New Bedford Public Schools
Accelerated Improvement Plan

Section 1: Introduction

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

As the district lacked these systems and structures to address these areas when it was named Level 4, the New Bedford Public Schools (NBPS) used the first 2 years of turnaround work to build a foundation for continuous improvement. Now that the foundation has been set, the SY13-14 AIP focuses on change at the classroom level. The summary below highlights key initiatives from the past two years and outlines specific additions to this year's District Accelerated Improvement Plan (AIP).

WHAT WE HAVE ACHIEVED

Year 1 (2011-2012): Laying the Groundwork

New Bedford Public Schools made progress on building structures across the district to support broader reform. At the beginning of the 2011-2012 school year, the district lacked structures for convening school-based administrators; had no "dipstick" for assessing the quality of instruction district-wide; and lacked the school-based structures necessary for data-driven instruction to occur, such as school-based data teams. NBPS made significant progress towards establishing these organizational elements. Key accomplishments include:

- Established data teams in all schools
- Developed a District Learning Walk process aligned to the AIP
- Established monthly Principals' Reports
- Created monthly feeder pattern meetings

Year 2 (2012-2013): Strengthening District Systems and Structures

This past school year, the district implemented an Accelerated Improvement Plan with tighter focus. The district's plan emphasized the "through-lines" of instructional leadership and practice, from the district's central office down to the classroom level. In addition to continuing the accomplishments above, highlights from the past year include:

- Completed curriculum maps
- Implemented a new educator evaluation system
- Launched a K-2 literacy initiative to strengthen the reading block
- Revised the District Learning Walk protocol and continued district and school learning walks to determine quality of classroom instruction
- Leveraged bi-weekly Principals' Meetings to discuss instruction
- Appointed Instructional Performance Specialists

WHAT WE WILL ACHIEVE

Year 3 (2012-2014): Focusing on the "Instructional Core"

While these systems and structures still need refinement, we believe the organizational elements are now in place for the district to focus on the quality of classroom instruction. Building on the same four strategic objectives from previous years, the 2013-2014 Accelerated Improvement Plan focuses on increasing the rigor of classroom instruction in reading, math, and science for all students.

The district's theory of action creates an articulated, coherent strategy for the district. The strategic initiatives included in the AIP focus on the core elements outlined in the district's theory of action that will bring about systemic change and improvement.

Theory of Action

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

➢ Aligned to state standards,

➢ monitored so student progress in attaining those standards reaches to 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.

Objectives and Final Outcomes

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

➢ District and School Improvement Plan Final Outcomes[1]

  o All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

  o All secondary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year

  o Because 2013-14 drop-out and graduation data are not made available until January 2015, the following indicators provide a proxy for measuring drop-out rate:

    ▪ All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013

    ▪ All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

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[1] Final outcomes are aligned to meet a PPI of 75.

➢ District and School Improvement Plan Final Outcomes

    o By January 2014, 100% of district data team and school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling students as evidenced by a representative sampling of data team observations and minutes

    o By the end of the year, 100% of teacher collaboration team (TCT) decisions in grades K-12 will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of TCT observations, TCT minutes, school learning walks, and classroom observations

Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students

➢ District and School Improvement Plan Final Outcomes

    o By the end of October, all SIPs and educators' student learning and professional practice goals (teachers, Principals, school-based administrators, central office administrators) will align with the goals and strategies in Objectives 1-4 in the Accelerated Improvement Plan and reflect the standards and rubrics defined in the Massachusetts educator evaluation framework (603 CMR35.02)

    o By the MOY, 100% of evaluators will demonstrate proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations and feedback which will be reflected in midyear evaluations

    o By the EOY, 100% of evaluators will provide growth-producing feedback to those they supervise on improving classroom instruction with a focus on rigor, as measured by portfolios of evidence and ratings on Standard I. Instructional Leadership

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.

➢ District and School Improvement Plan Final Outcomes

    o By EOY, all schools and classrooms will have a welcoming environment, as measured by

        ▪ 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

        ▪ Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments

    o By EOY, over 70% of families responding to a survey will demonstrate an understanding of the district's overall vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.

HOW WE WILL GET THERE

The 2013-2014 Accelerated Improvement Plan builds on the successes of the previous two years, and includes new areas of focus. Once these areas of focus are finalized in the AIP, a key next step for the new Superintendent is to assess the strengths, skills, and capacity of her central office and building administrators, and then assign owners for specific activities. NBPS will continually invest in its leaders to ensure that they are set up for success.

NBPS will continue to refine the systems and structures it has established, but will also focus on several areas of work for greater impact:

> **Using time effectively (Objective 1):** While steps are being taken to increase instructional time across all schools, the time allocated to rigorous instruction within the current schedule is not always used effectively. Even within the school day, there are opportunities for maximizing the effectiveness of teacher's use of instructional time. Areas where time can be used more effectively include:
> - Instructional time
> - Teacher collaboration teams
> - Prep time
> - Administrators' use of school instructional leadership team meetings
> - District data team
> - Feeder pattern meetings and Principals' Meetings
> - Increasing time for supervision and growth-producing feedback

> **Creating accountability for data-driven instruction (Objective 2):** The district will leverage district and school-level data teams to drive the use of data to inform instruction. Levers to help ensure data is analyzed and used to inform instruction include:
> - Establishing clear expectations for the work of district and school-level data teams, including consistent agendas, protocols, and methods for ensuring accountability for implementing actions arising from the data teams
> - Benchmarks and formative assessments in grades K-10
> - Timely, teacher-friendly and usable data
> - Professional development for school-level data teams on the use of data and connecting data to changes in instruction, with support from data specialists in every school[2]

> **Creating a common understanding of rigorous instruction (Objective 3):** The most successful strategic plans identify a few high-leverage initiatives and focus on implementing them well. New Bedford Public Schools will concentrate a narrow but deep set of efforts towards increasing the quality of instruction in the classroom through:
> - Increasing time for supervision and growth-producing feedback relative to the rigor of classroom instruction
> - Developing a shared understanding among evaluators and teachers of content and grade specific rigorous instruction using the district educator evaluation system and professional development

> **Engaging parents as partners (Objective 4):** Central office, building administrators, and teachers are responsible for transparency with parents regarding the district's efforts to increase student achievement and for creating a welcoming environment in every school and classroom.

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[2] Data specialists will work at each individual school to provide support on using data to drive instruction. The role may be filled by a Teaching and Learning Specialist—the new title for Instructional Performance Specialists—or by an exemplary teacher or building-based administrator with expertise in using data.

➢ **Empowering principals to be effective school leaders:** Building administrators are responsible for the student outcomes at their schools. As such, they need to know their data, teachers, and students to make outcome-oriented decisions. The district will provide coaching and targeted professional development to help build principals' capacity as instructional leaders. In order to track the degree to which principals are demonstrating instructional leadership in their schools, the district will also hold regular supervisory conversations during monthly school visits, conduct school learning walks with the superintendent and other central office staff, and collect written feedback from principals to teachers generated through the evaluation process.

➢ **Intensive supports for the middle schools:** Through the Massachusetts Department of Elementary and Secondary Education's Middle School Turnaround Initiative, NBPS will engage in additional efforts to improve student performance at the district's three middle schools. To ensure that the plan to support the middle school is tightly aligned with district-wide turnaround efforts, the middle school will focus on these same four objectives but with more intensity. Examples of these intensive efforts include:

   o Creating a schedule that allows for extra time for struggling students

   o Improving the quality and effectiveness of intervention and remediation programs

   o Raising the instructional leadership capacity of building administrators, specifically in identifying the rigor of classroom instruction

   o Providing intensive coaching on using common formative assessments and benchmarks to inform instruction

All of the activities and action steps specific to this initiative are embedded in the AIP and marked with ✸.

## Section 2: Organization of the Accelerated Improvement Plan

To ensure that principals can easily identify the final outcomes, strategic initiatives, activities, and action steps for which they are accountable, the document uses specific district language and maps early evidence of change and short-term outcomes to the goal-setting process in the educator evaluation cycle. For example:

➢ Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans

➢ Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the AIP, and professional practice goals that are aligned with the early evidence of change

These through-lines to school-level and educator-level work will help ensure that the district maintains a narrow yet intense focus on the district's four strategic objectives.

The diagram below shows the relationship between the major elements of the Accelerated Improvement Plan. Each strategic initiative is assigned to central office owners who will oversee and report on the planning and execution of the initiative, and each activity and action step will have an owner who will execute on it. As mentioned earlier, the Superintendent will assign owners to activities and action steps once the plan is finalized.

Strategic Objectives: 1. Rigorous standards, 2. Use of data, 3. Effective and engaging instruction, 4. Family engagement

WHAT WE WILL ACHIEVE

HOW WE WILL GET THERE
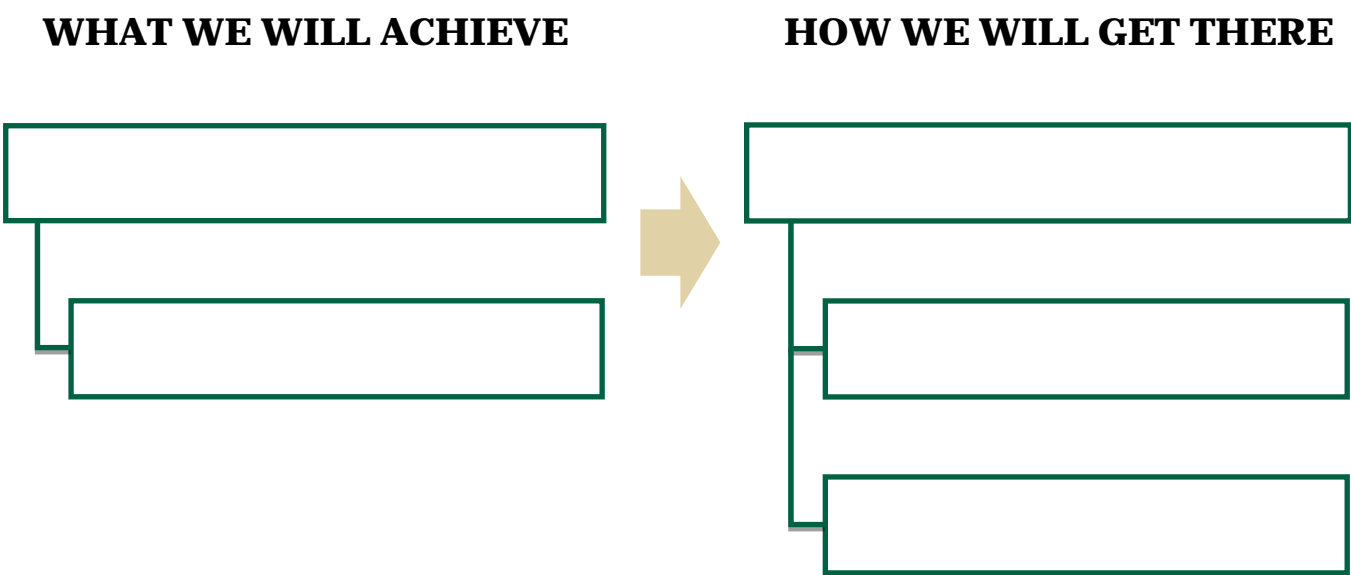
Section 3: Objective 1

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

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 1.1

A) All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

B) Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

District and School Improvement Plan Final Outcomes 1.2

A) All secondary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year

B) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013

C) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation

D) Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

HOW WE WILL GET THERE

Strategic Initiative 1.1

Strengthen elementary ELA and math instruction by

(1) Refining and finalizing the ELA and math curricula

(2) Implementing a common reading and math block framework with fidelity in all K-5 classrooms

(3) Ensuring that all K-5 teachers have the skills to deliver effective, engaging, and rigorous instruction in reading and math through supervision, growth-producing feedback, and professional development

Strategic Initiative 1.2

Strengthen supports for struggling students in middle and high school by

(1) Establishing a system for identifying Grade 6-10 students at-risk of dropping out (i.e., students with Ds and Fs, and other early warning signs) and designing appropriate academic and social-emotional interventions, and

(2) Providing extra supports/additional time to learn for students in ELA and math

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 1:

➤ Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

➤ Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students

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

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 1.1

A) All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

B) Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

Why is this Final Outcome critical to achieve?

Success in reading and mathematics in the early grades sets the foundation for success in middle school and high school. Students who regularly attend school have a much better chance of acquiring a solid foundation of reading and mathematics skills. Students entering the middle and high school years without solid skills are at a significant risk of dropping out of high school.

Short-Term Outcomes 1.1 (Student Learning Goals)

➢ DIBELS

  o From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest

  o From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score

➢ Galileo

  o From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math

  o From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math

➢ District writing benchmarks

  o From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments

  o From BOY to EOY, all K-5 teachers will reduce by 40% the # of students not meeting proficiency on the benchmark writing assessments

HOW WE WILL GET THERE

Strategic Initiative 1.1

Strengthen elementary ELA and math instruction by:

(1) Refining and finalizing the ELA and math curricula

(2) Implementing a common reading and math block framework with fidelity in all K-5 classrooms

(3) Ensuring that all K-5 teachers have the skills to deliver effective, engaging, and rigorous instruction in reading and math through supervision, growth-producing feedback, and professional development

Central Office Owner: Curriculum Administrator

Early Evidence of Change 1.1 (Professional Practice Goals)

➢ By the end of October 2013, 100% of building and central office administrators set challenging professional practice goals on instructional leadership as measured by the quality of the goals they submit to their evaluators (see Strategic Initiative 3.1 for more detail)

➢ By MOY, 100% of K-5 classrooms will score at least Proficient on the school learning walk[3] look fors on reading block implementation (aligned to Standard I-A-4. Well-Structured Lesson) and on a representative sampling of classroom observations

➢ By MOY, 100% of grade 3-5 teachers of math will score at least Proficient on the school learning walk look fors on math block implementation (aligned to Standard I-A-4. Well-Structured Lesson) on a representative sampling of classroom observations

➢ By MOY 100% of K-5 teachers will score at least Proficient on the school learning walk look fors for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)

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[3] School learning walks are conducted with the Superintendent/Asst. Superintendent, building administrators, and/or other instructional staff to monitor implementation of the SIP initiatives. Principals will also be expected to conduct informal walkthroughs of classrooms on their own.

Activities and Action Steps to Support Final Outcome 1.1	Owner	Timeline
A) All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year B) Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12		
Finalize and codify the K-5 approach to reading instruction, including the reading block instructional framework • Develop Literacy Block Frameworks for grades 3-5 • Develop and codify core reading program implementation resources so teachers can easily access and use them (e.g., videos, FAQs, sample lesson plans, DESE unit plans) • Create a collaboratively-structured K-5 reading/ELA committee that includes teachers and administrators to share best practices, review systemic teaching and learning challenges, and address implementation gaps hindering rapid improvement	Elementary Principals, Curr Admin, Dir. of Title I	Aug - Oct Sept - ongoing Oct – ongoing
Finalize an ELA curriculum, pacing maps, and standardized list of best practice materials to supplement the core reading program for grades 3-5 • Volunteering principals lead a working group to develop and finalize the materials • Materials are shared with all principals by the end of September	Elementary Principals	Aug - Sept
Finalize and codify the grade 3-5 approach to math instruction, including the math block instructional framework • Develop Math Block Frameworks for grades 3-5 • Develop and codify Math Block implementation resources so teachers can easily access and use them (e.g., videos, FAQs, sample lesson plans, unit plans) • Create a collaboratively-structured K-5 math committee that includes teachers and administrators to share best practices, review systemic teaching and learning challenges, and address implementation gaps hindering rapid improvement	Elementary Principals, Curriculum Admin, Math Curriculum experts	Oct - Nov
Provide focused professional development and coaching for K-5 teachers on delivering effective, engaging, and rigorous reading and math content and instruction Professional development should focus on: • Implementation of the reading and math block • Rigorous ELA and math instruction, including an emphasis on grade level content and higher order thinking strategies and tasks for students • Adjusting instructional practice and re-teaching based on data • ELL and SPED strategies for differentiation	Elementary Principals, TLS Professional Dev. Committee,	Sept – ongoing
Identify professional development needs for Grades K-5, and provide job-embedded coaching for implementation of the reading and math block • Change job title for Instructional Performance Specialists to Teaching and Learning Specialists • Revise job description for TLSs to ensure they spend ~40% of their time providing job-embedded coaching and professional development to teachers • Identify exemplary teachers who can coach peers at elementary schools without TLSs • Collaborate with principals to develop common criteria for success of TLSs to guide principals in their evaluation • Hold principals responsible for evaluating their TLSs to ensure that TLSs are held accountable for using time effectively and for student learning results • Create a system to provide professional development for TLSs around the established criteria for success (e.g., a coach)	Elementary Principals and TLS Asst Supt (Acct & School Imp) Title I Director	Aug Oct-ongoing

Providing supervisory follow-up for teachers to ensure implementation of professional development learning in classrooms through unannounced observations, school learning walks, evidence collection, etc. • E.g., principals conduct one school learning walk per month and principals spend a minimum of 2 hours per day on instructional leadership activities, including looking for evidence of application of professional development in the classroom, and conduct at least 10 mini-observations a week	Principals, Supt/Asst Supt (Acct & School Imp)	Oct- ongoing
Strengthen the school instructional leadership team structure at each elementary school to review progress on the SIP and plan next steps • Create a consistent district-wide expectation for the structure, membership, roles, and meeting norms for school instructional leadership teams • Establish schedule and sub-committees as necessary to address specific aspects of SIP implementation • Monitor SILT meetings through observation and submission of notes and next steps from each meeting to central office • Create structure for disseminating next steps from leadership team meetings to all school staff	Curric Admin, Dir. Of School Support, and Asst. Supt (Accountability and School Improvement), Elementary Principals	Aug - ongoing

The systems and structures found in Objectives 2 and 3 are aligned with this initiative. Please refer to the initiatives in Objectives 2 and 3 for additional activities and action steps related to the use of data and expanding capacity for engaging instruction, both of which need to happen to accomplish Objective 1.

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 1.2

A) All secondary schools will reduce by at least 40% of the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year

Because 2013-14 drop-out and graduation data is not made available until January 2015, the following indicators provide a proxy for measuring drop-out rate:

> B) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013

> C) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation

D) Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

Why are these Final Outcomes critical to achieve?

Students who experience success in school are far less likely to drop out of school. By paying attention to the early warning signs, teachers and administrators can provide intensive academic and social support to struggling students. The earlier interventions are put into place, the less failure a student experiences and the more likely the student will be to get back on track.

Short-Term Outcomes 1.2 (Student Learning Goals)

> ➢ From the BOY to MOY, reduce by 25% the # of students not proficient on Galileo in grades 6-10

> ➢ From the BOY to EOY, reduce by 40% the # of students not proficient on Galileo in grades 6-10

> ➢ Reduce the number of Ds and Fs given at the end of each quarter compared to the previous quarter by 25% in English and math courses in grades 6-9

HOW WE WILL GET THERE

Strategic Initiative 1.2

Strengthen supports for struggling students in middle and high school by

(1) Establishing a system for identifying Grade 6-10 students at-risk of dropping out (i.e., students with Ds and Fs, and other early warning signs) and designing appropriate academic and social-emotional interventions, and

(2) Providing extra supports/additional time to learn for students in ELA and math

Central Office Owner: Assistant Superintendent Special Education & Student Services

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Early Evidence of Change 1.2 (Professional Practice Goals)

- ➢ By the end of September 2013, all at-risk students in grades 6-10 will be identified as "at-risk" using previous year's grades and other early warning signs
- ✦ By the end of October 2013 and ongoing throughout the year, at-risk students in grades 6-8 will receive additional instruction based on need in literacy and math with content-strong teachers during the school day, as evidenced by the schools' schedules [4]
- ➢ By the end of each quarter, each school will identify the at-risk students in grades 6-10 using early warning signs and create differentiated action plans to target student needs

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[4] All of the activities and action steps specific to the Middle School Turnaround Initiative are embedded in the AIP and are marked by a ✦.

The systems and structures found in Objectives 2 and 3 are aligned with this initiative. Please refer to the initiatives in Objectives 2 and 3 for additional activities and action steps related to the use of data and expanding capacity for engaging instruction, both of which need to happen to accomplish Objective 1.

Activities and Action Steps to Support Final Outcome 1.2	Owner	Timeline
A) All secondary schools will reduce by at least 40% of the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year B) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013 C) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation D) Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12		
Establish a system and protocol for identifying students at-risk of dropping out, in grades 6-10, a set of warning indicators and data. • Identify set of warning indicators to collect throughout the school year (including report card grades, attendance, discipline reports, retention, EWIS data, etc.) by analyzing drop-out data from previous years to identify metrics for analyzing early warning indicators • In September, create an "at-risk" profile for students entering grades 6-10 using the warning indicators • Create templates, protocol, and owners for regular data collection, and collect data quarterly	Asst Supt Special Ed. and Student Services, Dir. of School Support, and Secondary Principals	Aug Sept-Oct Nov-quarterly
✦ **Streamline the intervention and remediation programs in Grades 6-8 based on academic return on investment, including the ELL/SEI and Special Education program** • Based on SchoolWorks' findings, revise the school schedule to bolster core academic instruction by adding two extra periods of instructional time in a six day cycle for the beginning of the school year • Refine the middle school schedule further by calculating the academic return on investment for each intervention and remediation program offered at the middle schools, identify the programs to cut/keep • Include ELL/SEI and students with special needs in the identified remediation and intervention services for general education students • Provide high school administrators with tools and support on calculating the academic return on investment of remediation and intervention programs	Director of Federal and State Grants, Business Manager, Director of Title I	Sept Oct March
Strategically assign and schedule students identified as at-risk to appropriate intervention and remediation programs with content-strong teachers in grades 6-10, including differentiation for students with ELL/SEI and special needs ✦ Assign students to the appropriate intervention based on the new school schedule • Analyze the results of staff surveys through dmPlanning to identify staffing inequities and opportunities for staff re-assignment • Re-assign content-strong teachers to intervention and remediation programs as necessary	Secondary School Principals	Aug – ongoing
Establish a process for ongoing monitoring and support for high level implementation of the SIP at the middle schools and high school, including an intense focus on assessing the rigor of classroom instruction and that the implementation of data team decisions ✦ Increase principal capacity to lead school level leadership team through an executive coach with weekly individual meetings and biweekly collaborate meetings with executive coach and middle school principals • Identify high school SIP monitor • Create a consistent district-wide expectation for the structure, membership, roles, and meeting norms for school instructional leadership teams • Establish schedule and sub-committees as necessary to address specific aspects of SIP implementation (such as Objective 4)	Curric Admin, Dir. Of School Support, and Asst. Supt (Acct and School Impr), Secondary Principals	Aug - ongoing

Activities and Action Steps to Support Final Outcome 1.2	Owner	Timeline
A) All secondary schools will reduce by at least 40% of the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year B) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013 C) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation D) Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12		
• Monitor the rigor of classroom instruction and tasks that students are assigned through monthly school learning walks • Disseminate summary of strengths and areas of concern related to rigor from monthly school learning walks to SILTs • Assess the needs of teachers for professional development related to rigorous instruction and differentiate by need • Monitor SILT meetings through observation and submission of notes and next steps from each meeting to central office • Create structure for disseminating next steps from leadership team meetings to all school staff		

Section 4: Objective 2

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

WHAT WE WILL ACHIEVE

HOW WE WILL GET THERE

District and School Improvement Plan Final Outcome 2.1

By January 2014, 100% of district data team and school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling students as evidenced by a representative sampling of data team observations and minutes

Strategic Initiative 2.1

Establish a system to make data-driven decisions to improve student outcomes by

(1) Administering common formative assessments aligned to rigorous standards at minimum 4x/year in ELA/math in K-10, and science in 6-10

(2) Creating a common data inquiry cycle and protocol at the district, school, and grade-level/content level

(3) Strengthening and implementing accountability structures for district and school-level data teams to ensure decisions result in differentiated instruction and additional learning time for struggling students

District and School Improvement Plan Final Outcomes 2.2

By the end of the year, 100% of teacher collaboration team (TCT) decisions in grades K-12 will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of TCT observations, TCT minutes, school learning walks, and classroom observations

Strategic Initiative 2.2

Building administrators ensure that TCT decisions are implemented and monitored for impact in the classroom by:

(1) Ensuring the regular administration and analysis of common formative assessments in ELA, math, and science

(2) Building the capacity of TCTs and teachers to effectively use the data inquiry cycle to make data-driven decisions

(3) Monitoring that TCT decisions result in differentiated instruction and additional learning time for struggling students and then evaluated for impact on student learning

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 2

- ➢ Common formative assessments
- ➢ District data team, school instructional leadership team, and teacher collaboration teams
- ➢ School learning walks
- ➢ Teaching and Learning Specialist/Data specialists

WHAT WE WILL ACHIEVE

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District and School Improvement Plan Final Outcome 2.1

By January 2014, 100% of district data team and school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling students as evidenced by a representative sampling of data team observations and minutes

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Why is this Final Outcome critical to achieve?

Knowing whether or not students are making steady progress toward clear learning targets is essential for staying on track for success. If teachers know where each student is in their learning trajectory, they will be able to adjust instruction and provide specific interventions, thereby greatly increasing the likelihood that all students will reach the identified learning goals.

Short-Term Outcomes (Student Learning Goals) 2.1

Objective 2 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

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Strategic Initiative 2.1

Establish a system to make data-driven decisions to improve student outcomes by

(1) Administering common formative assessments aligned to rigorous standards at minimum 4x/year in ELA/math in K-10, and science in 6-10

(2) Creating a common data inquiry cycle and protocol at the district, school, and grade-level/content level

(3) Strengthening and implementing accountability structures for district and school-level data teams to ensure decisions result in differentiated instruction and additional learning time for struggling students

Central Office Owner: Director of School Support

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Early Evidence of Change (Professional Practice Goals) 2.1

- ➢ By December, 100% of district data team meetings will use the data inquiry cycle to make decisions to improve student outcomes in ELA and math, as measured by random samples of data team meeting minutes

- ➢ By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software

- ➢ By January 2014, 100% of principals will provide evidence of teachers adjusting instruction and learning arising out of school instructional leadership team decisions and the ability to assess the effectiveness of their interventions as evidenced by (1) samples of evaluation artifacts, (2) conversation at monthly meetings with the superintendent, and (3) school learning walks with the central office staff

- ➢ By January 2014, principals demonstrate effective facilitation of school data teams as measured by Supt/Asst. Supt observations of school data teams and principals using a rubric for effective data teams

- ➢ By the end of the year, 100% of principals report on a survey that the central office has managed, provided, and customized data for principal and school data team use, and provided sufficient growth-producing feedback to principals and school data teams in the use of that data to improve instructional practice

Activities and Action Steps to Support Final Outcome 2.1	Owner	Timeline
Activities and Action Steps to Support Final Outcome 2.1 By January 2014, 100% of district data team and school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling students as evidenced by a representative sampling of data team observations and minutes		

Define the purpose, roles, and responsibilities for data teams at the district, school, and grade-level/content levels
 	
• The purpose of district data team (DDT), school instructional leadership team (SILT), and teacher collaboration team (TCT) is to identify what students do not understand, how to re-teach more effectively, and how to challenge students to learn new material, using data to inform what and how teachers should teach differently
 	
• Codify the DDT, SILT, and TCT purpose and create tools for implementing and measuring the results of previous decisions
 	
• Establish meeting schedules for district data team, SILT, and TCT to meet in alignment with the data cycle with the following expectations:
 	
  o Elementary school TCTs meet at least two times a month
 	
  o Secondary school TCTs meet weekly
 	
  o DDT and SILTs meet at least monthly
	District Data Team, Principals
	
	Principals
		Aug-Sept

Determine the process for creating and administering math and ELA common formative assessments aligned to rigorous standards at minimum 4x/year in ELA/math in K-10, and science in 6-10 • Use DIBELS in K-2, Galileo common formative assessments in grades 2-10 ✦ Conduct analysis of common formative assessments currently used at the middle schools • Partner with external organization (e.g., Galileo) as needed, to develop common formative assessments aligned to rigorous standards (Common Core) in ELA and math • Formalize the process for administering the recommended set of formative assessments at least 4x/year • Train principals on analyzing formative assessment data and using data to inform instruction	Dir. Of School Support District Curriculum Council Dir. of Prof. Dev.	Sept-ongoing Oct- ongoing Sept – Oct, ongoing
Strengthen central office oversight and support to ensure SILT decisions are followed through in TCTs and implemented in the classroom • Central office administrators monitor and provide growth-producing feedback to building administrators regarding the effectiveness of the SILT, using processes such as educator evaluation, school learning walks, SILT observations, monthly discussions between Supt/Asst. Supt and administrators, and monthly SILT minutes review and data team rubric • Create and use rubric to identify the characteristics of effective SILTs	Supt and Asst Supts.	Oct - ongoing
Refine and finalize the data cycles at the district, school, and classroom levels, taking into account benchmarks, common formative assessment, and student work, so that adjustments to learning time can be determined • Review assessment calendar and create master schedule of when certain data will be reviewed at the classroom, school, district level – all aligned to curriculum maps	Director of School Support and District Data Team	Oct
Create templates and produce data reports that provide user-friendly and timely data for principals and SILTs	Director of School Support	Oct

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 2.2

By the end of the year, 100% of teacher collaboration team (TCT) decisions in grades K-12 will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of TCT observations, TCT minutes, school learning walks, and classroom observations

Why is this Final Outcome critical to achieve?

Knowing whether or not students are making steady progress toward clear learning targets is essential for success. If teachers know where each student is in their learning trajectory, they will be able to adjust instruction and provide specific intervention, thereby greatly increasing the likelihood that all students will reach the identified learning goals.

Short-Term Outcomes (Student Learning Goals) 2.2

Objective 2 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 2.2

Building administrators ensure that TCT decisions are implemented and monitored for impact in the classroom by:

(1) Ensuring the regular administration and analysis of common formative assessments in ELA, math, and science

(2) Building the capacity of TCTs and teachers to effectively use the data inquiry cycle to make data-driven decisions about instruction

(3) Monitoring that TCT decisions result in differentiated instruction and additional learning time for struggling students and then evaluated for impact on student learning

Central Office Owner: Assistant Superintendents for Accountability & Student Services

Early Evidence of Change (Professional Practice Goals) 2.2

➢ By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, ILT/school data team minutes, all of which can be included in the educator's evidence collection, and reports on usage through DIBELS and Galileo software

➢ By the end of the year, 90% of classrooms will score at least Proficient on the school learning walks indicators aligned to Standard 1-B. Assessments

➢ 100% of building and central office administrators include evidence in their portfolios of evidence for educator evaluation documenting that they have followed-up and provided growth-producing feedback in a timely and clear manner on teachers' use of data to adjust and improve instructional practices through classroom observations, school learning walks, and focused data team observations

Activities and Action Steps to Support Final Outcome 2.2 By the end of the year, 100% of TCT decisions in grades K-12 will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of TCT observations, TCT minutes, school learning walks, and classroom observations	Owner	Timeline
Develop a prioritized list of elements from the teacher and administrator rubrics related to using data to inform instruction Teacher rubric indicators that define data-driven instruction could include I-B-1. Variety of Assessments Used, and I-C-1. Analysis and Conclusions as measured by school learning walks and classroom observations	Principals, Supt/Asst Supts	Aug-Sept
Determine the structure, roles, and responsibilities of teacher collaboration teams and establish a meeting schedule • Establish protocol for use of TCT time in elementary schools • Elementary school TCTs meet at least two times a month and secondary school TCTs meet weekly	Principals,, Dir. of School Support	Sept
Ensure TCTs use the new TCT protocol, agenda, and minutes template • Monitor quality of TCT discussions through random spot-checks of TCT agendas and minutes • Principals report on frequency and topics covered in TCT meetings to central office through monthly quantitative surveys	Principals Dir. of School Support	Sept-ongoing
Build capacity of teachers to use assessment data to improve instructional practice • Assess professional development needs for each TCT • Develop a plan to provide professional development, coaching, modeling, and training to teachers and TCTs on effective use of formative assessment data to inform instruction (e.g., Galileo training, identifying data team leads in each building, principal-led professional development)	Principals Dir. of Prof. Dev.	Sept, ongoing
Leverage data specialists, such as TLSs, to build school staff capacity for using data to adjust instructional practice and improve student learning • Change job title for Instructional Performance Specialist to Teaching and Learning Specialist • Revise job description for Teaching and Learning Specialists to ensure they spend ~30% of their time coaching teachers on adjusting instruction and re-teaching based on data ✦ Staff TLSs appropriately to ensure each secondary school has a data specialist • Identify exemplary school-based staff to serve as data specialists in schools in which TLSs are not staffed • Hold principals responsible for evaluating their data specialists to ensure that they are held accountable for results	Principals Dir. of Title I	Aug Sept-ongoing
Ensure TCT decisions are implemented in the classroom to improve student outcomes • Building administrators provide growth-producing feedback to teachers on the effectiveness of the TCT, using processes such as educator evaluation, school learning walks, TCT observations, and TCT minutes review • Central office pulls data team minutes randomly and observes a representative sample of data teams, monitoring the degree to which the decision of the data team are implemented • As part of the 10 mini-observations principals are expected to conduct a week, principals must submit evidence in weekly surveys that they have observed at least 1 TCT meetings per week and provided the TCT with growth-producing feedback	Principals Dir. Of School Support	Oct-ongoing

Section 5: Objective 3

> **Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students**

WHAT WE WILL ACHIEVE

HOW WE WILL GET THERE

District and School Improvement Plan Final Outcome 3.1

By the end of September, all SIPs and educators' student learning and professional practice goals will align with the goals and strategies in Objectives 1-4 in the AIP and reflect the standards and rubrics defined in the Massachusetts educator evaluation framework (603 CMR35.02)

Strategic Initiative 3.1

Align School Improvement Plans and educators' goals with the goals and strategies in the Accelerated Improvement Plan

District and School Improvement Plan Final Outcomes 3.2

A) By the MOY, 100% of evaluators will demonstrate proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations and feedback which will be reflected in midyear evaluations

B) By the EOY, 100% of evaluators will provide growth-producing feedback to those they supervise on improving classroom instruction with a focus on rigor, as measured by portfolios of evidence and ratings on Standard I. Instructional Leadership

Strategic Initiative 3.2

Improve the capacity of district and school instructional leaders to:

(1) Identify effective instruction with a focus on rigor

(2) Provide consistent and constructive feedback through coaching, evaluation of evaluators' portfolios of evidence collection, and ratings on Standard I. Instructional Leadership

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 3:

➢ School Improvement Plans
➢ Educator evaluation ratings for teachers and evidence collection
➢ School-based administrator, and central office administrator educator evaluation ratings
➢ School learning walks

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 3.1

By the end of September, all SIPs and educators' student learning and professional practice goals will align with the goals and strategies in Objectives 1-4 in the AIP and reflect the standards and rubrics defined in the Massachusetts educator evaluation framework (603 CMR35.02)

Why is this Final Outcome critical to achieve?

Buy-in from all principals and school staff is essential to the success of a district and school plan. If all NBPS educators work toward the same student achievement goals and focus on a few high impact strategies, we will increase the likelihood that all students will reach the identified learning goals.

Short-Term Outcomes (Student Learning Goals) 3.1

Objective 3 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 3.1

Align School Improvement Plans and educators' goals with the goals and strategies in the Accelerated Improvement Plan

Central Office Owner: Assistant Superintendent for Accountability and School Improvement

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Early Evidence of Change (Professional Practice Goals) 3.1

➢ By the beginning of September, all Principals will have a deep understanding of the goals and strategies in the AIP, as evidenced by the degree to which those goals and strategies are embedded in the activities and action steps included in their SIPs

➢ By the end of October 2013, 100% of building administrators set challenging professional practice goals on instructional leadership (e.g., # of unannounced observations and school learning walks), as measured by the quality of goals submitted to primary evaluators

➢ By the end of October, all teachers will understand the goals and strategies in the SIP, as evidenced by 100% of teachers having student learning and professional practice goals that are aligned to the SIP

Activities and Action Steps to Support Final Outcome 3.1 By the end of September, all SIPs and educators' student learning and professional practice goals will align with the goals and strategies in Objectives 1-4 in the AIP and reflect the standards and rubrics defined in the Massachusetts educator evaluation framework (603 CMR35.02)	Owner	Timeline
Align all School Improvement Plans with Objectives 1-4 in the district Accelerated Improvement Plan • Refine template for School Improvement Plans (SIPs) • Support principals in drafting SIPs through office hours and walk-in support sessions to ensure alignment to AIP • Create rubric for SIPs to provide guidance for principals on how to align their SIPs with the AIP • Principals submit SIPs and revise SIPs as necessary • Approve schools' SIPs	Asst Supt Accountability and School Improvement	Aug Sept-Oct Oct
Identify meetings structures that will be used for monitoring progress on SIPs • Articulate purpose, structure, roles, responsibilities, and schedules for the meetings to monitor progress on SIPs ⬥ Coach middle school principals on how to monitor and adjust actions to support SIPs	Supt/ Asst Supt Accountability and School Improvement	Sept
Monitor implementation of SIPs through school learning walks, individual meetings between the superintendent/central office administrators and principals, and data team observations • Develop protocol for school learning walks to monitor SIPs (reading block, math block, secondary interventions, data teams, rigorous content and tasks, etc.) • Create schedule and protocol for individual meetings between Supt/central office administrators and principals to monitor SIP progress consistent with the formative assessment data cycle	Principals Supt/Asst Supts	Aug-Sept Sept-ongoing
Communicate goals and strategies in the Accelerated Improvement Plan to teachers • Share overview of AIP objectives and strategies with teachers during BOY professional development (district-wide and building-based) with an emphasis on increasing the rigor of classroom instruction and the use of data to drive instruction • During BOY building-based professional development, communicate (1) crosswalk from AIP to SIPs and (2) expectation that teachers will align their educator evaluation goals with the AIP to all teachers • Principals submit agenda from in-building professional development to central office as evidence that they have reviewed the AIP with teachers	Supt/Principals	Aug-Sept
Central office administrators, building administrators, and teachers set Student Learning and Professional Practices goals aligned with the AIP and/or School Improvement Plans • Set Student Learning Goals using Final Outcomes in Objective 1 in the Accelerated Improvement Plan • Set Professional Practice Goals based on Objectives 2, 3, and 4 in the Accelerated Improvement Plan • Evaluators review and approve goals to ensure they are aligned with the SIP and the AIP • Principals submit their Student Learning and Professional Practice goals and samples of	Supt/Asst Supt/Principals	Sept-Oct Nov-ongoing

Activities and Action Steps to Support Final Outcome 3.1 By the end of September, all SIPs and educators' student learning and professional practice goals will align with the goals and strategies in Objectives 1-4 in the AIP and reflect the standards and rubrics defined in the Massachusetts educator evaluation framework (603 CMR35.02)	Owner	Timeline
teacher goals for each grade to central office as evidence of alignment with the AIP • Central office and building administrators include in their portfolio of evidence at least 5 examples of strong student learning goals that their educators have set		
Building administrators develop and implement a plan to conduct regular school learning walks, and include evidence from regular school learning walks in their evidence collection to show progress towards the SIP • Collect principals' schedules for conducting 10 mini-observations weekly and 2 hours per day on instruction weekly through weekly survey • Review collection of evidence (Asst Supt or Supt) at formative assessment mid-year and at supervisory meetings with Superintendent as necessary	Principals	Oct-ongoing

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 3.2

A) By the MOY, 100% of evaluators will demonstrate proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations and feedback which will be reflected in midyear evaluations

B) By the EOY, 100% of evaluators will provide growth-producing feedback to those they supervise on improving classroom instruction with a focus on rigor, as measured by portfolios of evidence and ratings on Standard I. Instructional Leadership

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Why are these Final Outcomes critical to achieve?

Strong core instruction aligned to rigorous standards is the key to raising achievement for all students. In order for the district to ensure that effective teachers are teaching rigorous content in all classrooms, we need strong instructional leaders in each building to: (1) accurately and consistently identify effective instruction and (2) give constructive and actionable feedback. During the first half of the school year, the district will focus on building administrator capacity for identifying effective instruction; once evaluators can identify rigorous instruction, they will be expected to use their understanding of effective instruction to provide teachers with growth-producing feedback that will help teachers achieve their expectations for effective teaching.

Short-Term Outcomes (Student Learning Goals) 3.2

Objective 3 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 3.2

Improve the capacity of district and school instructional leaders to:

(1) Identify effective instruction with a focus on rigor

(2) Provide consistent and constructive feedback through coaching, evaluation of evaluators' portfolios of evidence collection, and ratings on Standard I. Instructional Leadership

Central Office Owner: Assistant Superintendent for Accountability and School Improvement

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Early Evidence of Change (Professional Practice Goals) 3.2

- ➢ Starting in September and throughout the year, 100% of principals will follow up on the action steps identified after each supervisory meeting by the next meeting
- ➢ By MOY, 90% of building administrators will be proficient at observing classroom practice, as indicated by their rating in Standard I. Instructional Leadership and I-D. Evaluation Indicator
- ➢ By EOY, 90% of evaluators provide consistent and constructive feedback through coaching, evaluation of evaluators' portfolios of evidence collection, and ratings on Standard I. Instructional Leadership

Activities and Action Steps to Support Final Outcome 3.2 A) By the MOY, 100% of evaluators will demonstrate proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations and feedback which will be reflected in midyear evaluations B) By the EOY, 100% of evaluators will provide growth-producing feedback to those they supervise on improving classroom instruction with a focus on rigor, as measured by portfolios of evidence and ratings on Standard I. Instructional Leadership	Owner	Timeline
Develop a prioritized list of elements from the teacher and administrator rubrics related to rigor of instruction and quality of feedback • Teacher rubric indicators that define rigor could include I-A-3. Rigorous Standards-Based Unit Design, II-A-1. Quality of Effort and Work, II-A-2. Student Engagement and II-D-2. High Expectations as measured by school learning walks and classroom observations • Create a communication tool for teachers highlighting the important elements of educator evaluation and how they will be deemed "Proficient" on their summative evaluations	Principals, Supt/Asst Supts	Aug-Sept

Establish expectations for principals regarding their roles in observing teachers and providing feedback
 	
• Message that principals will be expected to:
   o Spend two hours a day on "teacher time" (eg., classroom observations, TCT meetings, providing feedback, etc.)
   o Conduct at least 10 mini-observations per week, including 1 observation of a TCT meeting (if applicable)
   o Provide growth-producing feedback for each observation
   o Conduct one school learning walk each month
• Collect observation notes from principals weekly to ensure that they have conducted ~10 mini-observations per week
	Principals	Sept

Create a tiered system of supports for evaluators on identifying rigorous instruction and providing growth-producing feedback • Establish a common district-wide definition of rigorous instruction and high-quality growth-producing feedback • Give evaluators assessments to diagnose their understanding of rigorous instruction in comparison to the district-wide definitions through: o Sharing ~3 examples of feedback to teachers from the previous school year with the Superintendent for review • Create three "tiers" of supports based on assessment	Supt/Asst Supts	Sept
Provide differentiated professional development for evaluators and TLSs based on the "tier" of support required • PD may include group and individual coaching; superintendent/principal school learning walks and walkthroughs to observe classrooms and calibrate ratings; training at biweekly Principals' Meetings; one-on-one conversations; and feedback from supervisors • Parnter with RBT to create training plan and material for each "tier"	Supt/Asst Supts	Sept-Oct
Use, reinforce, and assess RBT training related to rigorous instruction at the building level ✦ District administrators will use and reinforce RBT training with building administrators; middle school administrators may receive supplemental training • Provide additional examples of rigorous instruction to building administrators • Building administrators will use and reinforce RBT training with the school instructional leadership team and teacher collaboration teams o At New Bedford High School, principal will share training with Housemasters, who will be responsible for sharing training material with TCTs	All Evaluators (Dist. And Bldg)	Oct - ongoing

Activities and Action Steps to Support Final Outcome 3.2 A) By the MOY, 100% of evaluators will demonstrate proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations and feedback which will be reflected in midyear evaluations B) By the EOY, 100% of evaluators will provide growth-producing feedback to those they supervise on improving classroom instruction with a focus on rigor, as measured by portfolios of evidence and ratings on Standard I. Instructional Leadership	Owner	Timeline
• Tie RBT training to priority elements on ed eval rubric identified by the district		
Define the purpose, roles and responsibilities, and protocol for feeder pattern meetings so that they focus on reviewing and analyzing feedback ✦ Repeat this activity with middle school principals at regular middle school administrator meetings	Supt/Asst Supts	Jan – ongoing
As part of the "tiered" system of supports, coach all evaluators and TLSs to identify effective classroom instruction against a standard for rigor • Analyze ongoing feedback given by all school-based educators to assess individual evaluators' ability to identify effective, rigorous instruction and calibrate inter-rater reliability quarterly by: o Assessing evaluators' ability by collecting evaluators' ratings on example videos of classroom observations quarterly • Focus Principals' Meetings on developing a collective understanding of rigor in classroom instruction using texts, video tapes, etc. • Re-assess evaluators quarterly, using analysis of ratings on example videos, to measure their progress and adjust groupings in "tiers" of support as necessary ✦ Middle school principals conduct non-evaluative learning walks with each other to calibrate their understanding of rigorous instruction at least quarterly ✦ Analyze written observation feedback given to middle school educators to measure and calibrate inter-rater reliability ✦ Provide middle school principals with targeted coaching on recognizing rigorous instruction • Create a system to provide professional development for TLSs (e.g., a coach)	Supt/Asst Supts Middle School Principals Sup/Asst Supts/ External consultants	Nov – ongoing Oct-ongoing Feb-May Oct-ongoing
As part of the "tiered" system of supports, develop a common understanding of constructive, growth-producing feedback • Provide examples of exemplary constructive, growth-producing feedback • Coach and assess all principals and New Bedford High School Housemasters on providing growth producing feedback ✦ Provide middle school evaluators with targeted coaching on giving effective feedback	Asst. Supt for Accountability and School Improvement Dir. of Prof Dev	Nov Nov Jan – ongoing
As part of "tiered" systems of support, coach and assess all evaluators and TLSs to provide growth-producing feedback • Analyze ongoing feedback given by all school-based educators to assess individual evaluators' ability to provide high-quality feedback and calibrate inter-rater reliability quarterly by: o Collecting random sample of feedback to teachers quarterly • Re-assess evaluators quarterly, using sample feedback, to measure their progress and adjust groupings in "tiers" of support as necessary • Target additional monitoring and support for individual teachers based on feedback quality • Create a system to follow up on professional development for TLSs (e.g., a coach)	Supt/Asst Supts	Dec – ongoing Oct-ongoing

Activities and Action Steps to Support Final Outcome 3.2 A) By the MOY, 100% of evaluators will demonstrate proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations and feedback which will be reflected in midyear evaluations B) By the EOY, 100% of evaluators will provide growth-producing feedback to those they supervise on improving classroom instruction with a focus on rigor, as measured by portfolios of evidence and ratings on Standard I. Instructional Leadership	Owner	Timeline
Monitor principals' progress through regular supervisory conversations • Superintendent meets individually with principals regularly to review progress and assess the degree of follow-through at the building level • Principals share summary of meeting and action steps with Superintendent within 48 hours of meeting	Supt	Aug - ongoing

Section 6: Objective 4

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.

The overarching intent of Objective 4 is to create and enact a vision for education for New Bedford Public School that is embraced by staff, students, families, and the broader community, and prepares student for success in college and in their careers. In order to achieve this vision, we need to engage families in understanding and shaping their children's learning experiences and to be advocates for rigorous academic instruction throughout their school careers.

Two foundational steps in achieving this larger vision are first to establish a culture in each school that welcomes families as true partners in their child's education and secondly to develop transparency that allows families to understand the successes and challenges the district faces as well as the path forward that the district will take to help each child achieve success.

The initiatives in Objective 4 for SY2013-14 are aimed at establishing this foundation which will pave the way for increasingly substantive family involvement over time.

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcome 4.1

By EOY, all schools and classrooms will have a welcoming environment, as measured by

A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments

District and School Improvement Plan Final Outcomes 4.2

By EOY, over 70% of families responding to a survey will demonstrate an understanding of the district's overall vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.

HOW WE WILL GET THERE

Strategic Initiative 4.1

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

Strategic Initiative 4.2

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 4:

➢ School Improvement Plans

➢ Educator evaluation ratings for teachers and evidence collection

➢ Principal, school based administrator, and central office administrator educator evaluation ratings

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 4.1

By EOY, all schools and classrooms will have a welcoming environment, as measured by

A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments

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Why is this Final Outcome critical to achieve?

Families are critical factors in ensuring students' academic and overall success. Families should feel like valuable members of the school learning community and work in partnership with teachers to support their child's achievement. Additionally, ensuring effective on-going communication between schools and families contributes to building trusting relationships, which can help bolster student success.

Short-Term Outcomes (Student Learning Goals) 4.1

Objective 4 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 4.1

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

Central Office Owner: Assistant Superintendents for Accountability & Student Services

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Early Evidence of Change (Professional Practice Goals) 4.1

➢ By MOY, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks and community feedback

➢ By MOY, over two-thirds of families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences

➢ By MOY, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured on the Massachusetts TELL survey

Activities and Action Steps to Support Final Outcome 4.1 By EOY, all schools and classrooms will have a welcoming environment, as measured by A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators) B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments	Owner	Timeline
Develop a district family engagement policy and practices that articulates the elements of a welcoming environment • Work with an external consultant and members of the community to define an effective plan toward robust and active community engagement with the new vision and direction for New Bedford Public Schools that resonates in every school • Convene key stakeholders including: parents, district office staff, principals, and teachers to define a welcoming environment • Create a policy with action steps to promote a welcoming environment in each school and in central office	Asst. Supt	Aug - Ongoing
Develop and offer training for teachers and administrators on effective engagement of families to support student learning at home and in the community in collaboration with principals and other stakeholders	Asst. Supt	Aug - Ongoing
Remove barriers to equitable access to district and school communications • Ensure adequate availability of translation services for all families • Identify innovative ways to ensure that district and school communications reach all families	Principals	Aug - October

WHAT WE WILL ACHIEVE

District and School Improvement Plan Final Outcomes 4.2

By EOY, over 70% of families responding to a survey will demonstrate an understanding of the district's overall vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.

Why is this Final Outcome critical to achieve?

Leading with transparency helps promote the development of trusting partnerships with families and community members. Additionally, authentically inviting and promoting input, discourse, and a collaborative decision making model with community members improves school and district leaders' ability to make informed decisions and improves overall community relations.

Short-Term Outcomes (Student Learning Goals) 4.2

Objective 4 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 4.2

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

Central Office Owner: Assistant Superintendent for Special Education & Student Services

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Early Evidence of Change (Professional Practice Goals) 4.2

- ➢ By the end of October, baseline data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.

- ➢ By MOY all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for NBPS, as measured by collection of agendas, meeting materials, etc.

Activities and Action Steps to Support Final Outcome 4.2 By EOY, over 70% of families responding to a survey will demonstrate an understanding of the district's overall vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.	Owner	Timeline
Create a comprehensive family engagement plan that creates a shared vision for how schools and families will work together as partners in students' learning • Educate families on the grade-level expectations for rigor for their student(s) and how this articulates across grades – leading to college and career readiness • Establish practices to ensure positive two-way communication and relationship building with parents as ongoing partners in their student(s)' learning (e.g. weekly communication and homework logs) • Develop a school-based process that allows for the effective resolution of problems brought forward by families and are solved at the school level with the staff who are directly involved with the family	Sup/Asst. Supts, Principals	Aug - ongoing
Create schedule of communications and community engagements that provide opportunities for family input and creation of a shared vision • Determine type, frequency, and content/topics of print and media communications (e.g. OpEd, press releases, letters to specific stakeholders, etc.) • Schedule district communication events and community input opportunities (e.g. focus groups, community presentations, town halls, agency partnerships, etc.)	Sup/Asst. Supts, Principals	Aug - Sept
Create and administer school climate survey • Create school climate survey that focuses on creating the conditions that reflect schools as welcoming environments for families as the foundation for transparent and ongoing communication regarding their children's' learning • Ensure equitable access to the survey through translation services and availability of public facilities for internet access • Administer school climate survey that reflects a collaborative work environment focused on student results	Sup/Asst. Supts, external experts, Principals	Sept - Oct
Share survey findings with community and co-create action plan • Analyze survey results for key themes and findings related to transparency and a positive school culture • Share survey results with families and co-create action plans to tackle top challenges identified in the survey	Sup/Asst Sups/Central Office staff/Principals	Nov -Dec