

New Bedford Public Schools

2016-2017

District Accelerated Improvement Plan



*“We are Building an Excellent School System”*

# New Bedford Public Schools

## Accelerated Improvement Plan SY 2016-17

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### 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 three years, the district has raised the expectations for students and staff and has provided teachers with the tools to promote student learning.

Last year, the district focused on deepening the use of core instructional systems and materials to support teachers and principals.

This year, the district will emphasize three key aspects of its work:

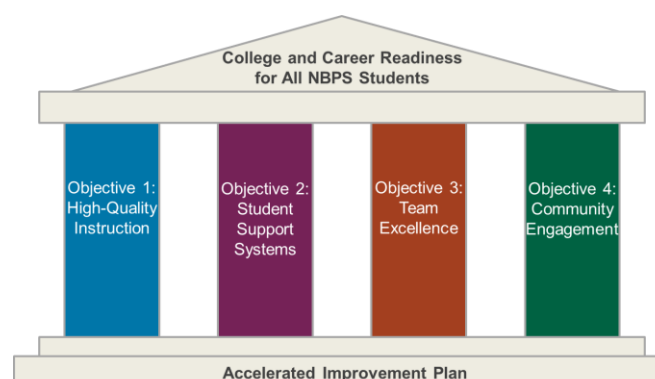
1. **Teachers will leverage the curriculum, materials and the instructional framework to make connections between planning, instruction, and student learning.** Teachers will ensure that they plan and deliver engaging lessons that hold students to high standards, while measuring the impact of their instruction on student learning. Using a new data cycle teachers and principals will be able to monitor closely student progress.
2. **The district will strengthen systems for supporting struggling students, whether they have academic, special education, ELL, or social-emotional needs.** New reading specialists are in place at key struggling schools, along with a new assessment and progress monitoring system that will ensure we close the literacy gap for our most struggling readers.
3. **Teachers and principals will, again, 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 and PD will be closely tracked to measure its impact on student learning.

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
- Support and track progress of its 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



## **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.

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

**Initiative 1.1: Integrate use of priority learning standards, instructional practices, assessments and data cycles.**



**Team Leader: Tammy Greene**

**Team Members:** Joseph Almeida

**Final Outcomes:**

**Teacher Practice Goals**

- By EOY teachers and TLSs will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.
  - Measured through: Progress monitoring logs that identify a) initial benchmark and baseline data, b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar skills, c) RTI and other needs as well as timely intervention and remediation, d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, and b) embed practices that emphasize conceptual understanding in all parts of their lesson.
  - Measured through: Principal and liaison learning walk logs that cite specific observation evidence.
- By EOY most middle school teachers are planning lessons ties to rigorous objectives that a) introduce a problem with a video or picture with limited academic text, b) allow students to identify the variables, c) empower students to create a model, and d) encourage student discourse that validates conclusions and reflects on sources of error.
- Liaisons will conduct at least three math-focused visits to review evidence collected by the principal and perform a leaning walk. Evidence will be collected detailing the following dimensions of math practice: Rarely Seen, Developing, or Fully Embedded

**Student Learning Goals**

- By EOY the district will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY the district will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.
  - Measured through: PARCC Math assessment

**What this means for teachers:** Elementary teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction. Middle school teachers should make key shifts in their practice using the cycle of effective of effective instruction, while receiving support in the form of targeted PD and feedback from observations.

**What this means for principals:** Principals will be expected to provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. They will also support teachers in developing intervention plans based on data.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Progress monitoring logs show the implementation of a data cycle.
- Principal and liaisons have conducted at least three math-focused learning walks, cited specific, observation evidence, to continue to monitor from

Feb. 1:

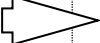
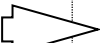
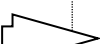
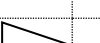


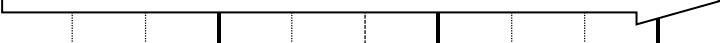


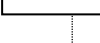

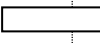


- Progress monitoring logs show evidence of intervention and targeted instructional planning.
- Most schools will maintain or exceed MOY expected growth.
- Principal and liaisons have

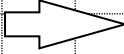


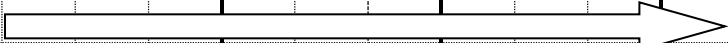



May 1:

- Work done on data cycles is observed in teaching practices and cited in principal and liaison learning walk logs.
- Principal and liaisons have conducted at least three math-focused learning walks, cited specific observation evidence,

<p>last year's EOY data collection. Teachers are expected to continue to make instructional progress.</p> <ul style="list-style-type: none"> <li>➤ Office of Instruction liaisons are strategically assigned to support schools in improving math performance.</li> <li>➤ School embedded data cycles have been established at all levels, ensuring teachers are using authentic student work to assist in planning and adjusting instructional practice. Student outcomes are being closely monitored in each data cycle.</li> <li>➤ School visitation protocol is in place to assist in providing growth producing feedback to principals on school performance.</li> <li>➤ Conceptual mathematic PD has been offered in key schools that have demonstrated the need for additional support. The PD will lead to improved teacher and student performance. This will be carefully monitored.</li> </ul>	<p>conducted at least three math-focused learning walks, cited specific, observation evidence, to continue to monitor from the November data collection. Teachers are expected to continue to make instructional progress.</p> <ul style="list-style-type: none"> <li>➤ Office of Instruction liaisons are strategically assigned to support schools in improving math performance. These assignments continue to be differentiated by school based on need.</li> <li>➤ School embedded data cycles are solidly in place at all levels, ensuring teachers are using authentic student work to assist in planning and adjusting instructional practice. Student outcomes are being closely monitored in each data cycle.</li> <li>➤ School visitation protocol is solidly in place to assist in providing growth producing feedback to principals on school performance.</li> <li>➤ Additionally conceptual mathematics PD has been offered in key schools since Novemeber that have demonstrated the need for extra support. The PD will lead to improved teacher and student performance. This will be carefully monitored.</li> </ul>	<p>to continue to monitor from February's data collection. Teachers are expected to continue to make instructional progress.</p> <ul style="list-style-type: none"> <li>➤ Office of Instruction liaisons are strategically assigned to support schools in improving math performance. These assignments continue to be differentiated by school based on need.</li> <li>➤ School embedded data cycles have been in place all year, ensuring teachers are using authentic student work to assist in planning and adjusting instructional practice. Student outcomes are being closely monitored in each data cycle.</li> <li>➤ School visitation protocol is in place to assist in providing growth producing feedback to principals on school performance.</li> </ul> <p>Conceptual mathematic PD has been offered in key schools since February that have demonstrated the need for additional support. The PD will lead to improved teacher and student performance. This will be carefully monitored.</p>
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# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b><u>Develop systems for teachers and TLSs to regularly and effectively implement ongoing data cycles.</u></b>										
<b><u>Establish a clear vision for school-wide data use.</u></b>										
Ensure school's leadership team sets the tone for ongoing data use.										
Define critical teaching and learning concepts.										
Develop a written plan that articulates activities, roles, and responsibilities.										
Provide ongoing data leadership use both formative and summative data.										
<b><u>Make data part of the ongoing cycle for instructional improvement.</u></b>										
Collect and prepare a variety of data about student learning using ongoing data cycles (ongoing unit assessments, BOY, MOY and EOY assessments).										
As part of the ongoing data cycle, modify instruction to increase student learning and review instructional shifts to measure impact on student learning.										
<b><u>Provide supports that foster a data-driven culture within the school.</u></b>										
Designate TLSs as school-based facilitators that meet and collaborate with teacher teams in discussing data and solving problems (will be ongoing during newly negotiated school embedded professional time but expectations will be established by mid-September.)										
Dedicate structured time for staff collaboration (will be ongoing during newly negotiated school embedded professional time but expectations will be established by mid-September.)										
Provide targeted PD regularly (again, this will be ongoing but specific Targeted PD plans will be created by the end of September).										
<b><u>Teach students to examine their own data and set learning goals.</u></b>										
Explain expectations and assessment criteria.										
Provide feedback to students that is timely, specific, well formatted, and constructive.										
Provide tools that help students learn from the feedback.										
<b><u>Develop systems for teachers, principals, and central office staff to collect data and guide instructional practices.</u></b>										
Propose a system for collecting and analyzing data.										
Develop a system to ensure effective follow through										

at each level after data collection.									
TLSs work with teachers throughout the year to develop their skills aligned to specific look fors.									
Principals and liasons monitor the look fors.									
<b>Develop guidelines for how middle school teachers should shift their instruction.</b>									
Clearly articulate how teachers should facilitate modeling.									
Provide specific guiding questions to ensure effective planning and implementation of lessons.									
Establish, implement and training on the cycle of effective instruction at the middle school math level – plan, implement, analyze student performance, and adjust practice, etc...(this will be ongoing in terms of its implementation and monitoring but teachers will be trained by mid-September)									
									

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

**Initiative 1.2a:** Integrate the use of priority learning standards, instructional practices, assessments and data cycles - ELA

**Team Leader:** Jessica Hedges



**Team Members:** Hannah-Joy Beaulieu

**Final Outcomes:**

**Teacher Practice Goals**

- By EOY, data collected during liaison learning walks will demonstrate that teachers at most elementary schools are (1) planning lessons tied to rigorous objectives using Reading Street materials as guided by the Units of Study (including the newly added revisions), (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide (including newly added revisions)
- **Measured through:** Liaisons will conduct at least three literacy-focused visits to review evidence collected by the principal and perform a leaning walk. Evidence will be collected detailing the following dimensions of literacy practice: Rarely Seen, Developing, or Fully Embedded
  - Lessons tied to rigorous objectives:
    - Liaisons will observe whether classroom teachers have objectives posted that tie to the Curriculum Units of Study/Writing Reference Guide
    - Review lessons plans that reflect the Units of Study
  - Using assessment data to inform instruction:
    - Liaisons will observe whether teachers are using formative assessment pieces from the Units of Study to assess student learning
    - Liaisons will observe and ask how students are grouped and what classroom interventions are in place
  - 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 and evidence of student-teacher conferencing

**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 in Galileo and STAR
  - Measured through: Galileo, STAR, PARCC ELA Assessment and DIBELS
- By EOY the district will see at least 10% of students in "Warning" move to "Needs Improvement" and at least 10% of students in "Proficient" move to "Advanced" in ELA
  - Measured through: Galileo, STAR, PARCC ELA Assessment and DIBELS

**What this means for teachers:** Teachers will make four keys shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

- 1.) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
  - Teachers will be provided with instructional supports in the form of the newly revised Units of Study, Writing Reference Guides, and targeted PD
- 2.) Teachers will continue to shift the "heavy lifting" to students through the gradual release model ("I do," "we do," "you do")
  - 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



- 3.) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year
  - Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement
- 4.) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides
  - Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides

**What this means for principals:** Principals will make several keys shifts:

- 1.) Principals will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- 2.) Principals will guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, Galileo, STAR, PARCC, Writing to Sources by genre)
- 3.) Principals will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
- 4.) Principals will participate in tiered ELA support with the Director of Literacy and Humanities based upon their PARCC scores
- 5.) Principals of high stakes schools will participate in a small PLC targeting ELA instruction focused on student outcomes
- 6.) Principals will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction

**What this means for TLSs:**

- 1.) TLSs will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes
  - TLSs will form and participate in learning walk teams targeting the implementation of the Curriculum Units of Study and the Writing Reference Guide
  - TLSs will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders
  - TLSs will monitor and reflect on their own practices through the use of a reflection journal and discussion during monthly PD meetings

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- **Short-term outcome:**
- Training on the newly expanded and revised Grades K-5 Curriculum Units of Study /Writing Reference Guide has been offered and delivered with a focus on how to deliver and implement standards-based instruction with the Reading Street materials.
- A team has been formed, and dates set to complete the remaining revisions of the Units of Study and Writing Reference Guides.
- A survey has been administered to middle school ELA teachers to reflect upon,

Feb. 1:

- **Short-term outcome:**
- Middle School ELA curriculum has been revised and changes have been made to reflect the survey data.
- The 2<sup>nd</sup> ELA TLS learning walk has been conducted with TLSs reporting feedback to the group and determining next steps (these will be integrated into the liaison learning walks).
- Principals of the high stakes PLC continue to meet monthly and have conducted an ELA focused building wide learning walk to inspect what we expect.

May 1:

- **Short-term outcome:**
- The 3<sup>rd</sup> ELA TLS learning walks have been conducted (these will be integrated into the liaison learning walks).
- Principals of high stakes PLC continue to meet monthly and have conducted a 2<sup>nd</sup> ELA focused building wide learning walk to inspect what we expect.
- Principals of high stakes PLC have reported on their 2<sup>nd</sup> learning walk and next steps have been discussed and determined.
- Team 1.2 and the Office of Instruction liaisons have

<p>and determine the effectiveness of the newly implemented ELA curriculum.</p> <ul style="list-style-type: none"> <li>➤ An ELA Principal PLC of high stakes schools has been formed and has begun work to improve student ELA growth.</li> <li>➤ TLS learning walk teams have been formed and have completed their initial observation, reporting, feedback to the group and determining next steps.</li> <li>➤ Middle School survey has been administered and data has been analyzed with next steps identified for revision and implementation.</li> <li>➤ Collect, analyze and determine next steps regarding CCR BOY data.</li> <li>➤ Collect, analyze and determine next steps regarding Writing to Sources (Narrative) data.</li> <li>➤ Principal and liaisons have conducted at least three ELA-focused learning walks, cited specific, observation evidence, to continue to monitor from last year's EOY data collection. Teachers are expected to continue to make instructional progress.</li> <li>➤ Office of Instruction liaisons are strategically assigned to support schools in improving literacy performance.</li> <li>➤ School embedded data cycles have been established at all levels, ensuring teachers are using authentic student work to assist in planning and adjusting instructional practice. Student outcomes are being closely monitored in each data cycle.</li> <li>➤ School visitation protocol is in place to assist in providing growth producing feedback to principals on school performance.</li> <li>➤ Literacy PD has been offered</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principals of high stakes PLC have reported on their ELA learning walks and next steps have been discussed and determined.</li> <li>➤ Collect, analyze and determine next steps regarding CCR MOY data.</li> <li>➤ Collect, analyze and determine next steps regarding Writing to Sources (Literary Analysis) data.</li> <li>➤ <b>Short-term outcome:</b> On ELA MOY Galileo/ELA STAR, most schools will maintain or exceed expected growth.</li> <li>➤ Principal and liaisons have conducted at least three ELA-focused learning walks, cited specific, observation evidence, to continue to monitor from November's data collection. Teachers are expected to continue to make instructional progress.</li> <li>➤ Office of Instruction liaisons are strategically assigned to support schools in improving literacy performance. These assignments are differentiated based on need.</li> <li>➤ School embedded data cycles are solidly in place at all levels, ensuring teachers are using authentic student work to assist in planning and adjusting instructional practice. Student outcomes are being closely monitored in each data cycle.</li> <li>➤ School visitation protocol is in place to assist in providing growth producing feedback to principals on school performance.</li> <li>➤ Literacy PD has been offered in key schools that have demonstrated the need for additional support. The PD will lead to improved teacher and student performance and will be carefully monitored.</li> </ul>	<p>collected evidence of principals at schools monitoring the impact of the ELA Curriculum Units of Study/Writing Reference Guide for Grades K-5.</p> <ul style="list-style-type: none"> <li>➤ Collect, analyze and determine next steps regarding CCR EOY data.</li> <li>➤ Collect, analyze and determine next steps regarding Writing to Sources (Research Simulation) data.</li> <li>➤ Principal and liaisons have conducted at least three ELA-focused learning walks, cited specific, observation evidence, to continue to monitor from February's data collection. Teachers are expected to continue to make instructional progress.</li> <li>➤ Office of Instruction liaisons are strategically assigned to support schools in improving literacy performance. These assignments are differentiated based on need.</li> <li>➤ School embedded data cycles are solidly in place at all levels, ensuring teachers are using authentic student work to assist in planning and adjusting instructional practice. Student outcomes are being closely monitored in each data cycle.</li> <li>➤ School visitation protocol is in place to assist in providing growth producing feedback to principals on school performance.</li> <li>➤ Literacy PD has been offered in key schools that have demonstrated the need for additional support. The PD will lead to improved teacher and student performance, and will be carefully monitored.</li> </ul>
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<p>in key schools that have demonstrated the need for additional support. The PD will lead to improved teacher and student performance.</p>		
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# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Elementary</b>										
<b>Develop and deliver PD to Principals and TLSs on how to use the newly revised Curriculum Units of Study and Writing Reference Guides</b>										
<ul style="list-style-type: none"> <li>Team 1.2 develops introductory PD session for staff regarding the newly revised Curriculum Units of Study and the Writing Reference Guides</li> </ul>	⇒									
<ul style="list-style-type: none"> <li>Principals and TLSs deliver introductory PD to staff with the support of the Director of Literacy and Humanities</li> </ul>		⇒	⇒							
<ul style="list-style-type: none"> <li>Office of Instruction liaisons conduct initial learning walk to create a baseline for ELA instruction as guided by the Curriculum Units of Study and the Writing Reference Guide</li> </ul>		⇒	⇒							
<b>Complete revisions to the Units of Study (Units 2,3, 4 &amp; 5) and the Writing Reference Guide</b>										
<ul style="list-style-type: none"> <li>Create a team for the work</li> </ul>	⇒									
<ul style="list-style-type: none"> <li>Assign responsibilities and dates for completion</li> </ul>		⇒								
<b>Complete final draft of the Units of Study and Writing Reference Guide</b>										
<ul style="list-style-type: none"> <li>Edit as a team</li> </ul>	⇒	⇒	⇒	⇒						
<ul style="list-style-type: none"> <li>Review with Principals and TLSs</li> </ul>			⇒	⇒						
<b>District staff analyze Galileo/STAR and DIBELS results from BOY, MOY and EOY</b>										
<ul style="list-style-type: none"> <li>Team 1.2 and district staff collect and analyze Galileo/STAR from Spring 2016 EOY and Fall 2016 BOY with a focus on grouping students based upon level of need</li> </ul>		⇒								
<b>Administer Middle School ELA curriculum survey</b>										
<ul style="list-style-type: none"> <li>Analyze survey data</li> </ul>	⇒	⇒	⇒	⇒						
<ul style="list-style-type: none"> <li>Revise curriculum as guided by survey data</li> </ul>		⇒	⇒	⇒						
<ul style="list-style-type: none"> <li>Determine any changes in curriculum materials if necessary</li> </ul>		⇒	⇒	⇒						
<ul style="list-style-type: none"> <li>Review as a team</li> </ul>		⇒	⇒	⇒						
<ul style="list-style-type: none"> <li>Complete final draft</li> </ul>			⇒	⇒						
<ul style="list-style-type: none"> <li>Review with Principals and TLSs</li> </ul>				⇒	⇒					
<ul style="list-style-type: none"> <li>Compile a final resource document</li> </ul>				⇒	⇒					
<b>TLS PD</b>										
<ul style="list-style-type: none"> <li>Hold monthly PD sessions focused on the coaching model</li> </ul>		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
<ul style="list-style-type: none"> <li>Form teams for TLS learning walks</li> </ul>		⇒								
<ul style="list-style-type: none"> <li>Conduct learning walks</li> </ul>		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
<ul style="list-style-type: none"> <li>Determine changes in practice</li> </ul>		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
<ul style="list-style-type: none"> <li>Reflective journal</li> </ul>		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
<b>Tiered ELA support for Principals</b>										
<ul style="list-style-type: none"> <li>Form tiers of support based upon PARCC results</li> </ul>	⇒									

<ul style="list-style-type: none"> <li>Form high stakes ELA PLC</li> </ul>	→								
<ul style="list-style-type: none"> <li>Conduct ELA focused learning walks</li> </ul>	→								
<ul style="list-style-type: none"> <li>Determine next steps based upon learning walk data</li> </ul>	→								
<b>Progress Monitoring for ELA growth</b>									
<ul style="list-style-type: none"> <li>Office of Instruction liaison learning walks</li> </ul>	→								
<ul style="list-style-type: none"> <li>Principal high stakes PLC learning walks</li> </ul>	→								
<ul style="list-style-type: none"> <li>TLS team learning walks</li> </ul>	→								
<ul style="list-style-type: none"> <li>Collect and analyze CCR data</li> </ul>	→								
<ul style="list-style-type: none"> <li>Collect and analyze Writing to Sources data BOY, MOY &amp; EOY</li> </ul>	→								

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

**Initiative 1.2b:** Develop a History and Social Science Standards-aligned Humanities curriculum in Grades Pre-k-5



**Team Leader:** Jessica Hedges

**Team Members:** Hannah-Joy Beaulieu

**Final Outcomes:**

- By EOY, the district will have a finalized and published curriculum that aligns to the MA History and Social Science Curriculum Framework for Grades Pre-K-5.

**What this means for teachers:**

Teachers can also expect to work with the Humanities curriculum in more depth next school year

- A teacher representative will be included on the development team

**What this means for principals:**

Principals will receive updates on the development of the curriculum and scope and sequence throughout the year, and should expect to begin working on the curriculum in more depth next school year

- Principals will have an opportunity to review drafts of the curriculum to provide input should they choose

**Key Milestones (to be monitored at the Pre-k-5 level):**

Nov. 1:

- Identify the current practices/guides and materials used to teach History and Social Science
- Evaluate current resources (Bridges & Navigators)
- Establish a team to complete the work
- Schedule regular meetings for the rest of the school year

Feb. 1:

- **Short-term outcome:**
- The team will review a draft of one grade-level scope and sequence from elementary with the Manager of Curriculum, Data and Assessment
- **Short-term outcome:**
- The team will provide the CAO and the Manager of Curriculum, Data and Assessment with an estimate on the cost of materials to support the Humanities curriculum

May 1:

- **Short-term outcome:**
- The team will have a complete curriculum and scope and sequence for Humanities Grades Pre-k-5

# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Identify the current practices and materials used to teach History and Social Science</b>										
<ul style="list-style-type: none"> <li>Assess their effectiveness</li> </ul>	→									
<b>Establish a team for the work</b>										
<ul style="list-style-type: none"> <li>Include a teacher representative</li> </ul>	→									
<b>Meet as a team to establish a schedule, roles and responsibilities for the year</b>										
<ul style="list-style-type: none"> <li>Determine a schedule for meeting</li> </ul>	→									
<ul style="list-style-type: none"> <li>Assign the responsibilities and expectations for the team</li> </ul>	→									
<b>Determine components for the scope and sequence/curriculum document</b>										
<ul style="list-style-type: none"> <li>Review MA History and Social Science Curriculum Frameworks</li> </ul>	→									
<ul style="list-style-type: none"> <li>Review completed samples of curriculum/scope and sequence</li> </ul>	→									
<ul style="list-style-type: none"> <li>Determine structure and format for each grade scope and sequence/curriculum</li> </ul>		→								
<b>Create a draft of one grade level</b>										
<ul style="list-style-type: none"> <li>Draft scope and sequence document</li> </ul>		→								
<ul style="list-style-type: none"> <li>Review with the team</li> </ul>		→								
<ul style="list-style-type: none"> <li>Check for alignment with ELA Curriculum Units and Reading Street</li> </ul>		→								
<ul style="list-style-type: none"> <li>Review draft with the Manager of Curriculum, Data and Assessment</li> </ul>			→							
<ul style="list-style-type: none"> <li>Share draft with principals for feedback</li> </ul>				→						
<ul style="list-style-type: none"> <li>Share draft with TLSs for feedback</li> </ul>				→						
<ul style="list-style-type: none"> <li>Share draft with middle school teachers for feedback</li> </ul>				→						
<b>Research material costs</b>										
<ul style="list-style-type: none"> <li>Provide cost estimates to the CAO and the Manager of Curriculum, Data and Assessment</li> </ul>										→
<b>Draft and review remaining grades</b>										
<ul style="list-style-type: none"> <li>Assign other grade levels to team members</li> </ul>			→							
<ul style="list-style-type: none"> <li>Draft and review</li> </ul>				→						
<ul style="list-style-type: none"> <li>Publish under OI on the New Bedford</li> </ul>										→





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

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



**Team Leader: Tammy Greene**

**Team Members:** Gary Maestas, Christopher Blake

**Final Outcomes:**

- By EOY the district will have developed and published a K-12 science curriculum that aligns with NGSS.
  - Measured through: existence of science curriculum published on NBPS website.

**What this means for teachers:** Teachers will receive updates on the development of the curriculum throughout the year and should expect to fully utilize the curriculum during SY 2016-2017. Secondary science teachers will be asked to provide input on the curriculum via informal opportunities.

**What this means for principals:** Principals will receive updates on the development of the curriculum throughout the year and will be responsible for ensuring that teachers fully utilize the curriculum during SY 2016-2017. Principals will have the opportunity to review drafts of the curriculum during the year and provide input if they choose.

**Key Milestones (to be monitored at elementary and middle school levels):**

Nov. 1:

- The team will have a regular series of meetings scheduled for the school year. Meeting dates will be set, a curriculum development model will be selected (backwards design) and unit 1 will be complete for each grade level.

Feb. 1:

- The team will review a draft of curriculum for one grade level from elementary, one from middle school, and one from high school with CAO.
- The team will make recommendations for program & materials purchases.

May 1:

- The team will have a complete curriculum for science in grades K-12.

# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Meet as a team to establish schedule, roles and responsibilities for the year.</b>										
Determine a schedule for regular meetings for the rest of the year.	→									
Assign responsibilities for draft of curriculum for one grade level from elementary, one from middle school, and one from high school.	→									
<b>Decide on components of the curriculum.</b>										
Review 2016 MA STE Curriculum Framework to understand the standards and their implication for curriculum and instruction.	→									
<b>Create draft of curriculum for one grade level from elementary, one from middle school, and one from high school.</b>										
Draft a grade level curriculum.	→									
Review drafts with the CAO.		→								
Share drafts with principals and solicit feedback at the principals' meeting.		→								
Share grade level drafts with a group of corresponding grade level teachers.		→								
<b>Make program and materials purchase decision.</b>										
Evaluate pilot programs and solicit feedback from pilot teachers.			→							
Make recommendations for purchase to the CAO.			→							
<b>Draft and review remaining grades.</b>										
Assign other grade levels to individuals on the team.	→									
Draft curriculum for remaining grade levels.						→	→	→	→	→
Review drafts with the team.						→	→	→	→	→
Review drafts with the CAO.						→	→	→	→	→
Publish curriculum on the Office of Instruction 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:** Jariel Varnge

**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 wrap-around support systems at the 3 middle schools, the 3 elementary schools in its second year of PBIS implementation, continued work at the high school with Engaging Schools, and expanding its rollout to three additional schools (Normandin, DeValles and Hannigan- cohort 2 schools).
  - 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, continue to introduce and support 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, implement strong progress monitoring plans for each tier 3 student, and involve parents in meetings about their student.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Wrap-around team has created a PBIS behavioral matrix for expectations for each new school entering the PBIS academy (cohort 1).
- **Short-term outcome:** Metrics are

Feb. 1:



















- **Short-term outcome:** Most of last year’s cohort 1 schools and the cohort 2 schools show improvement on key metrics relative to previous years’ data for similar time frames.
- All schools are expected to make

May 1:

- **Short-term outcome:** Most of last year’s cohort 1 schools and the cohort 2 schools show improvement on key metrics relative to February collection.
- All schools are expected to make growth seeing a reduction in

<p>being used to measure the effectiveness of PBIS and wrap-around services, and data from the first quarter has been compared “year-over-year” for the middle schools, select elementary schools and high school to track growth. All schools are expected to make growth seeing a reduction in behavioral referrals, suspensions and an increase in attendance. The data will be tracked, reviewed and interventions will be provided.</p> <ul style="list-style-type: none"> <li>➤ New elementary Student Success Center model is in place and implemented.</li> <li>➤ Schools in cohort 1 and 2 have been partnered with key partners to address to 2-3 specific student needs. Goals of the partnership will be determined by the Wraparound Manager, Principal and community partner team.</li> </ul>	<p>growth seeing a reduction in behavioral referrals, suspensions and an increase in attendance. The data will be tracked year-over-year, reviewed and interventions will be provided.</p> <ul style="list-style-type: none"> <li>➤ Data of all referrals, particularly repeat referrals, will be collected, analyzed and next steps will be determined for repeat referrals by school based teams. Wraparound Manager will monitor and provide support to each school based team.</li> <li>➤ PD materials have been posted on the Office of Instruction website to allow for use at non-priority schools.</li> <li>➤ Goals from each partnership will be reviewed and data analyzed to ensure effectiveness of the partnership and its positive impact on students.</li> </ul>	<p>behavioral referrals, suspensions and an increase in attendance. The data will be tracked year-over-year, reviewed and interventions will be provided.</p> <ul style="list-style-type: none"> <li>➤ Data of all referrals, particularly repeat referrals, will be collected, analyzed and next steps will be determined for repeat referrals by school based teams. Wraparound Manager will monitor and provide support to each school based team.</li> <li>➤ Wrap-around team has published guidance materials for non-priority schools to guide startup of PBIS, BBST and wrap-around services (by July 1).</li> <li>➤ Expectations for middle schools have been communicated to current 5<sup>th</sup> grade students and teachers, and expectations at the high school have been communicated to current 8<sup>th</sup> grade students and teachers, including a check for understanding.</li> <li>➤ Goals from each partnership will be reviewed and data analyzed to ensure effectiveness of the partnership and its positive impact on students.</li> </ul>
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# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Middle schools work together to review common expectations and PD plan for culture and climate building</b>										
• Create or adapt a PBIS behavioral matrix to set common student expectations for all middle schools										
• Create or adapt guidelines about Tier I, II and III behaviors to set consistent expectations about teachers' role in PBIS										
• Share PBIS matrix and Tier I, II and III guidelines with teachers at each school for input, including HS to check for alignment										
• Update and finalize PBIS matrix and Tier guidelines										
• Collaborate to develop and deliver PD sessions for MS staff to introduce PBIS expectations and train on strategies										
• Upload completed PD materials to Office of Instruction website										
<b>Share PBIS matrix with cohort 2 elementary schools and work with principals to adapt</b>										
• Meet with principals to share MS materials										
• Work with principals to adapt materials for elementary										
• Elem. principals share with their staff to collect input and finalize										
• Adapt and deliver PD at selected schools										
• Upload completed elementary PD materials to Office of Instruction website										
<b>Establish Key Partnerships for Cohort 1 and 2 Schools</b>										
• Meet with building principals to establish 2-3 high needs priorities										
• Meet with the executive directors of the community based organizations to streamline partnership efforts for cohort 1 and 2 schools										
• Coordinate a meetings between principals and executive directors to establish goals for strategic partnerships										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
<b>Create guidelines and protocol for conducting wrap-around services inventory</b>										
• Determine the list of "If...Then..." scenarios that schools should be prepared to support										
• Create a list of district strategies, resources and partners available to schools, indicating which grade level and schools they apply to										
• Draft a District Curriculum Accommodation Plan showing how the strategies, resources and partners can be used to address the "If...Then..." scenarios										
• Guide the middle schools and selected										

<ul style="list-style-type: none"> <li>elementary schools to create a school version of the DCAP based on the district version</li> </ul>										
<ul style="list-style-type: none"> <li>Publish the DCAP on the Student Services website and the school versions on the school websites</li> </ul>										
<b>Define metrics to measure level of implementation and wrap-around services</b>										
<ul style="list-style-type: none"> <li>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"> <li>Suspensions, number of SPED referrals, attendance, grades, # of Fs, placement in specialized programs, school learning walks to observe climate</li> </ul> </li> </ul>										
<ul style="list-style-type: none"> <li>Determine the plan to collect each metric</li> </ul>										
<ul style="list-style-type: none"> <li>Collect baseline for the three middle schools and selected elementary schools</li> </ul>										
<b>Collect and analyze metrics from middle schools and selected elementary schools</b>										
<ul style="list-style-type: none"> <li>Collect updated metrics</li> </ul>										
<ul style="list-style-type: none"> <li>Meet with all involved principals to analyze data as a group, provide feedback and develop strategies to improve</li> </ul>										
<b>Identify and document at least 2 effective systems or practices to share</b>										
<ul style="list-style-type: none"> <li>Identify and document at least 2 effective systems or practices to share</li> </ul>										
<b>Coordinate communication plan to share middle school expectations with 5<sup>th</sup> grade teachers and students</b>										
<ul style="list-style-type: none"> <li>Set one time near the start of the year to share MS expectations with 5<sup>th</sup> grade teachers and SACs, and one time near the end of the year to share with students</li> </ul>										
<b>Coordinate communication plan to share high school expectations with 8<sup>th</sup> graders</b>										
<ul style="list-style-type: none"> <li>Set one time near the start of the year for 8<sup>th</sup> grade teachers to learn about HS expectations,</li> </ul>										
<b>Activity</b>	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> <li>and one time near the end of the year to share with students</li> </ul>										
<ul style="list-style-type: none"> <li>Plan for clinical facilitators and other staff to review 8<sup>th</sup> grade student IEPs near the end of the year and map needs to HS supports</li> </ul>										
<b>Collect and analyze EOY metrics from middle schools and cohort 2 elementary schools</b>										
<ul style="list-style-type: none"> <li>Collect updates metrics</li> </ul>										
<ul style="list-style-type: none"> <li>Meet with all involved principals to analyze data as a group, assess changes since February and discuss overall effectiveness of pilot</li> </ul>										
<ul style="list-style-type: none"> <li>Create documentation based on this year's implementation to provide guidance for non-priority schools to implement next year</li> </ul>										
<ul style="list-style-type: none"> <li>Publish implementation guidance and related tools to Office of Instruction website and Student</li> </ul>										



## 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: Kimberli Bettencourt**

**Team Members:** Sandra Ford, Amanda Kolby, Cristina Noel-Motta

**Final Outcomes: By EOY data from target schools will show that there is a consistent BBST process in place that includes referral, intervention, monitoring and follow up. Interventions must include entrance and exit criteria as well as plan for follow up after intervention period.**

### Teacher Practice Goals

- **Measured through:** Executive Director of Special Education and Student Services, along with designated staff, will review data 2 times per year to assess the effectiveness of BBST teams as well as implementation of BBST process. Data collection will include frequency of BBST meetings, # of referrals to BBST, # of interventions and success of intervention, # of referrals resulting in referral to special education.

**Student Learning Goals:** Students will participate in recommended interventions as prescribed by the BBST team. Students will be expected to fully engage in the learning process for academic supports and actively participate in behavioral and social/emotional interventions provided at least 85% of the time. This will be measured through observation, progress monitoring, and student work.

### What this means for teachers:

General education teachers must first work to implement supports outside of Special Education. These supports shall include academic supports, social/emotional supports, referral to outside agency, or other behavioral supports as needed. General education teachers will be provided consultation and professional development as warranted to support initiatives within the classroom.

### What this means for principals:

Principals will be expected to monitor the frequency of BBST meetings as well as oversee the process. Principals should also be kept abreast of particular cases of concern (significant behavior, critical need for academic intervention, crisis situation within the home environment) and actively participate in the discussion around needs of these students.

### Key Milestones (to be monitored at elementary, middle and high school levels):

#### Nov. 1:

- BBST teams are established in target schools and Initiative Team members will attend first meeting to ensure guidelines are understood, process is reviewed and the teams are fully prepared to move forward.
- Initiative Team members will provide ongoing support to principals in analyzing data from BBST teams.
- Clear entrance/exit criteria for interventions is established. General education classroom-

#### Feb. 1:

- Data collection from BBST teams is collected, analyzed and adjustment to model is done as needed.
- Data collection from classroom-based behavior support programs is collected, analyzed and adjusted as needed.
- Special Education referral data is collected and analyzed.
- The progress of tier II and tier III reading interventions will be tracked by reviewing STAR literacy assessment data by








#### May 1:

- BBST teams continue to be monitored by Initiative Team members.
- Data collection from interventions is collected to determine effectiveness of academic supports as well as social/emotional/behavioral supports.
- Final model for all interventions will be established for replication in other schools.
- The progress of tier II and tier III reading interventions will






<p>based behavior support systems are in place and monitored.</p> <p>➤ The BBST process will be used in key elementary schools receiving reading specialists as the process for selecting and monitoring those students reading below grade level and in need of tier II or tier III reading intervention.</p>	<p>student. All students are expected to make progress.</p>	<p>be tracked by reviewing STAR literacy assessment data by student. All students are expected to make progress.</p>
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# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b><u>Provide BBST teams with necessary supports for effective implementation of BBST model.</u></b>										
○ Special Education Director and Initiative Team members review BBST materials with each BBST team at target schools. Coordinate with Team 2.1 in order to include Wrap Around Coordinators and Initiative Team members from 2.1 in order to promote a collaborative approach to this process										
○ Team 2.2 will monitor the establishment of BBST team meetings to ensure regular meetings are held and process is followed.										
○ Team 2.2 will support principals in analyzing BBST data, including number of students referred, type of referral, interventions recommended, behavioral supports recommended, and general education systems to support each intervention recommended.										
○ Team 2.2 will work with the principal and appropriate staff to establish clear entrance/exit criteria for interventions. This must include academic supports, behavioral supports and any social/emotional supports being provided by outside agencies.										
<b><u>Develop a system to collect and analyze data from all sources to assess effectiveness of process and interventions.</u></b>										
○ Team 2.2 will work with BBST team to analyze data: Frequency of BBST teams held, # of referrals to BBST, type of referral, referrals resulting in intervention, type of intervention, # of referrals resulting in alternate plan, # of referrals to special education.										
○ Team 2.2 will analyze data from classroom-based support programs to ensure systems are being followed with fidelity, there is a consistent approach to the intervention, and what the student(s) responses are to the intervention. This information will be used to make adjustments to the supports, provide additional supports as needed, and/or discontinue supports if ineffective.										
○ Special Education Director will collect referral data from all schools and do a comparison of target schools. This will allow for analysis of BBST model at target schools versus schools without a formal process. Information will be reviewed against last year's data.										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
○ Team 2.2 continue to monitor BBST teams and										



members will participate in BBST teams at target schools to make observe the evolution of the BBST team process. Of particular interest will be how the BBST team has made adjustments throughout the year to improve the effectiveness of the model.										
○ Team 2.2 will work with principals and TLS staff to analyze data from academic interventions. This analysis will help to determine not only the effectiveness of the interventions, but serve as a model for a more universal intervention model that can be replicated in other schools.										
○ Team 2.2 will work with principals and support staff to analyze data from behavioral supports. This analysis will help to determine not only the effectiveness of the classroom-based supports but determine a process for replicating successful programs in other classrooms/schools.										
○ Team 2.2 will create a short manual on the successful model and share with CAO, principal group, and other stakeholders to promote the BBST team model with intervention and behavioral supports across the District.										

## 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 EL students in all environments



**Team Leader:** Sonia Walmsley

**Team Members:** Silvia Gamboa (ESL Teacher), Moira Greenson (EL TLS), Julie Miller (ESL Teacher), Julianna Pasetto (Math TLS), Martha Romero (SLIFE Teacher), Ivone Spencer (ESL Teacher), Irma Valerius (ESL Teacher), NBHS EL Instructional Leader (TBA), ELA TLS (TBA).

#### Final Outcomes:

- By EOY, the district will implement the district-wide SEI Program and will establish additional models and structures to support academic, language development, and socio-emotional needs of the EL Subgroups (SLIFE, Newcomers, SPED/EL).

#### Teacher Practice Goals:

- Use high-leverage SEI strategies and attend SEI and ESL Professional Development trainings.
  - Measured through: Logs from learning walks and agendas of PD sessions.
- Develop the NBPS ESL curriculum map that reflects EL models (Push-in, pull-out, SLIFE, Newcomers, groups of student by proficiency level)
  - Measured through: Agendas of PD sessions and a written curriculum map
- Build an Early Childhood deeper understanding of language development.
  - Measured through: Agendas of PD sessions

#### Student Learning Goals

- Increase at least one English proficiency level (70% of EL students) by the end of the year.
  - Measured through: EL Assessment ACCESS.
- Exit (10%) of EL students from ESL instructional services.
  - Measured through: EL Assessment ACCESS.
- See at least 10% of EL students in “Warning” move to “Needs Improvement” in Math and ELA.
  - Measured through: PARCC Math & ELA Assessments.

#### What this means for teachers:

SEI Content teachers with EL students in their classroom should continue using the 5 selected SEI strategies (7 Steps vocabulary, Cut & Grow Writing, Think/Pair/Share, Jig Saw Reading, and Can Do Descriptors) as well as additional SEI strategies (i.e. Think Aloud, Choral Reading, Content Learning Logs, Paraphrase Passport, Collaborative dialogues, etc.). SEI & ESL teachers will have opportunities to learn and develop these practices in different ways. The district will offer voluntary PD sessions for targeted domains/ grades/ subjects.

Teachers will be expected to strive for deeper connections between their content curriculum and the focus on academic language, literacy, vocabulary. Teacher will also link background knowledge and culture to learning by incorporating ways to engage students in drawing from their life experiences. In addition, teachers will increase comprehensible input and language output by making the content clear through demonstrations, visuals, and other means and give students multiple opportunities to produce language.

**What this means for principals:**

School Administrators and TLS will receive training on other SEI strategies so that they can support teachers. Principals will help teachers to implement and to increase the use of SEI strategies. They will promote classroom interaction by engaging teachers in using the SEI strategies to stimulate in English higher order thinking and the use of learning strategies to accomplish student academic tasks and to develop English learners as independent learners.

Principals must emphasize to teachers that they are responsible for all their students, including EL students. Principals should increase EL family engagement in school-wide events to celebrate their cultures and translated communications to celebrate languages and diversity.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

**Short-term outcome:**

- Administrators, TLSs, and ESL teachers have received training to increase the SEI Strategies repertoire based on language domains/subject/grade.
- Established Study Groups (ESL, TLS, Content teachers, Early Childhood, SPED/ELL, SLIFE, etc.) to share language development strategies & curriculum ideas.
- Principals and Liaisons have conducted at least one SEI focused learning walk at each school to establish a baseline of teachers using SEI strategies.

Feb. 1:

**Short-term outcome:**

- Learning Walks data showed the implementation of SEI strategies.
- Specific look-fors to measure the impact of SEI strategies used based on ELA & Math data.
- At least 3 voluntary PD sessions for SEI teachers have been held on additional high-leverage SEI strategies based on language domains/ subject/ grade.
- At least 4 PD sessions have been held for ESL teachers on language acquisition strategies for targeting EL subgroups and curriculum development.
- Data and Assessment Manager has met with EL team to review BOY/MOY assessment data, and monitor progress for EL students.










May 1:

**Short-term outcome:**

- Principals and ESL staff have collected evidence of the SEI strategies implementation in all classrooms with EL students PK-12.
- At least 5 exemplary ESL or SEI teachers are designated for other teachers to observe, either via Learning Lab or video.
- Review ACCESS data by EOY.

# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Create and provide PD for principals, administrators, TLSs, ESL and SEI teachers.</b>										
<ul style="list-style-type: none"> <li>Identify 2-3 specific looks-fors that Principals will monitoring when discussing new EL models or new program structures (i.e. SLIFE, Newcomers, etc).</li> </ul>		▶								
<ul style="list-style-type: none"> <li>Establish Study Groups to share and implement best practices (SEI, ESL, SLIFE, Newcomers, SPED/EL, Early Ages)</li> </ul>				▶						
<ul style="list-style-type: none"> <li>Arrange funds to provide in-district PD for targeted focus by domains, subject, grade (i.e. Language of Math, Early Ages, SLIFE, etc.)</li> </ul>	▶									
<ul style="list-style-type: none"> <li>Determine and provide additional SEI training based on school(s) needs to Principals, TLSs, SEI, ESL, and school support.</li> </ul>				▶						
<ul style="list-style-type: none"> <li>Develop and deliver two full-day PD during district PD for Early Childhood staff.</li> </ul>			▶							
<ul style="list-style-type: none"> <li>Provide targered PD training on the new “CAN DO Descriptors” to support SEI content teachers with differentiate of instruction by EPL, assessment accommodations, grading, etc.</li> </ul>			▶							
<b>Develop a guidance for how ESL teachers should develop the ESL Curriculum Map</b>										
<ul style="list-style-type: none"> <li>Attend To T for ESL Curriculum offered by DESE.</li> </ul>	▶									
<ul style="list-style-type: none"> <li>Develop and deliver a PD and Curriculum development calendar for ESL teachers.</li> </ul>		▶								
<ul style="list-style-type: none"> <li>Clearly articulate how teachers should develop their curriculum maps by EL student subgroups (i.e. Newcomers, SLIFE, EPL, etc.).</li> </ul>		▶								
<ul style="list-style-type: none"> <li>Collaborate with ELA &amp; Math directors and Curriculum Manager to align ESL curriculum maps with content curriculum if possible.</li> </ul>		▶								
<b>Conduct SEI learning walks based on the 2015-2016 baseline data collected of the SEI strategies use.</b>										
<ul style="list-style-type: none"> <li>Conduct learning walks in all schools to gather baseline data for the implementation on using SEI strategies.</li> </ul>		▶								
<ul style="list-style-type: none"> <li>Create summary of findings on strategies, indicating level of implementation and next steps to expand and determine PD needs.</li> </ul>		▶								
<ul style="list-style-type: none"> <li>Share summary with Principals and PD sessions.</li> </ul>		▶								

<p><b>Provide opportunities for teachers to observe exemplary instruction, either through classroom visits or videos.</b></p>									
<ul style="list-style-type: none"> <li>Review the list of 2015-2016 exemplary ESL &amp; SEI teachers.</li> </ul>									
<ul style="list-style-type: none"> <li>Connect with each of the identified exemplary teachers to ask whether they prefer a classroom visit or video.</li> </ul>									
<ul style="list-style-type: none"> <li>Determine which SEI strategies each teacher will model.</li> </ul>									
<ul style="list-style-type: none"> <li>Coordinate video recording of teachers choosing to be recorded and upload videos.</li> </ul>									
<ul style="list-style-type: none"> <li>Send communication to all teachers about process to visit exemplary classrooms and link for videos.</li> </ul>									
<p><b>Review ACCESS, BOY/MOY data and observation notes for EL students.</b></p>									
<ul style="list-style-type: none"> <li>Schedule meeting with EL team, Data and Assessment Manager, ELA Director and Math Director after results are available.</li> </ul>									
<ul style="list-style-type: none"> <li>Access reports by grade level and school, and analyze to determine where EL students are making progress vs. EL student's needs.</li> </ul>									
<ul style="list-style-type: none"> <li>Gather and analyze data from SEI learning walks and look for connections between use of SEI practices and gains on district/state assessments.</li> </ul>									
<ul style="list-style-type: none"> <li>After data is available, review and analyze ACCESS data from end-of-year</li> </ul>									

## 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: Lina DeJesus, Karen Treadup, Rafaela DeFigueiredo**

**Team Members:** Lina DeJesus, Karen Treadup, Rafaela DeFigueiredo, Tonya Vitorino, Justine Medina

#### Final Outcomes:

##### Teacher Practice Goals

- By EOY, data from learning walks with principals and liaisons will show that teachers at all schools have adopted new practices related to the PD at that school.
  - Measured through: Liaisons/Principal cohorts will conduct a minimal of 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. Data collected will be used to further inform PD or administrative periods.

##### Student Learning Goals

- By June 2017, we will reduce the number of students not meeting proficiency on the district BOY benchmarks.
  - By MOY the number of students not meeting proficiency will be reduced by 20% in ELA and Math.
  - By EOY the number of students not meeting proficiency will be reduced by 40% in ELA and Math.
  - By MOY, 60% of students will demonstrate high growth.
  - By EOY, 80% of student will demonstrate high growth.

#### What this means for teachers:

Teacher will be given various opportunities to fully participate in ongoing professional development that will lead to the creation of a final product that will be used to improve instruction.

During the year, teachers will 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 will monitor student learning when implementing new practices, and reevaluate these practices as needed.

Teachers will collaborate with colleagues to share and refine instruction practices. Teachers will offer feedback to principals through vehicles such as exit tickets and surveys in order to identify what PD has been most helpful and how to improve PD offerings going forward.

#### What this means for principals:

At the start of the year, principals will collaborate with their SILT to identify the 2-3 focus areas of the School Improvement Plan. These focus areas will be aligned with district wide priorities and drive the design of the school professional development plans. Principals will develop this Professional Development plan collaboratively with their school staff, and will draw on the expertise of various staff members to develop and plan.

Throughout the year, principals will work in cohort groups composed of 2-3 schools to develop PD. Cohort groups will draw on the district PD team for guidance, support and resources as needed.

For elementary schools, PD will be presented in 7 after school sessions as well as a maximum of 4 administrative periods per month. School staff such as TLS, Reading Specialists, teachers, and support staff may volunteer to share their expertise on related PD topics by facilitating PD sessions.



**Key Milestones Milestones  
(to be monitored at  
elementary, middle and high  
school levels- note: all 3  
levels have a different PD  
structure but ALL PD will be  
carefully monitored for  
impact):**

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 9/23, all schools have submitted SIPS and targeted PD plans
- By 9/23, 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 10/1, the district PD team has reviewed submissions and met with all school leaders (in groups) to provide feedback on focusing and finalizing the SIPS and targeted PD plans
- 10/7 all SIPS and PD plans are resubmitted if needed
- 10/14 all SIPS and PD plans are finalized
- **Short-term outcome:** Learning walks at all schools show that teachers are beginning to implement new strategies from the first PD focus area in their SIP
- Principals have conducted learning walks in at least one other school.

Feb. 1:

- PD has yielded a minimum of three data cycles
- PD has yielded a minimum of two PD based products
- **Short-term outcome:** Learning walks at each school will provide evidence that the strategies presented at PD are being implemented.
- District created rubric (rarely seen, developing, fully embedded) and exit slips will be used to determine effectiveness of PD
- 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
- Principals have conducted learning walks in at least two other schools.

May 1:

- PD has yielded a minimum of five data cycles
- PD has yielded a minimum of four PD based products
- **Short-term outcome:** Learning walks at each school show that PD at all schools is changing teacher practice related to ongoing PD topic
- All schools will demonstrate that PD strategies have been fully embedded in at least 80% of classroom. In the remaining 20% of classrooms PD strategies will be developing.
- Principals have conducted learning walks in at least three other schools.
- The district PD team has administered an EOY survey on PD to assess the relevance of PD for all stakeholders

# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Develop guidelines for principals on development of targeted PD plans</b>										
<ul style="list-style-type: none"> <li>Set district-wide calendar of recommended PD dates</li> </ul>										
<ul style="list-style-type: none"> <li>Update targeted PD plan template to include list of focus areas and look-fors at the top</li> </ul>										
<ul style="list-style-type: none"> <li>Draft a list of district-wide PD priority areas for teachers, possibly including: intervention/RTI, conceptual math, PBIS, writing and ed eval</li> </ul>										
<ul style="list-style-type: none"> <li>Review list of PD priority areas with Jason</li> </ul>										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
<ul style="list-style-type: none"> <li>Meet with SILT in September to create and get input on school Improvement plan</li> </ul>										
<ul style="list-style-type: none"> <li>Create materials for the Sept PD session</li> </ul>										
<ul style="list-style-type: none"> <li>Create overview training for principals on goals and expectations for PD this year</li> </ul>										
<ul style="list-style-type: none"> <li>Deliver training at principal meeting</li> </ul>										
<b>Develop guidelines for department leaders on development of targeted PD plans</b>										
<ul style="list-style-type: none"> <li>Identify groups to receive PD and leader responsible for PD and finalize with CAO</li> </ul>										
<ul style="list-style-type: none"> <li>Communicate to non-teaching roles that they attend PD with department by default, unless principal requests staff to attend school PD</li> </ul>										
<ul style="list-style-type: none"> <li>Hold overview session with department leaders on goals and expectations for PD; set expectation that leaders send in high-leverage topics and PD plan by September 23.</li> </ul>										
<b>Collect and review PD plans from all schools and departments</b>										
<ul style="list-style-type: none"> <li>Create a rubric or guide for reviewing and providing feedback on SIPS and targeted PD plans</li> </ul>										
<ul style="list-style-type: none"> <li>Communicate with principals and dept. heads to ensure collection of all SIPS and targeted PD plan by September 23</li> </ul>										
<ul style="list-style-type: none"> <li>Dedicate 2-3 full days to review all plans to:                             <ul style="list-style-type: none"> <li>Provide feedback on each plan</li> <li>Identify common needs</li> </ul> </li> </ul>										
<ul style="list-style-type: none"> <li>Schedule group meetings with principals to</li> </ul>										

share feedback and outline plan for collaboration to create PD materials										
<ul style="list-style-type: none"> <li>Review PD plans for departments</li> </ul>										
<b>Support CAO to develop training materials for new principals and department leaders</b>										
<ul style="list-style-type: none"> <li>Meet with CAO to determine topics which topics should be differentiated and timing of sessions. Topics may include: <ul style="list-style-type: none"> <li>CEIJ observation format, Instr. Framework, Budget and managerial, Galileo/DIBELS/STAR, Reading Street/Envisions, Ed Eval</li> </ul> </li> </ul>										
<ul style="list-style-type: none"> <li>Determine calendar of topics and who will lead them</li> </ul>										
<ul style="list-style-type: none"> <li>Draw on existing materials from previous years to create and deliver training sessions</li> </ul>										
<b>Provide PD to Office of Instruction staff on monitoring PD efforts in schools</b>										
<ul style="list-style-type: none"> <li>Identify dates for PD at Office of Instruction meetings</li> </ul>										
<ul style="list-style-type: none"> <li>Develop and deliver training to Liaisons on their role in helping principals conduct pre- and post-PD learning walks</li> </ul>										
<ul style="list-style-type: none"> <li>Deliver similar PD to TLSs so that they understand what principals are looking for as evidence of effective practice</li> </ul>										
<ul style="list-style-type: none"> <li>Gather data from Liaisons about learning walks at 100% of schools</li> </ul>										
<b>Develop, administer and analyze MOY PD survey</b>										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
<ul style="list-style-type: none"> <li>Create MOY survey and review with CAO (target fewer than 10 questions). Determine whether teachers should list school, grade and/or subject</li> </ul>										
<ul style="list-style-type: none"> <li>Build MOY survey on Google Docs</li> </ul>										
<ul style="list-style-type: none"> <li>Send out email to staff with survey link</li> </ul>										
<ul style="list-style-type: none"> <li>Send follow up email encouraging participation, and ask principals to follow up if low response rate</li> </ul>										
<ul style="list-style-type: none"> <li>Share results with CAO / Superintendent</li> </ul>										
<b>Meet with all school leaders (in groups) to review MOY data and plan PD for the remainder of the year</b>										



**Objective 3: To support the development of new teachers entering NBPS and establish a NBPS leadership pipeline**

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



**Team Leader:** Heather Emsley and Jason DeFalco

**Team Members:** Sandi Ford

**Final Outcomes:**

- Most participants in the leadership pipeline and mentoring programs will report that they met their development goals on an EOY survey.

**What this means for teachers:**

This year, the district is implementing a strengthened mentorship program that pairs new teacher mentees with more veteran teachers. Some teacher mentors have expressed interest in becoming an administrator and are using this opportunity to develop their leadership skills. Some of the mentors have applied for and have been accepted into the NBPS leadership cohort that will prepare them for a more formalized leadership position within the district.

Last spring NBPS educators had the opportunity to apply for admission into the NBPS aspiring administrators' cohort. Approximately 15 educators were selected. These educators represent both the elementary and secondary level, as well as educators interested in becoming building level leaders and district level directors. The first class began May 25, 2016. Courses run year round with the program ending summer/fall of 2018.

**What this means for principals:**

Principals will be paired with aspiring leaders and act in the role of mentor. This will give them the opportunity to coach and support prospective building level leaders and begin to establish a leadership pipeline for central office administrators. Additionally, aspiring leaders will have monthly check in sessions with the CAO, central office leaders, and mentor principals to discuss how the content of their current course work is applied to actual work in the school district. Again, this will give current principals the opportunity to begin building a central office administrator skill-set and become being a "leader of leaders."

**Key Milestones:**

Nov. 1:

- Mentees have been assigned mentors.
- Mentors have been trained
- Orientation and six sessions will be offered and completed (educator evaluation, relationships building, behavior management, difficult conversations and cultural competencies)
- Aspiring administrators will have completed two summer courses and near completion of two fall courses.
- Aspiring administrators will have two sessions with the CAO, selected administrators and building principals to review course capstone projects and their practical application in New Bedford Public Schools.

Feb. 1:


















- Three sessions will be offered and completed (instructional strategies for ELL students, instructional strategies for students with special needs, "Know thy Impact" – a follow-up on relationship building offered by the Superintendent of Schools).
- Aspiring administrators will have completed two fall courses and in the midst of their two spring courses.
- Aspiring administrators will have two sessions with the CAO, selected administrators and building principals to review course capstone projects and their practical application in New Bedford Public Schools.

May 1:

- One additional course for mentees and mentors will be offered based on the feedback provided by the mentees.
- Year-end evaluation will be developed and prepared to administer to mentors and mentee (administered by June 1<sup>st</sup>.)
- Aspiring administrators will be nearing completion of their two spring courses and successfully completing all capstone assignments to date.
- Aspiring administrators will have two sessions with the CAO, selected administrators and building principals to review course capstone projects and their practical application in New Bedford Public Schools.













		➤ Final year of course work, capstone projects and practicum assignments will be outlined and put in place.
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# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Mentor/Mentee Induction Program.</b>										
• Develop mentee curriculum modules and map out course offerings										
• Recruit additional mentors and match mentors with mentees										
• Training and coaching mentors										
• Mentee handbook will be completed and distributed to all mentees including course offerings.										
• Fall courses will be held with exit tickets following each offering.										
• Exit Tickets will be reviewed and Spring courses needs will be identified, developed and scheduled.										
• Year End evaluation will be developed and prepared.										
• Team 3.2 announce how principals can apply to the Leadership Pipeline at the Principals' Leadership Institute.										
• Collect applications for the Principal Leadership Pipeline and extend offers to select applicants based on the pre-determined criteria.										
• Identify which <u>teachers</u> are part of the mentoring program.										
• Team 3.2 announce how teacher mentors can apply to the Leadership Pipeline.										
• 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.										
<b>Develop and deliver formal professional development modules to the teacher Leadership Pipeline participants.</b>										
• 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).										
• 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.										
• Principal LP participants develop content for first PD module, which is approved by Office of Instruction.										
• First PD module for LP teacher participants is held.										
<b>Activity</b>										
• Principal LP participants develop content for the second PD module, which receives approval from team 3.2.										

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



	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
teacher and principal LP participant in a non-evaluative way.										
<b>Supporting the development of NBPS' Aspiring Administrators</b>										
• Select the meeting dates of the aspiring admin and NBPS administrative team										
• Establish scope and sequence of major competencies to be covered in each of the two summer, fall and spring courses										
• Align meeting/session dates with course competencies										
• Identify and invite key building-based school leaders and central office administrators to join the appropriate fall and spring sessions (ie. Business Manager to join the session in budget and finance, etc...)										
• Send out notification to the aspiring administrators regarding dates, times and topics of meetings										
• First three meetings will be held with key course competencies and capstone projects reviewed and presented. Each will be discussed and put in the context of NBPS										
• Second round of three meetings will be held with key course competencies and capstone projects reviewed and presented. Each will be discussed and put in the context of NBPS										
• Last round of three meetings will be held with key course competencies and capstone projects reviewed and presented. Each will be discussed and put in the context of NBPS										
• Establish the scope and sequence of major competencies to be covered in each of the two summer '17 courses										
• Begin establishing practicum assignments for each of the aspiring administrators										
• Identify key building-based school leaders and central office administrators to serve as cooperative practitioners for the aspiring leaders										
• Coordinate a meeting with the cooperating practitioners to outline the expectations of the internships										

**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:** Jariel Vergne

**Team Members:** Julie Mador, Jen Ferland, Jon Carvalho, Wraparound Coordinators

**Final Outcomes:**

- 70% of family members report 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 communication with their child’s teacher to best support student achievement, as measured by the EOY stakeholder survey.
- 70% of family members report that their school has a welcoming environment for families, as measured by the EOY stakeholder survey.

**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 encourage communication with families and strive for accessibility in a way that will serve both teachers and families. 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.

Principals must encourage family engagement as a critically important part of building an excellent school for every student, and this effort must be messaged to the full school staff, with every school focused on being a welcoming and positive environment for students’ families.

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 (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Principals are aware before the start of the school year of events that schools should be recording for parent involvement, and have informed teachers to keep a checklist and turn it in weekly to measure involvement.
- Schools have held open houses and submitted data on which students had a parent or guardian

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 2 or more events since November 1 for parental involvement, and submitted data on attendance.
- Schools with low levels of parental involvement have been

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.

<p>attend, via a tracking system created by this team.</p> <ul style="list-style-type: none"> <li>➤ Parent support specialists have collaborated with principals and staff on ways to outreach to families.</li> <li>➤ Principals have worked with staff in their building to conduct outreach to families of students who did not attend the open house.</li> <li>➤ 100% of school websites have been updated to have accurate information about leadership, schedule and parental involvement.</li> <li>➤ Two workshops for Principals and members of their Family Engagement Teams (e.g., guidance counselors, school adjustment counselors, parent support specialists) have been held.</li> <li>➤ All schools have an automated call for student attendance, in conjunction with Technology Services, which is sent out daily to families of absent students.</li> </ul>	<p>identified, and have scheduled planning meetings with this team to improve outreach in the spring.</p> <ul style="list-style-type: none"> <li>➤ Two additional Family Engagement Team workshops for Principals and team members held by Feb. 1 to further capacity in family engagement.</li> </ul>	
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# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Review district-wide tracking system for family attendance at school events</b>										
<ul style="list-style-type: none"> <li>Load all student names into the tracking system, separated by school and sorted alphabetically</li> </ul>										
<ul style="list-style-type: none"> <li>Review with Principals the process for all teachers to use a class roster and note family visits to school, keeping a simple checklist and turning this in regularly to the main office/designated record keeper.</li> </ul>										
<ul style="list-style-type: none"> <li>Make sure that principals have access to view and edit the tool</li> </ul>										
<b>Communicate with principals, secretaries, SACs and guidance counselors about goals and function of tracking system</b>										
<ul style="list-style-type: none"> <li>Review training for tracking in Aspen with record keepers who need training</li> </ul>										
<ul style="list-style-type: none"> <li>Create a 1-page handout summarizing the goals, process and menu of options for family outreach</li> </ul>										
<ul style="list-style-type: none"> <li>Arrange a time to deliver presentation to principals, and provide necessary tracking tools</li> </ul>		Aug. 16-19								
<b>Send information home to families announcing the engagement goal, and collecting contact information</b>										
<ul style="list-style-type: none"> <li>Revise 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</li> </ul>										
<ul style="list-style-type: none"> <li>Give principals a chance to customize the letter with specific upcoming events</li> </ul>										
<ul style="list-style-type: none"> <li>Provide training to secretary to log family contact info</li> </ul>										
<ul style="list-style-type: none"> <li>Work through Family Welcome Center to verify that all schools sent the sheets home</li> </ul>										
<b>Activity</b>	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Work with webmaster at each school to update school website</b>										
<ul style="list-style-type: none"> <li>Collect name and contact info of all webmasters at a principal meeting</li> </ul>		Aug. 16-18								
<ul style="list-style-type: none"> <li>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</li> </ul>										
<ul style="list-style-type: none"> <li>Send out a test email to all webmasters asking them to reply and confirm they want to be webmaster this year</li> </ul>										
<ul style="list-style-type: none"> <li>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</li> </ul>										
										

<ul style="list-style-type: none"> <li>Work with IT to create instructions on how to perform these updates</li> </ul>										
<ul style="list-style-type: none"> <li>Send instructions to all webmasters with a due date for changes to be made, and contact info to call for IT support</li> </ul>										
<ul style="list-style-type: none"> <li>Check all school websites before the due date to verify changes, and follow up with webmasters who have not updated</li> </ul>										
<ul style="list-style-type: none"> <li>Verify that 100% of school websites have been updated</li> </ul>										
<b>Gather data on family attendance data at school open houses, and outreach to families that did not attend</b>										
<ul style="list-style-type: none"> <li>Create a list of dates of when each school plans to hold open houses</li> </ul>										
<ul style="list-style-type: none"> <li>Verify that each school has what they need to track attendance</li> </ul>										
<ul style="list-style-type: none"> <li>After open house, verify attendance data is uploaded and follow up if necessary</li> </ul>										
<ul style="list-style-type: none"> <li>Send reminder email about outreach with menu of options</li> </ul>										
<ul style="list-style-type: none"> <li>Create a data summary showing % of students with family attending at each school</li> </ul>										
<b>Provide targeted support to schools to improve family involvement and student attendance</b>										
<ul style="list-style-type: none"> <li>Schools create Family Engagement Teams, which will meet monthly to spearhead family engagement and support schools' positive behavior incentives and attendance initiatives</li> </ul>										
<ul style="list-style-type: none"> <li>Schools have received Attendance Initiative toolkits outreach local businesses and support student attendance</li> </ul>										
<ul style="list-style-type: none"> <li>Schools have automated attendance calls, through Technology Services, out to families of all students who have missed school, in real-time and on a daily basis</li> </ul>										
<ul style="list-style-type: none"> <li>Use data to determine which schools have strong, medium and weak involvement</li> </ul>										
<ul style="list-style-type: none"> <li>Communicate the expectation that all schools hold 2 or more school-family events between Nov. 1 and Feb. 1, and remind schools how to track               <ul style="list-style-type: none"> <li>Include a menu of potential family event ideas and guidance on engagement</li> </ul> </li> </ul>										
<ul style="list-style-type: none"> <li>Set individual meetings with leaders from schools targeted due to weak levels of involvement</li> </ul>										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
<ul style="list-style-type: none"> <li>Work with targeted schools to create and implement family engagement plans               <ul style="list-style-type: none"> <li>Set up outreach tracking as needed for schools with low engagement</li> </ul> </li> </ul>										
<b>Support schools to get each teacher to send</b>										

<b>out at least 1 positive “shout out” per week</b>									
<ul style="list-style-type: none"> <li>Parent support specialists should meet with school leaders, SACs, guidance counselors and other staff to establish ways for schools to best engage families</li> </ul>									
<ul style="list-style-type: none"> <li>Create a menu of ways that schools can do positive shout outs, potentially drawing on ideas from schools that already do this</li> </ul>									
<ul style="list-style-type: none"> <li>Set expectation with principals that teachers will send at least 1 shout out per week, share menu of options and tracking system</li> </ul>									
<ul style="list-style-type: none"> <li>Send menu of options via email and post on website</li> </ul>									
<ul style="list-style-type: none"> <li>Follow up with schools to provide support</li> </ul>									

**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:** Jariel Vergne, Julie Mador, Darcie Aungst, Ellyn Gallant, Jen Ferland

**Final Outcomes:**

- 80% of community members feel that the district is moving in the right direction, as measured by EOY stakeholder survey.
- 80% 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 (to be monitored at elementary, middle and high school levels):**

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 the July school committee meeting.

# Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Conduct community engagement survey.</b>										
<ul style="list-style-type: none"> <li>Determine whether an external partner is needed to administer the survey, and if so, select and engage a partner.</li> </ul>	▶									
<ul style="list-style-type: none"> <li>Review results of last year's survey.</li> </ul>	▶									
<ul style="list-style-type: none"> <li>Identify specific survey questions that should be kept conceptually similar to allow year-to-year comparisons.</li> </ul>				▶						
<ul style="list-style-type: none"> <li>Revise survey questions to reflect current goals and needs.</li> </ul>					▶					
<ul style="list-style-type: none"> <li>Determine what demographic info should be requested on the survey (e.g. school child attends, race/ethnicity, languages spoken, etc.)</li> </ul>						▶				
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<ul style="list-style-type: none"> <li>Set goals for survey response rate, including goals for relevant sub-groups.</li> </ul>						▶				
<ul style="list-style-type: none"> <li>Review survey with the Superintendent and leaders of key events identified above (for community engagement), and incorporate input.</li> </ul>							▶			
<ul style="list-style-type: none"> <li>Develop a publicity strategy for the survey, with specific strategies to reach targeted sub-groups.</li> </ul>								▶		
<ul style="list-style-type: none"> <li>Implement and launch the survey.</li> </ul>									▶	
<ul style="list-style-type: none"> <li>Compile survey results into a final report, and share back with the community.</li> </ul>										▶