New Bedford Public Schools

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Focused Planning for
Accelerating Student Learning

Revised: April 2012

Level 4 District Plan Template

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

The New Bedford Public Schools (NBPS) is pleased to resubmit this District Turnaround Plan, created with the input and collaboration of the Superintendent's Planning Team. The revised plan incorporates feedback from the Massachusetts Department of Elementary and Secondary Education and local stakeholders. While our plan continues to prioritize core activities to improve student learning, the revised plan moves beyond our original approach to provide a more cohesive set of objectives and activities that are focused on successful implementation of new practices at scale. We are pursuing our district's transformation into a leading system of schools with a high sense of urgency and focus, based on our theory of action to improve achievement outcomes for New Bedford's students.

A "theory of action" serves a guide to NBPS's efforts that will improve instructional performance and student outcomes over time. It helps create a coherent strategy for the district, serving as a yardstick to measure whether an initiative is focused on the core efforts to bring about systemic change and improvement.

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

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

Our original planning process highlighted four key areas for improvement, and the four major objectives in the plan below continue to reflect these four areas. However, across these four objectives, our team has significantly augmented the district's work in three important areas. The plan reflects significant strengthening of:

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

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

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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

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

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards
- Align curriculum to the 2011 Massachusetts Curriculum Frameworks in ELA and Literacy / Mathematics in collaboration with principals and school level staff
- Reinforce high expectations for all students in writing across curriculum in all content areas
- Ensure the taught curriculum is aligned to the rigorous district-wide framework and expectations and is offered to all students

Objective 2: Develop a culture of using data to improve instructional practice and decision-making
- Expand the capacity of teachers to regularly use assessment data to actively adjust instruction to target areas and student populations of need
- Expand the capacity of school leadership to use assessment data to guide improvements in instruction and support teachers
- Expand the capacity of district leadership to use assessment data to guide improvements in instruction and support schools and classrooms

Objective 3: Expand school and staff capacity to deliver effective engaging instruction to all students
- Build instructional capacity of teachers to ensure all students can access and approach challenging curriculum
- Ensure principals are effective instructional leaders
- Build capacity of the district leadership to provide an effective system of support to schools on improving teaching and learning for all students

Objective 4: Raise expectations for student achievement and increase student ownership of their learning
- Raise student attendance by deepening partnerships between schools, students, and families through *Where are YOU Headed?*
- Raise the 4-year graduation rate by focusing on student engagement and ownership in middle and high school

Exhibit A: Through-lines of instructional leadership and practice from central office leaders, principals, to instructional staff

Outcomes		District Strategic Plan	Central office leaders	Princ-ipals	Class-rooms	Action steps
Setting and supporting district priorities	Provide instructional staff with high quality professional development that is tightly aligned to district teaching and learning priorities	◄────	────	────	────►	▪ Ensure content of *Research for Better Teaching* (RBT) training is aligned to NBPS teaching and learning system ▪ Align Learning Walk Protocol language to teaching and learning system training
	Set district expectations for curriculum implementation and classroom instruction by aligning and supporting the School Improvement Plan process to the district plan	◄────	────	────	────►	▪ Provide a SIP template, exemplar, and rubric to all schools ▪ Follow up with principals after SIP submission to guarantee focus on priorities
	Establish the District Curriculum Council to guide the transition to the new curriculum frameworks and to monitor that frameworks are used	◄────	────	────	────►	▪ Set expectation for the DCC to meet at least monthly April-June ▪ Create a schedule and set agendas for the DCC to meet monthly in 2012-13 school year
	Set expectation that principals and central office leaders need to communicate and work together to support district priorities	◄────	────	────►		▪ Include principals on the planning team
Creating forums for talking about teaching & learning	Build teacher capacity through teacher professional learning communities in schools			◄────	────►	▪ Establish data coaches/facilitators to lead school data teams (6 hours per school) ▪ Secure funding for teachers to have the opportunity to have common planning time outside of the regular school day
	Build principal instructional leadership capacity through feeder pattern meetings on instruction with Director support	◄────	────	────►		▪ Mandate monthly feeder pattern meetings ▪ Create schedule and set agendas for 2012-13 school year so Directors can attend on a rotating basis
	Build capacity of central office and Directors to support principals on district-wide teaching and learning priorities through extended Principal Meetings	◄────	────	────►		▪ Extend length of Principal Meetings ▪ Set agenda to ensure the discussion systemic, district-wide teaching & learning issues/trends
Establishing accountability structures for monitoring district priorities	Create a monitoring structure between central office and principals through regular individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks and Unannounced Classroom Visits	◄────	────	────►		▪ Conduct 1 individual principal meeting with Superintendent and/or Asst. Supt this Spring ▪ Create schedule and agendas for individual principal meetings every 6-8 weeks for next school year
	Use Principal Monthly Reports as another monitoring and accountability structure for principals	◄────	────	────►		▪ Provide a template for reports and collect them monthly ▪ Give feedback to principals about their progress and provide necessary supports to help them reach priorities
	Use Directors Monthly Reports as a monitoring and accountability structure for Academic Directors	◄────	────►			▪ Provide a template for reports and collect them monthly ▪ Give feedback to Directors and provide necessary supports to make sure the district reaches its goals
	Ensure feedback loop is occurring between central office and building leaders by conducting multiple District Learning Walks	◄────	────	────►		▪ Conduct 2 District Learning Walks at each school this Spring ▪ Share protocol with all teachers and administrators ▪ Create a schedule for DLWs for next school year
	Set expectation that every Director will conduct 10 Learning Walks per month (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school	◄────	────	────►		▪ Create a Director Learning Walk Protocol ▪ Share protocol with all teachers and administrators aligned to District Learning Walk Protocol ▪ Create a schedule for Director LW's next school year
	Set expectation that every classroom will be visited 2 times this year by a principal and/or other building administrator			◄────	────►	▪ Create a Principal Learning Walk Protocol aligned to District Learning Walk Protocol ▪ Share protocol with all teachers
	Ensure that principals receive feedback on their classroom Learning Walks through Unannounced Classroom Visits (UCVs) from the Superintendent or Asst. Supt	◄────	────	────►		▪ Schedule 1 UCV followed by feedback this Spring ▪ Create a schedule for UCVs for next school year, at least 3 UCVs per school

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Section 2: Plan Summary

Strategic Objectives 1 to 3 Final Outcomes	
Strategic Objectives	
1. Prepare all NBPS students for college and career success by implementing rigorous standards 2. Develop a culture of using data to improve instructional practice and decision-making 3. Expand school and staff capacity to deliver effective engaging instruction to all students	• Student learning (benchmarks) 　o As measured by *DIBELS Next*, increase the % of students scoring on track for benchmark by 10 points from middle-of-year to end-of-year assessment 　o Percent of NBPS grade 3 - 8 students at or above proficient scores on Galileo Benchmark assessment in ELA and Math will increase by 10 points from beginning-of-year to end-of-year assessments **2011-2012 Targets**

DIBELS Next - % meeting benchmark

Grade	MOY Baseline	EOY Target
K	46%	56%
1	55%	65%
2	65%	75%

Galileo – Grade level average (% correct)

Grade	ELA		Math	
	BOY Baseline	**EOY Target**	**BOY Baseline**	**EOY Target**
3	38%	48%	46%	56%
4	22%	32%	26%	36%
5	43%	53%	36%	46%
6	40%	50%	34%	44%
7	46%	56%	22%	32%
8	54%	64%	24%	34%

- Student learning (MCAS)
  - Increase % of students scoring Proficient/Advanced in ELA by an average of 5 percentage points in 2012 as compared to 2011 MCAS results (from 45% to 50%)
  - Increase % of students scoring Proficient/Advanced in Math by an average of 5 percentage points in 2012 as compared to 2011 MCAS results (from 37% to 42%)
  - Increase % of "High Needs" students scoring Proficient/Advanced in ELA by an average of 7 percentage points in 2012 as compared to 2011 MCAS results (from 39% to 46%)
  - Increase % of "High Needs" students Proficient/Advanced in Math by an average of 7 percentage points in 2012 as compared to 2011 MCAS results (from 31% to 38%)

2011-2012 Targets

MCAS - % P+A

Subject	All Students		High Needs Students	
	2011	**2012 Target**	**2011**	**2012 Target**
ELA	45%	50%	39%	46%
Math	37%	42%	31%	38%

Strategic Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards	
Strategic Initiatives	**Early Evidence of Change, Short-term Outcomes, and Final Outcomes**

In support of the district curriculum plan:
 	
1.1 **Align** curriculum to the 2011 Massachusetts Curriculum Frameworks in ELA and Literacy and in Mathematics in collaboration with principals and school level staff
 	
1.2 **Reinforce** high expectations for all students in writing across curriculum in all content areas
 	
1.3 **Ensure** the taught curriculum is aligned to the rigorous district-wide framework and expectations and is offered to all students
	<u>Early Evidence of Change:</u>
	• Assessing the standards
	  o 100% of Gr. 3-8 teachers will administer Math and ELA Galileo benchmarks aligned to the new curriculum maps
	  o 100% of Gr. K-2 teachers will administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments
	  o 100% of Gr. K-12 teachers will administer writing prompt assessments and score student writing utilizing the district rubrics and NBPS Looking at Student Work Protocol for analyzing student benchmark writing
	• Awareness of curriculum maps / standards
	  o 100% of Gr. K-5 teachers, in grade level groups, will examine and discuss the 2011 Massachusetts English Language Arts & Literacy and Mathematics Curriculum Frameworks in comparison to existing curriculum to build exposure and familiarity with the new standards resulting in aligned curriculum maps
	  o 100% of Gr. 6-12 core content area teachers, in grade level and subject area groups, will examine and discuss the applicable 2011 Massachusetts English Language Arts & Literacy and Mathematics Curriculum Frameworks in comparison to existing curriculum to build exposure and familiarity with the new standards resulting in aligned curriculum maps
	  o The district data team will identify trends in students writing skills/abilities measured by district rubrics for analyzing student benchmark writing and the NBPS Looking at Student Work Protocol resulting in targeted and focused instructional strategies district wide and for subgroups
	  o All schools will identify trends in students writing skills/abilities measured by district rubrics for analyzing student benchmark writing and the NBPS Looking at Student Work Protocol resulting in targeted and focused instructional strategies to be applied at the class, grade, and school levels
	• The District Curriculum Council (of principals, central office administrators, and Directors) is established and meets monthly to help guide the transition to new frameworks this year, and next year to monitor that the taught curriculum is aligned to the new frameworks
	
	<u>Short-Term Outcomes:</u>
	• Student learning (assessments)
	  o Percent of students averaging 2 or above on District Open Response Writing Benchmark items in Gr. 3-8, and 10 in ELA and Math will increase by 5 points from the first assessment (January) to the final assessment (April) at each grade level.
	  o Implementation of curriculum maps / standards
	  o 100% of teachers are using the district pacing and curriculum guides as measured by Learning Walks

Interdependencies
- Coordinate the District Literacy Action Plan (DLAP) with this plan, school improvement plans, and other professional development efforts.
- RTTT funding for Common Core Initiatives
- Training, subscriptions and on-site supports

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Strategic Objective 2: Develop a culture of using data to improve instructional practice and decision-making.	
Strategic Initiatives	**Early Evidence of Change and Short-term Outcomes**

2.1 Teachers
 	
Expand the capacity of teachers to regularly use assessment data to actively adjust instruction to target areas and student populations of need
• **Common assessments**: Administer district-wide benchmark assessments throughout the year and collect student data at the school and student level
• **Data inquiry:** Develop an inquiry process and expectations for how student data will be used by the school data team and individual teachers
• **Monitoring**: Develop structures for monitoring of how student data will be used by the data coaches, grade level teams, and individual teachers
	Early Evidence of Change
	• 100% of schools will administer, record, and submit assessment data in accordance to district assessment calendar
	• Using data inquiry protocol:
	  o Data teams, which include the Principal, are established in at least 50% of the schools in the district as evidenced by lists of teams and meeting agendas and minutes
	  o Data teams, which include the Principal, are trained through *Research for Better Teaching* in at least 50% of the schools in the district
	  o District-wide systems and protocols on the effective use of disaggregated data to improve instruction are being used in each school by March 2012 as measured by monthly Principal's Reports and Learning Walks
	• Monitoring data use:
	  o Agendas and minutes demonstrate that student data is present and used at grade/subject level meetings and data team meetings
	  o Principal and Director Learning Walks demonstrate that teachers are using formative assessment data to inform lesson planning and instructional delivery to all students, curriculum, interventions, and strategies for delivering core content to ELL and special needs students
	
	Short-term Outcomes
	• 80% of teachers are familiar with and believe practice has improved as a result of using District-Wide Protocols and Procedures for using data to improve instruction as evidenced by staff surveys
	• By the end of the 2012 school year, 75% of teachers will be able to use data effectively to inform instructional decisions to meet individual and small group needs of students as evidenced by *Learning Walk Feedback Forms*
	• K-2 Teachers will use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) formatively to identify student needs for support as evidenced by staff survey results from June 2012 and Principal's Monthly reports
	• Teachers in Grades 3-8 will use Galileo benchmark assessments in English Language Arts and Literacy and Math to inform instructional decisions regarding individual student and classroom curriculum issues as evidenced by staff survey results from June 2012 and Principal's Monthly reports

Interdependencies
- Funding for *Research for Better Teaching* Professional Development
- Funding for Data Team work
- Funding for Data Coaches/Facilitators

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 2: Plan Summary

Strategic Objective 2: Develop a culture of using data to improve instructional practice and decision-making.	
Strategic Initiatives	**Early Evidence of Change and Short-term Outcomes**

2.2 Schools
 	
Expand the capacity of school leadership to use assessment data to guide improvements in instruction and support teachers
• **Common assessments**: Administer district-wide benchmark assessments throughout the year and collect student data at the school level
• **Data inquiry:** Develop an inquiry process and expectations for how student data will be used by the school data team
• **Monitoring**: Develop structures for monitoring of how student data will be used by the school data teams
	Early Evidence of Change
	• 100% of schools will administer, record, and submit assessment data in accordance to district assessment calendar
	• Using data inquiry protocol:
	  o Data teams, which include the Principal, are established in at least 50% of the schools in the district as evidenced by lists of teams and meeting agendas and minutes
	  o Data teams, which include the Principal, are trained through *Research for Better Teaching* in at least 50% of the schools in the district
	  o District-wide systems and protocols on the effective use of data are being used in each school by March 2012 as measured by monthly Principal's Reports and Learning Walks
	• Monitoring data use:
	  o 100% of principals have introduced the Learning Walk Protocol and Indicators to the data team and faculty based on Principal's Reports and meeting agendas
	  o Principals and/or building administrators will visit every classroom <u>at least twice</u> and provide feedback on data in accordance to the Administrator Learning Walk Protocol as measured by monthly Principal's Reports
	  o Agendas and minutes demonstrate that student data is present and used to talk about instructional strategies at feeder pattern meetings
	
	Short-term Outcomes
	• SIP progress on data usage is monitored and supported through individual Superintendent meetings
	• 100% of grade/subject level teams and school data teams have access to assessment data within 2 weeks of assessment administration

Interdependencies
- RTTT and Title IIA funding for the use of data to improve instruction
- Collaborate with New Bedford Educators' Association (NBEA)
- DESE Guidelines and Tools on the New Administrator and Teacher Evaluation Regulations

Section 2: Plan Summary

Strategic Objective 2: Develop a culture of using data to improve instructional practice and decision-making.	
Strategic Initiatives	**Early Evidence of Change and Short-term Outcomes**

2.3 District
 	
Expand the capacity of district leadership to use assessment data to guide improvements in instruction and support schools and classrooms
• **Common assessments**: Administer district-wide benchmark assessments throughout the year and collect student data at the district level
• **Data inquiry:** Develop an inquiry process and expectations for how student data will be used by the District Data Team
• **Monitoring and support**: Develop structures for monitoring and supporting how student data will be used by the school data teams
	Early Evidence of Change
	• Assessments:
	   o Assessment calendar is created and communicated across the district
	   o 100% of schools will administer, record, and submit assessment data in accordance to district assessment calendar
	• Using data inquiry protocol:
	   o A district data team is established to create and communicate consistent expectations for the use of data across the district through protocols and procedures such as the NBPS *Looking at Student Work Protocol* and *District Learning Walk Protocol and Calendar*
	   o District-wide systems and protocols on the effective use of data are being used in each school by March 2012 as measured by monthly Principal's Reports and Learning Walks
	• Monitoring data use:
	   o Central office administrators and Directors will conduct <u>at least ten</u> Learning Walks a month, and provide feedback on the use of data to inform instruction as measured by monthly Director's Reports and Learning Walk Feedback Forms to Schools
	   o Superintendent and/or Asst. Supt will monitor and support principals on SIP progress on data usage through <u>one</u> individual meeting and Unannounced Classroom Visit (UCV) with each principal this Spring
	
	Short-term Outcomes
	• By June, 2012, the district will analyze benchmark assessment data to inform district grade-level curriculum and instructional decision-making as evidenced district-wide target areas in writing and math for 2012-2013

Interdependencies
- RTTT and Title IIA funding for the use of data to improve instruction
- Collaborate with New Bedford Educators' Association (NBEA)
- DESE Guidelines and Tools on the New Administrator and Teacher Evaluation Regulations

Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction to all students	
Strategic Initiatives	**Early Evidence of Change and Short-term Outcomes**

3.1 Teachers
 	
Build instructional capacity of teachers to ensure all students can access and approach challenging curriculum
• **Professional development**: Develop and implement teacher instructional strategies that engage all students in their learning through aligned professional development
• **Common planning time**: Provide teachers with the opportunity and flexibility to have access to common planning time
• **Learning Walks**: Provide specific feedback on teachers' instructional practice as well as data on areas of need across the school through Learning Walk process
	Early Evidence of Change
	• Data teams have a clear sense of the direction from the professional development program based on Learning Walk data
	• 100% of teachers have received and understand the Learning Walk Protocol and Indicators
	• Secure funding for teachers to have the opportunity to have common planning time outside of the regular school day
	
	Short-term Outcomes
	• Learning Walk data demonstrates that instructional practice is improving
	    o Every classroom is visited <u>at least twice</u> this Spring by a principal and/or building administrator
	    o Survey of teacher show that at least 70% of teachers believe practice has improved due to Principal LWs

Interdependencies • RTTT and Title IIA funding for professional development initiatives	

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 2: Plan Summary

Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction to all students	
Strategic Initiatives	**Early Evidence of Change and Short-term Outcomes**
3.2 Schools Ensure principals are effective instructional leaders **Professional development**: Develop and implement principal supervision of effective teaching through aligned professional development **Feeder patterns:** Build principal instructional leadership capacity through feeder pattern meetings on instruction with Director support **Learning Walks**: Provide specific feedback on teachers' instructional practice as well as data on areas of need across the school through Learning Walk process and UCVs **SIP implementation:** Aligned to the district improvement plan and serve as the focus for school activities and initiatives	**Early Evidence of Change** - Principals will be familiar with and begin to utilize the *Observing and Analyzing Teaching (OAT)* tools to improve supervision of effective teaching as evidenced by classroom visits, collaboratively discussed and completed by the Principal and RBT instructor 100% of principals have introduced the Learning Walk Protocol and Indicators to the data team and faculty based on Principal's Reports and meeting agendas - District Data Team engages in discussions with principals and administrators on teachers' use of effective, engaging instructional strategies aligned to the District Plan - Monthly feeder pattern meeting is convened this Spring with a Director, and instructional strategies are discussed as evidenced by agenda and minutes - School Improvement Plans, aligned with the District Strategic Plan, are approved by the Superintendent using a rubric, and feedback is provided - Monitoring evidence: - Principals and/or building administrators will visit every classroom <u>at least twice</u> and provide feedback on engaging instruction as measured by monthly Principal's Reports **Short-term Outcomes** - SIP progress on engaging instruction is monitored and supported through individual Superintendent meetings - Learning Walk data demonstrates that instructional practice is improving - Every classroom is visited <u>at least twice</u> this Spring by a principal and/or building administrator - Survey of teacher show that at least 70% of teachers believe practice has improved due to Principal LWs

Interdependencies
- RTTT and Title IIA funding for the use of data to improve instruction
- Collaborate with New Bedford Educators' Association (NBEA)
- DESE Guidelines and Tools on the New Administrator and Teacher Evaluation Regulations

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction to all students	
Strategic Initiatives	**Early Evidence of Change and Short-term Outcomes**
<u>**3.3 District**</u> Build capacity of the district leadership to provide an effective system of support to schools on improving teaching and learning for all students **Professional development**: Provide building leaders and instructional staff with high quality professional development that is tightly aligned to district teaching and learning priorities **Principal meetings:** Build capacity of central office and Directors to support principals on district-wide teaching and learning priorities through extended Principal Meetings **Learning Walks**: Ensure feedback loop is occurring between central office and building leaders by conducting through the Learning Walk process **SIP support:** Set district expectations for curriculum implementation and classroom instruction by aligning School Improvement Plan process to the district plan and providing support to schools on implementation	<u>**Early Evidence of Change**</u> - Feedback loop is created by scheduling at least 2 District Learning Walks at each school this Spring (to be increased to at least 5 per school in 2012-2013) to gather evidence and monitor the use of instructional strategies that engage students - Specific practices to address needs of ELL and special needs students are included in Learning Walk Protocol Indicators - District Data Team engages in discussions with principals and administrators on teachers' use of effective, engaging instructional strategies aligned to the District Plan 100% of central office leaders including Directors have received the Learning Walk Protocol and Indicators, and understand their responsibility to conduct at least ten LWs per month this Spring - The Learning Walk Protocol and Indicators have been shared with 100% of the principals through Principals Meetings, feeder pattern meetings, and individual meetings - Extended Principals Meeting are convened this Spring, and systemic teaching and learning trends and strategies are discussed using data as evidenced by agenda and minutes - School Improvement Plans, aligned with the District Strategic Plan, are approved by the Superintendent using a rubric, and feedback is provided - Monitoring evidence: - Central office administrators and Directors will conduct at least ten Learning Walks a month this Spring, and provide feedback on engaging instruction as measured by monthly Director's Reports and Learning Walk Feedback Forms to Schools <u>**Short-term Outcomes**</u> - SIP progress on engaging instruction is monitored and supported through individual Superintendent meetings - Learning Walk data demonstrates that instructional practice is improving - Every classroom is visited <u>at least twice</u> this Spring by a principal and/or building administrator - Survey of teacher show that at least 70% of teachers believe practice has improved due to Principal LWs
Interdependencies - RTTT and Title IIA funding for the use of data to improve instruction - Collaborate with New Bedford Educators' Association (NBEA) - DESE Guidelines and Tools on the New Administrator and Teacher Evaluation Regulations	

Strategic Objective 4: Raise expectations for student achievement and increase student ownership of their learning.	
Strategic Initiatives	**Early Evidence of Change, Short-term Outcomes, and Final Outcomes**

4.1 Attendance
 	
Raise student attendance by deepening partnerships between schools, students, and families through *Where are YOU Headed?*
	Early Evidence of Change
	• All principals and teachers will prioritize the importance of daily school attendance for all students in all schools
	    o 100% of schools and classrooms participate in *Where are YOU Headed* as evidenced by Learning Walks
	    o Every school sponsors at least 1 *Where Are YOU Headed?* special event to recognize students with outstanding attendance
	    o Students at all levels will verbalize where they are headed (their personal goals and future plans) and what they need to do in order to get there (i.e., attend school, earn good grades, graduate, attend college, etc.)
	    o A tiered approach to addressing chronic absenteeism will be utilized in all schools
	• Partnership with families:
	    o Where Are YOU Headed? Marketing and special events will educate students and families of the importance of school attendance and the connection to long-term student achievement
	    o Each school will share information with all families in the language families speak best regarding the importance of daily school attendance for all communication
	    o Survey data, focus groups and interviews with administrators, teachers, parents and students will identify barriers to school attendance for students in New Bedford
	• Partnership with the community:
	    o School administrators and staff (teachers, counselors, attendance officers) will work with the New Bedford Housing Authority and Department of Child & Family Services to provide education and outreach to at-risk students and families by conducting home visits, providing parent workshops and facilitating students supports in various housing units across the city
	
	Short-term Outcomes
	• High performing schools (95%+ attendance rate for Gr. K-8, 92%+ for Gr. 9-12) will maintain their attendance rate monthly, and lower performing schools will show monthly improvement to eventually reach targets
	• NBHS graduation survey will show that all graduates can articulate where they are headed (college, military, work)
	• Collaborative partnerships will be formalized with community agencies such as the New Bedford Housing Authority and Department of Child & Family Services (DCFS) to prioritize daily school attendance.
	
	Final Outcomes
	• Each school in NBPS will meet or exceed annual attendance targets as measured by the 2012-2013 NCLB report card (95%+ attendance rate for Gr. K-8, 92%+ for Gr. 9-12)
	• Increase the yearly percentage of students who graduate within four years by 5% by the end of the 2012-2013 school year

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Strategic Objective 4: Raise expectations for student achievement and increase student ownership of their learning.	
Strategic Initiatives	**Early Evidence of Change, Short-term Outcomes, and Final Outcomes**
4.2 Graduation Raise the 4-year graduation rate by focusing on student engagement and ownership in middle and high school	**Early Evidence of Change** - At least 50% of high school students have registered a plan with *YourPlanforCollege.org* - An Implementation Plan for providing access to a digital curriculum (Apex Learning) and blended learning experience for at-risk secondary students is developed with Site Coordinators and Building Administrators - A *Failure is Not an Option* Program is developed at NBHS for targeted assistance and unit recovery digital curriculum options for over 150 New Bedford High School 9th graders who have failed the first and/or second quarter in ELA and/or Math - New Bedford High School's Restructuring Committee presents a plan to the School Committee to change the structure of instructional delivery to improve student learning and outcomes - Up to 300 Roosevelt Middle school students will be enrolled for the Bridgewater State University (BSU) summer program 100% of faculty at all three middle schools and Hayden-McFadden will be trained in the *Mission-Mindset-and Method* of the Efficacy Institute to improve student engagement and ownership in learning - Middle schools and Hayden-McFadden staff survey data will show evidence of effective professional development that improves student engagement and ownership in learning **Short-term Outcomes** - At all three middle schools and Hayden-McFadden, increased student ownership in learning will be observed by teachers and school and district administrators through the District and Principal Learning Walks from the initial LW to the subsequent LW's - As evidenced by surveys and review of student data, students who participate in the BSU summer program believe they are better prepared to consider post-secondary opportunities. - At least 90% of high school students have registered a plan with *YourPlanforCollege.org* 100% of digital curriculum (370 Apex Learning subscriptions are being utilized) by at-risk secondary students - Decrease the percentage of NBHS students retained in 9th grade from 25% to 20% by the end of the 2011-2012 school year **Final Outcomes** - Increase the yearly percentage of students who graduate within four (4) years by 5% by the end of the 2012-2013 school year - Increase MassCore completion rate by 10% by the end of the 2012-2013 school year

Interdependencies
- Fundraising Efforts
- RTTT and Title IIA Funding for Professional Development and College and Career Readiness Initiatives
- Hiring two MassCore Graduation Facilitators

Section 3: District Strategy Sheet	
Strategic Objectives 1 to 3 Final Outcomes	
Strategic Objectives	

1. Prepare all NBPS students for college and career success by implementing rigorous standards
 	
2. Develop a culture of using data to improve instructional practice and decision-making
 	
3. Expand school and staff capacity to deliver effective engaging instruction to all students
	• Student learning (benchmarks)
	  ○ As measured by *DIBELS Next*, increase the % of students scoring on track for benchmark by 10 points from middle-of-year to end-of-year assessment
	  ○ Percent of NBPS grade 3 - 8 students at or above proficient scores on Galileo Benchmark assessment in ELA and Math will increase by 10 points from beginning-of-year to end-of-year assessments
	
	2011-2012 Targets

2011-2012 Targets

DIBELS Next - % meeting benchmark		
Grade	**MOY Baseline**	**EOY Target**
K	46%	56%
1	55%	65%
2	65%	75%

Galileo – Grade level average (% correct)				
	ELA		**Math**	
Grade	**BOY Baseline**	**EOY Target**	**BOY Baseline**	**EOY Target**
3	38%	48%	46%	56%
4	22%	32%	26%	36%
5	43%	53%	36%	46%
6	40%	50%	34%	44%
7	46%	56%	22%	32%
8	54%	64%	24%	34%

• Student learning (MCAS)
  ○ Increase % of students scoring Proficient/Advanced in ELA by an average of 5 percentage points in 2012 as compared to 2011 MCAS results (from 45% to 50%)
  ○ Increase % of students scoring Proficient/Advanced in Math by an average of 5 percentage points in 2012 as compared to 2011 MCAS results (from 37% to 42%)
  ○ Increase % of "High Needs" students scoring Proficient/Advanced in ELA by an average of 7 percentage points in 2012 as compared to 2011 MCAS results (from 39% to 46%)
  ○ Increase % of "High Needs" students Proficient/Advanced in Math by an average of 7 percentage points in 2012 as compared to 2011 MCAS results (from 31% to 38%)

2011-2012 Targets

MCAS - % P+A				
	All Students		**High Needs Students**	
Subject	**2011**	**2012 Target**	**2011**	**2012 Target**
ELA	45%	50%	39%	46%
Math	37%	42%	31%	38%

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

District Strategic Objective 1: Develop and implement a rigorous curriculum aligned to the 2011 Frameworks that prepares all New Bedford students for college and career success	**Overall Lead (Objective):** Asst. Supt for Accountability and School Improvement

Initiative Number and Description **In support of the district curriculum plan:** 1.1 **Align** curriculum to the 2011 Massachusetts Curriculum Frameworks in ELA and Literacy and in Mathematics in collaboration with principals and school level staff 1.2 **Reinforce** high expectations in writing across curriculum in all content areas 1.3 **Ensure** the taught curriculum is aligned to the rigorous district-wide framework and expectations	**Short-Term from the Initiatives** - Student learning (assessments) - Percent of students averaging 2 or above on District Open Response Writing Benchmark items in Gr. 3-8, and 10 in ELA and Math will increase by 5 points from the first assessment (January) to the final assessment (April) at each grade level. - Implementation of curriculum maps / standards 100% of teachers are using the district pacing and curriculum guides as measured by Learning Walks	**Overall Lead (Initiative):** Asst. Supt Student Services Asst. to the Supt for Equity, Diversity, and Family Engagement Curriculum Administrator Academic Director of English Language Arts & Literacy District Literacy Action Team

Which recommendations from the District Review or other evidence does this initiative address?
- Leadership & Governance (1) The school committee should focus more attention and allocate more meeting time to strengthen its understanding of district performance and its practice in using the data to make high-level decisions related to district goals, the budget, and policy. Policies and practices should be updated to better reflect district needs, current practice, and the Education Reform Act.
- Leadership & Governance (2) The district should reorganize, re-culture, and staff the central office to provide more support and to work more collaboratively to improve teaching and learning.
- Curriculum & Instruction (4) The district needs to further develop the curriculum in a way that better prepares and engages school leaders and teachers, is collaborative, is informed by student achievement data, and prioritizes development of the English Language Arts Curriculum.
- Assessment (7) New Bedford Public Schools need to develop a system-wide approach to assessments that equips district and school staff to adjust

academic programs and instructional practices to respond to the needs of their students.	
• Student Support (11) The district should be more deliberate in implementing much stronger practices to meet the needs of its English language learners and students with disabilities.	

What are the key indicators for this initiative to show early evidence of change?	**By when?**
• Assessing the standards	
o 100% of Gr. 3-8 teachers will administer Math and ELA Galileo benchmarks aligned to the new curriculum maps	• January, 2012
o 100% of Gr. K-2 teachers will administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments	• January, 2012
o 100% of K-12 teachers will administer writing prompt assessments and score student writing utilizing the district rubrics and NBPS Looking at Student Work Protocol for analyzing student benchmark writing	• February, 2012
• Awareness of curriculum maps / standards	
o 100% of Gr. K-5 teachers, in grade level groups, will examine and discuss the 2011 Massachusetts English Language Arts & Literacy and Mathematics Curriculum Frameworks in comparison to existing curriculum to build exposure and familiarity with the new standards resulting in aligned curriculum maps	• November, 2011
o 100% of Gr. 6-12 core content area teachers, in grade level and subject area groups, will examine and discuss the applicable 2011 Massachusetts English Language Arts & Literacy and Mathematics Curriculum Frameworks in comparison to existing curriculum to build exposure and familiarity with the new standards resulting in aligned curriculum maps	• February, 2012
o The district data team will identify trends in students writing skills/abilities measured by district rubrics for analyzing student benchmark writing and the NBPS Looking at Student Work Protocol resulting in targeted and focused instructional strategies district wide and for subgroups	• May, 2012
o All schools will identify trends in students writing skills/abilities measured by district rubrics for analyzing student benchmark writing and the NBPS Looking at Student Work Protocol resulting in targeted and focused instructional strategies to be applied at the class, grade, and school levels	• May, 2012
• The District Curriculum Council (of principals, central office administrators, and Directors) is established and meets monthly to help guide the transition to new frameworks this year, and next year to monitor that the taught curriculum is aligned to the new frameworks	• March, 2012

Section 3: District Strategy Sheet

1.1 <u>Align</u> curriculum to the 2011 Massachusetts Curriculum Frameworks in ELA and Literacy and in Mathematics in collaboration with principals and school level staff

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
July 2011	Update and revise Gr. 1-5 Mathematics Curriculum Maps to align to 2011 Mathematics Frameworks and communicate them with teachers	-Math Supervisor, -	June, 2011	October, 2011	-New Frameworks, Substitute Coverage
July 2011	Update and revise Gr. 6-12 ELA and Literacy Curriculum Maps to align to 2011 ELA and Literacy Frameworks and communicate them with teachers	Academic Director of ELA and Literacy	June, 2011	September, 2011	-New Frameworks
Oct 2011	Provide professional development to all K-5 teachers on "digging deeper" into the 2011 ELA & Literacy Curriculum and Mathematics Curriculum Framework	Academic Director of ELA & Literacy, Math Supervisor	September, 2011	October, 2011	-Substitute coverage, 2011 -ELA & Literacy Frameworks, Mathematics Curriculum Frameworks
Oct 2011	Build principal understanding of the 2011 ELA & Literacy and Mathematics Curriculum Framework. Provide through professional development	Asst. Supt for Accountability & School Improvement	October, 2011	December, 2011	-2011 ELA & Literacy and Math Frameworks -Principal's Meeting Time
Jan 2012	Develop guides for literacy strategies for teachers - Elementary Science Curriculum Committee develops science vocabulary lists and literacy strategies for teachers to establish common language and improve student literacy skills - Elementary Social Studies Curriculum Committee develops a guide for literacy strategies for teachers (i.e., Dealing with Primary Sources, etc.)	- Academic Director of Science - Academic Director of History and Social Studies/ Family and Consumer Sciences	January, 2012	June, 2012	-Elementary Science Committee, RTTT funding - Elementary Social Studies Committee, -RTTT funding
Jan 2012	Vertical (Gr. 6-12) Team is formed to plan for the transition to the new 2011 Curriculum Frameworks and to identify district participants for Mass Math & Science Initiative Advanced College Readiness (MMSI ACR) summer training consisting of: Meetings for 20-30 Math, English, and Science teachers to discuss transition to new frameworks in their subject area and review and revise updated Gr. 6-12 ELA Curriculum Maps	-Academic Director of Mathematics -Supervisor of Math -Academic Director of ELA and Literacy -Academic Director of Science	March, 2012	June, 2012	-Funding RTTT-MMSI ACR

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

	• Week-long course to improve engaging content-specific instruction				
Jan 2012	Align ELA and Mathematics curriculum maps with new curriculum framework • PreK-5 Grade-level curriculum committees to update and revise curriculum maps in ELA related to skills and content in the 2011 ELA & Literacy Framework • Form a Kindergarten Mathematics Curriculum Committee to write a Gr. K map to align with the new curriculum frameworks • Review implementation of K-8 Maps in Math and revise as needed	-Academic Director of ELA & Literacy SEI Director -Math Supervisor	April, 2012 (ELA) Kindergarten Mathematics: January, 2012 June, 2012 (Math)	June, 2012 (ELA) Kindergarten Mathematics: March 2012 August, 2012 (Math)	-Grade-level curriculum committees, funding for committee work -K Math: Teachers, Professional Development Time
April 2012	District Curriculum Council is established with K-12 representation of Principals, Directors, and Central Office Administrators to oversee and develop a comprehensive plan for the implementation of the 2011 Frameworks in ELA & Literacy and Math	Curriculum Administrator	March, 2012	June, 2012	-RTTT Funding
April 2012	Members of the District Curriculum Council will attend "Diving Deeper" DESE Readiness Center Training on aligning the curriculum and transitioning to the PARCC Assessment, and plan to provide training to all district staff	Curriculum Administrator	March, 2012	May, 2012	-RTTT Funding, DESE Training
July 2012	Update and revise Gr. 9-12 Math Curriculum Maps to align to 2011 Mathematics Frameworks and communicate them with teachers	Academic Director of Mathematics	July, 2012	August, 2012	-New Frameworks, RTTT Funding
July 2012	Vertical Team (Gr. 6-12) training in Math, English Language Arts, Science rigorous pre-AP instructional strategies and supplements from LTF offered by MMSI ACR	Academic Director of Mathematics	July, 2012	August, 2012	-RTTT funding, stipend costs and MMSI ACR costs
July 2012	Design a curriculum aligned to the district curriculum maps for the two-way programs (*pending approval*) that: • Specifies standards that will be taught in the target language and in English • Establishes time for teachers to meet to plan together for the first year of this new initiative • Determines the needed assessment, including but not limited to DRA/ELD, writing prompts in each language, and an alternative to DIBELS for ELL students in the program	Asst. to the Supt for Equity, Diversity and Family Engagement	July, 2012	On-going	-Local funds, Title III
July 2012	Align the district mathematics and ELA curriculum maps to reflect the needs of ELL and special education students (as soon as guidance from DESE is available in these areas for	Asst. to the Supt for Equity, Diversity and Family Engagement	July, 2012	On-going	-Local funds, Title III

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

	new ELL frameworks)				
Oct 2012	Vertical Team (Gr. 6-12) quarterly meetings to follow up on summer training on the implementation of newly aligned instructional strategies and common assessments through LTF	Academic Director of Mathematics	September, 2012	June, 2013	-RTTT funding, stipend costs and MMSI ACR costs

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

1.2 <u>Reinforce</u> high expectations for all students in writing across curriculum in all content areas

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
July 2011	District Literacy Action team created and developed draft of Literacy Action Plan	Academic Director of English Language Arts & Literacy	April, 2011	July, 2011	-Substitute Coverage, Consultant, Members of DLAT
Oct 2011	District Literacy Action Plan submitted and approved	Asst. Supt for Accountability and School Improvement	Summer, 2011	December, 2011	-District Literacy Action Team Meetings
Oct 2011	Develop at least one writing benchmark assessment prompt for each K-5 grade level and core content areas in grades 6-12	Academic Directors including SEI & SPED	September, 2011	December, 2011	-Writing benchmark prompts
Oct 2011	Develop writing prompt rubrics (working drafts) aligned to the 2011 ELA and Literacy and Math Frameworks	Academic Directors & DLAT	October, 2011	December, 2011	-Sample rubrics
Oct 2011	Develop NBPS Looking At Student Work Protocol for Professional Learning Teams (PLT) to assess student writing samples	Director of School Support	October, 2011	December, 2011	-Sample of Protocols from RBT: *Unleashing the Power of Collaborative Inquiry Course*
Jan 2012	Grade-wide teachers will administer and collect data on at least on student writing benchmark assessment (using exemplars and rubrics) • K-2 will use the district developed Narrative Writing Rubric (aligned to Writing standard #3 in 2011 ELA Frameworks) • Grade-wide 3-5 and Content Area 6-12 teachers will administer an open response to a piece of non-fiction work	Academic Directors, including SEI & SPED	January, 2012	February, 2012	-Student writing benchmarks, exemplar papers, and rubrics
Jan 2012	The district will form the ELL/SPED PLC and create a calendar of meetings	Asst. to the Supt for Equity, Diversity and Family Engagement	November, 2011	January, 2012	-Teachers, Principals, Directors
Jan 2012	Academic Directors will collect three pieces of student writing from each classroom/school in the core content areas from grades 6-12 Academic Directors of ELA & Literacy, SEI, and SPED will collect three pieces of student writing from each school grades K-5	Academic Directors including SEI & SPED	January, 2012	February, 2012	-Student writing samples
Jan 2012	NBPS will sponsor zone-based meetings for community and family members to familiarize them with Writing Across the Curriculum, writing prompts and portfolios. NBPS will sponsor at	Asst. to the Supt for Equity, Diversity and Family Engagement	December, 2011	March, 2012	-Printed information for families in at least three languages

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

	least two district-wide meetings targeting Spanish-speaking and Portuguese-speaking families that will detail this information in the respective languages				-team of interpreters -space for meetings -refreshments -flyers and phone calls to families -time from family engagement and literacy teams
Jan 2012	District Literacy Action Team will review and analyse student writing samples across the district to identify school, subgroup and district trends using the NBPS Looking at Student Work Protocol	Academic Directors including SEI & SPED	February, 2012	March, 2012	-DLAT meeting time -NBPS Looking at Student Work Protocol
April 2012	Grade-wide teachers will administer and collect data on at least on student writing benchmark assessment (using exemplars and rubrics) • K-2 will use the district developed Narrative Writing Rubric (aligned to Writing standard #3 in 2011 ELA Frameworks) • Grade-wide 3-5 and Content Area 6-12 teachers will administer an open response to a piece of non-fiction work	Curriculum Administrator, Academic Directors including SEI & SPED	April, 2012	June, 2012	-Student writing benchmarks, rubrics, and exemplar papers for scoring, NBPS Looking at Student Work Protocol
April 2012	Compile student writing samples • Academic Directors will collect three pieces of student writing from each classroom/school in the core content areas from grades 6-12 • Academic Directors of ELA & Literacy, SEI, and SPED will collect three pieces of student writing from each school grades K-5	Academic Directors including SEI & SPED	April, 2012	June, 2012	-Student writing samples - NBPS Looking at Student Work Protocol
April 2012	Student strengths and weaknesses in writing samples will be recorded and instructional objectives will be identified using the *NBPS Looking at Student Work Protocol* to increase student understanding of writing standards	-Curriculum Administrator, -Academic Directors including SEI & SPED	April, 2012	June, 2012	-Student writing samples
April 2012	Writing sample results and trends identified by the *NBPS Looking at Student Work Protocol* are utilized by school and district data teams at the classroom, school, and district level to support decision- making in instructional and curriculum goals	-Academic Directors, School and District -Data Teams	April, 2012	June, 2012	-Data on writing samples - NBPS Looking at Student Work Protocol
July 2012	District wide trends will be identified and shared with entire district to provide a clear focus on a manageable number of literacy skills for the 2012-2013 school year	District Data Team Academic Directors	June, 2012	August, 2012	-MCAS results -Writing Prompt Analysis Sheets from schools and district
July	The ELL/SPED PLC will meet over the course of the 2011-2012	Asst. to the Supt for	November,	June, 2012	-Books and articles

2012	school year to: • Develop assessments for accurately assessing ELL students for special needs services and determine the staff needs for administering these assessments • Develop recommendations serving students who are determined to have both English acquisition needs and special education needs, and ELLs who may be struggling at the first two tiers • Recommend staffing needs for the delivery of this instruction and programmatic changes to better service these students	Equity, Diversity and Family Engagement	2011		regarding literacy for ELLs and for students who qualify for special education -Time for PLC members to meet

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

1.3 _Ensure_ the taught curriculum is aligned to the rigorous district-wide framework and expectations and is offered to all students

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Jan 2012	Collect and provide feedback to principals on Monthly Reports – specifically progress on transitioning and using new frameworks in lessons	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-Monthly Principals' Reports
Jan 2012	District Learning Walks • Begin to monitor transition to new frameworks, high expectations in writing, and setting of clear objectives using _District Learning Walks_ • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol
Feb 2012	Add and pilot new District Learning Walk Protocol Indicator aligned to Strategic Objective 1: (**What do students need to know and be able to do it?**) which is aligned to data training by RBT	Asst. Supt for Accountability and School Improvement	February, 2012	March, 2012	-District Learning Walk Protocol
March 2012	Establish the District Curriculum Council to guide the transition to the new curriculum frameworks and to monitor that frameworks are used • Set expectation to meet at least monthly from April-June	Curriculum Administrator	March, 2012	June, 2012	-Principals -All Directors
April 2012	Align and pilot the Learning Walk Protocol to address the education of ELL and special education students in general education classes and students in SEI classes	-Asst. Supt for Accountability and School Improvement -Asst. to the Supt for Equity, Diversity and Family Engagement --Asst. Supt Student Services	April, 2012	April, 2012	-District Learning Walk Protocol
April 2012	Set expectation that every Director will conduct 10 Learning Walks per month (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school • Directors will provide feedback and support to principals on lesson alignment to learning standards and objectives • Target feedback to address attention to the needs of underperforming groups at each school	Academic Directors including SEI & SPED	April, 2012	On-going	-Director Learning Walk Protocol

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

April 2012	Set expectation that every classroom will be visited 2 times this Spring by a principal and/or other building administrators • Principal and/or building administrator will provide feedback and support to teachers on lesson alignment to learning standards and objectives	All principals and/or building administrators	April, 2012	On-going	-Principal Learning Walk Protocol
April 2012	Set district expectations for curriculum implementation and classroom instruction by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year • Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
April 2012	Ensure that principals receive feedback on their classroom Learning Walks through Unannounced Classroom Visits (UCVs) from the Superintendent or Asst. Supt • Schedule 1 UCV for this Spring (followed by individual feedback) • Target feedback to address attention to the needs of underperforming groups at each school	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-UCV Protocol
April 2012	Begin monitoring principals through regular individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks and Unannounced Classroom Visits	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-Scheduling, meeting agenda template
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times (at least 5 times) • Director Learning Walks – every Director conducts at least 10 Learning Walks per month • UCVs – at least 3 UCVs over the whole year	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
May 2012	Create schedule for individual principal meetings with Superintendent and/or Asst. Supt every 6-8 weeks for 2012-13 school year	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
May 2012	Create schedule for District Curriculum Council to meet monthly and monitor alignment to new Frameworks for 2012-13 school year	Curriculum Administrator	May, 2012	June, 2012	-Principals -All Directors
May 2012	Craft plans for developing a SIFE curriculum and a newcomer curriculum, both interdisciplinary and project-based, with programmatic details included, to address needs of ELL students at the secondary (6-12) levels	Asst. to the Supt for Equity, Diversity and Family Engagement	May, 2012	On-going	-Secondary teachers and guidance staff -Local Funds

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Quarterly Progress Rating (QPR) of the Strategic Initiative

Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

District Strategic Objective 2: Develop a culture of using data to inform instructional practice and decision making	**Overall Lead (Objective):** Asst. Supt for Accountability and School Improvement

Initiative Number and Description: **2.1 Teachers** Expand the capacity of teachers to regularly use assessment data to actively adjust instruction to target areas and student populations of need **Common assessments**: Administer district-wide benchmark assessments throughout the year and collect student data at the school and student level (see **Exhibit B** for assessment calendar) **Data inquiry:** Develop an inquiry process and expectations for how student data will be used by the school data team and individual teachers **Monitoring**: Develop structures for monitoring of how student data will be used by the data coaches, grade level teams, and individual teachers	**Short-Term Outcomes from the Initiatives** 80% of teachers are familiar with and believe practice has improved as a result of using District-Wide Protocols and Procedures for using data to improve instruction as evidenced by staff surveys - By the end of the 2012 school year, 75% of teachers will be able to use data effectively to inform instructional decisions to meet individual and small group needs of students as evidenced by *Learning Walk Feedback Forms* - K-2 Teachers will use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) formatively to identify student needs for support as evidenced by staff survey results from June 2012 and Principal's Monthly reports - Teachers in Grades 3-8 will use Galileo benchmark assessments in English Language Arts and Literacy and Math to inform instructional decisions regarding individual student and classroom curriculum issues as evidenced by staff survey results from June 2012 and Principal's Monthly reports	**Overall Lead (Initiative):** Director of School Support

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

Which recommendations from the District Review or other evidence does this initiative address? • Leadership & Governance (1) The school committee should focus more attention and allocate more meeting time to strengthen its understanding of district performance and its practice in using the data to make high-level decisions related to district goals, the budget, and policy. Policies and practices should be updated to better reflect district needs, current practice, and the Education Reform Act. • Assessment (7) New Bedford Public Schools need to develop a system-wide approach to assessments that equips district and school staff to adjust academic programs and instructional practices to respond to the needs of their students. • Human Resources & Professional Development (9) Teacher common planning time should be increased and directed by principals. • Student Support (11) The district should be more deliberate in implementing much stronger practices to meet the needs of its English language learners and students with disabilities.	

What are the key indicators for this initiative to show early evidence of change?	By when?
• 100% of schools will administer, record, and submit assessment data in accordance to district assessment calendar	• June, 2012
• Using data inquiry protocol:	
○ Data teams, which include the Principal, are established in at least 50% of the schools in the district as evidenced by lists of teams and meeting agendas and minutes	• January, 2012
○ Data teams, which include the Principal, are trained through *Research for Better Teaching* in at least 50% of the schools in the district	• January, 2012
○ District-wide systems and protocols on the effective use of data are being used in each school by March 2012 as measured by monthly Principal's Reports and Learning Walks	• March, 2012
• Monitoring data use:	
○ Agendas and minutes demonstrate that student data is present and used at grade/subject level meetings and data team meetings	• January, 2012
○ Principal and Director Learning Walks demonstrate that teachers are using formative assessment data to inform lesson planning and instructional delivery to all students, curriculum, interventions, and strategies for delivering core content to ELL and special needs students	• April, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

2.1 Expand the capacity of teachers to regularly use assessment data to actively adjust instruction to target areas and student populations of need

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
July 2011	All K-2 teachers are trained in testing with *DIBELS Next*	Academic Director of English Language Arts & Literacy	August, 2011	August, 2011	-DIBELS Next Trainers
Sept 2011	Create and distribute assessment calendar district-wide	Asst. Supt for Accountability and School Improvement	September, 2011	On-going	-Calendar, Dates of Assessments
Oct 2011	K-2 teachers use *DIBELS Next* to administer Beginning of Year assessments to students	Academic Director of English Language Arts & Literacy	Summer, 2011	November, 2011	-Netbooks, DIBELS Next Subscription and Teacher Training
Oct 2011	Gr. 3-8 teachers administer beginning of year ELA and Math benchmark assessments using Galileo	Academic Director of English Language Arts & Literacy Math Supervisor	September, 2011	October, 2011	-Galileo Benchmark ELA and Math Assessments
Oct 2011	Representatives from each elementary school in Gr. K-2 attend Train-the Trainer professional development on using data to inform targeted instruction with *DIBELS Next*	Director of Professional Development	October, 2011	November, 2011	-DIBELS Next Trainer, Gr. K-2 Teachers
Oct 2011	Build teacher capacity to use assessment data by providing training to 14 school teams (Data Team Training- Cohort I) through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	July, 2011	January, 2012	-School Facility, Saturday, Custodians
Oct 2011	The District Data Team will meet weekly and develop systems for communicating team findings and clear expectations throughout the district	Director of School Support	September, 2011	June, 2012	-Data collection over time -Data Binders
Jan 2012	Train district and building leaders to use MCAS results to inform district and building decisions through Education Data Warehouse (EDW) training for principals, administrators, content directors and school data teams	Director of School Support	December, 2011	April, 2012	-RTTT funding for stipends, training services, and facilities costs -Computer Lab
Jan 2012	On-site follow-up support on using data provided to trained Data-teams by RBT	Director of Professional Development	January, 2012	April, 2012	-RBT Consultant Availability
Jan 2012	K-2 teachers use *DIBELS Next* to administer Middle of Year assessments to students	Academic Director of English Language Arts & Literacy	January, 2012	February, 2012	-Netbooks, DIBELS Next Subscription and Teacher Training
Jan 2012	Gr. 3-8 teachers administer middle of year ELA benchmark	Academic Director	January,	February, 2012	-Galileo Benchmark

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	assessments using Galileo	of English Language Arts & Literacy	2012		ELA Assessments
Jan 2012	Gr. 3-8 teachers administer second quarter Math benchmark assessments using Galileo	Math Supervisor	December, 2011	January, 2012	-Galileo Benchmark Math Assessments
Jan 2012	Training for 50 teachers in how to use analyse reports from Galileo district benchmark assessments to effectively meet the needs of specific groups of students	Math Supervisor	December, 2011	February, 2012	-Funding from RTTT
Jan 2012	Interim review of Galileo assessment data with attention to underperforming groups	Math Supervisor	January, 2012	March, 2012	-Galileo data, meetings with teachers
Jan 2012	Training for 50 teachers in planning interventions for targeted groups of students using Galileo in ELA and Math	Math Supervisor	January, 2012	June, 2012	-Galileo, RTTT funding
Jan 2012	Grade-wide teachers will administer and collect data on at least on student writing benchmark assessment (using exemplars and rubrics) • K-2 will use the district developed Narrative Writing Rubric (aligned to Writing standard #3 in 2011 ELA Frameworks) • Grade-wide 3-5 and Content Area 6-12 teachers will administer an open response to a piece of non-fiction work	Academic Directors, including SEI & SPED	January, 2012	February, 2012	- Student writing benchmarks, rubrics, and exemplar papers for scoring, NBPS Looking at Student Work Protocol
Jan 2012	Build teacher capacity to use assessment data by providing training to remaining school teams (Data Team Training – Cohort 2) in the district through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	January, 2012	June, 2012	-School Facility, Saturday, Custodians
Jan 2012	District Learning Walks • Monitor school and teacher use of data to support learning throughout the school outlined in District Learning Walk Protocol Indicator #2 (**How will we know that students have learned it**) which is aligned to data training by RBT • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol
April 2012	Align and pilot the Learning Walk Protocol to address the education of ELL and special education students in general education classes and students in SEI classes	-Asst. Supt for Accountability and School Improvement -Asst. to the Supt for Equity, Diversity and Family Engagement	April, 2012	April, 2012	-District Learning Walk Protocol

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
		--Asst. Supt Student Services			
April 2012	K-2 teachers use *DIBELS Next* to administer End of Year assessments to students	Academic Director of English Language Arts & Literacy	May, 2012	June, 2012	-Netbooks, DIBELS Next Subscription and Teacher Training
April 2012	Gr. 3-8 teachers administer end of year ELA benchmark assessments using Galileo	Academic Director of English Language Arts & Literacy	May, 2012	June, 2012	-Galileo Benchmark ELA Assessments
April 2012	Student strengths and weaknesses in writing samples will be recorded and instructional objectives will be identified using the *NBPS Looking at Student Work Protocol* to increase student understanding of writing standards	Curriculum Administrator, Academic Directors including SEI & SPED	April, 2012	June, 2012	-Student writing samples, rubrics, and exemplar papers for scoring, NBPS Looking at Student Work Protocol
April 2012	Gr. 3-8 teachers administer third quarter Math benchmark assessments using Galileo	Math Supervisor	March, 2012	April, 2012	-Galileo Benchmark Math Assessments
April 2012	Interim review of Galileo assessment data with attention to underperforming groups	Math Supervisor	April, 2012	May, 2012	-Galileo data, meetings with teachers
April 2012	Data from staff surveys on the effectiveness of professional development initiatives as they relate to improving instruction through the use of data team work will be collected and used to inform district improvement plans	Director of Professional Development	April, 2012	June, 2012	-K-12 Insights
April 2012	Writing sample results and trends identified by the *NBPS Looking at Student Work Protocol* are utilized by school and district data teams at the classroom, school, and district level to support decision- making in instructional and curriculum goals	Academic Directors, School and District Data Teams	April, 2012	June, 2012	-NBPS Looking at Student Work Protocol
April 2012	Set expectation that every Director will conduct 10 Learning Walks per month (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school • Directors will provide feedback and support to principals on school and teacher use of data to support learning • Target feedback to address attention to the needs of underperforming groups at each school	Academic Directors, including SEI & SPED	April, 2012	On-going	-Director Learning Walk Protocol
	Set expectation that every classroom will be visited 2 times	All principals and/or	April, 2012	On-going	-Principal Learning

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
April 2012	this Spring by a principal and/or other building administrator • Principal and/or building administrator will provide feedback and support to teachers on use of data to inform instruction and assess learning standards and objectives	building administrators			Walk Protocol
April 2012	Build teacher capacity through professional learning communities: • Establish data coaches/facilitators to lead school data teams (6 hours per school) • Secure funding for teachers to have the opportunity to have common planning time outside of the regular school day	Director of School Support	April, 2012	July, 2012	-Funding for common planning time and data coaches
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times (at lest 5 times) • Director Learning Walks – every Director conducts at least 10 Learning Walks per month	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
July 2012	Gr. 3-8 teachers administer end of year ELA and Math benchmark assessments using Galileo	Academic Director of ELA & Literacy, Academic Director of Math, & Math Supervisor	March, 2012	April, 2012	-Galileo Benchmark Math Assessments
July 2012	Review of Galileo assessment data with attention to underperforming groups	Academic Director of ELA & Literacy, Academic Director of Math, & Math Supervisor	June, 2012	August, 2012	-Galileo data, meetings with teachers
July 2012	Build teacher capacity to use assessment data by providing training to remaining school teams (Data Team Training – Cohort 2) in the district through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	July, 2012	November, 2012	-RBT Staff
July 2012	District wide trends will be identified and shared with entire district to provide a clear focus on a manageable number of literacy skills for the 2012-2013 school year	District Data Team Academic Directors	June, 2012	August, 2012	-MCAS results -Writing Prompt Analysis Sheets from schools and district

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

District Strategic Objective 2: Develop a culture of using data to inform instructional practice and decision making		**Overall Lead (Objective):** Asst. Supt for Accountability and School Improvement
Initiative Number and Description: **2.2 Schools** Expand the capacity of school leadership to use assessment data to guide improvements in instruction and support teachers **Common assessments**: Administer district-wide benchmark assessments throughout the year and collect student data at the school level **Data inquiry:** Develop an inquiry process and expectations for how student data will be used by the school data team **Monitoring**: Develop structures for monitoring of how student data will be used by the school data teams	**Short term Outcomes from the Initiative:** - SIP progress on data usage is monitored and supported through individual Superintendent meetings 100% of grade/subject level teams and school data teams have access to assessment data within 2 weeks of assessment administration	**Overall Lead (Initiative):** Director of School Support District Data Team Math Supervisor Academic Director of English Language Arts & Literacy
Which recommendations from the District Review or other evidence does this initiative address? Leadership & Governance (2) The district should reorganize, re-culture, and staff the central office to provide more support and work more collaboratively to improve teaching and learning.		

Section 3: District Strategy Sheet

- Leadership & Governance (3) The district needs to hold principals more accountable for meeting high professional standards and raising student achievement, in accordance with new regulations for educator evaluation.
- Curriculum & Instruction (5) Principals should actively monitor instruction more regularly to provide teachers with sufficient feedback for professional growth. Any written or perceived contractual barriers to the conducting of informal observations should be removed, and the district should establish clear expectations for teacher supervision.
- Assessment (7) New Bedford Public Schools need to develop a system-wide approach to assessments that equips district and school staff to adjust academic programs and instructional practices to respond to the needs of their students.
- Human Resources & Professional Development (9) Teacher common planning time should be increased and directed by principals.
- Student Support (11) The district should be more deliberate in implementing much stronger practices to meet the needs of its English language learners and students with disabilities.

What are the key indicators for this initiative to show early evidence of change?	By when?
• 100% of schools will administer, record, and submit assessment data in accordance to district assessment calendar	• June, 2012
• Using data inquiry protocol:	
o Data teams, which include the Principal, are established in at least 50% of the schools in the district as evidenced by lists of teams and meeting agendas and minutes	• January, 2012
o Data teams, which include the Principal, are trained through *Research for Better Teaching* in at least 50% of the schools in the district	• January, 2012
o District-wide systems and protocols on the effective use of data are being used in each school by March 2012 as measured by monthly Principal's Reports and Learning Walks	• March, 2012
• Monitoring data use:	
o 100% of principals have introduced the Learning Walk Protocol and Indicators to the data team and faculty based on Principal's Reports and meeting agendas	• April, 2012
o Principals and/or building administrators will visit every classroom <u>at least twice</u> and provide feedback on data in accordance to the Administrator Learning Walk Protocol as measured by monthly Principal's Reports	• June, 2012
o Agendas and minutes demonstrate that student data is present and used to talk about instructional strategies at feeder pattern meetings	• April, 2012

2.2 Expand the capacity of school leadership to use assessment data to guide improvements in instruction and support teachers

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Oct 2011	Build teacher and principal capacity to use assessment data by providing training to 14 school teams (Data Team Training-Cohort I) through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	July, 2011	January, 2012	-School Facility, Saturday, Custodians
Oct 2011	District representatives and Union leadership to collaborate on implementing new Teacher Evaluation Process at Parker School	Superintendent of Schools	August, 2011	January, 2012	-Educators Evaluation Implementation Guide and model tools from DESE
Oct 2011	Provide professional development to Elementary Principals in using *DIBELS Next* as formative assessment data to identify and target student needs	Director of Professional Development	October, 2011	November, 2011	-DIBELS Next Trainer, Elementary Principals' Meeting Time
Jan 2012	Collect and provide feedback to principals on Monthly Reports – specifically progress on the use of data to inform instruction and student learning needs	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-Principals' Monthly Reports
Jan 2012	District Learning Walks • Monitor school and teacher use of data to support learning throughout the school outlined in District Learning Walk Protocol Indicator #2 (**How will we know that students have learned it**) which is aligned to data training by RBT • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol
Jan 2012	District Literacy Action Team will review and analyse student writing samples across the district to identify school, subgroup and district trends	Academic Directors, including SEI & SPED	February, 2012	March, 2012	-DLAT meeting time, Student Writing Samples, NBPS Looking at Student Work Protocol
Jan 2012	Train district and building leaders to use MCAS results to inform district and building decisions through Education Data Warehouse (EDW) training for principals, administrators, content directors and school data teams	Director of School Support	December, 2011	April, 2012	-RTTT funding for stipends, training services, and facilities costs -Computer Lab
Jan 2012	Provide follow-up on-site support to trained Data-teams	Director of Professional Development	January, 2012	April, 2012	-RBT Consultant Availability

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Jan 2012	Build capacity of building leaders on improving supervision of effective teaching through *Observing and Analyzing Teaching I* course with approximately 48 Principals and Administrators	Director of Professional Development	January, 2012	June, 2012	-RBT Teachers
Jan 2012	Build teacher and principal capacity to use assessment data by providing training to remaining school teams (Data Team Training – Cohort 2) in the district through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	January, 2012	June, 2012	-School Facility, Saturday, Custodians
Feb 2012	Collect and provide feedback to Directors on Monthly Reports – specifically progress on the use of data to inform instruction and student learning needs	Asst. Supt for Accountability and School Improvement	February, 2012	On-going	-Monthly Directors' Reports
April 2012	Align and pilot the Learning Walk Protocol to address the education of ELL and special education students in general education classes and students in SEI classes	-Asst. Supt for Accountability and School Improvement -Asst. to the Supt for Equity, Diversity and Family Engagement --Asst. Supt Student Services	April, 2012	April, 2012	-District Learning Walk Protocol
April 2012	District representatives and Union leadership to collaborate on implementing new Teacher Evaluation Process in District	Superintendent	April, 2012	August, 2012	-Educators Evaluation Implementation Guide and model tools from DESE
April 2012	Build principal instructional leadership capacity through mandated feeder pattern meetings on instruction with rotating Director support	Principals, Academic Directors	April, 2012	On-going	-Meeting ground rules -Meeting agenda
April 2012	Set district expectations for data use by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year • Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
April 2012	Set expectation that every Director will conduct 10 Learning Walks per month (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school • Directors will provide feedback and support to principals on school and teacher use of data to support learning • Target feedback to address attention to the needs of	Academic Directors, including SEI & SPED	April, 2012	On-going	-Director Learning Walk Protocol

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	underperforming groups at each school				
April 2012	Set expectation that every classroom will be visited 2 times this Spring by a principal and/or other building administrator • Principal and/or building administrator will provide feedback and support to teachers on lesson alignment to learning standards and objectives	All principals and/or building administrators	April, 2012	On-going	-Principal Learning Walk Protocol
April 2012	Set district expectations for curriculum implementation and classroom instruction by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year • Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
April 2012	Ensure that principals receive feedback on their classroom Learning Walks through Unannounced Classroom Visits (UCVs) from the Superintendent or Asst. Supt • Schedule 1 UCV for this Spring (followed by individual feedback) • Target feedback to address attention to the needs of underperforming groups at each school	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-UCV Protocol
April 2012	Begin monitoring principals through regular individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks and Unannounced Classroom Visits	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-Scheduling, meeting agenda template
May 2012	Create schedule, agendas, and Director assignments for 2012-13 Feeder Pattern Meetings	Principals, Academic Directors, including SEI & SPED	May, 2012	June, 2012	-Meeting ground rules -Meeting agenda
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times (at least 5 times) • Director Learning Walks – every Director conducts at least 10 Learning Walks per month • UCVs – at least 3 UCVs over the whole year	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
May 2012	Create schedule for individual principal meetings with Superintendent and/or Asst. Supt every 6-8 weeks for 2012-13 school year	-Superintendent -Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
May	Create schedule for District Curriculum Council to monitor	Curriculum	May, 2012	June, 2012	-Principals

Section 3: District Strategy Sheet

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
2012	alignment to new Frameworks for 2012-13 school year	Administrator			-All Directors
July 2012	Build teacher capacity to use assessment data by providing training to remaining school teams (Data Team Training – Cohort 2) in the district through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	June, 2012	November, 2012	-RBT Staff
July 2012	District wide trends will be identified and shared with entire district to provide a clear focus on a manageable number of literacy skills for the 2012-2013 school year	District Data Team Academic Directors	June, 2012	August, 2012	-MCAS results -Writing Prompt Analysis Sheets from schools and district

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

District Strategic Objective 2: Develop a culture of using data to improve instructional practice and decision making		Overall Lead (Objective): Asst. Supt for Accountability and School Improvement
Initiative Number and Description: **2.3 District** Expand the capacity of district leadership to use assessment data to guide improvements in instruction and support schools and classrooms • **Common assessments**: Administer district-wide benchmark assessments throughout the year and collect student data at the district level • **Data inquiry:** Develop an inquiry process and expectations for how student data will be used by the District Data Team • **Monitoring and support**: Develop structures for monitoring and supporting how student data will be used by the school data teams	**Short term Outcomes from the Initiative:** • By June, 2012, the district will analyze benchmark assessment data to inform district grade-level curriculum and instructional decision-making as evidenced district-wide target areas in writing and math for 2012-2013	**Overall Lead (Initiative):** Director of School Support District Data Team

Which recommendations from the District Review or other evidence does this initiative address?
- Leadership & Governance (1)The school committee should focus more attention and allocate more meeting time to strengthen its understanding of district performance and its practice in using the data to make high-level decisions related to district goals, the budget, and policy. Policies and practices should be updated to better reflect district needs, current practice, and the Education Reform Act.
- Leadership & Governance (2) The district should reorganize, re-culture, and staff the central office to provide more support and work more collaboratively to improve teaching and learning.
- Leadership & Governance (3) The district needs to hold principals more accountable for meeting high professional standards and raising student achievement, in accordance with new regulations for educator evaluation.
- Curriculum & Instruction (5) Principals should actively monitor instruction more regularly to provide teachers with sufficient feedback for professional growth. Any written or perceived contractual barriers to the conducting of informal observations should be removed, and the district should establish clear expectations for teacher supervision.
- Assessment (7) New Bedford Public Schools need to develop a system-wide approach to assessments that equips district and school staff to adjust academic programs and instructional practices to respond to the needs of their students.
- Human Resources & Professional Development (9) Teacher common planning time should be increased and directed by principals.

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

• Student Support (11) The district should be more deliberate in implementing much stronger practices to meet the needs of its English language learners and students with disabilities.	

What are the key indicators for this initiative to show early evidence of change?	By when?
• Assessments:	
o Assessment calendar is created and communicated across the district	• January, 2012
o 100% of schools will administer, record, and submit assessment data in accordance to district assessment calendar	• July, 2012
• Using data inquiry protocol:	
o A district data team is established to create and communicate consistent expectations for the use of data across the district through protocols and procedures such as *NBPS Looking at Student Work Protocol* and *District Learning Walk Protocol and Calendar*	• January, 2012
o District-wide systems and protocols on the effective use of data are being used in each school by March 2012 as measured by monthly Principal's Reports and Learning Walks	• April, 2012
• Monitoring data use:	
o Central office administrators and Directors will conduct <u>at least ten</u> Learning Walks a month, and provide feedback on the use of data to inform instruction as measured by monthly Director's Reports and Learning Walk Feedback Forms to Schools	• April, 2012
o Superintendent and/or Asst. Supt will monitor and support principals on SIP progress on data usage through <u>one</u> individual meetings and Unannounced Classroom Visit (UCV) with each principal this Spring	• May, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

2.3 Expand the capacity of district leadership to use assessment data to guide improvements in instruction and support schools and classrooms

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Oct 2011	Build teacher capacity to use assessment data by providing training to 14 school teams (Data Team Training- Cohort I) through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	July, 2011	January, 2012	-School Facility, Saturday, Custodians
Oct 2011	The District Data Team will meet weekly and develop systems for communicating team findings and clear expectations throughout the district	Director of School Support	September, 2011	June, 2012	-Data collection over time
Oct 2011	District representatives and Union leadership to collaborate on implementing new Teacher Evaluation Process at Parker School	Superintendent of Schools	August, 2011	January, 2012	-Educators Evaluation Implementation Guide and model tools from DESE
Jan 2012	Collect and provide feedback to principals on Monthly Reports – specifically progress on the use of data to inform instruction and student learning needs	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-Principals' Monthly Reports
Jan 2012	District Learning Walks • Monitor school and teacher use of data to support learning throughout the school outlined in District Learning Walk Protocol Indicator #2 (**How will we know that students have learned it**) which is aligned to data training by RBT • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol
Jan 2012	Train district and building leaders to use MCAS results to inform district and building decisions through Education Data Warehouse (EDW) training for principals, administrators, content directors and school data teams	Director of School Support	December, 2011	April, 2012	-RTTT funding for stipends, training services, and facilities costs -Computer Lab
Jan 2012	Provide follow-up on-site support on data use to trained Data-teams	Director of Professional Development	January, 2012	April, 2012	-RBT Consultant Availability
Jan 2012	District Literacy Action Team will review and analyse student writing samples across the district to identify school, subgroup and district trends	Academic Directors including SEI & SPED	February, 2012	March, 2012	-DLAT meeting time
Jan 2012	Build teacher capacity to use assessment data by providing	Director of Professional	January,	June, 2012	-School Facility,

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	training to remaining school teams (Data Team Training – Cohort 2) in the district through *Unleashing the Power of Collaborative Inquiry Course*	Development	2012		Saturday, Custodians
Feb 2012	Collect and provide feedback to Directors on Monthly Reports – specifically progress on the use of data to inform instruction and student learning needs	Asst. Supt for Accountability and School Improvement	February, 2012	On-going	-Directors' Monthly Reports
March 2012	Include principals on the Planning Team	Superintendent	March, 2012	On-going	-Principals
April 2012	Align and pilot the Learning Walk Protocol to address the education of ELL and special education students in general education classes and students in SEI classes	-Asst. Supt for Accountability and School Improvement -Asst. to the Supt for Equity, Diversity and Family Engagement --Asst. Supt Student Services	April, 2012	April, 2012	-District Learning Walk Protocol
April 2012	Data from staff surveys on the effectiveness of professional development initiatives as they relate to improving instruction through the use of data team work will be collected and used to inform district improvement plans	Director of Professional Development	April, 2012	June, 2012	-K-12 Insights
April 2012	Build capacity of building leaders on improving supervision of effective teaching through *Observing and Analyzing Teaching I* school visits/follow-up with approximately 48 Principals and Administrators	Director of Professional Development	March, 2012	June, 2012	-RBT Staff
April 2012	Writing sample results and trends are utilized by school and district data teams at the classroom, school, and district level to support decision- making in instructional and curriculum goals	Academic Directors	April, 2012	June, 2012	-NBPS Looking at Student Work Protocol
April 2012	Build principal instructional leadership capacity through mandated feeder pattern meetings on instruction with rotating Director support	Principals, Academic Directors, including SEI & SPED	April, 2012	On-going	-Meeting ground rules -Meeting agenda
April 2012	Set district expectations for data use by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year • Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
	Set expectation that every Director will conduct 10 Learning	Academic Directors,	April, 2012	On-going	-Director Learning

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
April 2012	Walks per month (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school • Directors will provide feedback and support to principals on school and teacher use of data to support learning • Target feedback to address attention to the needs of underperforming groups at each school	including SEI & SPED			Walk Protocol
April 2012	Set expectation that every classroom will be visited 2 times this Spring by a principal and/or other building administrators • Principal and/or building administrator will provide feedback and support to teachers on lesson alignment to learning standards and objectives	All principals and/or building administrators	April, 2012	On-going	-Principal Learning Walk Protocol
April 2012	Set district expectations for curriculum implementation and classroom instruction by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year • Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
April 2012	Ensure that principals receive feedback on their classroom Learning Walks through Unannounced Classroom Visits (UCVs) from the Superintendent or Asst. Supt • Schedule 1 UCV for this Spring (followed by individual feedback) • Target feedback to address attention to the needs of underperforming groups at each school	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-UCV Protocol
April 2012	Begin monitoring principals through regular individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks and Unannounced Classroom Visits	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-Scheduling, meeting agenda template
May 2012	Create schedule, agendas, and Director assignments for 2012-13 Feeder Pattern Meetings	Principals, Academic Directors, including SEI & SPED	May, 2012	June, 2012	-Meeting ground rules -Meeting agenda
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times (at least 5 times) • Director Learning Walks – every Director conducts at	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	least 10 Learning Walks per month • UCVs – at least 3 UCVs over the whole year				
May 2012	Create schedule for individual principal meetings with Superintendent and/or Asst. Supt every 6-8 weeks for 2012-13 school year	-Superintendent -Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
July 2012	Build teacher capacity to use assessment data by providing training to remaining school teams (Data Team Training – Cohort 2) in the district through *Unleashing the Power of Collaborative Inquiry Course*	Director of Professional Development	July, 2012	November, 2012	-RBT Staff
July 2012	District wide trends will be identified and shared with entire district to provide a clear focus on a manageable number of literacy skills for the 2012-2013 school year	District Data Team Academic Directors	June, 2012	August, 2012	-MCAS results -Writing Prompt Analysis Sheets from schools and district

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Section 3: District Strategy Sheet

District Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction		Overall Lead (Objective): Asst. Supt for Accountability and School Improvement

Initiative Number and Description:
 	
3.1 Teachers
 	
Build instructional capacity of teachers to ensure all students can access and approach challenging curriculum
• **Professional development**: Develop and implement teacher instructional strategies that engage all students in their learning through aligned professional development
• **Common planning time**: Provide teachers with the opportunity and flexibility to have access to common planning time
• **Learning Walks**: Provide specific feedback on teachers' instructional practice as well as data on areas of need across the school through Learning Walk process
	Short term Outcomes from the Initiative:
	• Learning Walk data demonstrates that instructional practice is improving
	   o Every classroom is visited <u>at least twice</u> this Spring by a principal and/or building administrator
	   o Survey of teacher show that at least 70% of teachers believe practice has improved due to Principal LWs
		Overall Lead (Initiative):
		
		Asst. Supt Student Services
		
		Director of Instructional Technology and Professional Development

Which recommendations from the District Review or other evidence does this initiative address?
- Leadership & Governance (2) The district should reorganize, re-culture, and staff the central office to provide more support and to work more collaboratively to improve teaching and learning.
- Curriculum & Instruction (5) Principals should actively monitor instruction more regularly to provide teachers with sufficient feedback for professional growth. Any written or perceived contractual barriers to the conducting of informal observations should be removed, and the district should establish clear expectations for teacher supervision.
- Human Resources & Professional Development (9) Teacher common planning time should be increased and directed by principals.
- Student Support (11) The district should be more deliberate in implementing much stronger practices to meet the needs of its English language learners and students with disabilities.

What are the key indicators for this initiative to show early evidence of change?	By when?
• Data teams have a clear sense of the direction from the professional development program based on Learning Walk data and Principal's Reports	• January, 2012
• 100% of teachers have received and understand the Learning Walk Protocol and Indicators	• February, 2012
• Secure funding for teachers to have the opportunity to have common planning time outside of the regular school day	• March, 2012

Section 3: District Strategy Sheet

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

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
July 2011	Build instructional capacity of teachers by providing professional development to approximately 25 teachers through *Studying Skillful Teaching: Using Data Day-To-Day* Course	Director of Professional Development	July, 2011	November, 2011	-RBT Course
Oct 2011	Build instructional capacity of special educators and general educators to deliver engaging instruction to students with disabilities in inclusive classrooms • Special educators and administrators in RISE (Revitalizing Instruction in Special Education) • Teachers and administrators at individual schools to address concerns and create instructional/supportive strategies for special education students	Asst. Supt of Student Services	October, 2011	June, 2012	-Dr. Deborah Harris, Inclusive Education Specialist
Oct 2011	Build instructional capacity of teachers at Parker School by providing professional development in engaging instruction through *Studying Skillful Teaching: Using Data Day-To-Day,* with a Literacy Focus	Director of Professional Development	October, 2011	June, 2012	--RBT Instructors, Funding for staff to take part in additional required PD
Jan 2012	Staff surveys on the effectiveness of professional development initiatives as they relate to improving instruction and student engagement will be developed	Director of Professional Development	January, 2012	April, 2012	-K-12 Insights
Jan 2012	Building capacity of first-year teachers to deliver engaging SEI instruction through *SEI Category I* training	Director of Professional Development	January, 2012	June, 2012	-SEI Category Teacher
Jan 2012	Build instructional capacity of teachers by providing professional development to approximately 35 New Bedford High School teachers through *Studying Skillful Teaching: Using Data Day-To-Day* Course*,* with a Literacy Focus	Director of Professional Development	January, 2012	June, 2012	-RBT Instructors
Jan 2012	Interim review of Galileo assessment data with attention to underperforming groups	Math Supervisor	January, 2012	March, 2012	-Galileo data, meetings with teachers
Jan 2012	Collect and provide feedback to principals on Monthly Reports – specifically progress on engaging instructional strategies in classrooms	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-Principals' Monthly Reports
Jan 2012	District Learning Walks • Monitor use of engaging instructional strategies learned through professional development (RBT) in District	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	Learning Walk Protocol Indicator #3 (***What will we do when they haven't learned it? What will we do when they already know it?***) • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school				
April 2012	Align and pilot the Learning Walk Protocol to address the education of ELL and special education students in general education classes and students in SEI classes	-Asst. Supt for Accountability and School Improvement -Asst. to the Supt for Equity, Diversity and Family Engagement --Asst. Supt Student Services	April, 2012	April, 2012	-District Learning Walk Protocol
April 2012	Interim review of Galileo assessment data with attention to underperforming groups	Math Supervisor	April, 2012	May, 2012	-Galileo data, meetings with teachers
April 2012	Writing sample results and trends identified by the *NBPS Looking at Student Work Protocol* are utilized by school and district data teams at the classroom, school, and district level to support decision- making in instructional and curriculum goals	Academic Directors, including SEI & SPED	April, 2012	June, 2012	-NBPS Looking at Student Work Protocol
April 2012	Set expectation that every Director will conduct 10 Learning Walks (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school • Directors will provide feedback and support to principals on school and teacher on engaging instruction • Target feedback to address attention to the needs of underperforming groups at each school	Academic Directors, including SEI & SPED	April, 2012	On-going	-Director Learning Walk Protocol
April 2012	Set expectation that every classroom will be visited 2 times this Spring by a principal and/or other building administrator • Principal and/or building administrator will provide feedback and support to teachers on engaging instruction	All principals and/or building administrators	April, 2012	On-going	-Principal Learning Walk Protocol
April 2012	Build teacher capacity through professional learning communities: • Establish data coaches/facilitators to lead school data teams (6 hours per school) • Secure funding for teachers to have the opportunity to have common planning time outside of the regular school	Director of School Support	April, 2012	June, 2012	-Funding for common planning time and data coaches

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	day				
April 2012	Data from staff surveys on the effectiveness of professional development initiatives as they relate to improving instruction and student engagement will be collected and used to inform district improvement plans	Director of Professional Development	April, 2012	June, 2012	-K-12 Insights
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times • Director Learning Walks – every Director conducts 10 Learning Walks per month	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
July 2012	Provide professional development to either a district-wide or targeted teaching population in *Studying Skillful Teaching: Using Data Day-To-Day* Course	Director of Professional Development	July, 2012	November, 2012	-RBT Consultant Availability
July 2012	Vertical Team (Gr. 6-12) training in Math, English Language Arts, and Science rigorous pre-AP instructional strategies and supplements from LTF offered by MMSI ACR	Academic Directors of Math, ELA and Literacy, and Science and Technology, Supervisor of Math	July, 2012	August, 2012	-RTTT funding, stipend costs and MMSI ACR costs
July 2012	Lead teachers will be identified and scheduled to attend MMSI ACR Lead Teacher Trainings	Academic Directors of Math, ELA and Literacy, and Science and Technology, Supervisor of Math	July, 2012	December, 2012	-RTTT funding, stipend costs and MMSI ACR costs
Oct 2012	Vertical Team (Gr. 6-12) quarterly meetings to follow up on summer training on the implementation of newly aligned instructional strategies and common assessments through LTF	Academic Directors of Math, ELA and Literacy, and Science and Technology, Supervisor of Math	September, 2012	June, 2013	-RTTT funding, stipend costs and MMSI ACR costs

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

District Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction		Overall Lead (Objective): Asst. Supt for Accountability and School Improvement

Initiative Number and Description:
 	
3.2 Schools
 	
Ensure principals are effective instructional leaders
- **Professional development**: Develop and implement principal supervision of effective teaching through aligned professional development
- **Feeder patterns:** Build principal instructional leadership capacity through feeder pattern meetings on instruction with Director support
- **Learning Walks**: Provide specific feedback on teachers' instructional practice as well as data on areas of need across the school through Learning Walk process and UCVs
- **SIP implementation:** Aligned to the district improvement plan and serve as the focus for school activities and initiatives
	Short term Outcomes from the Initiative:
	- SIP progress on engaging instruction is monitored and supported through individual Superintendent meetings
	- Learning Walk data demonstrates that instructional practice is improving
	  - Every classroom is visited <u>at least twice</u> this Spring by a principal and/or building administrator
	  - Survey of teacher show that at least 70% of teachers believe practice has improved due to Principal LWs
		Overall Lead (Initiative):
		
		Director of School Support
		
		District Data Team

Which recommendations from the District Review or other evidence does this initiative address? - Leadership & Governance (2) The district should reorganize, re-culture, and staff the central office to provide more support and to work more collaboratively to improve teaching and learning. - Leadership & Governance (3) The district needs to hold principals more accountable for meeting high professional standards and raising student achievement, in accordance with new regulations for educator evaluation. - Curriculum & Instruction (5) Principals should actively monitor instruction more regularly to provide teachers with sufficient feedback for professional		

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

growth. Any written or perceived contractual barriers to the conducting of informal observations should be removed, and the district should establish clear expectations for teacher supervision.	
What are the key indicators for this initiative to show early evidence of change?	**By when?**
• Principals will be familiar with and begin to utilize the *Observing and Analyzing Teaching (OAT)* tools to improve supervision of effective teaching as evidenced by classroom visits, collaboratively discussed and completed by the Principal and RBT instructor	• January, 2012
• 100% of principals have introduced the Learning Walk Protocol and Indicators to the data team and faculty based on Principal's Reports and meeting agendas	• April, 2012
• District Data Team engages in discussions with principals and administrators on teachers' use of effective, engaging instructional strategies aligned to the District Plan	• March, 2012
• Monthly feeder pattern meeting is convened this Spring with a Director, and instructional strategies are discussed as evidenced by agenda and minutes	• May, 2012
• School Improvement Plans, aligned with the District Strategic Plan, are approved by the Superintendent using a rubric, and feedback is provided	• May, 2012
• Monitoring evidence: o Principals and/or building administrators will visit every classroom <u>at least twice</u> and provide feedback on engaging instruction as measured by monthly Principal's Reports	• May, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

3.2 Ensure principals are effective instructional leaders

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Oct 2011	District representatives and Union leadership to collaborate on implementing new Teacher Evaluation Process at Parker School	Superintendent	August, 2011	January, 2012	-Educators Evaluation Implementation Guide and model tools from DESE
Oct 2011	The District Data Team will meet weekly and develop systems for communicating team findings and clear expectations throughout the district	Director of School Support	September, 2011	June, 2012	-Data collection over time
Oct 2011	Technical assistance for teachers and administrators at individual schools to address concerns and create instructional/supportive strategies for special education students	Asst. Supt of Student Services	October, 2011	June, 2012	-Dr. Deborah Harris, Inclusive Education Specialist
Oct 2011	Build instructional capacity of special educators and administrators to deliver engaging instruction to students with disabilities through RISE (Revitalizing Instruction in Special Education)	Asst. Supt of Student Services	November, 2011	June, 2012	-Dr. Deborah Harris, Inclusive Education Specialist
Jan 2012	Collect and provide feedback to principals on Monthly Reports on conducting classroom visits to monitor instruction	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-Principals' Monthly Reports
Jan 2012	District Learning Walks • Monitor use of engaging instructional strategies learned through professional development (RBT) in District Learning Walk Protocol Indicator #3 (***What will we do when they haven't learned it? What will we do when they already know it?***) • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol
Jan 2012	Build capacity of building leaders on improving supervision of effective teaching through *Observing and Analyzing Teaching I* course with approximately 48 Principals and Administrators	Director of Professional Development	January, 2012	June, 2012	-RBT Teachers
Jan 2012	Academic Directors provide targeted instructional support to teachers in Level 4 schools as evidenced by Monthly Director's Reports	Asst. Supt for Accountability and School Improvement	February, 2012	June, 2012	-Directors' Monthly Reports
April 2012	Align and pilot the Learning Walk Protocol to address the education of ELL and special education students in general	-Asst. Supt for Accountability and	April, 2012	April, 2012	-District Learning Walk Protocol

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	education classes and students in SEI classes	School Improvement -Asst. to the Supt for Equity, Diversity and Family Engagement --Asst. Supt Student Services			
April 2012	District representatives and Union leadership to collaborate on implementing new Teacher Evaluation Process in District	Superintendent	April, 2012	August, 2012	-Educators Evaluation Implementation Guide and model tools from DESE
April 2012	Build principal instructional leadership capacity through mandated feeder pattern meetings on instruction with rotating Director support	Principals, Academic Directors, including SEI & SPED	April, 2012	On-going	-Meeting ground rules -Meeting agenda
April 2012	Set district expectations for curriculum implementation and classroom instruction by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year • Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
April 2012	Set expectation that every Director will conduct 10 Learning Walks per month (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school • Directors will provide feedback and support to principals on school and teacher use of data to support learning • Target feedback to address attention to the needs of underperforming groups at each school	Academic Directors, including SEI & SPED	April, 2012	On-going	-Director Learning Walk Protocol
April 2012	Set expectation that every classroom will be visited 2 times this Spring by a principal and/or other building administrator • Principal and/or building administrator will provide feedback and support to teachers on lesson alignment to learning standards and objectives	All principals and/or building administrators	April, 2012	On-going	-Principal Learning Walk Protocol
April 2012	Ensure that principals receive feedback on their classroom Learning Walks through Unannounced Classroom Visits (UCVs) from the Superintendent or Asst. Supt • Schedule 1 UCV for this Spring (followed by individual	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-UCV Protocol

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
	feedback) • Target feedback to address attention to the needs of underperforming groups at each school				
April 2012	Begin monitoring principals through regular individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks and Unannounced Classroom Visits	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-Scheduling, meeting agenda template
May 2012	Create schedule, agendas, and Director assignments for 2012-13 Feeder Pattern Meetings	Principals, Academic Directors, including SEI & SPED	May, 2012	June, 2012	-Meeting ground rules -Meeting agenda
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times (at least 5 times) • Director Learning Walks – every Director conducts at least 10 Learning Walks per month • UCVs – at least 3 UCVs over the whole year	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
May 2012	Create schedule for individual principal meetings with Superintendent and/or Asst. Supt every 6-8 weeks for 2012-13 school year	-Superintendent -Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

District Strategic Objective 3: Expand school and staff capacity to deliver effective engaging instruction		Overall Lead (Objective): Asst. Supt for Accountability and School Improvement
Initiative Number and Description: **3.3 District** Build capacity of the district leadership to	**Short term Outcomes from the Initiative:** • SIP progress on engaging instruction is monitored and supported through individual Superintendent meetings • Learning Walk data demonstrates that instructional practice is improving ○ Every classroom is visited at least twice this Spring by a principal	**Overall Lead (Initiative):** Director of Federal & State Funded Programs

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

provide an effective system of support to schools on improving teaching and learning for all students • **Professional development**: Provide building leaders and instructional staff with high quality professional development that is tightly aligned to district teaching and learning priorities • **Principal meetings:** Build capacity of central office and Directors to support principals on district-wide teaching and learning priorities through extended Principal Meetings • **Learning Walks**: Ensure feedback loop is occurring between central office and building leaders by conducting through the Learning Walk process • **SIP support:** Set district expectations for curriculum implementation and classroom instruction by aligning School Improvement Plan process to the district plan and providing support to schools on implementation	and/or building administrator o Survey of teacher show that at least 70% of teachers believe practice has improved due to Principal LWs	

Which recommendations from the District Review or other evidence does this initiative address?
- Leadership & Governance (1)The school committee should focus more attention and allocate more meeting time to strengthen its understanding of district performance and its practice in using the data to make high-level decisions related to district goals, the budget, and policy. Policies and practices should be updated to better reflect district needs, current practice, and the Education Reform Act.
- Leadership & Governance (2) The district should reorganize, re-culture, and staff the central office to provide more support and work more collaboratively to improve teaching and learning.
- Leadership & Governance (3) The district needs to hold principals more accountable for meeting high professional standards and raising student achievement, in accordance with new regulations for educator evaluation.
- Curriculum & Instruction (5) Principals should actively monitor instruction more regularly to provide teachers with sufficient feedback for professional growth. Any written or perceived contractual barriers to the conducting of informal observations should be removed, and the district should establish clear expectations for teacher supervision.
- Assessment (7) New Bedford Public Schools need to develop a system-wide approach to assessments that equips district and school staff to adjust academic programs and instructional practices to respond to the needs of their students.
- Human Resources & Professional Development (9) Teacher common planning time should be increased and directed by principals.

• Student Support (11) The district should be more deliberate in implementing much stronger practices to meet the needs of its English language learners and students with disabilities.	

What are the key indicators for this initiative to show early evidence of change?	**By when?**
• Feedback loop is created by scheduling at least 2 District Learning Walks at each school this Spring (to be increased to at least 5 per school in 2012-2013) to gather evidence and monitor the use of instructional strategies that engage students	• March, 2012
o Specific practices to address needs of ELL and special needs students are included in Learning Walk Protocol Indicators	
o District Data Team engages in discussions with principals and administrators on teachers' use of effective, engaging instructional strategies aligned to the District Plan	
o 100% of central office leaders including Directors have received the Learning Walk Protocol and Indicators, and understand their responsibility to conduct at least ten LWs in a month this Spring	
o The Learning Walk Protocol and Indicators have been shared with 100% of the principals through Principals Meetings, feeder pattern meetings, and individual meetings	
• Extended Principals Meeting is convened this Spring, and systemic teaching and learning trends and strategies are discussed using data as evidenced by agenda and minutes	• April, 2012
• School Improvement Plans, aligned with the District Strategic Plan, are approved by the Superintendent using a rubric, and feedback is provided	• May, 2012
• Monitoring evidence:	
o Central office administrators and Directors will conduct <u>at least ten</u> Learning Walks a month this Spring, and provide feedback on engaging instruction as measured by monthly Director's Reports and Learning Walk Feedback Forms to Schools	• April, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

3.3 Build capacity of the district leadership to provide an effective system of support to schools on improving teaching and learning for all students

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
Oct 2011	The District Data Team will meet weekly and develop systems for communicating team findings and clear expectations throughout the district	Director of School Support	September, 2011	June, 2012	-Data collection over time -Data Binder
Jan 2012	Collect and provide feedback to principals on Monthly Reports on conducting classroom visits to monitor instruction	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-Monthly Principals' Reports
Jan 2012	District Learning Walks • Monitor use of engaging instructional strategies learned through professional development (RBT) in District Learning Walk Protocol Indicator #3 (***What will we do when they haven't learned it? What will we do when they already know it?***) • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol
Jan 2012	Build capacity of building leaders on improving supervision of effective teaching through *Observing and Analyzing Teaching I* course with approximately 48 Principals and Administrators	Director of Professional Development	January, 2012	June, 2012	-RBT Teachers
Jan 2012	Academic Directors provide targeted instructional support to teachers in Level 4 schools as evidenced by Monthly Director's Reports	Asst. Supt for Accountability and School Improvement	February, 2012	June, 2012	-Monthly Directors' Reports
April 2012	Align and pilot the Learning Walk Protocol to address the education of ELL and special education students in general education classes and students in SEI classes	-Asst. Supt for Accountability and School Improvement -Asst. to the Supt for Equity, Diversity and Family Engagement --Asst. Supt Student Services	April, 2012	April, 2012	-District Learning Walk Protocol
April 2012	Build principal and Director instructional leadership capacity through mandated feeder pattern meetings on instruction with rotating Director support	Principals, Academic Directors, including	April, 2012	On-going	-Meeting ground rules -Meeting agenda

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

		SEI & SPED			
April 2012	Set expectation that every Director will conduct 10 Learning Walks per month (District Learning Walks count toward total, all others are individual LWs) – which schools depends on the needs of the school • Directors will provide feedback and support to principals on lesson alignment to learning standards and objectives • Target feedback to address attention to the needs of underperforming groups at each school	Academic Directors, including SEI & SPED	April, 2012	On-going	-Director Learning Walk Protocol
April 2012	Set expectation that every classroom will be visited 2 times this Spring by a principal and/or other building administrator • Principal and/or building administrator will provide feedback and support to teachers on lesson alignment to learning standards and objectives	All principals and/or building administrators	April, 2012	On-going	-Principal Learning Walk Protocol
April 2012	Set district expectations for curriculum implementation and classroom instruction by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year • Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
April 2012	Ensure that principals receive feedback on their classroom Learning Walks through Unannounced Classroom Visits (UCVs) from the Superintendent or Asst. Supt • Schedule 1 UCV for this Spring (followed by individual feedback) • Target feedback to address attention to the needs of underperforming groups at each school	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-UCV Protocol
April 2012	Convene extended Principals Meeting this Spring: discuss systemic teaching and learning trends and strategies	Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-Revised Principal Meeting Schedule
April 2012	Begin monitoring principals through regular individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks and Unannounced Classroom Visits	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-Scheduling, meeting agenda template
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times (at least 5 times) • Director Learning Walks – every Director conducts	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

	• at least 10 Learning Walks per month • UCVs – at least 3 UCVs over the whole year				
May 2012	Create schedule, agendas, and Director assignments for 2012-13 Feeder Pattern Meetings	Principals, Academic Directors, including SEI & SPED	May, 2012	June, 2012	-Meeting ground rules -Meeting agenda
May 2012	Create schedule for individual principal meetings with Superintendent and/or Asst. Supt every 6-8 weeks for 2012-13 school year	-Superintendent -Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

District Strategic Objective 4: Raise expectations for student achievement and increase student ownership of their learning		**Overall Lead (Objective):** Asst. Supt for Accountability and School Improvement
Initiative Number and Description: **4.1 Attendance** Raise student attendance by deepening partnerships between schools, students, and families through *Where are YOU Headed?*	**Short-Term Outcomes from the Initiative:** • High performing schools (95%+ attendance rate for Gr. K-8, 92%+ for Gr. 9-12) will maintain their attendance rate monthly, and lower performing schools will show monthly improvement to eventually reach targets • NBHS graduation survey will show that all graduates can articulate where they are headed (college, military, work) • Collaborative partnerships will be formalized with community agencies such as the New Bedford Housing Authority and Department of Child & Family Services (DCFS) to prioritize daily school attendance. **Final Outcomes** • Each school in NBPS will meet or exceed annual attendance targets as measured by the 2012-2013 NCLB report card (95%+ attendance rate for Gr. K-8, 92%+ for Gr. 9-12) • Increase the yearly percentage of students who graduate within four years by 5% by the end of the 2012-2013 school year	**Overall Lead (Initiative):** Asst. Supt Student Services

Which recommendations from the District Review or other evidence does this initiative address?
- Leadership & Governance (3) The district needs to hold principals more accountable for meeting high professional standards and raising student achievement, in accordance with new regulations for educator evaluation.
- Student Support (10) The district and schools should work together more effectively and with a greater sense of urgency to determine and address the root causes of high school students' poor growth, proficiency, attendance, retention, suspension, dropout, and graduation rates.
- Student Support (11) The district should be more deliberate in implementing much stronger practices to meet the needs of its English language learners and students with disabilities.

What are the key indicators for this initiative to show early evidence of change?	By when?

Early Evidence of Change
• All principals and teachers will prioritize the importance of daily school attendance for all students in all schools
    o 100% of schools and classrooms participate in *Where are YOU Headed* as evidenced by Learning Walks
    o Every school sponsors at least 1 *Where Are YOU Headed?* special event to recognize students with outstanding attendance
    o Students at all levels will verbalize where they are headed (their personal goals and future plans) and what they need to do in order to get there (i.e., attend school, earn good grades, graduate, attend college, etc.)
    o A tiered approach to addressing chronic absenteeism will be utilized in all schools
• Partnership with families:
	• November, 2011
	
	• May, 2012
	
	• May, 2012
	
	• May, 2012
	
	• May, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

o Where Are YOU Headed? Marketing and special events will educate students and families of the importance of school attendance and the connection to long-term student achievement
   o Each school will share information with all families in the language families speak best regarding the importance of daily school attendance for all communication
   o Survey data, focus groups and interviews with administrators, teachers, parents and students will identify barriers to school attendance for students in New Bedford
 • Partnership with the community:
   o School administrators and staff (teachers, counselors, attendance officers) will work with the New Bedford Housing Authority and Department of Child & Family Services to provide education and outreach to at-risk students and families by conducting home visits, providing parent workshops and facilitating students supports in various housing units across the city
	• May, 2012
	
	• May, 2012

Section 3: District Strategy Sheet

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

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
July 2011	Display promotional signage at each school building and on city buses promoting the importance of school attendance	Asst. Supt for Student Services Principals	August, 2011	June, 2012	-Fundraising -Grant Funding -In-Kind Supports -Community Donations
Oct 2011	Student public service announcements and videos are played weekly in school , on cable TV, and are posted on the district website	Principals NBHS TV Production Teacher	September, 2011	June, 2012	-Fundraising -Grant Funding -In-Kind Supports -Community Donations
Oct 2011	District and school-based newsletters, student assignments, school assemblies, and daily *Where are You Headed?* announcements regarding attendance will be provided to all students each day	Principals	September, 2011	June, 2012	-Fundraising -Grant Funding -In-Kind Supports -Community Donations
Oct 2011	Develop a plan with a calendar of events to continue existing *Where are YOU Headed?* components and develop new and innovative activities	Attendance Committees	September, 2011	June, 2012	-Fundraising -Grant Funding -In-Kind Supports -Community Donations
Oct 2011	Attendance committees at each level (elementary, middle, and high) have been formed and will meet at least every other month. Focus is to sustain *Where Are YOU Headed?* program, and use attendance data in a strategic way to address the needs of subgroups and students at-risk of academic failure	Asst. Supt for Student Services	November, 2011	June, 2012	-Attendance Data
Oct 2011	Monthly school attendance competitions will be held at each level, incentives will be provided to students and staff, data will be monitored by Asst. Supt. and outcomes will be communicated to the district via the district website	Asst. Supt for Student Services	September, 2011	June, 2012	-Fundraising -Grant Funding -In-Kind Supports -Community Donations
Oct 2011	District will provide translations of Where are *YOU* headed? Documents shared with families in English translated into Portuguese and Spanish	Asst. to the Supt for Equity, Diversity and Family Engagement	October, 2011	On-going as new information regarding Where are *YOU* headed? Is created	-Funding for translations or time for multilingual staff to do this work
	Collect and provide feedback to principals on Monthly	Asst. Supt for	January,	On-going	-Monthly Principals'

Jan 2012	Reports on attendance efforts	Accountability and School Improvement	2012		Reports
Jan 2012	District Learning Walks • Monitor student ownership of learning through District Learning Walk Protocol Indicator #4 (***Students ask, "What do I do when I haven't learned it yet, or already know it?"***) • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	Asst. Supt for Accountability and School Improvement	January, 2012	On-going	-District Learning Walk Protocol
Jan 2012	Identify students with combinations of at-risk indicators such as: absences, failing grades, retention, behaviour, MCAS etc. at each school utilizing the DESE Early Warning Indicator Index	Principals	September, 2011	June, 2012	-DESE Early Warning Indicator Index
Jan 2012	Define tiered interventions and communicate services and programs within the school and community to address the needs of students with high absentee rates	Attendance Committees	November, 2011	June, 2012	-Meeting times
Jan 2012	Develop a common reporting tool for looking at attendance at each school by grade and by sub-groups (by the attendance officers) and utilize at school data team meetings.	Attendance Committees	November, 2011	January, 2012	-Attendance Data
Feb 2012	Collect data to Identify barriers to school attendance: • Create/design surveys with AttendanceWorks.org to identify barriers to school attendance according to administrators, teachers, parents and students • Collect data regarding the geographic areas students with 20+ days absent live • Collect baseline data regarding student residents living in public housing or involved with DCFS: attendance, suspensions, SPED, ELL, grades, MCAS, etc.	Asst. Supt for Student Services	February, 2012	June, 2012	-Surveys, Attendance Data
March 2012	Formalize partnership with community organizations such as: • New Bedford Housing Authority to address chronic attendance and dropout rates among residents living in public housing and high poverty areas in the city • New Bedford Department of Child & Family Services to address chronic attendance and dropout rates of students in the care or custody of the department.	Asst. Supt for Student Services	March, 2012	April, 2012	-New Bedford Housing Authority and New Bedford Dept. of Child and Family Services Partnerships

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

March 2012	Create a calendar of outreach activities to public housing sites: Bay Village and Brickenwood	Asst. Supt for Student Services	March, 2012	April, 2012	-Fundraising -Grant Funding -In-Kind Supports -Community Donations
March 2012	Display Where Are YOU Headed? school attendance and dropout prevention signage and educational information at each New Bedford housing site and the DCFS area office	Asst. Supt for Student Services	March, 2012	On-going	-New Bedford Housing Authority and New Bedford Dept. of Child and Family Services Partnerships
April 2012	Conduct family workshops regarding preparation for preschool and kindergarten, transition to middle school transition to high school, and college	-Asst. Supt for Student Services -Administrators -Directors -Teachers	April, 2012	On-going	-Scheduling
April 2012	Set district expectations for student ownership of learning by aligning the School Improvement Plan process to the district plan and supporting its implementation throughout the year ● Provide a SIP template, exemplar, and rubric to all schools	Asst. Supt for Accountability and School Improvement	April, 2012	May, 2012	-DMC to help develop SIP Template, exemplar, rubric
April 2012	Build principal instructional leadership capacity through mandated feeder pattern meetings on instruction and raising attendance with rotating Director support	Principals, Academic Directors, including SEI & SPED	April, 2012	On-going	-Meeting ground rules -Meeting agenda
April 2012	Begin monitoring principals through regular individual meetings with the Superintendent and/or Asst. Supt to follow up on Monthly Reports, SIP, feedback from Learning Walks and Unannounced Classroom Visits	-Superintendent -Asst. Supt for Accountability and School Improvement	April, 2012	On-going	-Scheduling, meeting agenda template
April 2012	District will sponsor meetings to share with families and community members data and information regarding the importance of attendance to academic attainment, including one meeting in Spanish and one in Portuguese	Asst. to the Supt for Equity, Diversity and Family Engagement	December, 2011	March 2012	-Printed information for families in at least three languages -team of interpreters -space for meetings -refreshments -flyers and phone calls to families -time from family engagement and literacy teams
May 2012	Create schedule, agendas, and Director assignments for 2012-13 Feeder Pattern Meetings	Principals, Academic Directors, including	May, 2012	June, 2012	-Meeting ground rules -Meeting agenda

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

		SEI & SPED			
May 2012	Create schedule for 2012-2013 Learning Walks: • District Learning Walks – making sure every school is visited multiple times (at least 5 times) • Director Learning Walks – every Director conducts at least 10 Learning Walks per month • UCVs – at least 3 UCVs over the whole year	Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling
May 2012	Create schedule for individual principal meetings with Superintendent and/or Asst. Supt every 6-8 weeks for 2012-13 school year	-Superintendent -Asst. Supt for Accountability and School Improvement	May, 2012	June, 2012	-Scheduling

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

District Strategic Objective 4: Raise expectations for student achievement and increase student ownership of their learning		**Overall Lead (Objective):** Asst. Supt for Accountability and School Improvement
Initiative Number and Description: **4.2 Graduation** Raise the 4-year graduation rate by focusing on student engagement and ownership in middle and high school	**Short term Outcomes from the Initiative:** • At all three middle schools and Hayden-McFadden, increased student ownership in learning will be observed by teachers and school and district administrators through the District and Principal Learning Walks from the initial LW to the subsequent LW's • As evidenced by surveys and review of student data, students who participate in the BSU summer program believe they are better prepared to consider post-secondary opportunities. • At least 90% of high school students have registered a plan with *YourPlanforCollege.org* • 100% of digital curriculum (370 Apex Learning subscriptions are being utilized) by at-risk secondary students • Decrease the percentage of NBHS students retained in 9th grade from 25% to 20% by the end of the 2011-2012 school year. **Final Outcomes:** • Increase the yearly percentage of students who graduate within four (4) years by 5% by the end of the 2012-2013 school year • Increase MassCore completion rate by 10% by the end of the 2012-2013 school year	**Overall Lead (Initiative):** Director of Pupil Personnel Principals & NBHS Headmaster

Which recommendations from the District Review or other evidence does this initiative address?	
• Leadership & Governance (3) The district needs to hold principals more accountable for meeting high professional standards and raising student achievement, in accordance with new regulations for educator evaluation. • Student Support (10) The district and schools should work together more effectively and with a greater sense of urgency to determine and address the root causes of high school students' poor growth, proficiency, attendance, retention, suspension, dropout, and graduation rates.	

What are the key indicators for this initiative to show early evidence of change?	**By when?**
• At least 50% of high school students have registered a plan with *YourPlanforCollege.org* • An Implementation Plan for providing access to a digital curriculum (Apex Learning) and blended learning experience for at-risk secondary students is developed with Site Coordinators and Building Administrators • A *Failure is Not an Option* Program is developed at NBHS for targeted assistance and unit recovery digital curriculum options for over 150 New Bedford High School 9th graders who have failed the first and/or second quarter in ELA and/or Math	• January, 2012 • November, 2011 • February, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

• New Bedford High School's Restructuring Committee presents a plan to the School Committee to change the structure of instructional delivery to improve student learning and outcomes	• May, 2012
• Up to 300 Roosevelt Middle school students will be enrolled for the Bridgewater State University (BSU) summer program	• May, 2012
• 100% of faculty at all three middle schools and Hayden-McFadden will be trained in the *Mission-Mindset-and Method* of the Efficacy Institute to improve student engagement and ownership in learning	• June, 2012
• Middle schools and Hayden-McFadden staff survey data will show evidence of effective professional development that improves student engagement and ownership in learning	• June, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 3: District Strategy Sheet

4.2 Raise the 4-year graduation rate by focusing on student engagement and ownership in middle school

Quarter	I. Activities to Achieve the Outcomes for the Initiative	J. Who will Lead?	K. When will it Start?	L. When will it be Complete?	M. What Resources are Needed?
July 2011	New Bedford Public Schools uploads data for "Your Plan for College"	NBHS Lead Guidance Counselor	July, 2011	September, 2011	-RTTT funding, IT support
Oct 2011	Efficacy Leadership Team Training to set foundation for creating positive change. *[Consensus will be built around a **Mission** of academic proficiency and strong character for all students, and establishing a healthy **Mindset** to support it, backed by a data-driven **Method** of self-directed improvement.]*	Director of Professional Development	June, 2011	October, 2011	-Scheduling compatibility and availability of Efficacy Trainers
Oct 2011	100% of staff at all three middle schools are provided training to implement the Efficacy program in their classrooms	Director of Professional Development, & Principals	November, 2011	June, 2012	-Efficacy Trainers Efficacy Training Workbooks
Oct 2011	A New Bedford High School guidance workgroup attend the Massachusetts School Counselors Association (MASCA) fall summit	NBHS Lead Guidance Counselor	October, 2011	October, 2011	-RTTT funding
Jan 2012	New Bedford High School Guidance Counselors develop an Implementation Plan for the MA Model for Comprehensive School Counseling	NBHS Lead Guidance Counselor	November, 2011	January, 2012	-Stipends and Travel through RTTT
Jan 2012	New Bedford High School Guidance Counselors will meet with all students with a 2012 YOG to review post-graduate plans including "Your Plan for College"	NBHS Lead Guidance Counselor	October, 2011	January, 2011	-Guidance Staff
Jan 2012	New Bedford High School Guidance Counselors will meet with all students with a 2013 and 2014 YOG to review post-graduate plans including "Your Plan for College"	NBHS Lead Guidance Counselor	January, 2012	June, 2012	-Guidance Staff
Jan 2012	Program criteria and logistics will be determined for the Bridgewater State University middle school student summer program	Roosevelt MS Principal	November, 2011	June, 2012	-BSU facilitator
Jan 2012	100% of Hayden-McFadden staff is provided training to implement the Efficacy program in their classrooms	Director of Professional Development, Principals	January, 2012	April, 2012	-Efficacy Trainers Efficacy Training Workbooks
Jan 2012	District Learning Walks	Asst. Supt for Accountability	January, 2012	On-going	-District Learning Walk Protocol

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

	• Monitor student ownership of learning through District Learning Walk Protocol Indicator #4 (***Students ask, "What do I do when I haven't learned it yet, or already know it?"***) • Ensure feedback loop is occurring by conducting at least 2 District Learning Walks with every school	and School Improvement			
April 2012	Identification and recruitment of up to 300 NBPS Roosevelt middle school students for the BSU summer program	Roosevelt MS Principal	January, 2012	May, 2012	-BSU program criteria
April 2012	New Bedford High School administrators and teachers form a Restructuring Committee to review instructional programs and the NBHS schedule with the goal of developing a plan to present to the School Committee to improve student learning and outcomes	High School Principal	March, 2012	May, 2012	-NBHS Restructuring Committee Members
April 2012	Increase the opportunities for success in summer school programs and offerings through the addition of a digital curriculum option for students in Grades 8-12	Middle School and HS Administrators	April, 2012	June, 2012	RTTT funding, Apex Learning Subscriptions
July 2012	Up to 300 NBPS Roosevelt middle school students experience a 2 week summer program on the BSU campus	Roosevelt MS Principal	July, 2012	August, 2012	-BSU staff and facilities
Oct 2012	100% of all three middle school students and Hayden-McFadden students set goals and monitor their own progress toward the goals during the 2012-2013 school year	MS and Hayden-McFadden Principals	June, 2012	August, 2012	-NBPS Goal-Setting Format
Oct 2012	Follow up with BSU-NBPS high school cohort to measure academic progress and college & career readiness	MassCore Graduation Facilitator	September, 2012	June, 2013	-Data on Gr. 8 BSU student participants

Quarterly Progress Rating (QPR) of the Strategic Initiative
Key: P = Process, O = Outcome

	Oct 2011	Jan 2012	April 2012	July 2012	Oct 2012	Jan 2013	April 2013	July 2013	Oct 2013
P									
O									

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Section 4: Running Notes of Progress

Date	Running Notes of Progress and/or Barriers to Achieve the Outcomes	Initial

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

4.5: Level 4 District Plan Highlight Report Template

District	
Report Date	
Superintendent	
Level 4 Plan Manager	
Reporting period	
Report no	
Start date	
Audience	

Highlights
> current project stage > key milestones/deliverables met with dates >early evidence of change indicators/ activities undertaken

Budget/Resource status
> project budget/resource   > project spend/resources sourced and allocated > remaining budget/resource unallocated

Exceptions
> key milestones/deliverables missed> absence of early evidence of change > key barriers to change identified> why > recovery plan/action to be taken

Issues / risks to be raised (new or changed)
> description of issue > impact of issue   > action required > who > date required
> description of risk > probability > impact > mitigation > action > who > date required

Work for next period
> key milestone > deliverables > decision points with dates > planned activities>date of next report

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Section 4: Running Notes of Progress