom observations and implementation of the new Educator Evaluation System Survey of teacher show that at least 70% of teachers believe that feedback on instruction has improved due to the Educator Evaluation System <p>Short-term Outcomes</p> <ul style="list-style-type: none"> Benchmarks: <ul style="list-style-type: none"> Percentage of K-2 students meeting benchmark on DIBELS will increase 5 points from BOY to MOY Math/ELA/Science/Biology Galileo: Percentage of students that are proficient/advanced will increase by 5 points from BOY to MOY

Section 2: Plan Summary

Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction to all students	
Strategic Initiatives	Early Evidence of Change and Short-term Outcomes
<p><u>3.2 School and district leadership</u></p> <p>Improve the effectiveness of district and school instructional leaders through:</p> <ul style="list-style-type: none"> • Professional development: Provide building leaders and instructional staff with high quality professional development that is tightly aligned to district teaching and learning priorities • Feeder patterns: Build principal instructional leadership capacity through feeder pattern meetings on instruction with Director support • District Learning Walks: Ensure feedback loop is occurring between central office and building leaders by conducting through the Learning Walk process • SIP implementation and support: Set district expectations for curriculum implementation and classroom instruction by aligning School Improvement Plan process to the district plan and providing support to schools on implementation 	<p><u>Early Evidence of Change</u></p> <ul style="list-style-type: none"> • Learning Walk data demonstrates that instructional practice is improving: <ul style="list-style-type: none"> ○ 45% of classrooms are at least “Providing” in <i>Indicator 3: Engaging Instruction</i> (<i>What will we do when they haven’t learned it? What will we do when they already know it?</i>) by MOY, and 60% by the EOY based on District Learning Walks ○ Unannounced Classroom Visits (UCV’s) at least 3 times per year with Principals and Supt/Asst. Supt. will support and monitor feedback as provided in frequent classroom observations and implementation of the new Educator Evaluation System <p><u>Short-term Outcomes</u></p> <ul style="list-style-type: none"> • Benchmarks: <ul style="list-style-type: none"> ○ Percentage of K-2 students meeting benchmark on DIBELS will increase 5 points from BOY to MOY ○ Math/ELA/Science/Biology Galileo: Percentage of students that are proficient/advanced will increase by 5 points from BOY to MOY

Section 2: Plan Summary

3.1 Build instructional capacity of teachers to ensure all students can access and approach challenging curriculum

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>Deliver professional development to build capacity of teachers</p> <ul style="list-style-type: none"> • 100% of teachers have received training and understand the Learning Walk Protocol and Indicators • 100% of K-12 core content teachers enrolled in program are trained in RETELL by the end of the school year • Vertical Team (Gr. 6-12) training in Math, English Language Arts, and Science with rigorous pre-AP instructional strategies and supplements from LTF offered by MMSI ACR • The District Improvement Committee and New Bedford Educators' Association will collaboratively develop a protocol and structure for effective weekly one-hour elementary Common Planning Time (CPT) that will include a meeting report aligned to the district AIP and submitted to Principals for review • Elementary teachers will meet in horizontal and vertical CPT teams to implement key elements of the district AIP including but not limited to engaging instructional strategies connected to Educator Evaluation SMART goals and School Improvement Plans • Monthly departmental and/or common planning time meetings in middle and high school will provide professional collaboration to improving engaging instructional strategies • Instructional Performance Specialist provides embedded differentiated professional development to staff on curriculum and instruction through modelling and providing classroom-based support as indicated by monthly reports • IPS and principals will use District Learning Walk data and district trainings targeting Indicator 3 of the LW protocol to provide school-based support for teachers during monthly faculty meetings, department and/or common planning time meetings • Build instructional capacity of special educators and general educators to deliver engaging instruction to students with disabilities in inclusive classrooms through RISE (Revitalizing Instruction in Special Education) • Build instructional capacity of teachers at Hayden-McFadden (Level 4 school) by providing professional development in engaging instruction through <i>Studying Skillful Teaching: Using Data Day-To-Day</i> • Build instructional capacity of teachers by providing professional development to approximately 25 Instructional Performance Specialists and Principals/designee through a train-the-trainer model in <i>Studying</i> 	<ul style="list-style-type: none"> • Principals and/or Building Administrators • Director of Professional Development • Academic Directors of Math, ELA and Literacy, and Science and Technology • Superintendent • Principals • Academic Directors/Principals/IPS • Curriculum Administrator and Title I Director • IPS, Principals • Asst. Supt of Student Services • Director of Professional Development • Director of Professional Development 	<ul style="list-style-type: none"> September, 2012 August, 2012 August, 2012 October, 2012 December, 2012 December, 2012 September, 2012 September, 2012 October, 2012 October, 2012 December, 2012 	<ul style="list-style-type: none"> October, 2012 June, 2013 June, 2013 December, 2012 June, 2013 June, 2013 June, 2013 May, 2013 June, 2013 June, 2013 January, 2013

Section 2: Plan Summary

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p><i>Skillful Teaching</i> modules “What does engaging instruction mean?”</p> <ul style="list-style-type: none"> Instructional Performance Specialists and/or Principals/designee will deliver modules in Studying Skillful Teaching at each school in “What does engaging instruction mean?” 	<ul style="list-style-type: none"> Director of Professional Development 	January, 2013	February, 2013
<p>Monitor implementation of new skills through Learning Walks and Educator Evaluation protocols</p> <ul style="list-style-type: none"> Vertical Team (Gr. 6-12) quarterly meetings to follow up on summer training on the implementation of newly aligned instructional strategies and common assessments and to monitor consistency in the application of standards Teams of central office administrators, directors, and building administrators will conduct at least 3 District Learning Walks in every school (at least 6 for Level 4 schools) Central office administrators and Directors will conduct <u>at least twelve</u> schools on District Learning Walks a trimester, and collaborate to provide feedback on Indicator 3 on the Learning Walk Feedback Form to Schools Data from staff surveys on the effectiveness of feedback on instruction from Educator Evaluation 	<ul style="list-style-type: none"> Asst. Supt for Accountability and School Improvement Asst. Supt for Accountability and School Improvement Asst. Supt for Accountability and School Improvement Director of Professional Development 	<p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>April, 2013</p>	<p>June, 2013</p> <p>May, 2013</p> <p>May, 2013</p> <p>June, 2013</p>

3.2 Improve the effectiveness of district and school instructional leaders

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>Deliver professional development to build capacity of district and school instructional leaders</p> <ul style="list-style-type: none"> District Professional Development Committee will use the District Learning Walk data to target PD and interventions for schools (IPS and Principals) to meet the early evidence of change – Providing in Indicator 3: 45% by MOY, 60% by EOY, based on BOY and MOY District Learning Walk data Build capacity of principals to deliver effective feedback through workshops of delivering feedback as part of the Educator Evaluation system Build instructional capacity of special educators and general educators to deliver engaging instruction to students with disabilities through RISE (Revitalizing Instruction in Special Education) 	<ul style="list-style-type: none"> Director of Professional Development Asst. Supt. for Accountability and School Improvement Asst. Supt of Student Services 	<p>September, 2012</p> <p>November, 2012</p> <p>November, 2012</p>	<p>May, 2013</p> <p>December, 2012</p> <p>June, 2013</p>

Section 2: Plan Summary

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<ul style="list-style-type: none"> Build capacity of building leaders on improving supervision of effective teaching through <i>Observing and Analyzing Teaching I</i> course for Cohort 2 of Principals and Administrators Technical assistance will be provided for teachers and administrators at individual schools to address concerns and create instructional/supportive strategies for special education students 	<ul style="list-style-type: none"> Director of Professional Development Asst. Supt of Student Services 	<p>November, 2012</p> <p>October, 2012</p>	<p>June, 2013</p> <p>June, 2013</p>
<p>Monitor Implementation of New Skills through Learning Walks, Feeder Meetings and SIP Implementation</p> <ul style="list-style-type: none"> District-wide monitoring/accountability calendar created (learning walks, feeder mtgs, District Curriculum Council, SIP support, principal mtgs, etc.) SIPs, aligned to the District Improvement Plan, will be approved for each school in October Monthly feeder pattern meeting are convened, connecting with a Director, and instructional strategies are discussed as evidenced by agenda and minutes Monitor and provide feedback to principals through 3 individual meetings throughout the year with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks, and Unannounced Classroom Visits (more for underperforming schools) Collect and provide feedback to principals on Principals Monthly Reports based on classroom learning walks to monitor progress on engaging instruction and other SIP goals Teams of central office administrators, directors, and building administrators will conduct at least 3 District Learning Walks in every school (at least 6 for Level 4 schools) Central office administrators and Directors will conduct at least <u>twelve</u> schools on District Learning Walks a trimester, and collaborate to provide feedback on Indicator 3 on the Learning Walk Feedback Form to Schools Collect and provide feedback to Directors on Monthly Reports – specifically progress on engaging instruction Ensure that principals receive feedback on their classroom Ed Eval observations through at least 3 Unannounced Classroom Visits (UCVs) and individual check-in meetings throughout the year from the Superintendent or Asst. Supt (at least 6 for Level 4 schools) Through the Educator Evaluation system, all school and district administrators will set goals on classroom observations to provide targeted support and feedback to teachers 	<ul style="list-style-type: none"> Asst. Supt for Accountability and School Improvement Asst. Supt for Accountability and School Improvement All principals and/or building administrators Superintendent and Asst. Supt for Accountability and School Improvement Asst. Supt for Accountability and School Improvement Asst. Supt for Accountability and School Improvement Asst. Supt for Accountability and School Improvement Curriculum Administrator Superintendent and Asst. Supt for Accountability and School Improvement All Principals and Curriculum Administrator 	<p>June, 2012</p> <p>June, 2012</p> <p>September, 2012</p>	<p>August, 2012</p> <p>October, 2012</p> <p>June, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>May, 2013</p> <p>May, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>June, 2013</p>

Section 2: Plan Summary

Strategic Objective 4: Raise expectations for student achievement and increase student ownership of their learning in collaboration with families and the community.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p><u>4.1 Attendance</u></p> <p>Raise student attendance by strengthening policies and practices and deepening partnerships between schools, students, and families through <i>Where are YOU Headed?</i></p> <ul style="list-style-type: none"> ● School ownership: Increased school prioritization and ownership of daily school attendance and graduation promotion for all students ● Attendance support systems: Provide additional support to students who are chronically absent in conjunction with the district's revised and stronger Attendance Policy ● Partnership with families and community: Engage community organizations to promote attendance and graduation within students' own community through collaboration with community organizations 	<p><u>Early Evidence of Change</u></p> <ul style="list-style-type: none"> ● School Ownership: <ul style="list-style-type: none"> ○ 100% of SIPs will include a SMART goal and action steps on embedding Where Are YOU Headed? messages and communications to create a culture of future focused thinking, goal setting and planning for all students (K-12). ● Attendance support systems: <ul style="list-style-type: none"> ○ By October 2012, every SIP will include at least 1 early evidence under Objective 4 that focuses on using attendance data in a strategic way to address the needs of subgroups and students at-risk of academic failure ○ By June 2013, every school will be able to report on the interventions provided to each student with chronic attendance issues as a result of the Attendance Works tool ● Partnership with families & community: <ul style="list-style-type: none"> ○ All the New Bedford Housing Authority and Department of Child & Family Services students who have chronic attendance issues will be identified and reached out to connect with supports (e.g., through door to door campaign in in Presidential and Bay Village Housing Complexes) ● Monitoring <ul style="list-style-type: none"> ○ 35% of classrooms are at least "Providing" in Indicator 4: Student Ownership of Learning (Students ask, "What do I do when I haven't learned it yet, or already know it?") by MOY, and 50% by the EOY based on District Learning Walks <p><u>Short-term Outcomes</u></p> <ul style="list-style-type: none"> ● High performing schools (95%+ attendance rate for Gr. K-8, 92%+ for Gr. 9-12) will maintain their attendance rate monthly, and lower performing schools will show monthly improvement to eventually reach targets ● NBHS graduation survey will show that 100% graduates can articulate where they are headed (college, military, work) <p><u>Final Outcomes</u></p> <ul style="list-style-type: none"> ● Each school will decrease their percentage of chronically absent students to 10% or less. ● Each school in NBPS will meet or exceed annual attendance targets as measured by the 2012-2013 NCLB report cards (95%+ attendance rate for Gr. K-8, 92%+ for Gr. 9-12). ● The percentage of seniors attending college will increase 5% by July 2013.

Section 2: Plan Summary

Strategic Objective 4: Raise expectations for student achievement and increase student ownership of their learning in collaboration with families and the community.	
Strategic Initiatives	Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p><u>4.2 Graduation</u></p> <p>Raise the 4-year graduation rate by strengthening the core program and a systemic approach to providing academic support and providing alternative pathways to college and career readiness</p> <ul style="list-style-type: none"> • Horizontal consistency in the core program: Increasing the consistency at the secondary level of how teachers interpret the standards and grade • Identification and support: Developing a system for consistently identifying and supporting at-risk students at the secondary level 	<p><u>Early Evidence of Change</u></p> <ul style="list-style-type: none"> • Horizontal consistency in the core program <ul style="list-style-type: none"> ○ Decrease the % of 9th grade failures in core courses by 25 percentage points at end of the 2nd & 3rd quarters as compared to during the 2011-2012 school year • Identification and support <ul style="list-style-type: none"> ○ Every NBHS student identified by the Early Warning Indicator System receives a letter which outlines available academic support programming ○ NBPS Bridge Program to be budgeted and implemented for the 2013-2014 school year for “At-Risk” students transitioning from Gr. 8 to Gr. 9 ○ Increase MassCore completion rate by 10% by the end of the 2012-2013 school year as compared to the 2010-2011 rate • Monitoring: <ul style="list-style-type: none"> ○ 35% of classrooms are at least “Providing” in <i>Indicator 4: Student Ownership of Learning</i> (Students ask, “What do I do when I haven’t learned it yet, or already know it?”) by MOY, and 50% by the EOY based on District Learning Walks <p><u>Short-term Outcomes</u></p> <ul style="list-style-type: none"> • Benchmark Assessment Data: <ul style="list-style-type: none"> ○ Gr. 9 ELA/Math/Biology Galileo: Percentage of students that are proficient/advanced will increase by 5 points from BOY to MOY • Decrease the percentage of NBHS students retained in 9th grade from 25% in 2010-11 to 18% by the end of the 2012-2013 school year <ul style="list-style-type: none"> ○ For Gr. 9 students in the BSU cohort, their retention rate is at least 10% lower than the aggregate at the end of the 2012-2013 school year <p><u>Final Outcomes</u></p> <ul style="list-style-type: none"> • Increase the yearly percentage of students who graduate within four (4) years from 56.4% (2011 4-yr Baseline Data) to 58.9% (2012 Data), as calculated in PPI Target • Decrease the Dropout Rate from 19.2% (2011 Baseline Data) to 17.6% (2012 Data), as calculated in PPI Target

Section 2: Plan Summary

4.1 Raise student attendance by strengthening policies and practices and deepening partnerships between schools, students, and families through *Where are YOU Headed?*

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<p>Prioritize and take ownership of creating a culture of daily school attendance and graduation promotion for all students</p> <ul style="list-style-type: none"> • How the district will support ownership <ul style="list-style-type: none"> ○ Provide support from central administration to schools to sponsor district-wide <i>Where Are YOU Headed?</i> Events and celebrations ○ Develop a kindergarten <i>Where Are YOU Headed?</i> Children's book about graduation and college and career readiness to distribute to parents and teachers • Train Instructional Performance Specialists (IPS), Elementary Principals and/or teacher leaders in instructional strategies to engage students in a way that develops higher levels of student ownership • School level ownership <ul style="list-style-type: none"> ○ Student created public service announcements and videos will be played weekly in school, on cable TV, and are posted on the district website and vimeo. ○ Monthly school attendance competitions will be held at each level, incentives will be provided to students and staff, data will be monitored by Asst. Supt. And outcomes will be communicated to the district via the district website ○ District and school-based newsletters, student assignments, school assemblies, and daily <i>Where are You Headed?</i> Announcements regarding attendance will be provided to all students each day ○ New Bedford High School, Keith, Roosevelt, and Normandin Middle Schools will be participating in the GetSchooled National Attendance Challenge starting October 1st 	<ul style="list-style-type: none"> • Asst. Supt for Student Services • Asst. Supt for Student Services, Administrators, Directors, Teachers • Asst. Supt for Student Services, and Curriculum Administrator • Principals, NBHS TV Production Teacher • Asst. Supt for Student Services • Principals • Asst. Supt. For Student Services, Principals, Attendance Teams 	<p>August, 2012</p> <p>August, 2012</p> <p>February, 2013</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>October 1, 2012</p>	<p>June, 2013</p> <p>September, 2012</p> <p>April, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>November 16, 2012</p>
<p>Bolster supports for students who are chronically absent</p> <ul style="list-style-type: none"> • Build structures and capacity to regularly assess data and enhance supportive services to students <ul style="list-style-type: none"> ○ Attendance committees at each level (elementary, middle, and high) have been formed and will meet at least every other month. Focus is to sustain <i>Where Are YOU Headed?</i> program, and use attendance data in a strategic way to address the needs of subgroups and students at-risk of academic failure ○ Redesign New Bedford High School's Guidance Department: Each house will have a Student Success Team (2 Guidance Counselors, 1 Attendance Specialist, 1 SPED Facilitator, 1 Graduation Facilitator and 1 Crisis Counselor) in order to enhance supportive services to students identified at-risk for dropping out of school. 	<ul style="list-style-type: none"> • Asst. Supt for Student Services • Asst. Sup. For Student Services, Dir. Of Pupil Personnel Services, Headmaster, Housemasters 	<p>September, 2012</p> <p>August, 2012</p>	<p>November, 2012</p> <p>June, 2013</p>

Section 2: Plan Summary

<ul style="list-style-type: none"> ○ Develop a common reporting tool for looking at attendance at each school by grade and by sub-groups (by the attendance officers) and utilize at school data team meetings ○ Build capacity to use district-wide and school-based data (designed by Attendance Works) to regularly assess attendance trends and identify students at risk for academic failure due to chronic attendance and other risk factors through ongoing consultation and Attendance Works online support ○ FACTS (Families And Community Together with Schools) Teams will be expanded to five additional schools (including NBHS) in order to implement a proactive, community driven approach to problem solving and resource allocation for at-risk students in the NBPS. ○ NBPS and Juvenile Court will implement CHIPS (Child in Need of Preventive Services) meetings in Level 4 schools and all secondary/alternative schools to be used as a Level II intervention. <ul style="list-style-type: none"> ● Embed the use of data when designing supports for chronically absent students <ul style="list-style-type: none"> ○ Continue to collect data to identify barriers to school attendance: <ul style="list-style-type: none"> ▪ Review survey data analyzed by AttendanceWorks.org to identify barriers to school attendance (Surveys were completed in 2011-12 by administrators, teachers, parents and students) ▪ Collect data regarding the geographic areas students chronic absences live ▪ Collect data regarding student residents living in public housing or involved with DCFS: attendance, suspensions, SPED, ELL, grades, MCAS, etc. ○ Provide every school with district and school-based baseline data (school year 2011-2012) from the Attendance Works attendance tracking tools. ○ Upload district and school-based data to Attendance Works at the mid-year and end-of-year (2012-2013). ○ Use newly defined attendance response procedures and tiered interventions to address the needs of students with chronic absentee rates 	<ul style="list-style-type: none"> ● Attendance Committees ● Asst. Supt for Student Services ● Asst. Supt for Student Services ● Asst. Supt for Student Services, Dir. Pupil Personnel Services, Principals ● Asst. Supt for Student Services, Court Liaison, Attendance Officers ● Asst. Sup for Students Services, Computer Services, Attendance Officers ● Asst. Sup for Students Services, Attendance Committees, Computer Services ● Attendance Officers, Student Success Teams @ NBHS 	<ul style="list-style-type: none"> November, 2012 September 2012 September 2013 September, 2012 September 2012 January 2013 September, 2012 September 2012 	<ul style="list-style-type: none"> January, 2013 June 2013 June 2013 June, 2013 June 2013 June 2013 June, 2013 June 2013
<p>Engage families and community organizations to promote attendance and graduation</p> <ul style="list-style-type: none"> ● District will provide translations of Where are YOU headed? Documents shared with families in English translated into Portuguese and Spanish ● The NBPS will work with the Mayor's Office and designated community-based organizations to expand the Where Are YOU Headed? campaign throughout the City of New Bedford as a result of the U.S. Conference of Mayors recent resolution (6/16/12) to launch campaigns to combat chronic attendance. ● Formalize partnership agreements with community organizations such as: 	<ul style="list-style-type: none"> ● Asst. to the Supt for Equity, Diversity and Family Engagement ● Asst. Supt for Student Services ● Asst. Supt for Student 	<ul style="list-style-type: none"> September, 2012 September, 2012 March, 2013 	<ul style="list-style-type: none"> June, 2013 June, 2013 April, 2013

Section 2: Plan Summary

<ul style="list-style-type: none"> ○ New Bedford Housing Authority to address chronic attendance and dropout rates among residents living in public housing and high poverty areas in the city ○ New Bedford Department of Child & Family Services to address chronic attendance and dropout rates of students in the care or custody of the department. ○ New Bedford Police Department/ Street Outreach to provide outreach to students with chronic attendance and identified as at-risk for gang involvement. ○ New Bedford Youth Court to hear chronic attendance cases. ○ Juvenile Court to institute a tiered approach to address poor attendance to reduce the number of court involved truancy and failure to send cases. ● Conduct family workshops regarding preparation for preschool and kindergarten, transition to middle school transition to high school, and college by: <ul style="list-style-type: none"> ○ conducting home visits (2 per year for all housing unit families), ○ providing parent workshops (1 per month), and ○ facilitating student supports in various housing units across the city (i.e. education centers with after-school tutoring used on a daily basis) ● Through the NBPS' newly formed collaborations with national organizations such as Attendance Works and GetSchooled, New Bedford High School and Whaling City Alternative High School were chosen as six premier sites across the United States to participate in the upcoming UNDROPPABLE documentary. <ul style="list-style-type: none"> ○ Students will continue to film their stories about what makes them “Undroppable” and how they have overcome adversity and risk factors in an effort to motivate other New Bedford students who may be experiencing similar situations and considering dropping out of school. 	<p style="text-align: center;">Services</p> <ul style="list-style-type: none"> ● Asst. Sup for Student Services, District staff & specialists, Attendance Officers ● Asst. Sup. For Student Services, NBHS TV Production teacher 	<p style="text-align: center;">September 2012</p> <p style="text-align: center;">September 2012</p>	<p style="text-align: center;">June 2013</p> <p style="text-align: center;">June 2013</p>
<p>Monitor implementation</p> <ul style="list-style-type: none"> ● SIPs, aligned to the District Improvement Plan, will be approved for each school in October ● Teams of central office administrators, directors, and building administrators will conduct at least 3 District Learning Walks in every school (at least 6 for Level 4 schools) to monitor ● Central office administrators and Directors will conduct <u>at least twelve</u> schools on District Learning Walks a trimester, and collaborate to provide feedback on Indicator 4 on the Learning Walk Feedback Form to Schools ● Monitor and provide feedback to principals through 3 individual meetings throughout the year with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks, and Unannounced Classroom Visits (more for underperforming schools) ● Collect and provide monthly feedback to principals on Principals Monthly Reports based on classroom observations to monitor progress on student ownership of learning and other SIP goals 	<ul style="list-style-type: none"> ● Superintendent ● Asst. Supt for Accountability and School Improvement ● Asst. Supt for Accountability and School Improvement ● Superintendent, Asst. Supt for Accountability and School Improvement ● Asst. Supt for Accountability and School Improvement 	<p style="text-align: center;">June, 2012</p> <p style="text-align: center;">September, 2012</p> <p style="text-align: center;">September, 2012</p> <p style="text-align: center;">September, 2012</p> <p style="text-align: center;">September, 2012</p>	<p style="text-align: center;">October, 2012</p> <p style="text-align: center;">May, 2013</p> <p style="text-align: center;">May, 2013</p> <p style="text-align: center;">June, 2013</p> <p style="text-align: center;">June, 2013</p>

Section 2: Plan Summary

budget needs in order to implement for the 2013-2014 school year	School Headmaster		
<p>Systems of academic support and college/career readiness</p> <ul style="list-style-type: none"> • Collect and inventory current academic interventions, documents outlining policies and services for students and families • Develop guidelines and criteria for academic interventions based on revised At-Risk forms and share revised At-Risk forms with all secondary principals, counsellors and appropriate teachers • New Bedford High School Guidance Counselors will meet with all students to review post-graduate plans including “Your Plan for College” • About 150 NBPS Gr. 7 & 8 Roosevelt middle school students experience a 2 week summer program on the BSU campus <ul style="list-style-type: none"> ○ 100% of Gr. 9 NBHS students from Roosevelt Middle School who participated in the BSU summer program (end of gr. 8) are mentored by BSU students during their freshman year of high school ○ Follow up with BSU-NBPS high school cohort to measure academic progress and college & career readiness 	<ul style="list-style-type: none"> • High School Headmaster • Lead MassCore Graduation Facilitator • NBHS Lead Guidance Counselor • Roosevelt MS Principal and NBHS Headmaster 	<p>August, 2012</p> <p>September, 2012</p> <p>October, 2012</p> <p>July, 2012</p>	<p>October, 2012</p> <p>October, 2012</p> <p>June, 2013</p> <p>August, 2013</p>
<p>Monitoring implementation</p> <ul style="list-style-type: none"> • SIPs, aligned to the District Improvement Plan, will be approved for each school in October • Teams of central office administrators, directors, and building administrators will conduct at least 3 District Learning Walks in every school (at least 4 at NBHS) • Central office administrators and Directors will conduct <u>at least twelve</u> schools on District Learning Walks a trimester, and collaborate to provide feedback on Indicator 4 on the Learning Walk Feedback Form to Schools • Monitor and provide feedback to principals through 3 individual meetings throughout the year with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks, and Unannounced Classroom Visits (more for underperforming schools) • Collect and provide feedback to principals on Principals Monthly Reports based on classroom observations to monitor progress on student ownership of learning and other SIP goals • District Professional Development Committee will use the District Learning Walk data to target PD and interventions for schools (IPS and Principals) to meet the early evidence of change – Providing in Indicator 4: 35% by MOY, 50% by EOY, based on BOY and MOY District Learning Walk data • IPS and principals will use District Learning Walk data and district trainings targeting Indicator 4 of the LW protocol to provide school-based support for teachers during monthly faculty meetings, department and/or common planning time meetings 	<ul style="list-style-type: none"> • Superintendent • Asst. Supt for Accountability and School Improvement • Asst. Supt for Accountability and School Improvement • Superintendent, Asst. Supt for Accountability and School Improvement • Asst. Supt for Accountability and School Improvement • Director of Professional Development • IPS, Principals 	<p>June, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p> <p>September, 2012</p>	<p>October, 2012</p> <p>May, 2013</p> <p>May, 2013</p> <p>June, 2013</p> <p>June, 2013</p> <p>May, 2013</p> <p>May, 2013</p>

Section 2: Plan Summary

APPENDIX: Progress & Performance Indicator (PPI) Calculation Summary

Project the 2013 annual PPI and 2013 cumulative PPI		PPI Points Awarded			
		2010	2011	2012	Projected 2013
English language arts	Narrowing proficiency gaps (Composite Performance Index)	50	50	25	75
	Growth (Student Growth Percentiles)	50	50	25	50
	Extra credit for decreasing % Warning/Failing (10% or more)				25
	Extra credit for increasing % Advanced (10% or more)	25	25		
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	50	25	25	75
	Growth (Student Growth Percentiles)	25	25	25	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25			25
	Extra credit for increasing % Advanced (10% or more)	25			
Science	Narrowing proficiency gaps (Composite Performance Index)	50	50	25	75
	Extra credit for decreasing % Warning/Failing (10% or more)				25
	Extra credit for increasing % Advanced (10% or more)		25	25	
High School	Cohort Graduation Rate	25	25	75	50
	Annual Dropout Rate	25	25	50	75
Points awarded for narrowing proficiency gaps, growth, and high school indicators		275	250	250	450
Points awarded for extra credit		75	50	25	75
Total points awarded		350	300	275	525
Number of proficiency gap narrowing, growth, and high school indicators		7	7	7	7
Actual 2010, 2011, 2012, & Projected 2013 Annual PPIs = (Total points / number of indicators)		50	43	39	75
Cumulative PPI Weighting		10%	20%	30%	40%
Projected 2013 Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4 / 10)		55			