

New Bedford Public Schools Accelerated Improvement Plan SY 2015-16

Summary

In 2011, New Bedford Public Schools was named a Level 4 turnaround district by the Massachusetts Department of Elementary and Secondary Education. The district has experienced tremendous progress since the turnaround efforts began. During the last two years, the district has raised the expectations for students and staff and has provided teachers with the tools to promote student learning. The community stakeholder survey administered in Spring 2015 indicated that more than 70% of community members felt that the district was moving in the right direction.

Last year, the district focused on developing core instructional systems and materials to support teachers and principals. These efforts included developing a K-8 English and Language Arts curriculum with high standards for students; partnering with the New Bedford Educator's Association to provide an unprecedented amount of training time for teachers; and introducing a common model for instruction—the gradual release model—that emphasizes time for students to engage with complex material.

This year, the district will emphasize three key shifts in its work:

1. **Teachers will leverage the new curriculum and materials to make connections between planning, instruction, and student learning.** Teachers will ensure that they plan and deliver engaging lessons that hold students to high standards, while measuring the impact of their instruction on student learning.
2. **The district will establish systems to identify and support struggling students, whether they have academic, special education, ELL, or social-emotional needs.** For instance, now that it has identified about 2,500 students with ELL needs and trained hundreds of teachers to provide ELL supports, the district will work to embed ELL supports into every classroom to ensure students are receiving the services that they need to succeed.
3. **Teachers and principals will have greater responsibility and flexibility around teacher training.** Rather than a mandate coming from district leaders, teachers and principals will develop and implement a targeted professional development plan at their schools. The district will provide a menu of high-quality training materials for principals to use when working with teachers. Principals will work with their teachers and staff to develop a customized training plan aligned to their staff's needs.

To ensure that these practices are sustainable, the district leadership will also invest in strengthening its partnership with the New Bedford community, including employees, families, and community members. The district will:

- Include teachers on the AIP implementation team
- Establish an in-district leadership development program to grow future school and district leaders
- Engage the public through the Superintendent's Community Conversations

Embedded within this work, the district will provide additional supports to its Level 4 and 5 turnaround schools. New Bedford High School has restructured its course offerings into Career Academies that allow students to take courses with a focus on a specific career track that interests them, such as Arts & Humanities, Finance, or Health Sciences. Additionally, Parker Elementary has implemented extended learning time services, so that all students receive more time to learn each day. The district is committed to drastic improvements for all students.

Structure of the AIP

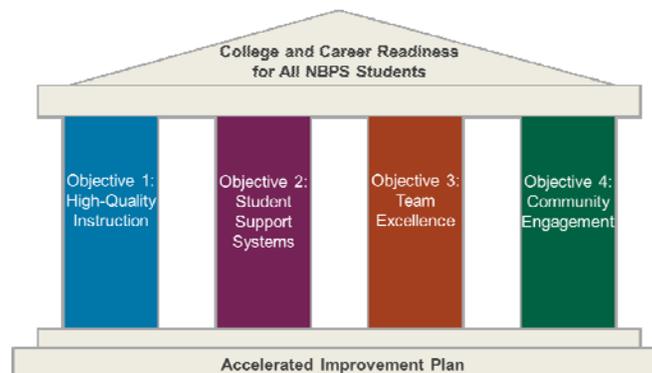


Figure 1 - Structure of the AIP

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Glossary of Terms and Acronyms

AIP – Accelerated Improvement Plan

Aspen X2: The new student information system that the district will be using to manage student data.

BOY/MOY/EOY – Beginning of Year/Middle of Year/End of Year

CAO – Chief Academic Officer

CCSS – Common Core State Standards: New research-based, high-quality academic standards that have been adopted by states across the country to help prepare students for success after high school.

CFA – Common Formative Assessments: Informal tests that are administered to students to monitor their progress and check their understanding of specific content.

DESE – Massachusetts Department of Elementary and Secondary Education

DIBELS – (Dynamic Indicators of Basic Early Literacy Skills) A test provided to students, typically in elementary school, to measure their progress in learning literacy skills.

ELL – English Language Learner

Galileo – The software system that the district uses to administer BOY, MOY, and EOY tests for students.

Instructional Framework – The Instructional Framework covers the key aspects of effective teaching in New Bedford, including planning, instruction, data and parent communication. The framework describes what exemplary teaching looks like for each component, and includes resources and examples to help teachers improve.

MCAS – Massachusetts Comprehensive Assessment System: The state standardized tests that New Bedford students took through SY 2013-14.

NBHS/NBPS – New Bedford High School/New Bedford Public Schools

PARCC – (Partnership for Assessment of Readiness for College and Careers) New standardized tests aligned with CCSS that New Bedford students will take starting in SY 2014-15 in lieu of MCAS in some grades and subjects.

PD – (Professional Development) This is a term that can be used to describe any training for teachers, principals, or other district employees to help them improve their skills.

SEI – (Sheltered English Immersion) This is a strategy to provide specific services to help ELL students.

SIP – School Improvement Plan

SY – School Year

TAG – Teacher Advisory Group

TCT – Teacher Collaboration Team: Groups of teachers that focus on using data to improve instructional practice.

TLS – (Teaching and Learning Specialist) This is a school-level position that provides coaching to teachers to improve their instructional practice.

Theory of Action

The district's theory of action created an articulated, coherent strategy for the district beginning in SY 2013-14 and continuing throughout the turnaround efforts. The strategic initiatives included in the AIP focus on the core elements outlined in the district's theory of action that will bring about systemic change and improvement.

IF the NBPS focuses on and persists in expecting, developing, supervising, and evaluating educators' capacity to deliver rigorous and engaging instruction that is:

- Aligned to state standards,
- monitored so student progress in attaining those standards reaches a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress
- and evidence of student learning is demonstrated every day in every classroom in every school

THEN student achievement will significantly increase in each New Bedford school and in the New Bedford Public Schools as a district.

Where We Have Been and Where We Are Going

In 2011, New Bedford Public Schools was named a Level 4 district by the Massachusetts Department of Elementary and Secondary Education (ESE). In a District Review, ESE identified a number of areas for improvement for the district, including:

- Limited principal oversight and accountability
- Lack of leadership and capacity at the central office to support an improving educational system
- Little evidence of characteristics of effective teaching
- Limited use of formative assessment data to inform instruction
- Limited efforts to improve the quality of teachers' instruction
- High dropout, retention, suspension, and absence rates, especially at the high school

Previous Years

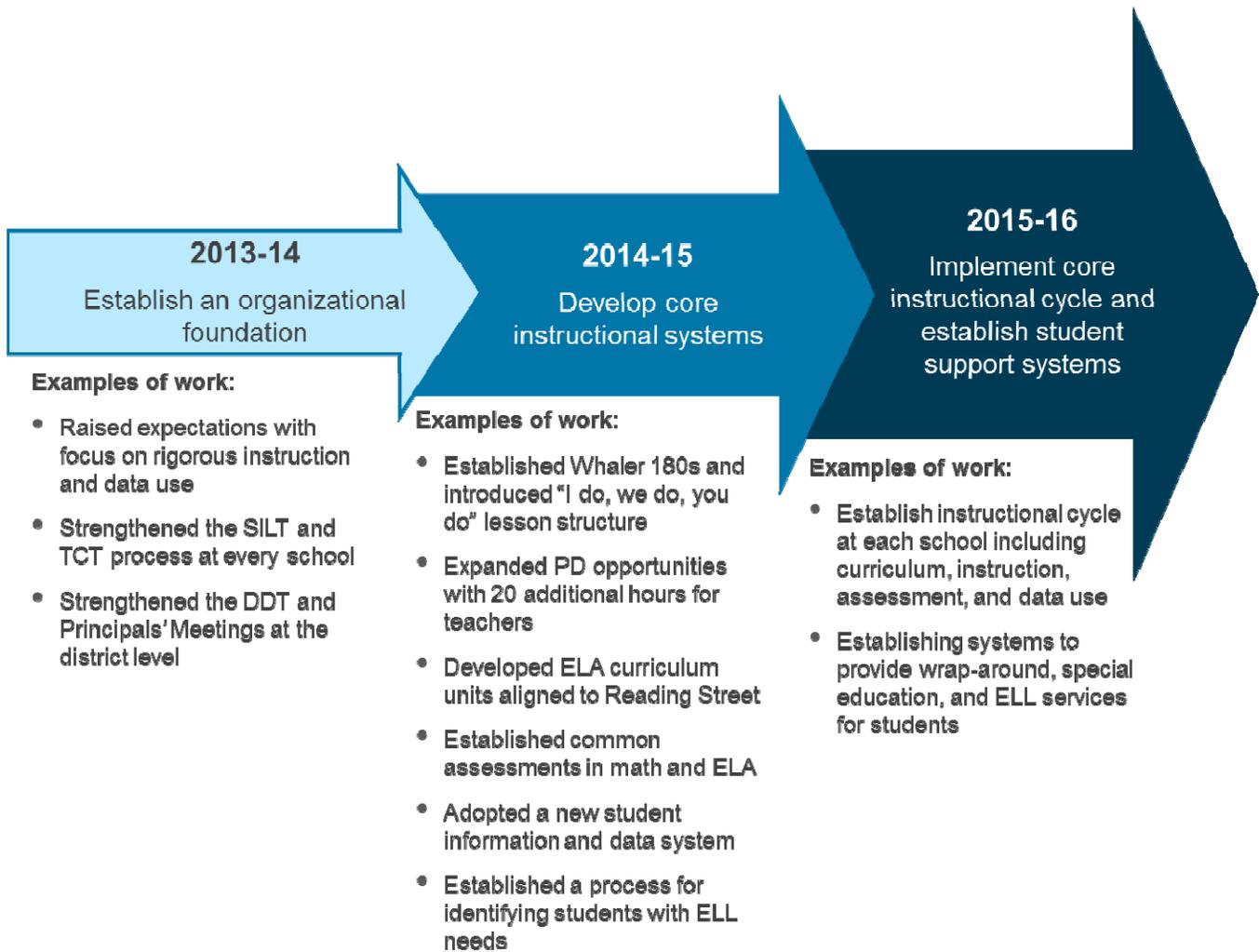
When the district was first named Level 4, it lacked necessary systems and structures to address these areas for improvement. The New Bedford Public Schools (NBPS) used its first year of turnaround work under Superintendent Dr. Durkin to build an organizational foundation for continuous improvement, addressing issues of principal and leadership capacity. Once that foundation was set, the SY 14-15 AIP focused on deepening the core instructional systems in the district, including:

- Developing new ELA curriculum and rolling out a new reading program
- Establishing the New Bedford Instructional Framework and the gradual release model for instruction
- Continuing to develop principals' ability to coach teachers
- Upgrading to a new student information system
- Adding 20 hours per year of professional development time for all school staff
- Developing a process to screen students for ELL needs

This Year

During SY 15-16, the district will focus on aligning efforts around planning, instruction, assessment, data use, and professional development in support of driving student learning. Additionally, the district will make efforts to build systems for identifying struggling students and supporting them with content-based interventions, special education, wrap-around services, or ELL services depending on student needs.

The summary below highlights key initiatives from the past two years and outlines the district's deepened focus for this year's Accelerated Improvement Plan (AIP).



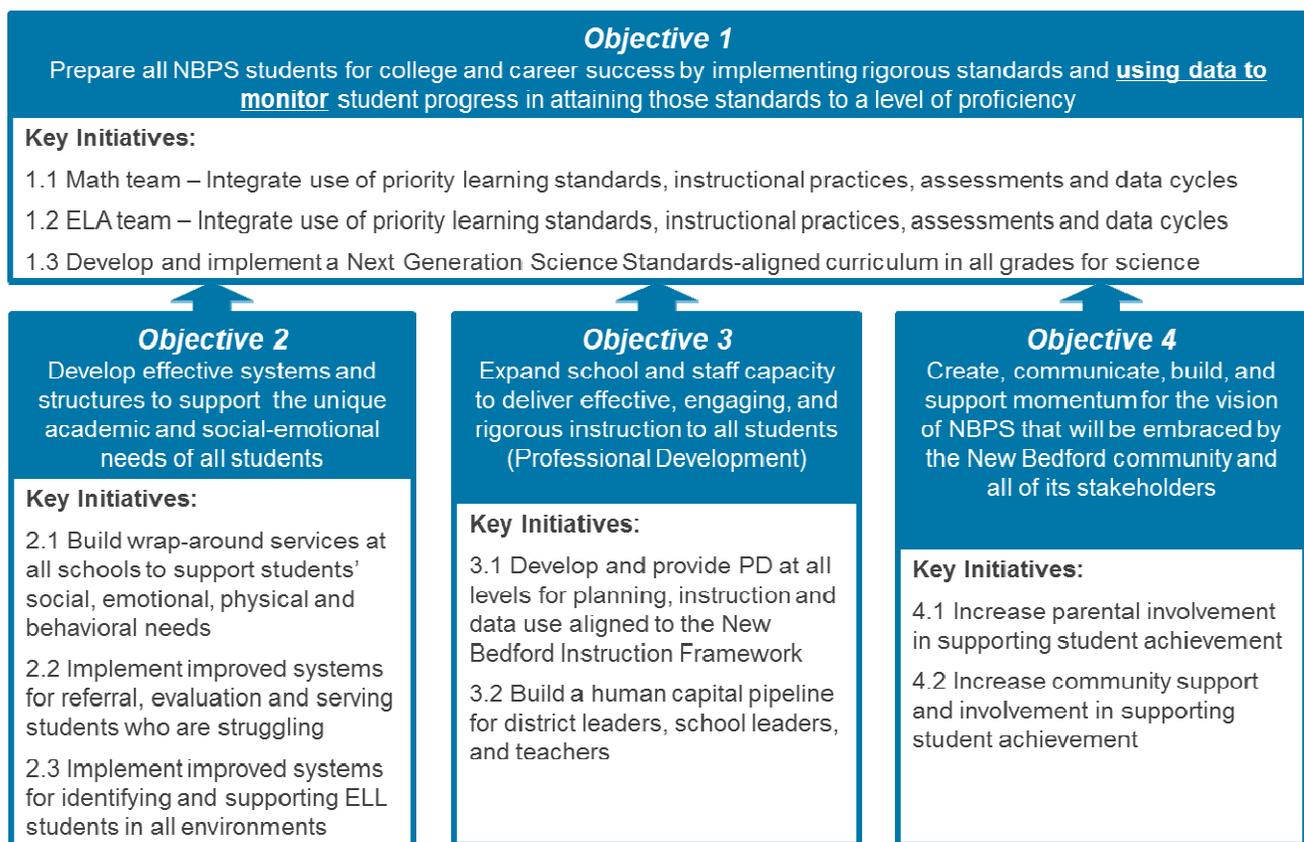
Updating AIP Objectives

Last year, when the district was building core instructional systems the AIP work was organized into four main objectives: High-Quality Teaching, Data Use, Team Excellence, and Community Engagement. The organization of the objectives meant that one team worked on High-Quality Teaching, another team worked on Data Use, and yet another team worked on developing Team Excellence. Through these efforts, a number of key core instructional systems were established.

With those systems in place, a primary focus for the district in SY 15-16 is to support teachers as they make connections between planning, instruction, and assessments. The first objective in this year's AIP has combined efforts around High-Quality Teaching and Data Use to provide more coherent and aligned supports for teachers as they deliver lessons, assess student learning, and adjust instruction accordingly.

The second objective in this year's AIP focuses on establishing systems to accurately identify and effectively support struggling students, whether they have social-emotional, academic, or ELL needs. The district is dedicating more resources to establish these systems than it did last year given the significant scope of work that will be necessary.

The third and fourth objectives build on the accomplishments of last year, with a continued focus on Team Excellence and Community Engagement, respectively.



What This Means for Teachers and Principals

The AIP is an opportunity to strengthen the district’s two-way partnership with teachers and principals. First, both teachers and principals in the district will be asked to authentically engage with the content and instruction more than ever before. Second, the district will provide teachers and principals with more robust professional development and support as they implement these shifts in practice.

What this means for teachers	What this means for principals
1. Build a deeper understanding of content, conceptual underpinnings and related instructional strategies, particularly in math and ELA.	1. Deepen content knowledge to increase their effectiveness in coaching teachers, particularly in math and ELA.
2. Shift even more of the “heavy lifting” to students during lessons.	2. Take steps to increase the availability and effectiveness of general education interventions in their schools.
3. Use frequent checks for understanding and adjust instruction based on the results.	3. Provide feedback and support to teachers that emphasizes growth and making connections between planning, instruction, and assessment.
4. Take greater ownership over their professional development.	4. Proactively manage and monitor the impact of professional development at their schools.

For Teachers

For teachers, the shift toward deeper engagement with content and instruction will include four main components. Teachers can be leaders of district improvement by taking these steps:

1. **Build a deeper understanding of content, conceptual underpinnings and related instructional strategies, particularly in math and ELA.** The introduction of a more rigorous state assessment has made it essential for even the most experienced teachers to deepen their content knowledge. The district remains focused on improving the rigor of core instruction to meet students where they are and challenge them to strive for higher levels of understanding and proficiency. Teachers of all subjects and grade levels should ensure the rigor of their lessons is aligned to the high bar set by the MA frameworks, design lesson plans and student activities at grade-level rigor, and measure student learning to self-assess the effectiveness of their instructional strategies.
2. **Shift even more of the “heavy lifting” to students during lessons.** Last year, teachers began implementing the gradual release model in their lessons with the “I do, we do, you do” structure. This year, teachers will continue using the gradual release model but implement it with a focus on the rigor of the “we do” and “you do” portions. Teachers should ask themselves, “How can I make the ‘you do’ more rigorous for my students to ensure that they achieve mastery by the end of each lesson?” and seek support from principals and TLSs as needed to realize this goal.
3. **Use frequent checks for understanding and adjust instruction based on the results.** Teachers now have access to a number of tools to measure the impact of their instruction on student learning. This enables teachers to take greater responsibility for frequently measuring student learning, reflecting on their own impact on student learning, and adjusting practice accordingly. Teachers will consistently adapt instruction (e.g., developing re-teach plans) based on the results of formative assessments, which include tests (e.g., Reading Street CCR Weekly and Unit Tests) and also shorter student activities (e.g., enVisions Quick Checks, teacher-written exit tickets).

4. **Take greater responsibility for their professional development.** The district will provide more robust professional development than ever before to support teachers as they adjust to the more rigorous standards for student learning. To make the most of their increased support and training, teachers will make a commitment to stretching themselves and improving their practice so that they are successful in helping all students reach higher expectations. Their efforts will include working between PD sessions to implement practices, reflecting regularly on which of their practices are working well and which need to be adjusted, proactively seeking additional support when needed, and collaborating with other teachers to share expertise.

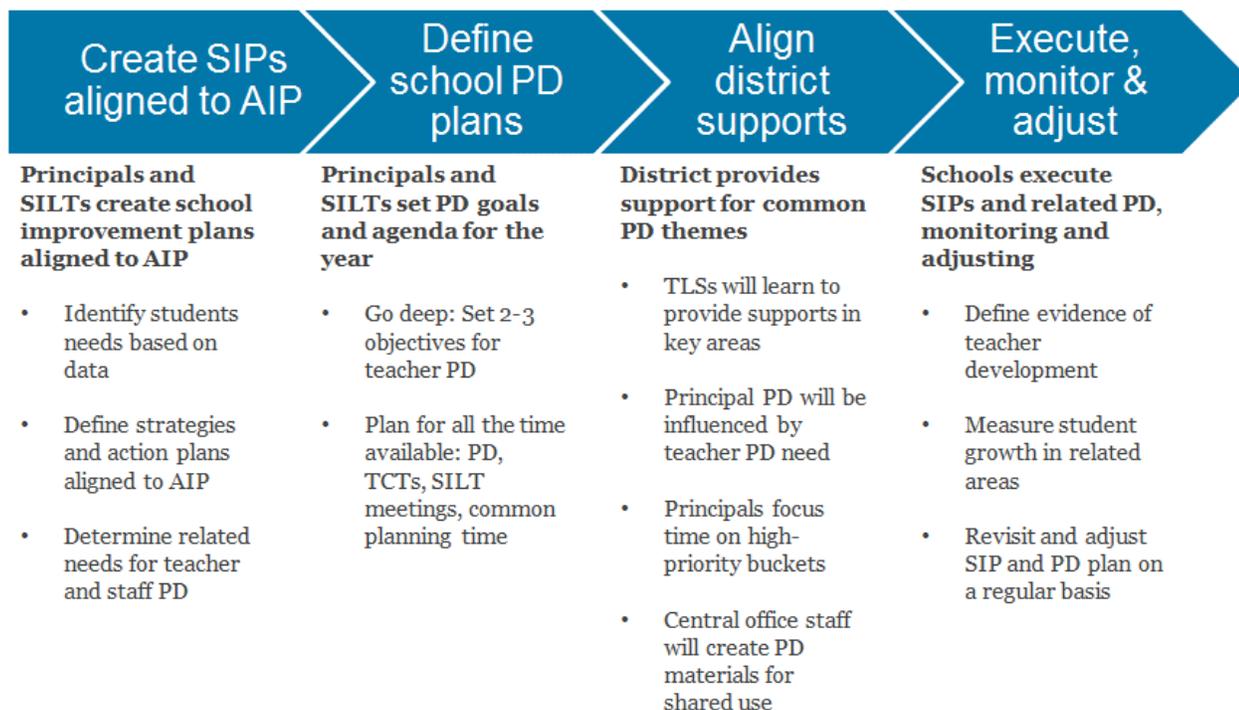
For Principals

For principals, the shift toward deeper engagement with content and instruction will also include four main components. Principals can be leaders of district improvement by taking these steps:

1. **Deepen content knowledge to increase their effectiveness in coaching teachers, particularly in math and ELA.** The content knowledge required for principals to effectively coach and support their teachers has increased significantly with the rigor of the new state standards. Given the shift in standards, principals will continue developing their content knowledge to be effective instructional leaders, both through formal district PD (e.g., Principals' Meetings, Whaler 180s) but also through their own initiative. Principals' instructional leadership efforts will be focused primarily on improving core instruction, which is a necessary foundation to serving students effectively regardless of need.
2. **Take steps to increase the availability and effectiveness of general education interventions in their schools.** In past years, very few general education interventions have been offered for students. As a result, students who fell behind or struggled in the core classroom often did not receive additional supports unless they were referred to special education. This year, the district will expand the effort to serve more students in the core classroom effectively for both academic and social-emotional needs. Schools will need to increase both the availability and effectiveness of the interventions. Principals will take steps to expand the general education intervention offerings in their schools, by helping teachers group students or by creating schedules with a dedicated intervention time. Principals will also provide teachers and other staff with greater training and support as they provide interventions in the core classroom or during an intervention block.
3. **Provide feedback and support to teachers with an emphasis on making connections between planning, instruction, and assessment.** Last year, the district established a framework for providing feedback called "Claim, Evidence, Interpretation, Judgment" (CEIJ). Principals spent a significant amount of time honing their feedback skills through formal and informal coaching. This year, principals will be expected to provide high-quality feedback to teachers through the CEIJ model that helps teachers make connections between planning, instruction, and assessment. For instance, if a teacher struggles to release control to the students, a principal might examine assessment data together with the teacher to show where students need more practice, and suggest strategies for planning differently that will impact how her instruction is delivered during the lesson.
4. **Proactively manage and monitor the impact of professional development at their schools.** Thanks to a collaborative negotiation between district leaders and the New Bedford Educator Association last year, all teachers in New Bedford now have an additional 20 hours of professional development time during the year. Principals will work with the Office of Instruction to develop PD aligned with their schools' instructional focus areas, and they will be responsible for monitoring and supporting positive changes in teacher practice based on the PD provided. The district will provide support and systems that principals can use to measure the impact of the PD they provide to teachers and make mid-course corrections as needed.

Making an Impact with Professional Development

Making good use of the expanded time for teacher professional development will be a key engine of improvement for the district this year. After the district reached agreement with the NBEA last year, a pilot group of schools created targeted professional development plans, and this year's plan is based on a modified version of those plans. The targeted PD plans help schools focus their PD time on 2-3 high-leverage areas relevant to school and teacher need, and monitor changes in teacher practice and student outcomes to determine the impact of the PD.



Create SIPs aligned to the AIP. The school improvement plan (SIP) template for this year will be very similar to last year, so that principals can build off of last year's plan. Principals will work with teachers to look at student data and teacher practices to update the high-leverage strategies for school improvement.

Define school PD plans. As described in initiative 3.1, each school will also create a companion targeted professional development plan that outlines the objectives for teacher development that will support the school's improvement efforts. Because improving teacher practice takes time, the plan must focus on only 2-3 areas aligned with the SIP, and should plan to use all available avenues for supporting teacher development: PD sessions, Teacher Collaboration Teams (TCTs), School Instructional Leadership Team (SILT) meetings, and coaching from principals and Teaching and Learning Specialists (TLSs).

In each targeted PD plan, principals and teachers will describe the desired changes in teacher practice that should occur as the result of PD so that the impact can be monitored. As described in initiatives 1.1, 1.2, 2.2, and 3.1, liaisons and principals will perform school learning walks together to observe changes in teacher practice and assess the impact of PD.

Align district supports. With all SIPs and targeted PD plans submitted by October 1, the district's PD team will have time to review the SIPs and identify common themes so that district supports can be tailored to the most common needs for teacher development. For example:

- Central office staff and the district's PD team will help principals plan out their PD sequences for the most commonly identified focus areas, coordinate groups of principals to divide up the creation of PD materials, and provide feedback on and review those materials for consistency and quality.

- Principals will receive professional development aligned to what they are focusing on with their teachers. During principal meetings, principals will work in groups with others who have similar focus areas. For example, the principals focusing on improved math instruction will preview the training materials for teachers, identify how they will look for changes in teacher practice, and receive guidance on resources and coaching for teachers who are struggling to implement new practices.
- TLSs play a crucial role in teacher development, providing support and coaching to teachers as content and practice experts. Thanks to the investment in additional TLS positions, every school in the district will have TLS support this year. TLSs will receive in-depth training with district curriculum directors in advance of teacher training, so that TLSs can serve as resources to teachers during work time in PD sessions. TLSs will provide proactive coaching and support to all teachers, and will provide more in-depth coaching for teachers identified via discussions with principals.

Execute, monitor and adjust. As schools implement their school improvement plans and PD, principals will work with their liaisons to monitor the impact on teacher practice and student outcomes, so that PD and other efforts can be adjusted if needed. For each focus area, principals and liaisons will do pre- and post-learning walks to compare implementation with baseline levels.

Schools will use a few other data points to potentially adjust their SIP and PD plan. First, when PARCC results are made public in November, teachers will analyze the results to determine whether they point to any new or different student learning gaps not already addressed by the SIP. Similar analysis and reflection will occur with the MOY Galileo assessment results. Teachers will also fill out a survey on satisfaction, relevance and effectiveness of PD in January, so that principals can use the feedback to improve the effectiveness of PD in the spring.

Supports for Schools

At the same time that it is raising expectations, the district is also providing schools with additional supports to help them clear the higher bar for student and teacher performance. The supports below have been added or restructured to maximize their effectiveness in supporting school leaders:

Office of Instruction Liaisons

For the first time in the district, each school received an Office of Instruction liaison last year. Liaisons were tasked with supporting principals as they worked with teachers to improve instruction while bolstering the connection between schools and central office. This year, the liaisons will have even greater focus as they work with principals. Principals will be tasked with providing high-quality training to teachers in their buildings while also ensuring that teachers are implementing the strategies from the trainings. Liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

Teaching and Learning Specialists

The district has invested in teaching and learning specialists (TLSs) over the last two years to provide additional support for teachers as they work to continuously improve their practice. This year, each school has 20 additional hours of teacher training, and TLSs will provide critical support and follow up after training sessions for teachers. While they will not be delivering the trainings, TLSs will provide essential support and coaching for teachers as they take what they learned in their training and implement it in the classroom.

Middle School Wrap-Around Coordinators

The district has identified developing more robust wrap-around services for students, particularly at the middle schools, as a priority. A new position in the district this year, each middle school will have a wrap-around coordinator solely dedicated to identifying students with social-emotional or other non-academic needs and providing them with the appropriate supports.

Embedding Practices in the District

A critical component of the turnaround efforts is embedding new ways of working in school and district systems so that they do not depend on any one staff member. The systems and structures developed last year will be expanded and more deeply integrated this year, to act as guiderails and supports so that people's day-to-day work naturally includes more and more of the effective practices required for turnaround.

Examples of these systems and structures include:

- **Whaler 180:** This weekly newsletter and video message for principals and central office staff, typically created by the Chief Academic Officer, establishes a consistent focus on the district's approach to instructional practice. This communication channel has allowed district leaders to do a deep dive into how principals can give feedback to teachers using the CEIJ model and how teachers can effectively implement the gradual release model in their classrooms.
- **Office of Instruction resource bank:** This centralized resource bank provides teachers, TLSs, and school leaders with a common place to access high quality PD materials to support their development. This resource bank allows teachers and principals to efficiently share expertise and high-quality work products across the district with a consistent voice. At any time, staff can now access the Whaler 180s, the curriculum newsletters, district curriculum maps, exemplar lesson videos, and other district PD materials.
- **Reading Street/enVisions materials and assessments:** After many years without updating its materials, the district invested in new K-5 reading and math programs to ensure all students are engaging with rigorous content that is aligned with the MA Curriculum Frameworks and the Common Core State Standards. The investment in new materials means that teachers are now providing all students with highly rigorous content by default. Teachers can now use rigorous assessments to measure their impact on student learning with the same high expectations for all students across the district. The shift to a more rigorous state assessment raised the bar for students and for teachers, and the district now has provided the supports to meet the challenge.
- **Curriculum newsletters:** These monthly newsletters for teachers and TLSs are developed by a teacher team to provide additional guidance and content-specific PD for staff across the district. Each round of newsletters focuses on one over-arching topic (e.g., close reading, math problem solving steps) but is differentiated based on grade level (e.g., elementary, middle, high school). The newsletters provide teachers with guidance that they can immediately begin implementing in their classrooms, because the examples provided are aligned to the content they are teaching and reference specific materials available to them.
- **School Improvement Plans:** The district piloted a revamped school improvement plan (SIP) process last year to provide schools with more ownership and autonomy. This year, the new SIP process will be rolled out to all schools. Within the new process, principals will work with their staff to identify 2-3 instructional focus areas for the year and build out a targeted PD plan to align with these areas, customizing it to the needs of their staff. Supports provided by district leaders to principals will be framed primarily around implementing the SIPs effectively and re-directing the plan when necessary.
- **AIP team structure:** The district uses a structure to implement the AIP that allows a broader group of staff to take ownership over the work than in years past, including principals, TLSs, and teachers. Each initiative in the AIP is assigned a team that is responsible for developing the content in the initiative road maps and then executing on it to meet the final outcomes. A regular meeting structure allows these teams to hold one another accountable, so that AIP work continues to progress, independently of any one leader monitoring progress. This structure has increased the reach of the AIP team while also building capacity of staff across the district.

Internal Progress Monitoring

In addition to establishing systems and structures to promote highly effective practices, the district will engage in deeper monitoring of the implementation of those practices are being implemented. Many initiative teams have included explicit progress monitoring activities in their road maps at key points during the year. Specifically, the district will leverage four main structures to monitor progress on the AIP work:

- **Structured Role for School Liaisons:** This year, the Office of Instruction is redefining the role of school liaisons to provide support to school leaders by helping maintain a focus on effective implementation of the highest-leverage practices, many of which are aligned to district AIP initiatives. Specifically, the liaisons will collaborate with principals to collect evidence of changes in teacher practice, including use of math and reading curriculum, new practices introduced in PD, and effective strategies for supporting struggling students. As they collect evidence and make observations together with principals, liaisons help principals stay focused on what matters, while gathering the data for a central view of which schools are implementing key strategies and which schools need more support.
- **Common Short-Term Outcome Dates:** This year, the district is implementing a common timeline for monitoring the progress of the AIP work. All initiative teams will have three checkpoints for short-term outcomes (Nov. 1, Feb. 1, and May 1), and the teams have developed monitoring approaches to determine the effectiveness of implementation. Common dates for short-term outcomes will make the process of evidence collection more predictable for both the initiative teams and the CAO, which will lead to more effective progress monitoring.
- **AIP Initiative Leader Meetings:** Held every two weeks, the AIP Initiative Leader Meetings are short, 30-minute check-ins with the initiative leaders and the CAO. During these meetings, initiative leaders will provide an update on the team's progress and identify any road blocks or additional support needed. There are three main adjustments to these meetings this year. First, only initiative leaders will be expected to attend, as opposed to all team members. This will help reduce the amount of time that school-based staff are pulled from their buildings during the school day for meetings. Second, the leaders will be expected to meet with the other team members between formal AIP meetings. Third, the teams will be responsible for gathering evidence of impact in advance of each quarterly review, described next.
- **AIP Team Quarterly Reviews:** Held four times per school year, the AIP Quarterly Reviews will include all AIP team members and serve two key purposes. First, the meetings will be scheduled soon after the three short-term outcome dates, so each initiative team will bring agreed-upon evidence of their progress. This should ensure that the district has the evidence needed to assess implementation and impact at each school. Second, these two-hour meetings provide the entire AIP team an opportunity to step back and evaluate the overall direction and traction of the work. Is the team making the progress that it hoped? Are there any practices that the district should be doing more of? Any that the district should be doing less of? How can the team make adjustments to increase its effectiveness in the next quarter?

Objectives and Final Outcomes

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and using data to monitor student progress in attaining those standards to a level of proficiency

Initiative 1.1 – Math Team

Teacher Practice Goals

- By EOY, logs from learning walks with principals and liaisons will show that teachers at most elementary schools are (a) planning lessons tied to rigorous objectives using enVisions materials, (b) using the results of assessments to adjust instruction and/or group students, and are (c) adopting practices to emphasize conceptual understanding of math.
 - **Measured through:** Liaisons will conduct at least 3 math-focused visits to review evidence collected by the principal and perform a learning walk with the principal, and look at the dimensions below to collaboratively determine if practices are Rarely Seen, Developing, or Fully Embedded.
 - a) Lessons tied to rigorous objectives: Liaisons will observe whether classrooms have objectives posted, ask students to articulate objectives, review lesson plans with teachers to determine how activities are connected to standards and aligned on level of rigor.
 - b) Using assessments to adjust instruction: Liaisons will observe whether teachers are using Quick Checks at the end of lessons to assess student learning, ask teachers why and how students are grouped and what standards they are focused on, and discuss data walls with teachers to learn how teachers are providing intervention to students.
 - c) Emphasizing conceptual understanding: Liaisons will observe classrooms for multiple explanations of a concept, use of manipulatives or diagrams, and higher order thinking questions that require deep understanding. Liaisons will also observe for minimal use of “procedural shortcuts” such as keep-change-flip that teach steps without conceptual underpinning.

Student Learning Goals

- By EOY the district will realize at least a 40% reduction in students not proficient or advanced in Math for grades 2-12.
 - Measured through: Galileo, PARCC Math assessment
- By EOY the district will see at least 10% of students in the “Warning” category move into “Needs Improvement” and at least 10% of students in the “Proficient” category move into “Advanced” in Math.
 - Measured through: PARCC Math assessment

Initiative 1.2 – ELA Team

Teacher Practice Goals

- By EOY, logs from learning walks with principals and liaisons will show that teachers at most elementary schools are (a) planning lessons tied to rigorous objectives using Reading Street materials, (b) using the results of assessments to adjust instruction and/or group students, and are (c) using the district’s writing reference guide to promote deep conceptual understanding of material.
 - **Measured through:** Liaisons will conduct at least 3 literacy-focused visits to review evidence collected by the principal and perform a learning walk with the principal, and look at the dimensions below to collaboratively determine if practices are Rarely Seen, Developing, or Fully Embedded.
 - a) Lessons tied to rigorous objectives: Liaisons will observe whether classrooms have objectives posted, ask students to articulate objectives, review lesson plans with teachers to determine how activities are connected to standards and aligned on level of rigor.
 - b) Using assessments to adjust instruction: Liaisons will observe whether teachers are using quick checks for understanding (e.g., exit tickets) at the end of lessons to assess student learning, ask

teachers why and how students are grouped and what standards they are focused on, and discuss data walls with teachers to learn how teachers are providing intervention to students.

- c) Using the writing reference guide: Liaisons will observe classrooms for both frequent, short, informal student writing and longer, formal, edited student writing; look at teachers' feedback on student writing; determine how the writing reference guide is being used in the classroom.

Student Learning Goals

- By EOY the district will realize at least a 40% reduction in students not proficient or advanced in Reading and ELA for grades K-12.
 - Measured through: Galileo, PARCC ELA assessment and DIBELS
- By EOY the district will see at least 10% of students in the "Warning" category move into "Needs Improvement" and at least 10% of students in the "Proficient" category move into "Advanced" in ELA.
 - Measured through: PARCC ELA assessment

Initiative 1.3 – Science Curriculum Team

- By EOY, the district will have finalized and published curriculum scope and sequence that align with the Next Generation Science Standards for grades K-12.
 - Measured through: existence of science curriculum published on NBPS website

Objective 2: Develop effective systems and structures to support the unique academic and social-emotional needs of all students

Initiative 2.1 – Wrap-Around Services Systems

School Improvement Goal

- By EOY, the district will pilot wrap-around support systems at the 3 middle schools and at least 3 selected elementary schools, and review data to assess the strengths and weaknesses of the pilot model before rolling out district-wide next year.
 - Measured through: Once the wrap-around system is developed, the team will define metrics for monitoring effectiveness and will collect these data around February 1 and May 1. The team will analyze the data, highlight effective strategies and use the results to inform the plan for next year.

Initiative 2.2 – Support Systems for Struggling Students

School Improvement Goal

- By EOY, data collected from most schools will show they are using updated district guidelines for writing IEPs that include clear documentation of attempted general education interventions when appropriate, and pathways to student independence or criteria to move into a less restrictive environment.
 - Measured through: Special education executive director use data on key metrics from evaluation documentation at least 2 times during the year to assess the degree to which updated district guidelines are implemented. Metrics may include: # of referrals, % of referrals using new guidelines, % of referrals attempting academic interventions, use of assessments to determine academic/cognitive ability.
- By EOY, logs from learning walks with principal, special education facilitator and liaison show that teachers at most schools are using in-class intervention approaches to re-teach or remediate for students struggling with academic content.
 - Measured through: During at least 3 learning walks with the principal throughout the year, liaisons will assess use of in-class interventions, assigning a rating of either Practices Rarely Seen, Practices Developing or Fully Embedded.

Initiative 2.3 –Systems for ELL Students

- By EOY, the district ELL team will identify a set of high-leverage strategies and provide training to teachers on these strategies to support ELL students.
 - Measured through: Agendas of PD sessions
- At EOY, the district will have collected information from all new registrations to help identify potential ELL students.
 - Measured through: registration records and ELL screening data

Objective 3: Expand school and staff capacity to deliver effective, engaging, and rigorous instruction to all students (Professional Development)

Initiative 3.1 – Professional Development Team

School Improvement Goal

- By EOY, schools' targeted PD plans will show that most schools have devoted their PD time to a focused list of 2-3 topics that support that school's improvement goals, and have defined expected changes in teacher practice for those topics.
 - Measured through: Collection and review of all targeted PD plans.
- By EOY, 70% of teachers responding to a district-wide survey say that professional development efforts were relevant to their role, improved their practice, and focused on high-priority areas.
 - Measured through: MOY and EOY stakeholder survey

Teacher Practice Goal

- By EOY, logs from learning walks with principals and liaisons will show that teachers at most schools have adopted new practices related to the PD at that school.
 - Measured through: Liaisons will conduct at least 3 visits to review evidence collected by the principal and perform a learning walk with the principal, to collaboratively determine if practices from the PD are Rarely Seen, Developing, or Fully Embedded. These practices may overlap with reading or math best practices if those are selected PD topics at the school, in which case visits focused on reading or math can also serve as evidence for this outcome.

Initiative 3.2 – Human Capital Pipeline

- By EOY 10 teachers/TLSs and 3 principals will have been selected for the leadership pipeline and have begun their stretch opportunities.
 - Measured through: List of names of individuals and corresponding stretch opportunities.

Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders

Initiative 4.1 – Family Engagement

- 70% of family members reported attending at least one district- or school-sponsored event during the school year, as measured by the EOY stakeholder survey.
- 70% of family members report that they are well-informed about how they can support their student's achievement, as measured by EOY stakeholder survey.

Initiative 4.2 – Community Engagement

- 70% of community members feel that the district is moving in the right direction, as measured by EOY stakeholder survey.
- 70% of community members report that they are well-informed about how they can support student achievement as a community member, as measured by EOY stakeholder survey.

Measured through: All of the Objective 4 outcomes will be measured through the family and community engagement survey.

Appendix A: Initiative Roadmaps

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and using data to monitor student progress in attaining those standards to a level of proficiency

Initiative 1.1: Integrate use of priority learning standards, instructional practices, assessments and data cycles -- Math Team Leader: Vicki Roman



Team Members: Maria Reidy, Mario Pires, Teacher/TLS Team

Final Outcomes:

Teacher Practice Goals

- By EOY, logs from learning walks with principals and liaisons will show that teachers at most elementary schools are (a) planning lessons tied to rigorous objectives using enVisions materials, (b) using the results of assessments to adjust instruction and/or group students, and are (c) adopting practices to emphasize conceptual understanding of math.
 - **Measured through:** Liaisons will conduct at least 3 math-focused visits to review evidence collected by the principal and perform a learning walk with the principal, and look at the dimensions below to collaboratively determine if practices are Rarely Seen, Developing, or Fully Embedded.
 - a) Lessons tied to rigorous objectives: Liaisons will observe whether classrooms have objectives posted, ask students to articulate objectives, review lesson plans with teachers to determine how activities are connected to standards and aligned on level of rigor.
 - b) Using assessments to adjust instruction: Liaisons will observe whether teachers are using Quick Checks at the end of lessons to assess student learning, ask teachers why and how students are grouped and what standards they are focused on, and discuss data walls with teachers to learn how teachers are providing intervention to students.
 - c) Emphasizing conceptual understanding: Liaisons will observe classrooms for multiple explanations of a concept, use of manipulatives or diagrams, and higher order thinking questions that require deep understanding. Liaisons will also observe for minimal use of “procedural shortcuts” such as keep-change-flip that teach steps without conceptual underpinning.

Student Learning Goals

- By EOY the district will realize at least a 40% reduction in students not proficient or advanced in Math for grades 2-12.
 - Measured through: Galileo, PARCC Math assessment
- By EOY the district will see at least 10% of students in the “Warning” category move into “Needs Improvement” and at least 10% of students in the “Proficient” category move into “Advanced” in Math.
 - Measured through: PARCC Math assessment

What this means for teachers:

Teachers should make three key shifts in their practice, while receiving support in the form of targeted PD, observations and feedback and improved curriculum materials.

First, teachers will be expected to strive for deeper connections between planning with district curriculum, delivering rigorous core instruction, assessing student knowledge with rigorous standards, analyzing data to measure student learning, and adjusting instruction (as appropriate) based on student outcomes. For

instance, teachers will be responsible for using the results of daily/weekly in-class assessments to strategically group students to provide enrichment or intervention during core instruction as needed, and re-teach content if appropriate. In turn, teachers will be provided with more integrated instructional supports.

Second, in math, teachers will be expected to continue shifting from the traditional procedural instruction (e.g., “There are three steps to solving this type of problem...”) to the conceptual instruction that is required for students to achieve mastery at the level demanded by the MA Curriculum Frameworks and Common Core. Conceptual math instruction includes students doing the “heavy lifting,” such as increased student-to-student discourse and students explaining their thinking, with multiple approaches to a problem.

Third, teachers will have more opportunities for and agency over their own development. Each school will develop a targeted PD plan that aligns with instructional focus areas selected with teacher input. Teachers should engage deeply in this PD, trying out new practices between sessions, sharing effective strategies and seeking help when strategies are not working.

What this means for principals:

Principals will be expected to make three key shifts as well. First, principals will provide feedback that emphasizes the connections between planning, instruction, and assessment. For instance, principals will provide feedback that communicates the interplay between effective checks for understanding and re-teaching within a lesson or unit, rather than focusing on only data use or planning.

Principals will guide their SILTs and TCTs in collecting and making meaning of unit assessment data, and support teachers in developing re-teach and intervention plans based on the data, as needed. It will not be enough to derive insight from student data, principals must ensure that there are systems and supports that allow teachers to adjust their instruction based on their insights.

Third, principals will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the focus.

Key Milestones:

Nov. 1:

- Principals and liaisons have conducted at least one math-focused learning walk at each school and analyzed results to establish a baseline of teacher practice.
- Training has been offered and delivered to K-5 teachers outlining the guidelines for how they should use each component of enVisions.
- The district has provided a comprehensive assessment calendar to elementary and middle schools.

Feb. 1:

- **Short-term outcome:** At most schools, the second math-focused learning walk shows improvement in teacher practice relative to the baseline.
- **Short-term outcome:** On the MOY Galileo math benchmark, most schools will maintain or exceed expected growth.
- PD modules for elementary and middle schools that identified math as a PD focus have been delivered at schools.
- Specific look-fors to measure the impact of the PD modules have been identified and communicated to principals and teachers at schools with math as a PD focus.

May 1:

- **Short-term outcome:** At nearly all schools, the third math-focused learning walk shows improvement in teacher practice relative to the baseline.
- Team 1.1 and Office of Instruction liaisons have collected evidence of principals at schools monitoring the specific metrics/look-fors that measure the impact of PD.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Elementary										
Develop guidelines for how teachers should use each component of the enVisions program and introduce them to staff.										
<ul style="list-style-type: none"> Propose answers to the following questions, and review with CAO to finalize: <ul style="list-style-type: none"> Should the district use the pacing and sequencing of enVisions or the district curriculum maps? Which enVisions assessments should the district use (topic, performance topic, etc.)? 										
<ul style="list-style-type: none"> Clearly articulate how teachers should be using the enVisions program by annotating a sample lesson from enVisions that identifies and describes the “must do” components of the enVisions program (e.g., Quick Check assessments, re-teach guidance, the unit and lesson overviews, etc.), which components are optional, and which components should not be used. 										
<ul style="list-style-type: none"> Identify 3-5 specific guiding questions and associated look-fors that principals can ask teachers related specifically to the enVisions program to help ensure effective planning and implementation of lessons. 										
<ul style="list-style-type: none"> Deliver a principal-focused introduction to enVisions program, including the 3-5 guiding questions for principals and TLSs to use when discussing the program with teachers. 										
<ul style="list-style-type: none"> Use the annotated sample lesson as a basis for the voluntary enVisions launch professional development session to familiarize teachers with the program. 										
<ul style="list-style-type: none"> Upload the annotated sample lesson to the Office of Instruction resource bank. 										
<ul style="list-style-type: none"> Establish a team (either math TLSs or a teacher team) to develop monthly newsletters highlighting specific focus areas/strategies in the upcoming enVisions topics and identify which standards might need supplementary materials. 										
Develop and distribute an assessment calendar for K-5 math.										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Determine which assessments teachers should administer (e.g., enVisions tests, Galileo, etc.) and when each test should be given. 										
<ul style="list-style-type: none"> Review assessment calendar with Jason. 										
<ul style="list-style-type: none"> Send assessment calendar to all elementary principals. 										
<p>Develop systems for teachers, principals, and central office staff to collect data (as appropriate) and a toolkit to guide teachers and principals as they analyze data from enVisions assessments.</p>										
<ul style="list-style-type: none"> Propose a system for collecting and analyzing assessment data and review with CAO to finalize (e.g., who collects and analyzes data from each assessment?). Considerations include: <ul style="list-style-type: none"> Is it possible for K-5 students to take the assessments in the enVisions computer program so teachers can have instant access to their results? If not, can teachers enter student results from a paper test into the enVisions system? Would this process be worth the time teachers would have to spend? If not, how can we craft an efficient manual grading system to provide teachers? 										
<ul style="list-style-type: none"> Team 1.1 develops systems to ensure that effective follow through occurs at each level after data collection, such as developing tools to review and provide feedback on how staff are adjusting practice based on data. Practices that we want to follow up on include: <ul style="list-style-type: none"> Teachers re-teaching content and strategically grouping students for interventions based on daily/weekly checks for understanding Principals and TLSs differentiate support to teachers based on unit assessment results at the classroom level District leaders provide tiered support/autonomy to schools based on Galileo results 										
<ul style="list-style-type: none"> TLSs work with teachers throughout the year to develop their skills aligned to the specific look-fors around data use. 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
<ul style="list-style-type: none"> Principals and Office of Instruction liaisons monitor with key look-fors around adjusting practice based on data and support teachers as they shift their practice. 											
Develop and deliver ½ day of PD about enVisions during the October PD day.											
<ul style="list-style-type: none"> Identify a lesson from enVisions to use for the session on the October PD day. 											
<ul style="list-style-type: none"> Develop a PD session that is structured like an “I do, we do, you do” based on the lesson from enVisions, introducing strategies for how a teacher might plan using the program materials to structure an effective lesson. (Included in this should be the 3-5 key questions that principals will be asking teachers to ensure alignment between the PD and feedback from principals.) 											
<ul style="list-style-type: none"> Gather feedback on PD session materials from CAO. 											
<ul style="list-style-type: none"> Deliver enVisions-focused PD session at October PD day. 											
<ul style="list-style-type: none"> Provide principals with a summary that outlines what was covered in the PD session and suggestions for how to follow up with teachers when discussing instructional practice and the enVisions program. 											
<ul style="list-style-type: none"> Post the content from the PD session on the Office of Instruction resource bank. 											
<ul style="list-style-type: none"> TLs work with and coach teachers as they implement the new strategies from the October PD Day. 											
Develop PD modules for school-based PD sessions in schools focusing on math.											
<ul style="list-style-type: none"> Review elementary SIPs to identify which schools plan to focus on math instruction and what the most common topics are. 											
<ul style="list-style-type: none"> Team 1.1 identifies effective instructional practices that will be emphasized during enVisions PD (e.g., effective planning for lessons/units, instructional strategies, etc.). 											
<ul style="list-style-type: none"> Team 1.1 works with principals to identify which specific math standards on which teachers need additional support (e.g., fractions, powers of 10) 											
<ul style="list-style-type: none"> Create PD packages that cover 6-7 hours, focusing on one standard, and showing how to use enVisions effectively, going through all the different components of the materials and how it ties into good practice 											

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Train principals at Principals' Meetings or in other settings to prepare them to deliver each PD module at their schools, including providing them with look-fors so that they can do before and after learning walks and determine the impact of the PD on teacher practice. 										
<ul style="list-style-type: none"> Principals, central office staff, and other staff (as needed) deliver PD modules to their staff. 										
<ul style="list-style-type: none"> Post the content from the PD session on the Office of Instruction resource bank as it becomes available. 										
<ul style="list-style-type: none"> Principals and TLSs support teachers as they work on implementing the strategies from the school-based PD in their classrooms. 										
<ul style="list-style-type: none"> Principals and Office of Instruction liaisons monitor with key look-fors coming out of the school-based PD and support teachers as they shift their practice. 										
Develop voluntary PD sessions for teachers, TLSs, and principals that provide additional opportunities for staff to develop their content knowledge.										
<ul style="list-style-type: none"> Gather input from teachers, TLSs, and principals about which content-specific components on which staff would like additional PD to help shift from procedural to conceptual math instruction. 										
<ul style="list-style-type: none"> Identify the top 3-4 content-specific components that logically fit together (e.g., 4 sessions on how to build a throughline of strong instruction on fractions from K-5) using the input gathered from school-based staff and of district leaders. 										
<ul style="list-style-type: none"> Schedule all voluntary PD sessions in feeder groups. 										
<ul style="list-style-type: none"> Communicate time, place, and content of the voluntary PD sessions through Principals' Meeting, staff email lists, etc. (e.g., what will teachers gain from the session that they will be able to use in the classroom?) 										
<ul style="list-style-type: none"> Develop content for the first voluntary PD session. 										
<ul style="list-style-type: none"> Develop a satisfaction survey for teachers/TLSs to provide feedback on the sessions. 										
<ul style="list-style-type: none"> Deliver the first PD session and conduct survey to collect feedback. 										
<ul style="list-style-type: none"> Develop content for the second voluntary PD session, taking into account survey feedback when appropriate. 										
<ul style="list-style-type: none"> Deliver the second PD session. 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Develop content for the third voluntary PD session, taking into account survey feedback when appropriate. 										
<ul style="list-style-type: none"> Deliver the third PD session. 										
<ul style="list-style-type: none"> Develop content for the fourth voluntary PD session, taking into account survey feedback when appropriate (if necessary). 										
<ul style="list-style-type: none"> Deliver the fourth PD session (if necessary). 										
<ul style="list-style-type: none"> Post content from the PD sessions on the Office of Instruction resource bank. 										
<p>Develop guidance for all staff who will provide math interventions (e.g., TLSs, special education teachers, general education teachers, etc.) about how to group and instruct students who are above, on, or below level within the core classroom while using materials from enVisions.</p>										
<ul style="list-style-type: none"> Develop guidelines for teachers about: <ul style="list-style-type: none"> Which assessments to use, how to grade them, and how to interpret the results How to conduct checks for understanding (CFUs) within the classroom (e.g, exit tickets, writing answers on white boards, etc.) How to use data from CFUs in the classroom, weekly assessments, or unit assessments to strategically group students with similar needs How to organize a lesson and deliver instruction when strategically grouping students in the core classroom, even when a TLS or special ed teacher is pushing in to serve students How to use complimentary materials from enVisions for remediation and enrichment, as needed 										
<ul style="list-style-type: none"> Provide principals with an overview of the guidelines for strategic grouping and interventions within the core classroom at a Principals' Meeting 										
<ul style="list-style-type: none"> Provide principals with 3-4 key look-fors and questions to ask teachers to determine what challenges teachers are facing when grouping and re-teaching to get students back on track. 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Middle School										
Coordinate with middle school principals, assistant principals, and/or TLSs to identify the PD needs and focuses for each school.										
<ul style="list-style-type: none"> Team 1.1 meets with middle school principals and leadership teams to understand the context of each school with a focus on math instruction, including: <ul style="list-style-type: none"> Is math part of your instructional focus for the year? If so, which standards are you planning to focus on? Do staff use the curriculum maps effectively? What additional support do they need this year around curriculum? 										
<ul style="list-style-type: none"> Team 1.1 reviews SIPs to get a better understanding of the instructional focus of each middle school. 										
Identify areas where Team 1.1 can support PD efforts for each middle school and schedule them into the targeted PD plans.										
<ul style="list-style-type: none"> Team 1.1 and middle school principals identify ways that they can work together to develop and deliver math PD that align with the schools' instructional focuses. When necessary, principals work with Vicki to determine dates and the focus of PD that she will deliver at their schools. Team 1.1 develops and Vicki delivers PD at middle schools as scheduled. 										
Establish greater alignment between middle and high school math curriculum and services.										
<ul style="list-style-type: none"> Mario, Vicki, and middle school principals and/or TLSs review math curriculum and course offerings at the middle school and high school levels, with a focus on: <ul style="list-style-type: none"> Do students have a clear path between math courses at the middle schools to math courses at the high school? Are there any gaps or duplications in the curriculum between the middle schools and high school? Team 1.1 identifies strategies to adjust the math curriculum or services to create better alignment between the middle schools and the high school. 										
High School										
Develop processes to efficiently collect and analyze data from common unit and lesson assessments (where they exist).										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Provide NBHS staff with the appropriate level of access to Galileo and/or Edwin Analytics results to help them use the data as an instructional tool. 										
<ul style="list-style-type: none"> Provide an overview training or video training on how to use the Galileo and/or Edwin Analytics programs. 										
Develop and deliver PD content to train teachers who have been selected to participate in the technology-based Algebra pilot.										
<ul style="list-style-type: none"> Develop and deliver PD content to train Algebra teachers on how to effectively use the new tablets to increase the rigor of instruction in Algebra. 										
Update curriculum maps and assessments based on feedback from last year.										
<ul style="list-style-type: none"> Review the alignment of curriculum maps and assessments based on experience last year. 										
<ul style="list-style-type: none"> Adjust and update curriculum maps and assessments as needed. 										
Articulate priority instructional strategies for math that are aligned to NBHS's overall instructional focus, including look-fors to support monitoring of implementation.										
<ul style="list-style-type: none"> Provide PD to math teachers about how to incorporate the content notebooks into math instruction at the initial PD and also at the regular after-school PD sessions as needed. 										
<ul style="list-style-type: none"> Math CIL conducts walk-throughs and provides support to math teachers as needed to ensure they are using the content notebooks effectively. 										

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and using data to monitor student progress in attaining those standards to a level of proficiency

Initiative 1.2: Integrate use of priority learning standards, instructional practices, assessments and data cycles – ELA



Team Leader: Lisa Dion

Team Members: Paula Browne, Teacher/TLS Team

Final Outcomes:

Teacher Practice Goals

- By EOY, logs from learning walks with principals and liaisons will show that teachers at most elementary schools are (a) planning lessons tied to rigorous objectives using Reading Street materials, (b) using the results of assessments to adjust instruction and/or group students, and are (c) using the district’s writing reference guide to promote deep conceptual understanding of material.
 - **Measured through:** Liaisons will conduct at least 3 literacy-focused visits to review evidence collected by the principal and perform a learning walk with the principal, and look at the dimensions below to collaboratively determine if practices are Rarely Seen, Developing, or Fully Embedded.
 - a) Lessons tied to rigorous objectives: Liaisons will observe whether classrooms have objectives posted, ask students to articulate objectives, review lesson plans with teachers to determine how activities are connected to standards and aligned on level of rigor.
 - b) Using assessments to adjust instruction: Liaisons will observe whether teachers are using quick checks for understanding (e.g., exit tickets) at the end of lessons to assess student learning, ask teachers why and how students are grouped and what standards they are focused on, and discuss data walls with teachers to learn how teachers are providing intervention to students.
 - c) Using the writing reference guide: Liaisons will observe classrooms for both frequent, short, informal student writing and longer, formal, edited student writing; look at teachers’ feedback on student writing; determine how the writing reference guide is being used in the classroom.

Student Learning Goals

- By EOY the district will realize at least a 40% reduction in students not proficient or advanced in Reading and ELA for grades K-12.
 - Measured through: Galileo, PARCC ELA assessment and DIBELS
- By EOY the district will see at least 10% of students in the “Warning” category move into “Needs Improvement” and at least 10% of students in the “Proficient” category move into “Advanced” in ELA.
 - Measured through: PARCC ELA assessment

What this means for teachers:

Teachers should make three key shifts in their practice, while receiving support in the form of targeted PD, observations and feedback and improved curriculum materials.

First, teachers will be expected to strive for deeper connections between planning with district curriculum, delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing data to measure student learning, and re-teaching or adjusting instruction as appropriate based on student outcomes. For instance, teachers will be responsible for using the results of daily/weekly in-class assessments to strategically group students to provide enrichment or intervention during core instruction as needed, and re-teach content as appropriate. In turn, teachers will be provided with more integrated instructional supports.

Second, in ELA, teachers will continue to shift the “heavy lifting” to students through the gradual release model, or “I do, we do, you do.” By using the gradual release model effectively, teachers will be able to increase the rigor of student work and discourse. Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.

Third, teachers will have more opportunities for and agency over their own development. Each school will develop a targeted PD plan that aligns with instructional focus areas selected with teacher input. Teachers should engage deeply in this PD, trying out new practices between sessions, sharing effective strategies and seeking help when strategies are not working.

What this means for principals:

Principals will be expected to make three key shifts as well. First, principals will provide feedback that emphasizes the connections between planning, instruction, and assessment. For instance, principals will provide feedback that communicates the interplay between effective checks for understanding and re-teaching within a lesson or unit, rather than focusing on only data use or planning.

Principals will guide their SILTs and TCTs in collecting and making meaning of unit assessment data (and other assessment data), and support teachers as they develop re-teach and intervention plans based on the data. It will not be enough to derive insight from student data, principals must ensure that there are systems and supports that allow teachers to adjust their instruction and provide interventions based on their insights.

Third, principals will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the focus.

Key Milestones:

Nov. 1:

- Principals and liaisons have conducted at least one ELA-focused learning walk at each school and established a baseline of teacher practice.
- Training has been offered and delivered on the guidelines for how teachers should use grade level Reading Street Curriculum Units of Study/Writing Reference Guides for teachers of Grades K-5.
- Training has been offered and delivered on the guidelines for how teachers should use each component of the Middle School ELA Curriculum Units of Study for ELA/Special Education teachers in Grades 6-8.
- District staff have delivered data reports to schools that tier students based on spring 2015 and fall 2015 Galileo and DIBELS scores.
- The district has provided a

Feb. 1:

- **Short-term outcome:** At most schools, the second ELA-focused learning walk shows improvement in teacher practice relative to the baseline.
- **Short-term outcome:** On the MOY Galileo ELA benchmark, most schools will maintain or exceed expected growth.
- PD modules for elementary and middle schools that identified ELA as a PD focus have been delivered at schools.
- Specific look-fors to measure the impact of the PD modules have been identified and communicated to principals and teachers at schools with ELA as a PD focus.
- The “Making Meaning out of Data” guide has been completed and distributed to schools and principals have been trained on how to implement it in their schools.

May 1:

- **Short-term outcome:** At nearly all schools, the third ELA-focused learning walk shows improvement in teacher practice relative to the baseline.
- Team 1.2 and Office of Instruction liaisons have collected evidence of principals at schools monitoring the specific metrics/look-fors that measure the impact of PD, and the implementation of the new ELA Curriculum Units of Study for Grades K-8, and the Writing Reference Guides for Grades K-5.

comprehensive assessment calendar to elementary and middle schools.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Elementary										
District staff develop and distribute a comprehensive math and ELA assessment calendar to elementary and middle schools.										
<ul style="list-style-type: none"> Teams 1.1 and 1.2 draft and finalize a calendar that outlines and sequences all assessments for elementary and middle schools in math and ELA. 										
<ul style="list-style-type: none"> District staff delivers assessment calendars to all elementary and middle schools. 										
Develop quarterly newsletters and PD to support teachers as they use the new ELA curriculum units, writing reference guides, and Reading Street materials.										
<ul style="list-style-type: none"> Develop PD content for voluntary PD sessions to show teachers and principals how to use the curriculum maps and writing reference guide while implementing Reading Street. 										
<ul style="list-style-type: none"> Identify 3-5 specific guiding questions and associated look-fors that principals can ask teachers related specifically to Reading Street and the curriculum maps/writing reference guide to help ensure effective planning and implementation of lessons. 										
<ul style="list-style-type: none"> Team 1.2 develops monthly teacher newsletters that outline how teachers can implement specific instructional strategies using components of the Reading Street program (e.g., unit/weekly assessments, Amazing Words, My Sidewalks, etc.). Topics could include: <ul style="list-style-type: none"> A description of how teachers can use the new curriculum units with the Reading Street materials (and how principals can support teachers in the process) 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> ○ Using close reading strategies with Reading Street ○ Focusing on getting students to understand inference with Reading Street 										
<ul style="list-style-type: none"> ● Introduce the newsletters at Principals' Meetings. 										
<ul style="list-style-type: none"> ● Principals bring the newsletters back to teachers and TLSs at their school. 										
<ul style="list-style-type: none"> ● Develop and deliver PD at schools as needed. 										
<ul style="list-style-type: none"> ● Upload the newsletters to the Office of Instruction resource bank and email them to teachers. 										
Develop PD modules for school-based PD sessions in schools focusing on ELA/literacy.										
<ul style="list-style-type: none"> ● Review elementary SIPs to identify the how to support each school on literacy and ELA instruction based on their instructional focuses and PD plans. 										
<ul style="list-style-type: none"> ● Team 1.2 identifies effective instructional practices that will be emphasized during Reading Street/ELA PD (e.g., effective planning for lessons/units, instructional strategies, etc.). 										
<ul style="list-style-type: none"> ● Team 1.2 works with principals to identify which specific ELA standards on which teachers need additional support (e.g., key ideas and details, integrating multiple sources of information in a writing response, etc.) 										
<ul style="list-style-type: none"> ● Create PD packages that cover 6-7 hours, focusing on one standard, and showing how to use Reading Street materials effectively, going through all the different components of the materials and how it ties into good practice. 										
<ul style="list-style-type: none"> ● Train principals at Principals' Meetings or in other settings to prepare them to deliver each PD module at their schools, including providing them with look-fors so that they can do "before and after" learning walks and determine the impact of the PD on teacher practice. 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Principals deliver PD modules to staff. 										
<ul style="list-style-type: none"> Post the content from the PD session on the Office of Instruction resource bank. 										
<ul style="list-style-type: none"> Principals and Office of Instruction liaisons conduct “before and after” learning walks with an emphasis on the specific look-fors to determine the impact of the PD on teacher practice. 										
District staff analyze Galileo and DIBLES results from EOY 2014-15 and BOY 2015-16 to tier students at each school.										
<ul style="list-style-type: none"> Team 1.2 and district staff collect and analyze results from 2015 spring EOY and 2015 fall BOY Galileo assessments with a focus on tiering students based on level of need. 										
<ul style="list-style-type: none"> Team 1.2 and district staff distribute Galileo reports to all elementary and middle school principals. 										
Develop a “Making Meaning out of Data” guide for teachers and principals to communicate the purpose of each assessment and how teachers can use the results to improve their practice.										
<ul style="list-style-type: none"> For each type of assessment (e.g., Reading Street weekly and unit assessments, Galileo, Reading Street Baseline test, writing CFAs, etc.), define a 2-3 sentence description of the purpose of the test and how it is intended to help teachers/principals. Then send to principals to distribute at their schools. 										
<ul style="list-style-type: none"> For each type of assessment, describe the responsibility of teachers, TLSs, principals, and district staff in the following steps: <ul style="list-style-type: none"> Collecting the data Analyzing the data Taking action based on insights from the data Monitoring and supporting teachers as they adjust their practice based on insights from the data 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Compile the information about the purpose of each assessment and the role of each type of staff in making sure that the data is used as an instructional tool into one “Making Meaning of Data” guide. 										
<ul style="list-style-type: none"> Introduce the “Making Meaning of Data” guide to principals at a Principal’s Meeting. 										
<ul style="list-style-type: none"> Principals introduce the “Making Meaning of Data” guide back to teachers and TLSs at their school. 										
<ul style="list-style-type: none"> Upload the “Making Meaning of Data” guide to the Office of Instruction resource bank. 										
<ul style="list-style-type: none"> Office of Instruction liaisons work with principals to monitor the implementation of the guidelines for using data effectively through regular walk-throughs of classrooms and TCT meetings that focus on key look-fors. 										
District staff analyze MOY Galileo results to tier students at each school, and distribute results to schools.										
<ul style="list-style-type: none"> Team 1.2 and district staff collect and analyze Galileo from 2015 spring EOY and 2015 fall BOY Galileo assessments with a focus on tiering students based on level of need. 										
<ul style="list-style-type: none"> Team 1.2 and district staff distribute Galileo reports to all elementary and middle school principals. 										
<u>Middle School</u>										
Develop and deliver PD to ELA teachers in grades 6-8 on how to use the new curriculum maps and materials effectively.										
<ul style="list-style-type: none"> Send new curriculum maps to all middle school teachers who teach ELA, TLSs, and/or principals. 										
<ul style="list-style-type: none"> Team 1.2 develops an introductory PD session for staff about using the new curriculum maps, including identifying specific look-fors and questions that principals can use to monitor and support teachers during the year. 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Deliver introductory PD session. 										
<ul style="list-style-type: none"> Office of Instruction liaisons conduct regular walk-throughs with principals that include an emphasis on the key look-fors around effective curriculum implementation. 										
Establish guidelines for how to structure and implement literacy intervention blocks.										
<ul style="list-style-type: none"> Develop a process and criteria for identifying student literacy needs based on the DRA assessment. 										
<ul style="list-style-type: none"> Group students with like needs into three tiers and schedule intervention blocks with ELA or reading teachers, depending on need. 										
<ul style="list-style-type: none"> Develop guidelines for how to implement an effective literacy intervention block and train staff who are teaching intervention blocks this year. 										
<ul style="list-style-type: none"> Middle schools implement literacy intervention blocks, with support and monitoring from Office of Instruction staff. 										
High School										
Develop and deliver PD to ELA teachers on how to use the content notebooks to increase higher-order thinking in students during ELA through peer editing and discourse.										
<ul style="list-style-type: none"> Develop introductory PD for ELA teachers about how to use content notebooks effectively during instruction. 										
<ul style="list-style-type: none"> Deliver first PD about using the content notebooks. 										
<ul style="list-style-type: none"> Develop and deliver PD for regular after-school PD sessions with a focus on using the content notebooks to increase the rigor of student work. 										
<ul style="list-style-type: none"> NBHS administrators (e.g., CILs) monitor the implementation and impact of teachers using the content notebooks as an instructional tool by conducting joint walk-throughs with a focus on looking at student work. 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Team 1.2 works with Office of Instruction staff and NBHS administrators to provide NBHS staff with access to Galileo results.										
<ul style="list-style-type: none"> Team 1.2 meets with the High School ELA and Math CILs to identify what level of access to Galileo is needed and past obstacles that have prevented access. 										
<ul style="list-style-type: none"> Team 1.2 works with Jason DeFalco to provide Galileo access to the necessary staff at the High School. 										
<ul style="list-style-type: none"> Team 1.2 coordinates an introductory training on how to use Galileo to NBHS staff, either in person or by a webinar. 										
Develop capstone research project assignments for each 9th grade ELA course as a pilot with the intent to roll the program out to all high school students next year.										
<ul style="list-style-type: none"> ELA CIL meets with 9th grade ELA teachers to develop the structure of a research project, a rubric to evaluate the research projects, and a plan to support students during the process. 										
<ul style="list-style-type: none"> ELA teachers document lessons learned from the research project process and provide guidance to other content departments that are developing research projects for SY 16-17. 										

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and using data to monitor student progress in attaining those standards to a level of proficiency

Initiative 1.3: Develop a Next Generation Science Standards-aligned curriculum in all grades for science



Team Leader: Vicki Roman

Team Members: Jeff Longo, teacher team

Final Outcomes:

- By EOY, the district will have finalized and published curriculum scope and sequence that align with the Next Generation Science Standards for grades K-12.
 - Measured through: existence of science curriculum published on NBPS website

What this means for teachers:

Teachers will receive updates on the development of the scope and sequence throughout the year, and should expect to begin working with the curriculum in more depth next school year. Some secondary science teachers will be asked to provide input to the scope and sequence, via informal opportunities.

What this means for principals:

Principals will receive updates on the development of the scope and sequence throughout the year, and should expect to begin working with the curriculum in more depth next school year. Principals will have an opportunity to review drafts of the materials during the year and provide input if they choose.

Key Milestones:

Nov. 1:

- The team will have a regular series of meetings scheduled for the rest of the year

Feb. 1:

- The team will review a draft of one grade-level scope and sequence from elementary and one from middle school with CAO
- The team will provide the CAO with an estimate on the cost of purchasing hands-on science kits for K-5 and for 6-8

May 1:

- The team will have a complete scope and sequence for science in grades K-8, OR a plan to purchase science materials that come with curriculum maps/scope and sequence.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Meet as a team to establish schedule, roles and responsibilities for the year.										
• Determine a schedule for regular meetings for the rest of the year.										
• Assess whether the team has the required skills and knowledge to complete scope and sequence for elementary and middle school.										
• Assign responsibilities for draft of one elementary and one middle example										
Decide on components of the scope and sequence document										
• Review MA Science and Technology/Engineering frameworks to understand standards and groupings into disciplines										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Review examples of units of study, e.g. Understanding by Design, New Bedford ELA Units of Study for ELA, etc. 				→						
<ul style="list-style-type: none"> Decide on the structure and sections of each grade scope and sequence 				→						
Create draft of one grade level for elementary and one for middle										
<ul style="list-style-type: none"> Draft scope and structure documents 			→							
<ul style="list-style-type: none"> Review as a team 				→						
<ul style="list-style-type: none"> Check for alignment with math and ELA programs and standards (e.g. can we use Reading Street texts?) 					→					
<ul style="list-style-type: none"> Review draft with CAO 						→	◆			
<ul style="list-style-type: none"> Share drafts with principals and solicit feedback at principal meeting 							→			
<ul style="list-style-type: none"> Share elementary draft with a group of elementary teachers and get feedback 							→			
<ul style="list-style-type: none"> Share middle school draft with a group of MS teachers and get feedback 							→			
<ul style="list-style-type: none"> Share both examples with a group of HS science teachers for feedback 							→			
Research potential science material kit costs										
<ul style="list-style-type: none"> Assess at least 2 potential science kits to confirm alignment with NGSS and determine cost for NBPS 				→						
<ul style="list-style-type: none"> Provide cost estimates to CAO 						→	◆			
Draft and review remaining grades										
<ul style="list-style-type: none"> Assign other grade levels to individuals on the team 					→					
<ul style="list-style-type: none"> Draft and review 						→	→	→	→	→
<ul style="list-style-type: none"> Publish on Office of Instr. website 									→	→

Objective 2: Develop effective systems and structures to support the unique academic and social-emotional needs of all students

Initiative 2.1: Build wrap-around services at all schools to support students’ social, emotional, physical and behavioral needs.



Team Leader: Bill Delaney

Team Members: Steve Farrell, Paula Bailey, Dan Bossolt, Kim Bettencourt

Final Outcomes:

- By EOY, the district will have evidence of improvement on key metrics from pilot wrap-around support systems at the 3 middle schools, at least 3 selected elementary schools, and from the continued work at the high school and assess the strengths and weaknesses of the pilot model before rolling out district-wide next year.
 - Measured through: Once the wrap-around system is developed, the team will define metrics for monitoring effectiveness and will collect these data around February 1 and May 1. The team will analyze the data, highlight effective strategies and use the results to inform the plan for next year.

What this means for teachers:

Teachers should see themselves as the front line for setting and enforcing consistent expectations for student behavior, and learn a variety of strategies to promote positive academic behaviors and redirect distracting behaviors. Teachers should use engaging lesson design, positive reinforcement systems and supportive discipline systems to create classroom environments that maximize learning time and keep all students in the classroom to the greatest extent possible.

A team of teachers and support staff in each school (the Student Support Team) should work together to take inventory of outside-the-classroom student supports, and create a mapping between student needs and available services. The SST should make this information available to all staff and families in the school, and then meet regularly to review student needs and connect them to appropriate supports.

What this means for principals:

Principals will work with their staff and across schools to develop a consistent set of expectations for student behavior in the form of a PBIS behavioral matrix. Taking into account the current stage of implementation at their schools, principals will support the work of building-based support teams, introduce PBIS strategies, and integrate strategies into school PD. Principals should model positive and consistent expectations, and build a common vision among staff for culture change.

Principals should work with the SST to take inventory of available supports and match them to common student needs. If the school lacks the ability to meet crucial student needs, the principal should work with the wraparound manager to identify and develop a solution. Principals should play a central role in family outreach to ensure families know about the available supports. Principals or other administrators should participate regularly in SST meetings to ensure students are matched appropriately with supports, and involve parents in meetings about their student.

Key Milestones:

Nov. 1:

- Wrap-around team has created a PBIS behavioral matrix for expectations at middle school level
- Middle schools and selected elementary schools have taken part in PD related to behavior and

Feb. 1:

- **Short-term outcome:** Most of the pilot schools show improvement on key metrics relative to previous years’ data for similar timeframes.
- PD materials have been posted

May 1:

- **Short-term outcome:** Most of the pilot schools show improvement on key metrics relative to February collection.
- Wrap-around team has published guidance materials for

<p>social/emotional supports</p> <ul style="list-style-type: none"> ➤ Roles and definitions have been established and posted on the website for SILTs, OLTs, BBST, SACs, PBIS, etc. ➤ Short-term outcome: Metrics have been established to measure level of implementation of PBIS and wrap-around services and data from the first quarter has been compared to data from last year for the middle schools, select elementary schools and high school, when available 	<p>on the Office of Instruction website to allow for use at non-priority schools</p> <ul style="list-style-type: none"> ➤ Wrap-around team has identified and documented at least 2 examples of effective systems or practices to share with all schools 	<p>non-priority schools to guide startup of PBIS, BBST and wrap-around services (by July 1)</p> <ul style="list-style-type: none"> ➤ Expectations for middle schools have been communicated to current 5th grade students and teachers, and expectations at the high school have been communicated to current 8th grade students and teachers, including a check for understanding
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Middle schools work together to create common expectations and PD plan										
<ul style="list-style-type: none"> • Create or adapt a PBIS behavioral matrix to set common student expectations for all middle schools 										
<ul style="list-style-type: none"> • Create or adapt guidelines about Tier I, II and III behaviors to set consistent expectations about teachers' role in PBIS 										
<ul style="list-style-type: none"> • Share PBIS matrix and Tier I, II and III guidelines with teachers at each school for input, including HS to check for alignment 										
<ul style="list-style-type: none"> • Update and finalize PBIS matrix and Tier guidelines 										
<ul style="list-style-type: none"> • Collaborate to develop and deliver PD sessions for MS staff to introduce PBIS expectations and train on strategies 										
<ul style="list-style-type: none"> • Upload completed PD materials to Office of Instruction website 										
Share PBIS matrix with selected elementary schools and work with principals to adapt										
<ul style="list-style-type: none"> • Meet with principals to share MS materials 										
<ul style="list-style-type: none"> • Work with principals to adapt materials for elementary 										
<ul style="list-style-type: none"> • Elem. principals share with their staff to collect input and finalize 										
<ul style="list-style-type: none"> • Adapt and deliver PD at selected schools 										
<ul style="list-style-type: none"> • Upload completed elementary PD materials to Office of Instruction website 										
Publish roles and definitions for key terms and teams related to wrap-around services										
<ul style="list-style-type: none"> • Create a draft list of terms to be defined and explanations 										
<ul style="list-style-type: none"> • Meet with MS and selected elementary principals to review list and gather feedback 										
<ul style="list-style-type: none"> • Update and finalize list 										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

<ul style="list-style-type: none"> Publish to websites for Office of Instruction, Student Services and Family Welcome Center 										
Create guidelines and protocol for conducting wrap-around services inventory										
<ul style="list-style-type: none"> Determine the list of “If...Then...” scenarios that schools should be prepared to support 										
<ul style="list-style-type: none"> Create a list of district strategies, resources and partners available to schools, indicating which grade level and schools they apply to 										
<ul style="list-style-type: none"> Draft a District Curriculum Accommodation Plan showing how the strategies, resources and partners can be used to address the “If...Then...” scenarios 										
<ul style="list-style-type: none"> Guide the middle schools and selected elementary schools to create a school version of the DCAP based on the district version 										
<ul style="list-style-type: none"> Publish the DCAP on the Student Services website and the school versions on the school websites 										
Define metrics to measure level of implementation and wrap-around services										
<ul style="list-style-type: none"> Meet with all involved principals, wraparound coordinator and special education director to define list of desired metrics, possibly including: <ul style="list-style-type: none"> Suspensions, number of SPED referrals, attendance, grades, # of Fs, placement in specialized programs, school learning walks to observe climate 										
<ul style="list-style-type: none"> Determine the plan to collect each metric 										
<ul style="list-style-type: none"> Collect baseline for the three middle schools and selected elementary schools 										
Collect and analyze metrics from middle schools and selected elementary schools										
<ul style="list-style-type: none"> Collect updated metrics 										
<ul style="list-style-type: none"> Meet with all involved principals to analyze data as a group, provide feedback and develop strategies to improve 										
Identify and document at least 2 effective systems or practices to share										
<ul style="list-style-type: none"> Identify and document at least 2 effective systems or practices to share 										
Coordinate communication plan to share middle school expectations with 5th grade teachers and students										
<ul style="list-style-type: none"> Set one time near the start of the year to share MS expectations with 5th grade teachers and SACs, and one time near the end of the year to share with students 										
Coordinate communication plan to share high school expectations with 8th graders										
<ul style="list-style-type: none"> Set one time near the start of the year for 8th grade teachers to learn about HS expectations, 										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

Objective 2: Develop effective systems and structures to support the unique academic and social-emotional needs of all students

Initiative 2.2: Establish improved systems for referral, evaluation and serving students who are struggling



Team Leader: Kim Bettencourt

Team Members: Bill Delaney

Final Outcomes:

- By EOY, logs from learning walks with principal, special education facilitator and liaison show that teachers at most schools are using in-class intervention approaches to re-teach or remediate for students struggling with academic content.
 - Measured through: During at least 3 learning walks with the principal throughout the year, liaisons will assess use of in-class interventions, assigning a rating of either Practices Rarely Seen, Practices Developing or Fully Embedded.
- By EOY, data collected from most schools will show they are using updated district guidelines for writing IEPs that include clear documentation of attempted general education interventions when appropriate, and pathways to student independence or criteria to move into a less restrictive environment.
 - Measured through: Special education executive director use data on key metrics from evaluation documentation at least 2 times during the year to assess the degree to which updated district guidelines are implemented. Metrics may include: # of referrals, % of referrals using new guidelines, % of referrals attempting academic interventions, use of assessments to determine academic/cognitive ability.

What this means for teachers:

General education teachers will serve more students in the core classroom. To be effective, the district and schools will provide general education teachers with enhanced supports and training to help them serve the needs of all students in their classrooms, but teachers will likely need to seek out opportunities for their own development as well.

All school-based staff that serve students—not only special education teachers—will make a concerted effort to ensure that, when possible, student needs are being met within the core classroom. Staff will be able to leverage the BBST structure for support when differentiating instruction and supports for a variety of student needs. Staff will follow the BBST process when a student is struggling in the core classroom, which will reflect the cultural shift toward a “general education intervention first” mindset for students with mild or moderate needs. Staff will have more clarity around what criteria qualify a student to be eligible for an IEP, which will help reduce the number of students without disabilities that are referred.

What this means for principals:

Principals will establish a culture in their buildings that maximizes the time that each student receives instruction in the core classroom, according to student needs. To accomplish this, principals will monitor the BBST and special education referral processes, while building in more opportunities for students to receive general education interventions. Principals should also work closely with teachers to ensure that effective and appropriate supports are being provided to teachers as they begin servicing students with more diverse needs in their classrooms.

Key Milestones:

Nov. 1:

- District guidelines for establishing effective BBSTs have been drafted.
- District guidelines for effective

Feb. 1:

- Guidelines for implementing content-based general education interventions have been drafted.

May 1:

- The implementation of district guidelines for special education referrals and evaluations is being monitored. Measured

<p>BBSTs and a roll out/implementation monitoring plan have been finalized.</p> <ul style="list-style-type: none"> ➤ District guidelines for special education referrals and evaluations have been finalized. ➤ A district plan to roll out and monitor the implementation of district guidelines for special education referrals and evaluations has been drafted. ➤ Short-term outcome: District will measure key indicators compared to previous year to assess level of implementation: <ul style="list-style-type: none"> ○ Assessments used to assess academic/cognitive ability ○ % of referrals that align with new guidelines from each school ○ Look-fors that district-level facilitators can track during their work with schools 		<p>through: referral data; number of IEPs rejected due to noncompliance with district guidelines</p> <ul style="list-style-type: none"> ➤ The implementation of district guidelines for effective BBSTs is being monitored. Measured through: BBST meeting agendas and participant lists ➤ Guidelines for implementing content-based general education interventions have been finalized. ➤ A toolkit for schools to implement content-based general education interventions has been developed and disseminated to schools (e.g., tool to track student data to monitor the implementation of entrance and exit criteria)
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Establish district guidelines for special education referrals and evaluations.										
<ul style="list-style-type: none"> • Special education director and select staff develop a flow chart that will help staff distinguish between when a student has special education, ELL, and content needs based on student profiles. (Note: This team will need to coordinate with Team 2.1 to identify when a student might need additional social-emotional supports and Team 2.3 to identify when a student might need ELL supports.) 										
<ul style="list-style-type: none"> • Team 2.2 develops guidelines for how special education staff should evaluate students for IEP eligibility based on their student profile. 										
<ul style="list-style-type: none"> • Special education director communicates to all special education staff about the guidelines for assessing students for special education. 										
<ul style="list-style-type: none"> • Team 2.2 and special education department staff will review evaluations of students for disabilities to monitor implementation of guidelines and provide support as needed. 										
Develop a system to track the implementation of the new guidelines for special education referrals and evaluations.										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

<ul style="list-style-type: none"> Identify key metrics to track how the referral and evaluation process is being implemented at each school, including: <ul style="list-style-type: none"> Overall referrals from each school Assessments used to assess academic/cognitive ability % of referrals that align with new guidelines from each school Look-fors that district-level facilitators can track during their work with schools 										
<ul style="list-style-type: none"> Establish a process to collect the data for each metric. (e.g., special education facilitators are the point people) 										
<p>Develop guidelines for how schools can implement effective Student Support Teams and Building-Based Support Teams. (Note: Work with Team 2.1)</p>										
<ul style="list-style-type: none"> Survey principals to determine which schools currently have an SST/BBST system, if the system functions effectively, and how the system is structured at each school. 										
<ul style="list-style-type: none"> Conduct follow-up meetings with principals who have an SST/BBST system to gain greater insight into how schools in the district could establish the system. 										
<ul style="list-style-type: none"> Draft guidelines for how to structure and implement an effective BBST/SST process in a school to identify students who need additional support. 										
<p>Develop and distribute a short manual that outlines how to establish and implement the new guidelines around the SST/BBST, special education referral, and special education evaluation process. (Note: work with Teams 1.1, 1.2, 2.1, and 2.3)</p>										
<ul style="list-style-type: none"> Identify the key components of the information necessary to effectively identify student needs and integrate it into one document: <ul style="list-style-type: none"> When referrals are appropriate (e.g., flowchart to distinguish between student needs) Menu of options for interventions for different types of student needs (including special ed, general ed, and ELL) How to evaluate students for special education eligibility based on their presenting needs 										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

<ul style="list-style-type: none"> ○ Guidelines for referring a student to the BBST, how to determine what supports a student might need, and how to follow up with teachers to ensure the supports are implemented effectively 										
<ul style="list-style-type: none"> • Communicate to principals at a Principal’s Meeting (before the October PD Day) what the guidelines will be and what their role will be in implementing the guidelines at their schools. 										
<ul style="list-style-type: none"> • Develop and deliver a session at the October PD Day to all special education and general education teachers to provide them with an understanding of the guidelines for both SST/BBST and the special education referral and evaluation processes. 										
<ul style="list-style-type: none"> • Principals strongly communicate to staff at their schools about the importance of following the SST/BBST process to identify student needs. 										
<p>Develop and deliver professional development for select BBST staff who will manage the SST/BBST processes.</p>										
<ul style="list-style-type: none"> • Principals invite staff to volunteer for membership of the single BBST at each school, including identifying a BBST chairperson. 										
<ul style="list-style-type: none"> • Develop and distribute PD content to onboard SST/BBST members at each school through a movenote video, which could include: <ul style="list-style-type: none"> ○ When the volunteer SST/BBSTs could meet on a regular basis ○ How teachers can refer students for a case review during an SST/BBST meeting ○ How to effectively use the flowchart to determine the type of student needs and refer for special education evaluation when appropriate ○ How to effectively follow up with general education teachers to monitor the implementation of the supports identified by the team 				 						
<ul style="list-style-type: none"> • Overseen by Director of Special Education, develop a district-wide, establish a voluntary PLC for SST/BBST members to discuss the implementation of the new guidelines for identifying student needs. This will include participants bringing data around the key metrics of implementation in their schools and supporting each other as they implement the updated guidelines. 										
<p>Activity</p>	<p>Aug</p>	<p>Sep</p>	<p>Oct</p>	<p>Nov</p>	<p>Dec</p>	<p>Jan</p>	<p>Feb</p>	<p>Mar</p>	<p>Apr</p>	<p>May</p>

<ul style="list-style-type: none"> Team 2.2 works with SST/BBST chairs to identify key metrics to measure the success of the system at each school. 				
<ul style="list-style-type: none"> Team 2.2 and SST/BBST chairs work together to collect data on the key metrics identified. 				
<p>Develop a detailed inventory of current practices around general education, content-based interventions.</p>				
<ul style="list-style-type: none"> Codify the current practices in the district, e.g.: <ul style="list-style-type: none"> Which staff members are providing instruction during the additional intervention blocks where offered? How are the intervention blocks structured? What curriculum and materials are they using? Is there a formal way to re-teach content from prior grade levels where students might have misconceptions? How are schools entering students into and exiting them from the intervention block services? 				
<ul style="list-style-type: none"> Identify which current practices during intervention blocks have proven to be particularly effective, and include them as Team 2.2 develops guidelines for how intervention blocks in New Bedford Public Schools should be conducted (e.g., additional time, focus on content, etc.). 				
<p>Develop an intervention toolkit to guide school leaders as they take steps to establish general education interventions in their schools.</p>				
<ul style="list-style-type: none"> The intervention toolkit should have two sections: <ul style="list-style-type: none"> The first section describes what an ideal intervention block should look like in schools that have intervention time in addition to the core class (e.g., which staff providing instruction, which curriculum/materials) The second section should describe how schools can provide interventions for students if they are unable to build in an additional time intervention block 				
<ul style="list-style-type: none"> Team 2.2 should begin investigating the steps that would be necessary to take to build an intervention block into every school's schedule, including staffing considerations, schedule structure, and training of staff. 				

Objective 2: Develop effective systems and structures to support the unique academic and social-emotional needs of all students

Initiative 2.3: Implement improved systems for identifying and supporting ELL students in all environments



Team Leader: Sonia Walmsley

Team Members: Andrea Curtis

Final Outcomes:

- ELL English language proficiency will increase by 10% across the district, as measured by ACCESS scores from SY 2014-15 to SY 2015-16.

What this means for teachers:

Last year the district conducted comprehensive student evaluations to identify nearly 2000 ELL students. This means that nearly all teachers in every school serve ELL students, and teachers will need to learn practices and strategies to help these students be successful.

Teachers with ELL students in their classrooms should work on incorporating four high-leverage practices for supporting students in Sheltered English Immersion settings (SEI): organizing lessons around learning objectives; aligning materials with proficiency level; employing a range of instructional techniques; and asking students to articulate thinking and reasoning. These strategies are not only beneficial for ELL students, but are good teaching practices for all students and are aligned with the district’s emphasis on rigorous student engagement for all.

Teachers will have opportunities to learn and develop these practices in a number of ways. The district will offer voluntary PD sessions for teachers who choose to attend. There will be opportunities to observe exemplary SEI teachers, either in person or by video. And principals and TLSs will receive training on the SEI strategies so that they can support teachers as they put these practices into use.

What this means for principals:

Principals play an important role in strengthening school capacity to serve ELL students, both in terms of instructional support and school culture and climate. Principals will receive support, guidance and PD from the ELL team to improve their own capacity as coaches on SEI instructional practices. Principals will use these skills and systems to help teachers implement SEI practices effectively for their students.

Additionally, principals will help shape the culture of their school, beginning with the teachers, to make it clear that ELL students are an integral part of the school identity, not outsiders to be relegated to separate teachers and classrooms. Principals must emphasize to teachers that they are responsible for all their students, including ELL students. Principals should include ELL students and their cultures in school-wide events, communication and decoration. When principals view student diversity as an asset, all students benefit.

Key Milestones:

Nov. 1:

- Administrators and TLSs have received training on high-leverage strategies from SEI Smart Card have been identified, along with look-fors and learning walk protocol
- Professional development to teachers for Reading Street and enVisions has included guidance on how to use ELL

Feb. 1:

- **Short-term outcome:** Learning walk data shows that most schools are at least beginning to implement SEI strategies in general education classrooms.
- Voluntary PD sessions for SEI teachers have been held on high-leverage strategies from SEI Smart Card

May 1:

- **Short-term outcome:** Learning walk data shows that most schools are effectively implementing SEI strategies in some general education classrooms.
- Review ACCESS data. (June 1st)

<p>strategies effectively</p> <ul style="list-style-type: none"> ➤ Baseline has been established on use of identified Smart Card strategies (how often, and how effective?) via learning walks at sampling of schools ➤ ESL and SEI teachers with exemplary use of practices have been identified ➤ Short-term outcomes: BOY Galileo scores for ELL students have been compared to last year's BOY Galileo scores for ELL students to determine any changes in baseline performance 	<ul style="list-style-type: none"> ➤ PD sessions have been held for ESL teachers on language acquisition strategies ➤ At least 5 exemplary ESL or SEI teachers are designated for other teachers to observe, either via Learning Lab or video on Office of Instruction website ➤ Data and Assessment Manager has met with ELL team, Math Director and ELA Director to review MOY Galileo data, and monitor progress for ELL students 	<ul style="list-style-type: none"> ➤ The district has collected information from all new registrations to help identify potential ELL students.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<p>Create and provide PD for principals, administrators and TLSs on high-leverage SEI strategies</p>										
<ul style="list-style-type: none"> • Finalize list of high-leverage strategies from SEI Smart Card: <ol style="list-style-type: none"> 1. Organizing lessons around learning objectives 2. Aligning materials with proficiency level 3. Employing a range of instructional techniques 4. Asking students to articulate thinking and reasoning 										
<ul style="list-style-type: none"> • Create guide document for administrators and TLSs on the strategies, including: <ul style="list-style-type: none"> ○ Description of exemplary use (include sample lessons or videos if possible) ○ Look-fors emphasizing effective use over compliance ○ Questions to determine teacher depth of understanding of practices ○ "Getting started" ideas and resources to help teachers 										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

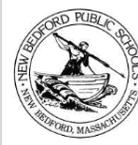
<ul style="list-style-type: none"> Schedule and conduct 3 PD sessions with administrators. <ul style="list-style-type: none"> Session 1: Review ACCESS data and WIDA Can Do descriptors; provide updated on levels and regulations Session 2: Review SEI Smart Card, go in depth on high-leverage strategies Session 3: Introduce protocol for learning walks and working with teachers on SEI strategies 																					
<ul style="list-style-type: none"> Provide training on SEI Smart Card and learning walk protocol to TLSs 																					
Establish baseline on use of practices																					
<ul style="list-style-type: none"> Conduct learning walks in 5 elementary schools, 2 middle schools and high school to gather baseline data on use of SEI strategies 																					
<ul style="list-style-type: none"> Create summary of findings on strategies, indicating level of implementation and next steps to expand and deepen use 																					
<ul style="list-style-type: none"> Share summary at principal meeting 																					
<ul style="list-style-type: none"> Publish summary on Off. of Instr. website 																					
Collaborate with Director of Math and ELA to ensure that PD includes ELL strategies																					
<ul style="list-style-type: none"> Review enVisions materials for ELL students and identify 2-3 high-leverage strategies for teachers to incorporate 																					
<ul style="list-style-type: none"> Review Reading Street materials for ELL students and identify 2-3 high-leverage strategies for teachers to incorporate 																					
<ul style="list-style-type: none"> Work with PD Team 3.1 to get access to math and reading training materials while they are in development, and insert 5-10 min on ELL strategies relevant to that PD session 																					
<ul style="list-style-type: none"> Provide written guidance on how to effectively deliver the PD related to ELL strategies for principals to use in their schools 																					
Develop and deliver voluntary PD for SEI teachers																					
<ul style="list-style-type: none"> Arrange funds for subs to cover for at least 20 teachers to attend 4 PD dates 																					
<ul style="list-style-type: none"> Announce and publish dates for 5 voluntary PD sessions during the school day 																					
<ul style="list-style-type: none"> Identify at least 30 SEI teachers to attend, and work with principals to arrange coverage (either subs or with other school staff) 																					
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May											

<ul style="list-style-type: none"> • Create PD materials related to the high-leverage strategies, using the data from the baseline to inform the content <ul style="list-style-type: none"> ○ For each session, send teachers back with a 1-page summary they can share with others in their building 										
<ul style="list-style-type: none"> • Deliver the PD and encourage teachers to share the strategies with peers 										
<ul style="list-style-type: none"> • Publish all materials on Office of Instruction website, and include in Whaler180s 										
<ul style="list-style-type: none"> • Provide ongoing PD for SEI teachers 										
Develop and deliver PD for ESL teachers										
<ul style="list-style-type: none"> • Schedule dates for at least 5 PD sessions during the school day 										
<ul style="list-style-type: none"> • Create content for the sessions 										
<ul style="list-style-type: none"> • Deliver the PD 										
<ul style="list-style-type: none"> • Publish all materials on Office of Instruction website, and include in Whaler180s 										
Identify exemplary ESL and SEI teachers										
<ul style="list-style-type: none"> • Draft a list of already-known exemplary ESL and SEI teachers 										
<ul style="list-style-type: none"> • Ask principals to submit names of SEI teachers they believe are exemplary 										
<ul style="list-style-type: none"> • Select at least 5 from elementary, 2 from MS and 2 from HS, across math and ELA/reading 										
Provide opportunities for teachers to observe exemplary instruction, either through Learning Lab visits or videos										
<ul style="list-style-type: none"> ○ Connect with each of the identified exemplary teachers to ask whether they prefer the Learning Lab program or video 										
<ul style="list-style-type: none"> ○ Determine what high-leverage strategies each teacher will model. 										
<ul style="list-style-type: none"> • Help exemplary teachers join the Learning Lab program if they choose. 										
<ul style="list-style-type: none"> • Coordinate video recording of teachers choosing to be recorded and upload videos 										
<ul style="list-style-type: none"> • Send communication to all teachers about process to visit Learning Labs and link for videos 										
<ul style="list-style-type: none"> • Use a Whaler180 to promote visits/videos 										
Review MOY Galileo data and observation notes for ELL students										
<ul style="list-style-type: none"> ○ Ensure that Galileo has the ability to show scores for ELL students only 										
<ul style="list-style-type: none"> • Schedule meeting with ELL team, Data and Asst Manager, ELA Director and Math Director for after MOY results are available 										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

<ul style="list-style-type: none"> • Access reports of growth by grade level and school, and analyze to determine where ELL students are making stronger and weaker progress 										
<ul style="list-style-type: none"> • Gather and analyze sampling of notes from principal walkthroughs, and look for connections between use of SEI practices and gains on Galileo 										
<p>Review ACCESS data</p> <ul style="list-style-type: none"> • After data is available, review and analyze ACCESS data from end-of-year 										

Objective 3: Expand school and staff capacity to deliver effective, engaging, and rigorous instruction to all students (Professional Development)

Initiative 3.1: Develop and provide PD at all levels for planning, instruction and data use aligned to the New Bedford Instructional Framework



Team Leader: Curriculum, Data and Assessment Manager

Team Members: Tammy Morgan, Gail Keith, Rafaela Defigueiredo, Teacher/TLS team

Final Outcomes:

School Improvement Goal

- By EOY, schools' targeted PD plans will show that most schools have devoted their PD time to a focused list of 2-3 topics that support that school's improvement goals, and have defined expected changes in teacher practice for those topics.
 - Measured through: Collection and review of all targeted PD plans.
- By EOY, 70% of teachers responding to a district-wide survey say that professional development efforts were relevant to their role, improved their practice, and focused on high-priority areas.
 - Measured through: MOY and EOY stakeholder survey

Teacher Practice Goal

- By EOY, logs from learning walks with principals and liaisons will show that teachers at most schools have adopted new practices related to the PD at that school.
 - Measured through: Liaisons will conduct at least 3 visits to review evidence collected by the principal and perform a learning walk with the principal, to collaboratively determine if practices from the PD are Rarely Seen, Developing, or Fully Embedded. These practices may overlap with reading or math best practices if those are selected PD topics at the school, in which case visits focused on reading or math can also serve as evidence for this outcome.

What this means for teachers:

Teachers will be more involved than ever before in determining the focus areas of PD that they will experience. At the start of the year, all teachers in a school should engage in discussions with the principal and SILT to choose focus areas.

During the year, teachers should engage deeply in PD sessions, taking responsibility for putting new ideas into practice between sessions and working with their colleagues to reflect and refine. Teachers should monitor student learning when implementing new practices, and be creative about tweaking practices so that they work for their students.

Teachers should share what works for them, and work together with colleagues when practices aren't working. Teachers should offer feedback to principals about what PD has been most helpful and how to improve PD offerings going forward.

What this means for principals, administrators and TLSs:

Principals will be responsible for working with their teachers to develop a focused PD plan, and then drawing on a wide array of PD resources to meet those needs. While principals are ultimately responsible for ensuring the quality of PD at their school, they should not be developing the entire PD sequence on their own – 20 hours will be more than any one principal can do at high quality.

At the start of the year, principals should work with their SILT to determine 2-3 focus areas for the year's PD, made up of 1-2 areas aligned to district-wide priorities, plus the option of 1 customized focus area for the school. Principals should develop this plan collaboratively with their school staff, which will ensure an even

stronger emphasis on the PD topics.

Throughout the year, principals should work in groups with similar focus areas to develop PD materials, drawing on the district PD team for guidance, support and resources. Principals should improve their own skill at delivering PD, learning from the best practices modeled at principal training. Principals should monitor changes in teacher practice and student learning to verify the effectiveness of PD.

TLSs play a crucial role in the PD process. They will provide input to the principals and curriculum directors creating PD materials. They will receive PD on widely chosen focus areas before teachers do, both to provide feedback on the quality of the PD and so that they can be expert supports for teachers in schools. As principals work with liaisons to monitor changes in teacher practice, TLSs will provide support to teachers implementing new practices, observing, offering suggestions and helping teachers gauge the impact on students.

Key Milestones:

Nov. 1:

- SILTs at all schools have met to analyze school data and teacher input to identify 2-3 high-leverage PD areas of growth
- By 10/1, all schools have submitted SIPS and targeted PD plans
- By 10/1, all directors/supervisors have submitted PD plans for nurses, SACs/SPED facilitators, pupil personnel (i.e. OT, PT, speech, school psychologists), fine arts and physical education
- By 10/15, the district PD team has reviewed submissions and met with all school leaders (in groups) to provide feedback on focusing and finalizing the PD plans
- **Short-term outcome:** Walkthroughs at most schools show that teachers are beginning to implement new strategies from the first PD focus area in their SIP

Feb. 1:

- At least 2 PD topic sequences have been added to the Instructional Framework website
- **Short-term outcome:** Before-and-after walkthroughs at each school show that PD at most schools is changing teacher practice
- The district PD team has administered a MOY survey on PD to assess the relevance of PD for all stakeholders
- The district PD team has met with school leaders (in groups) to review MOY PD survey results and Liaison notes, and made any mid-course corrections to maximize effectiveness of PD sessions

May 1:

- The district PD team has administered an EOY survey on PD to assess the relevance of PD for all stakeholders
- **Short-term outcome:** Before-and-after walkthroughs at each school show that PD at most schools is changing teacher practice related to a second PD topic
- Principals have conducted learning walks in at least one other school that has a similar PD area

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Develop guidelines for principals on development of targeted PD plans										
• Set district-wide calendar of recommended PD dates	➤									
• Update targeted PD plan template to include list of focus areas and look-fors at the top	➤									
• Draft a list of district-wide PD priority areas for teachers, possibly including: intervention/RTI, enVisions math, behavior & classroom management, backwards design and rigor, ed eval	➤									
• Review list of PD priority areas with Jason	➤									
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

<ul style="list-style-type: none"> • Create a structured protocol to use 2 PD sessions and SILT meeting in September to create and get input on school PD plan <ul style="list-style-type: none"> ○ Orientation: Ask teachers to start thinking about PD needs ○ PD session 1: Introduce teachers to plan for PD and ask for input on topics ○ SILT: Incorporate teacher input into school improvement plan and PD plan ○ PD session 2: Overview of Ed Eval 										
<ul style="list-style-type: none"> • Create materials for the Sept PD sessions <ul style="list-style-type: none"> ○ Include staff survey on desired topics 										
<ul style="list-style-type: none"> • Create overview training for principals on goals and expectations for PD this year 										
<ul style="list-style-type: none"> • Deliver training at principal meeting 		Aug 16-18								
<ul style="list-style-type: none"> • Create model plan for a 6-7 session PD sequence 										
<ul style="list-style-type: none"> • Post all materials on Office of Instr. website 										
Develop guidelines for department leaders on development of targeted PD plans										
<ul style="list-style-type: none"> • Identify groups to receive PD and leader responsible for PD and finalize with CAO 										
<ul style="list-style-type: none"> • Communicate to non-teaching roles that they attend PD with department by default, unless principal requests staff to attend school PD 										
<ul style="list-style-type: none"> • Hold overview training session with department leaders on goals and expectations for PD; set expectation that leaders send in 3 high-leverage topics and PD plan by October 1 										
<ul style="list-style-type: none"> • Distribute the model plan for 6-7 sessions 										
Collect and review PD plans from all schools and departments										
<ul style="list-style-type: none"> • Create a rubric or guide for reviewing and providing feedback on PD plans 										
<ul style="list-style-type: none"> • Develop a protocol for sharing feedback and collaboration within groups 										
<ul style="list-style-type: none"> • Communicate with principals and dept. heads to ensure collection of all PD plan by Oct. 1 										
<ul style="list-style-type: none"> • Dedicate 2-3 full days to review all PD plans to: <ul style="list-style-type: none"> ○ Provide feedback on each plan ○ Identify common needs ○ Create groups with similar focus areas 										
<ul style="list-style-type: none"> • Schedule group meetings with principals to share feedback and outline plan for collaboration to create PD materials 										
<ul style="list-style-type: none"> • Review PD plans for departments 										
Support principal groups in creation of high-quality PD materials										
<ul style="list-style-type: none"> • Identify 2 frequently identified growth areas for schools and review with CAO 										
<ul style="list-style-type: none"> • Create objectives and session sequence for 6-7 PD sessions on the 2 identified topics 										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

Objective 3: Expand school and staff capacity to deliver effective, engaging, and rigorous instruction to all students (Professional Development)

Initiative 3.2: Build a human capital pipeline for district leaders, school leaders, and teachers



Team Leader: Heather Emsley

Team Members: Akilah Alleyne, Karen Treadup

Final Outcomes:

- Most participants in the leadership pipeline program report that they met their development goals on an EOY survey.

What this means for teachers:

This year, the district is implementing a mentorship program that pairs new teacher mentees with more veteran teachers. Teachers who are mentors and have expressed interest in becoming an administrator (e.g., have gained or are in the process of gaining an administrator certificate) are eligible for the Leadership Pipeline (LP).

Teachers will have the opportunity to apply for a seat in the Leadership Pipeline program if they are interested in gaining exposure to the responsibilities of school leaders. Teacher LP participants will receive additional training and support as they work on developing the skill set necessary to be a successful school leader in the district, such as observing instruction, providing feedback, and having difficult discussions when appropriate. This program will help identify and develop potential school leaders for the future.

What this means for principals:

This year, the district is also implementing a principal mentorship program, but all principals will be eligible for the Leadership Pipeline, not only principals who are mentors. Principal LP participants will have input into which teachers are selected for the Leadership Pipeline.

Principals will have the opportunity to apply for a seat in the Leadership Pipeline program if they are interested in gaining exposure to the responsibilities of district leaders. Principal LP participants will have the opportunity to develop and deliver training for the teacher LP participants that focuses on developing the necessary skill set of school leaders.

Key Milestones:

Nov. 1:

- Selection criteria and the stipends provided for participants (if any) for teachers and principals applying to the Leadership Pipeline have been finalized and communicated to staff.
- The teachers and principals have been accepted into the Leadership Pipeline.

Feb. 1:

- Principal LP participants have delivered at least two professional development modules to the teacher LP participants with a focus on the skills necessary to be a successful principal.
- **Short-term outcome:** CEIJ feedback from at least half of teachers in the program is meeting the district's standards.

May 1:

- 10 teachers/TLSs and 3 principals will have been selected for the leadership pipeline and have begun their stretch opportunities.
- Teacher LP participants will provide at least three pieces of written feedback to their new teacher mentees after reviewing feedback with a principal participant.
- Survey data has been collected about the effectiveness of the program and the quality of the feedback and follow through of teacher and principal LP participants.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Develop guidelines for Leadership Pipeline.										
<ul style="list-style-type: none"> Team 3.2 works with Office of Instruction to articulate selection criteria for principals and teachers who apply for the Leadership Pipeline. 										
<ul style="list-style-type: none"> Team 3.2 works with principal participants and the Office of Instruction to determine the structure of the program for teacher participants, including: How many PD modules? How long are the PD modules? When will PD modules be held? What are the basic requirements for the stretch opportunity for teacher participants? Should teacher participants need to be paired with a new teacher mentee in the same school? 										
<ul style="list-style-type: none"> Develop materials to market and communicate the opportunity for teachers to apply for the Leadership Pipeline. 										
Select participants for Leadership Pipeline.										
<ul style="list-style-type: none"> Team 3.2 announce how principals can apply to the Leadership Pipeline at the Principals' Leadership Institute. 										
<ul style="list-style-type: none"> Collect applications for the Principal Leadership Pipeline and extend offers to select applicants based on the pre-determined criteria. 										
<ul style="list-style-type: none"> Identify which <u>teachers</u> are part of the mentoring program. 										
<ul style="list-style-type: none"> Team 3.2 announce how teacher mentors can apply to the Leadership Pipeline. 										
<ul style="list-style-type: none"> Team 3.2 and principal LP participants collect applications for the Teacher Leadership Pipeline and extend offers to select applicants based on the pre-determined criteria. 			 							
Develop and deliver formal professional development modules to the teacher Leadership Pipeline participants.										
<ul style="list-style-type: none"> Principal LP participants work with the Office of Instruction staff to identify a focus area for each of the three PD modules that can be aligned to DESE's Performance Assessment for Leaders criteria (e.g., observing instruction, CEIJ, having follow up discussions after observations). 										
<ul style="list-style-type: none"> Principal LP participants identify previous PD content (e.g., from Principals' Meetings, the Principal Leadership Institute, etc.) that can be repurposed for each of the three PD modules. 										
<ul style="list-style-type: none"> Principal LP participants develop content for first PD module, which is approved by Office of Instruction. 										
<ul style="list-style-type: none"> First PD module for LP teacher participants is held. 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Principal LP participants develop content for the second PD module, which receives approval from team 3.2. 										
<ul style="list-style-type: none"> Second PD module for teacher LP participants is held. 										
<ul style="list-style-type: none"> Principal LP participants develop content for the third PD module, which receives approval from team 3.2. 										
<ul style="list-style-type: none"> Third PD module for teacher LP participants is held. 										
Teacher LP participants engage in their stretch opportunities with coaching from principal LP participants.										
<ul style="list-style-type: none"> Communicate basic requirements for teacher LP participants about conducting peer observations and providing feedback to their teacher mentees. 										
<ul style="list-style-type: none"> Teacher LP participants work with their new teacher mentees to schedule 3+ peer observations, including a follow up meeting. 										
<ul style="list-style-type: none"> Teacher LP participants conduct peer observations, write up feedback, and review with a principal LP participant before sending the written feedback to their teacher mentees, and then have a follow up conversation with their mentees about the written feedback. The process should include: <ul style="list-style-type: none"> Peer observation Written feedback (draft) Written feedback reviewed by principal LP participant Send written feedback to new teacher mentee Follow up meeting with new teacher mentee to discuss feedback and identify specific practices to change/continue 										
Collect and analyze data on the effectiveness of the program from teacher and principal participants and new teacher mentees.										
<ul style="list-style-type: none"> Team 3.2 and Office of Instruction staff draft a survey to determine the effectiveness of: <ul style="list-style-type: none"> The program in training the teacher and principal LP participants for their stretch opportunities The effectiveness of the feedback and follow through from teacher LP participants according to the teacher mentee The effectiveness of the feedback and follow through from principal LP participants according to the teacher LP participants 										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Team 3.2 finalizes and disseminates survey to principal and teacher LP participants and teacher mentees. 										
<ul style="list-style-type: none"> Team 3.2 collects survey data. 										
<ul style="list-style-type: none"> Team 3.2 communicates survey results to each teacher and principal LP participant in a non-evaluative way. 										

Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders

Initiative 4.1: Increase parental involvement in supporting student achievement



Team Leader: Bill Delaney

Team Members: Jon Carvalho, Sonia Walmsley

Final Outcomes:

- 70% of family members reported attending at least one district- or school-sponsored event during the school year, as measured by the EOY stakeholder survey.
- 70% of family members report that they are well-informed about how they can support their student’s achievement, as measured by EOY stakeholder survey.
- 70% of family members report that their student(s) feel a sense of belonging in their school(s).

What this means for teachers:

Teachers should view family engagement as a tool to increase student engagement, valuable because it promotes better learning and behavior in the classroom. Teachers should understand the school’s goal of involving 100% of families, and find ways to get families more involved in students’ academic work. For example, assigning students homework that involves interviewing family members, inviting family members to help in the classroom, or having learning fairs / portfolio days when families can come in to view their students’ work.

Teachers should be welcoming and inclusive of families when they come to the school, even just for pick up and drop off. Teachers can volunteer to help the principal with the school’s family outreach goals by helping manage attendance tracking at events, or by doing outreach via phone, text, email or through students.

What this means for principals:

Principals should consider family engagement as instrumental to building a positive culture and climate in the school, and conversely, ensure that staff presents a welcoming climate to families. Principals should work with SACs and guidance counselors towards the goal of 100% family engagement. Given the many responsibilities on principals, they should take advantage of tools providing by this team, and delegate to others on their team. The principal does not need to perform every step individually, but should take ownership for reaching 100% family engagement.

Key Milestones:

Nov. 1:

- Schools have held open houses and submitted data on which students had a parent or guardian attend, via a tracking system created by this team.
- Principals have worked with staff in their building to conduct outreach to families of students who did not attend the open house.
- 100% of school websites have been updated to have accurate information about leadership, schedule and parental involvement

Feb. 1:

- For all students who have not had a family member attend an event, the school has initiated outreach, as documented via the tracking system.
- Schools have offered at least 2 events since November 1 for parental involvement, and submitted data on attendance.
- Schools with low levels of parental involvement have been identified, and have scheduled planning meetings with this team to improve outreach in the

May 1:

- All schools identified with low parental involvement in Feb. 1 have created and implemented targeted plans to increase involvement.
- Principals have worked with staff to send home positive student “shout outs” to at least one student per week consistently at their school.

opportunities.	spring.										
Roadmap											
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Launch district-wide tracking system for family attendance at school events											
<ul style="list-style-type: none"> Investigate options such as Google Docs, Aspen or other tracking system. System must be able to: <ul style="list-style-type: none"> Track events held at the school Track attendance at the event for each students' family Track when outreach has occurred 											
<ul style="list-style-type: none"> Decide on preferred option 											
<ul style="list-style-type: none"> Load all student names into tracking system, separated by school and sorted alphabetically 											
<ul style="list-style-type: none"> Determine process for schools to track attendance at events and then load the information into the system (e.g. pen and paper, then type it in) 											
<ul style="list-style-type: none"> Make sure that principals have access to view and edit the tool 											
Communicate with principals, secretaries, SACs and guidance counselors about goals and function of tracking system											
<ul style="list-style-type: none"> Work with IT to create an email listserv for all principals, secretaries SACs and guidance counselors 											
<ul style="list-style-type: none"> Create training for tracking in Aspen 											
<ul style="list-style-type: none"> Arrange time to deliver presentation to secretaries, SACs and guidance counselors 											
<ul style="list-style-type: none"> Create a menu of outreach options that schools can use to contact families who have not come to events 											
<ul style="list-style-type: none"> Create a 1-page handout summarizing the goals, process and menu of options 											
<ul style="list-style-type: none"> Arrange time to deliver presentation to principals, and provide necessary tracking tools 		Aug. 16-18									
Send information home to families announcing the engagement goal, and collecting contact information											
<ul style="list-style-type: none"> Create tri-lingual sheet that schools can send home, announcing to families that we want them to come to schools and asking for contact information and primary language of father/mother 											
<ul style="list-style-type: none"> Give principals a chance to customize the letter with specific upcoming events 											
<ul style="list-style-type: none"> Provide training to secretary to log family contact info 											
<ul style="list-style-type: none"> Work through Family Welcome Center to verify that all schools sent the sheets home 											
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Work with webmaster at each school to update school website										
<ul style="list-style-type: none"> Collect name and contact info of all webmasters at a principal meeting 	▶									
<ul style="list-style-type: none"> Determine specific updates that should be completed and verified on each school's website, e.g. hours, leadership, contact info for guidance, SACs, SROs, events for families, multi-lingual information 	▶									
<ul style="list-style-type: none"> Send out test email to all webmasters asking them to reply and confirm they want to be webmaster this year 	▶									
<ul style="list-style-type: none"> Work individually with principals to identify new webmaster at any schools where webmaster did not respond to test email, or where no webmaster is identified 		▶								
<ul style="list-style-type: none"> Work with IT to create instructions on how to perform these updates 		▶								
<ul style="list-style-type: none"> Send instructions to all webmasters with a due date for changes to be made, and contact info to call for IT support 			▶							
<ul style="list-style-type: none"> Check all school websites before due date to verify changes, and follow up with webmasters who have not updated 			▶							
<ul style="list-style-type: none"> Verify that 100% of school websites have been updated 				▶						
Gather data on family attendance data at school open houses, and outreach to families that did not attend										
<ul style="list-style-type: none"> Create a list of dates of when each school plans to hold open houses 	▶									
<ul style="list-style-type: none"> Verify that each school has what they need to track attendance 		▶								
<ul style="list-style-type: none"> After open house, verify attendance data is uploaded and follow up if necessary 			▶							
<ul style="list-style-type: none"> Send reminder email about outreach with menu of options 			▶							
<ul style="list-style-type: none"> Create a data summary showing % of students with family attending at each school 				▶						
Provide targeted support to schools to improve family involvement										
<ul style="list-style-type: none"> Use data to determine which schools have strong, medium and weak involvement 				▶						
<ul style="list-style-type: none"> Communicate expectation that all schools hold at least 2 family events between Nov. 1 and Feb. 1, and remind schools how to track <ul style="list-style-type: none"> Include a menu of potential family event ideas and guidance on engagement 					▶					
<ul style="list-style-type: none"> Set individual meetings with leaders from schools targeted due to weak levels of involvement 						▶				

Objective 4: Create, communicate, build, and support momentum for a shared vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders

Initiative 4.2: Increase district outreach to the community

Team Leader(s): Jon Carvalho



Team Members: Bill Delaney

Final Outcomes:

- 70% of community members feel that the district is moving in the right direction, as measured by EOY stakeholder survey.
- 70% of community members report that they are well-informed about how they can support student achievement as a community member, as measured by EOY stakeholder survey.

What this means for teachers:

Teachers should see themselves as district ambassadors to the public and community. Teachers should consider that their actions and words represent the district, and can shape impressions of the work in the district. When teachers are supportive of changes in the district, they should speak up to show their support. When teachers have questions or concerns about changes in the district, they should share these concerns with their principal or district leader in a constructive way.

What this means for principals:

Principals should see themselves as the chief ambassadors and spokespeople for the families at their schools, and as important representatives of the district at school committee meetings. Principals should take steps to share success stories from their school, and feel comfortable bringing up concerns to district leaders so that problems can be resolved.

Key Milestones:

Nov. 1:

- District has decided whether to use a third-party to administer the survey, and if so, has selected and engaged a partner.

Feb. 1:

- Survey draft is in development.

May 1:

- Survey is administered, with results expected to be available in time for June school committee meeting.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Conduct community engagement survey.										
• Determine whether an external partner is needed to administer the survey, and if so, select and engage a partner.										
• Review results of last year's survey.										
• Identify specific survey questions that should be kept conceptually similar to allow year-to-year comparisons.										
• Revise survey questions to reflect current goals and needs.										
• Determine what demographic info should be requested on the survey (e.g. school child attends, race/ethnicity, languages spoken, etc.)										

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> Set goals for survey response rate, including goals for relevant sub-groups. 										
<ul style="list-style-type: none"> Review survey with Superintendent and leaders of key events identified above (for community engagement), and incorporate input. 										
<ul style="list-style-type: none"> Develop a publicity strategy for the survey, with specific strategies to reach targeted sub-groups. 										
<ul style="list-style-type: none"> Implement and launch the survey. 										
<ul style="list-style-type: none"> Compile survey results into final report, and share back with community. 										