

New Bedford Public Schools

2017-2018

District Accelerated Improvement Plan



*“We are Building an Excellent School
System”*

New Bedford Public Schools

Accelerated Improvement Plan SY 2017-18

Summary

In 2011, New Bedford Public Schools was named a Level 4 turnaround district by the Massachusetts Department of Elementary and Secondary Education. The district has experienced tremendous progress since the turnaround efforts began. During the last four years, the district has raised the expectations for students and staff and has provided teachers with the tools to promote student learning. In July 2017 the Department of Elementary and Secondary Education removed the AIP Monitor from the district. This is a huge milestone marking great progress of the school district.

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

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

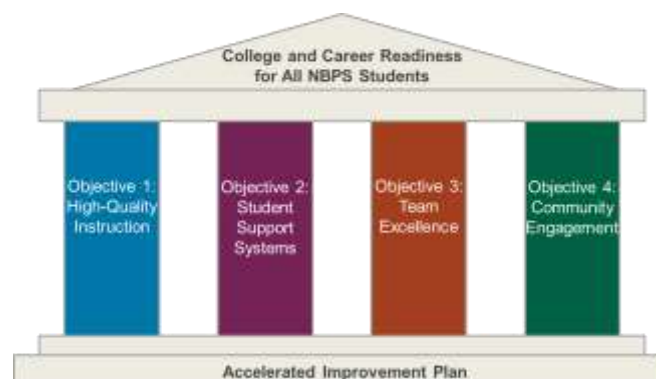
- 1. Teachers will leverage the curriculum, materials and the instructional framework to make connections between planning, instruction, and student learning (with a very heavy emphasis on engagement and application of student learning).** Teachers will ensure that they plan and deliver engaging lessons that hold students to high standards, while measuring the impact of their instruction on student learning. Using a newly revised deepened data cycle teachers and principals will be able to monitor closely student progress during multiple checkpoints throughout the school year.
- 2. The district will strengthen systems for supporting struggling students, whether they have academic, special education, ELL, or social emotional needs.** Building based support teams, new systems for student support and social emotional curricula are at the core of this work to ensure non-academic barriers to student success are being addressed and minimized so students can focus on learning.
- 3. Teachers and principals will, again, have greater responsibility and flexibility around teacher training.** Rather than a mandate coming from district leaders, teachers and principals will develop and implement a targeted professional development plan at their schools. The district will provide a menu of high-quality training materials for principals to use when working with teachers. Principals will work with their teachers and staff to develop a customized training plan aligned to their staff's needs and PD will be closely tracked to measure its impact on student learning.

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

- Include teachers on the AIP implementation team
- Support and track progress of its in-district leadership development program to grow future school and district leaders and strengthen its human capital pipeline at all levels
- Engage the public through various community conversations

Embedded within this work, the district will provide additional supports to its struggling Level 3, Level 4 and 5 turnaround schools. The district is committed to drastic improvements for all students.

Structure of the AIP



Glossary of Terms and Acronyms

AIP – Accelerated Improvement Plan

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

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

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

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

CIL- Content Instructional Leader

DESE – Massachusetts Department of Elementary and Secondary Education

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

ELL – English Language Learner

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

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

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

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

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

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

SIP – School Improvement Plan

SY – School Year

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

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

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

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



Team Leader: Fran Roy

Team Members: Principals, CILs, TLS, and Teachers

Final Outcomes:

Teacher Practice Goals:

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

Student Learning Goals:

- By EOY the district will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY the district will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0
 - Measured through: MCAS 2.0 Math assessment

What this means for teachers:

- Elementary teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Middle school teachers should make key shifts in their practice using the cycle of effective of effective instruction, while receiving support in the form of targeted PD and feedback from observations
- Teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for principals:

- Principals will be expected to provide feedback that emphasizes the connection between planning,

instruction, assessment and student work analysis. They will also support teachers in developing intervention plans based on data.

- Principals will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.

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

Nov. 1:

- 2017 Math Massachusetts Curriculum Frameworks have been updated and will be utilized to help students in the following areas of math: Making Sense of Mathematical Concepts, Mathematical Rigor, Performing Mathematical Procedures Fluently, and Using Mathematical Concepts in Problem Solving Applications to increase student proficiency.
- Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment.
- An RtI model utilizing formative assessment, intervention and acceleration periods will be implemented at the Elementary, Middle, and High School levels to obtain increased student time on standards/skills.
- STAR progress monitoring data at all levels will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.
- STAR Accelerated Math and Math Facts in a Flash will be utilized at the Middle and High School levels to create differentiated classes of

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 50% proficient at MOY.
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration classes in addition to core classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- Continue STAR Accelerated Math and Math Facts in a Flash to provide interventions and accelerated instruction for Middle and High School students.
- MCAS 2.0 and STAR Data will be collected and reviewed to provide the skills students are ready to learn.
- Continue to hold Data Defense meetings every 5 to 10 weeks monitoring student data in our high priority schools to determine student needs.






May 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 80% proficient at MOY.
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration classes in addition to core classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- Continue STAR Accelerated Math and Math Facts in a Flash to provide interventions and accelerated instruction for Middle and High School students.
- MCAS 2.0 and STAR Data will be collected and reviewed to provide the skills students are ready to learn.
- Continue to hold Data Defense meetings every 5 to 10 weeks monitoring student data in our high priority schools to determine student needs.

<p>instruction adding intervention and acceleration classes to address student needs in addition to the core instruction classes.</p> <ul style="list-style-type: none">➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for Elementary, Middle, and High School to review the items and skills that students are ready to learn in ELA, Math, and Science.➤ Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools to determine student needs.		
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks:										
Continue Math Focused Learning Walks in all buildings with TLSs, CILs and Principals	→									
Document Learning Walk observations on the Office of Instruction Instructional Tracker	→									
Professional Development										
Elementary and Middle School Math Committees:										
Continue to refine and utilize the “Looking at Student Work Protocol.”	→									
Continue to offer conceptual mathematical PD opportunities on an ongoing basis to Principals, TLSs/CILs. And teachers.	→									
Offer PD for Math RtI.	→									
Analyze Elementary enVisiosn Topic Assessment data.	→									
Analyze Middle School open responses and formative assessments.	→									
Support NBHS Math PLCs data analysis action planning and implement complex tasks for students to apply their learning.	→									
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.	→									
Implement a Pre-K to grade 12 Math Committee that will meet at least monthly to monitor data and adjust practice.	→									
Focused work will be done with TLSs and CILs to build capacity in content knowledge instructional practice coaching methods and data and analysis.	→									
Curriculum										
Develop and implement inquiry based activities for grades K-8 that align with the units study.	→									
Revise Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math standards.	→									
Revise Middle School Math Curriculum Units of Study aligned to the 2017 Math Standards.	→									
DATA										
<ul style="list-style-type: none"> MCAS 2.0 Data Collection and Review for Elementary, Middle, and High School. 			→							

<ul style="list-style-type: none"> • Collect final public MCAS 2.0 2017 Data 									
Collect STAR Math BOY, MOY, and EOY Data									
Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.									
<u>OI Liaison Assignment</u>									
Reassign liaisons as needed for targeted support in 2017-2018.									

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

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



Team Leader: Lisa Dion

Team Members: Principals, CILs, TLS, and Teachers

Final Outcomes:

Teacher Practice Goals:

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

Student Learning Goals:

- By EOY the district will realize at least a 40% reduction in students "Not Proficient" in Reading and ELA for Grades K-12 in STAR
 - Measured through: STAR, MCAS 2.0 ELA Assessment and DIBELS
- By EOY the district will see at least 10% of students in "Warning" move to "Needs Improvement" and at least 10% of students in "Proficient" move to "Advanced" in ELA

Measured through: STAR and MCAS 2.0 ELA Assessment and DIBELS

What this means for teachers:

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

- 1) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to

instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes

- Teachers will be provided with instructional supports in the form of the newly revised Units of Study, Writing Reference Guides, and targeted PD
- 2) Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” you do”)
 - Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model
 - 3) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year
 - Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement
 - 4) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides
 - Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides
 - Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
 - Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

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

- 1) Principals will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- 2) Principals will guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
- 3) Principals will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
- 4) Principals will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores
- 5) Principals of high stakes schools will participate in a small PLC targeting ELA instruction focused on student outcomes
- 6) Principals will participate in ongoing ELA training as necessary to target ELA instructional

Practices and standards based instruction What this means for principals:

- Principals will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.
- Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.

What this means for TLSs:

TLSs will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes

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

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

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Nov. 1:

- 2017 ELA Massachusetts Curriculum Frameworks for Language, Speaking and Listening, Reading, Writing and Reading Foundation Skills will be implemented in all ELA core instructional classrooms, and in intervention and accelerated classes to increase student proficiency.
- Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment.
- An RtI model utilizing formative assessment, intervention and acceleration periods will be implemented to obtain increased student time on standards/skills.
- Grades K-2 will implement a Phonics Reference Guide containing Phonics skills to increase Pre-Reading skills for students to become fluent readers at their grade level.
- ELL Strategies are incorporated into the Elementary ELA Curriculum Units of Study, and will be added to the Middle and High School Curriculum Units of Study to help ELL students become proficient readers at their grade level.
- English in a Flash is a 45 week ELL computer adaptive program for all ELL Level 1 and Level 2 students to practice the English Language and learn 90 new words, phrases, and sentences weekly.
- MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for Elementary, Middle, and High School to review the

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 50% proficient at MOY.
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration classes in addition to core classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- Continue English in a Flash adaptive computer programming to progress monitor ELL 1 and ELL 2 students.
- MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn.






May 1:

- Continue all initiatives and Professional Development as need.
- Analyze STAR data to ensure students are 80% proficient at EOY.
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration classes in addition to core classes based on progress monitoring and EOY STAR data to meet the needs of all students. Continue English in a Flash adaptive computer programming to progress monitor ELL 1 and ELL 2 students.
- MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn.

<p>items and skills that students are ready to learn in ELA, Math, and Science.</p> <ul style="list-style-type: none">➤ STAR progress Monitoring data will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.		
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks:										
Continue ELA Focused Learning Walks in all buildings with TLSs, CILs and Principals	→									
Document Learning Walk observations on the Office of Instruction Instructional Tracker	→									
Professional Development										
Elementary and Middle School ELA Committees:										
Continue to refine and utilize the "Looking at Student Work Protocol."	→									
Reading Specialists, TLSs, CILs, and Principals in support of the RtI Model	→									
Support NBHS ELA PLCs data analysis action planning and implement complex tasks for students to apply their learning.	→									
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.	→									
Implement a Pre-K to grade 12 ELA Committee that will meet at least monthly to monitor data and adjust practice.	→									
Focused work will be done with TLSs and CILs to build capacity in content knowledge instructional practice coaching methods and data and analysis.	→									
Curriculum										
Writing to support the Writing Reference Guides	→									
Phonics: Train the trainer Model for K-2 resource Phonics Materials	→									
Elementary ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards.	→									
Middle School ELA Curriculum Units of Study aligned to the 2017 ELA Standards.	→									
ELL Strategies incorporated into the ELA Curriculum Units of Study	→									
DATA										
Data Collect Narrative, Opinion/Argumentative, and Research Simulation Data in accordance with the Data and Assessment Map			→	→				→		→
MCAS 2.0 Data Collection and Review for Elementary, Middle, and High School.				→						
Collect final public MCAS 2.0 2017										→

Collect STAR ELA BOY, MOY, and EOY Data								
Collect DIBELS BOY, MOY, and EOY Data								
Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.								
<u>OI Liaison Assignment</u>								
Reassign liaisons as needed for targeted support in 2017-2018.								

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

Initiative Social Studies 1.2b: Curriculum and Program Development



Team Leader: Paula Bailey

Team Members: Vanessa Santos, Lisa Dion, Jason DeFalco, TLSs (TBD)

Final Outcomes:

Teacher Practice Goals:

Align Elementary and Middle School Humanities to the Massachusetts Curriculum Frameworks and the Massachusetts Frameworks for English Language Arts -2017, while incorporating local New Bedford History. Student Learning Goals:

Students will be able to comprehend the importance of historical events from various time periods including local historical events that have had an impact on the New Bedford community.

What this means for teachers:

Teachers will plan lessons that utilize the MA History Curriculum Frameworks and MA 2017 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] to explore the historical literature of various time periods including local New Bedford Historical events in the community.

What this means for principals:

Principals will be able to identify a clear focus of historical events that will be outlined in the Humanities curriculum and will be involved with community partners as New Bedford teachers and students learn about local historical events.

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

Nov. 1:

Middle school students will engage in content that is aligned to humanities units of study, MA history frameworks, and MA 2017 Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H].

- 100% of teachers will develop lessons that engage students in comprehension and analysis of complex texts. As a result, students will be visibly engaged in complex texts by demonstrating evidence of their close reading skills, such as annotation, and participating in rigorous academic discourse citing evidence from the text

Feb. 1:

Middle school students will engage in content that is aligned to humanities units of study, MA history frameworks, and MA 2017 Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H].

- 100% of teachers will develop lessons that engage students in comprehension and analysis of complex texts. As a result, students will be visibly engaged in complex texts by demonstrating evidence of their close reading skills, such as annotation, and participating in rigorous academic discourse citing evidence from the text

May 1:








Middle school students will engage in content that is aligned to humanities units of study, MA history frameworks, and MA 2017 Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H].

- 100% of teachers will develop lessons that engage students in comprehension and analysis of complex texts. As a result, students will be visibly engaged in complex texts by demonstrating evidence of their close reading skills, such as annotation, and participating in rigorous academic discourse. Students will be able to cite

<p>verbally and through written expression.</p> <ul style="list-style-type: none"> ➤ In grades 7 & 8, students will be assessed using first district-wide writing CFA. Students will get their baseline data for the district writing genre that is being administered. This will enable teachers to provide additional supports and instructional strategies as indicated via the results. ➤ Student growth and proficiency will be progress monitored to reflect district-wide student learning goals. Based on the progress monitoring, teachers will adapt and adjust their instruction to best meet students' instructional needs. ➤ Use October PD to calibrate a common middle school social studies rubric. Students will be aware of the criteria for learning/success as they will be explicitly taught the rubric. <p>Initial meeting with grade 8 social studies teachers regarding local history field trip and culminating project.</p> <ul style="list-style-type: none"> ➤ Meet with community partners to establish student learning goals. ➤ Develop grade 8 research project and refine necessary curriculum. ➤ Students will explain the connection of the local history field trip and their anticipated final project. <p>Elementary school students will engage in "Parting Ways", a local history curriculum that focuses on four historical soldiers from the New Bedford community.</p> <ul style="list-style-type: none"> ➤ Train teachers to implement new "Parting 	<p>verbally and through written expression.</p> <ul style="list-style-type: none"> ➤ In grades 7 & 8, students will be assessed using second district-wide writing CFA. Students will analyze their progress from first to second benchmark. Teachers will target specific writing genres/strategies to be retaught and progress monitored. ➤ By MOY, there will be a 25% increase of students to "proficient" or "advanced" on the district-wide CFA. ➤ In grade 6, students will be assessed on their first district writing CFA. Students will get their initial baseline data for the district writing genre that is being administered. This will enable teachers to provide additional supports and instructional strategies as indicated via the results. <p>Use January PD to train teachers on grade 8 research project curriculum.</p> <ul style="list-style-type: none"> ➤ Develop lessons that build background knowledge for students to appropriately engage in the upcoming local project. ➤ Students will engage in rigorous academic discourse about the content of their projects. ➤ Calibrate student rubric and expectations for local field trip and research project. <p>Elementary school students will engage in "Parting Ways", a local history curriculum that focuses on four historical soldiers from the New Bedford community.</p> <ul style="list-style-type: none"> ➤ 100% of students will engage in the "Parting Ways" history curriculum. 	<p>evidence from the text verbally and through written expression.</p> <ul style="list-style-type: none"> ➤ In grades 7 & 8, students will be assessed using the third district-wide writing CFA. Students will analyze their progress from second to the third benchmark. Teachers will target specific writing genres/strategies to be retaught and progress monitored. ➤ By EOY, there will be an 80% increase of students to "proficient" or "advanced" on the district-wide CFA. ➤ In grade 6, students will be assessed on their second district writing CFA. Sixth grade students will analyze their progress from first to second benchmark. Teachers will target specific writing genres/strategies to be retaught and progress monitored. <p>90% of grade 8 students will participate in a local field trip and conduct a research project that ties to New Bedford's role in the abolitionist movement. Students will be able to cite evidence from complex texts, videos, field trips, etc. to explain or summarize their projects. Students will explain connections from the abolitionists' movement and the impact to New Bedford.</p> <p>Elementary school students will engage in "Parting Ways", a local history curriculum that focuses on four historical soldiers from the New Bedford community.</p> <ul style="list-style-type: none"> ➤ 100% of students will engage in "Parting Ways" history curriculum and participate in an assessment that demonstrates mastery
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<p>Ways” curriculum in elementary classrooms.</p>	<ul style="list-style-type: none"> ➤ Students will be able to summarize the biography of the first historical soldier presented. ➤ Students will show evidence of close reading by annotating and engaging in rigorous academic discourse. 	<p>from the “Parting Ways” curriculum.</p> <ul style="list-style-type: none"> ➤ Students will be able to summarize all of the biographies of the four historical soldiers. ➤ Students will show evidence of close reading by annotating and engaging in rigorous academic discourse. ➤ Students will be able to discuss and write about the impact these soldiers had on local history.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Curriculum										
Continue to implement and refine middle school humanities units of study that are aligned to MA history frameworks and MA 2017 Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]. (Ongoing)										
Continue to develop and refine the Elementary “Parting Ways” history, which involves the developing of the booklets on 4 New Bedford soldiers. Continue to utilize Literature from ELA and “Social Studies Alive” as a pathway for the implementation of Social Studies in the Elementary grades.(Ongoing)										
Professional Development										
Middle School CILs and mentor teacher will develop targeted PD that focuses on literacy in the content areas. (October PD)										
Elementary TLSs and the Humanities Committee will develop targeted PD that focuses on the history of the “Parting Ways,” New Bedford soldiers and the social studies contained in Elementary literacy. (October and January PD)										
Middle School CILs, mentor teachers, and teachers will plan and develop grade 8 research project and local field trips. (January PD)										
Community Partnership										
Develop community partnerships with Rotch-Jones Duff House, New Bedford Historical Society, and the New Bedford Whaling Museum that will result in an 8th grade research project based on identity, decision making, community and civic engagement. (August)										
Grade 8 students will participate in a local field trip and conduct a research project that focuses on the following: (Spring 2018)										
Topic: Abolition, Activism and a Principled Life										
Big Idea: How did New Bedford’s Historical Citizens Positively Impact their Community? How can YOU Positively Impact New Bedford’s Community?										
Themes: identity, decision making,										

community and civic engagement.										
DATA										
Middle School CILs and mentor teachers will facilitate TCT meetings to support teachers in using data to drive instruction. (ongoing)										
Middle School CILs and mentor teachers will refine and edit current middle school social studies CFAs to ensure they are tied to 2017 MA Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]. (October)										
Grades 6-8 teachers will administer district-wide CFAs 3x during the 17-18 SY. (November, February, April)										

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

Initiative 2.1: Developing a Social Emotional Framework and Curricula



Team Leader: Wendy Miranda and Jariel Vergne

Team Members: Krystal Swire- Roosevelt, Brenna Bennett-Pulaski, Erin Duarte-Normandin, Abigail Senna-Elementary, Barbara Kaplan-NBHS, Justine Santos-Congdon, Monique Poyant-Keith, Christopher Fernandes – Middle, Joyce Paulo, NBHS

Final Outcome:

- By EOY, data from target schools will show that Social Thinking methodology is being implemented when providing Tier 2 and Tier 3 students with behavioral and emotional supports and interventions.
- By EOY, the district will have evidence of improvement on key metrics, as a result of the development of PBIS cohorts, Trauma Sensitive cultural implementations, Social Thinking methodology and the Zones of Regulation curriculum. The evidence will include an expected decrease in the number of tier 3 students, decrease Tier 2 and Tier 3 behavioral incidents and increase student time on learning at target schools.

Team will define metrics for monitoring effectiveness and will collect targeted data points November, February and May.

Teacher Practice Goals:

- The goal is for school counselors and teachers to teach social behavioral expectations and concepts in the same manner as core curriculum subject area.
- Teachers and counselors will learn and implement explicit methods and tools to teach students Social Thinking strategies and The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states to social demands.
- Teachers and counselors will collect student work samples that highlight and illustrate numerous learning activities that reflect a variety of tools such as sensory supports, calming techniques, and thinking strategies.
- Counselors will develop lessons that enable students to explore and recognize their internal emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then self-regulate within zones.
- Counselors and teachers will utilize Zones of Regulation and Social Thinking methodology to help build the skills that are necessary for students to meet PBIS expectations.
- Both teachers and counselors will explore ideas on how to support students using Social Thinking tools effectively across all school environments in order to help student's articulate PBIS expectations.
- Teachers and counselors will be expected to utilize core concepts from Michelle Garcia Winner's Social Thinking framework to help teach students about perspective taking, so they better understand how being in the different zones impacts the thoughts and feelings of other people around them and use this insight to guide them in self-management.
- The goal is for teachers to support and implement Social Thinking concepts and Zones of Regulation through PBIS in order to benefit and impact all student, staff, and school culture.
- Through PBIS, Social Thinking and Zones of Regulation interventions schools will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

- Middle Schools will implement and support the student advisory model with the focus on impacting social emotional and academic mentorship while embedding Social Thinking methodologies. Middle Schools will facilitate relationship building and smaller group communities within our middle schools.

Student Learning Goals:

- Students will be able to demonstrate the use of Social Thinking strategies in order to improve their ability to consider others’ as well as their own emotions and perspectives in order to facilitate stronger critical thinking and thoughtful social behavioral responses to situations.
- Students will utilize Social Thinking strategies and The Zones of Regulation curriculum in order to increase self-regulation, including emotional control, sensory regulation, and executive functions. Students will be able to use The Zones of Regulation to visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness. Students will incorporate Social Thinking concepts to help with perspective taking in order to demonstrate an increase in the level of understanding social context and how their management of their feelings and states impact those around them.
- Through using Social Thinking methodology and The Zones of Regulation curriculum, students will increase self-awareness and learn tools they can use to regulate emotions and states to meet environmental, academic and social demands.
- Middle school advisories should positively impact students’ feelings of “connectedness” to caring adults through relationship building, goal setting, and personalizing students’ academic and social development.

What this means for teachers:

Counselors and teachers will be provided training in The Zones of Regulation and Social Thinking methodology which will provide teachers, counselors, and parents with hands-on knowledge on the nature of self-regulation and strategies for improving self-regulation and emotional control in students of all ages. Both Social Thinking and The Zones of Regulation address the brain’s involvement in behavior, typical development, sensory processing, emotional regulation, social cognition, and executive functioning. Both Social Thinking and The Zones of Regulation will be used effectively in conjunction with PBIS.

Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include using Social Thinking methodologies to teach positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students’ learning environments.

What this means for principals:







Principals will work with their staff and across schools to develop a consistent set of expectations for meeting student behavior and social emotional needs. Taking into account the current stage of implementation of Social Thinking and Zones and Regulation, principals will support the work of building based support teams, continue to introduce and support Social Thinking methodology and strategies into professional development. Principals should work with school counselors to develop monthly PD opportunities for staff regarding specific targeted Social Thinking and Zones of Regulation concepts. Principals should model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to utilizing Zones of Regulation and Social Thinking Methodology as a vehicle for teaching students the skills needed to meet PBIS expectations.








Key Milestones (to be monitored at elementary, middle and high school levels): Focus on 7 schools for measurement. All schools are expected to implement Social









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<p>Thinking. <u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ All target school SACs will have received PD regarding Social Thinking overview and received program resources. Target schools will begin implementation of Social Thinking and Zones of Regulation curriculum and common language. ➤ Team will establish metrics and rubrics. Sub-group of the team will train school counselors in the implementation of metrics. ➤ Identified the following social emotional impact metrics which will include behavior plan growth, social thinking rubrics and improve time on learning. Deliver PD to support SACs in doing the work for the school year. ➤ Wraparound pilot systems have begun implementation including Trauma Sensitive Schools, Insights program, and Systems for Student Success (SfSS) schools. ➤ Middle schools have rolled out and implemented advisories, and middle school advisory leadership teams have been established 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ All focus schools will have implemented Social Thinking methodology and Zones of Regulation within groups. School counselors will have provided teachers with professional development in three Social Thinking concepts. ➤ Metrics will be used as a progress monitoring tool. Progress monitoring will be reviewed with the 2.1 team through supervision. ➤ Applying metrics for a midyear check in for the purpose of reevaluating, improving behavior plans, group plans and teacher supports that maybe needed. ➤ Wraparound pilot systems are being implemented and results regarding interventions, climate and culture and following of action plans have been established. ➤ Middle school advisories have collected data points to analyze effectiveness and improve plans 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ All focus schools will have embedded Social Thinking methodology and language at the school level and will have implemented six Social Thinking concepts. ➤ Students should be self-identifying in accordance to Social Thinking and Zones of Regulation that is reflected with rubric growth per the goal that was established in November. ➤ Social Thinking methodology and six concepts are fully implemented and results show Tier 2 and Tier 3 students demonstrate social emotional and behavioral growth. Planning of year 2 is occurring. ➤ Middle School advisory team has met and created a summer action plan to improve advisory for the coming year. ➤ Wraparound pilot systems are fully implemented and results, surveys, interventions have shown positive progress and results. Action planning of year 2 is occurring.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Provide school counselors with necessary supports for effective implementation of Social Thinking methodology.										
○ Special Education department will purchase Social Thinking Curriculum books- Thinking About YOU Thinking About Me Zones of Regulation.										
○ Social Thinking professional development will be provided to school counselors' teachers and support staff.										
○ Coordinate 2.1 Team in order to include Wrap around team and school counselors in order to promote a collaborative approach to the implementation process.										
○ Develop year calendar mapping out monthly Social Thinking concepts. Monthly SAC meetings will be held with Special Education Supervisor of Clinical and Behavioral Services in order to collaborate on monthly school based PD regarding Social Thinking.										
○ Team 2.1 will support principals in developing a consistent set of expectations for meeting student behavior and social emotional needs and work with principals to introduce and support Social Thinking methodology and strategies into professional development. 2.1 Team will work with principals and school counselors to develop monthly PD opportunities for staff regarding specific targeted Social Thinking concepts.										
Develop a system to collect and analyze data from all sources to assess effectiveness of the implementation of Social Thinking language and methodology.										
○ Team 2.1 will work with SACs to develop Social Thinking assessment protocols in order to assess interventions, student social cognition and related skills.										

<ul style="list-style-type: none"> Team 2.1 will analyze data from behavior plans, Social Thinking group rubrics, checklist and student discipline referrals to ensure Social Thinking/ Zones of Regulation are being implemented, there is consistent approach to the intervention and what the students' responses are to the intervention. This information will be used to make adjustments to the supports, provide additional supports as needed and/or discontinue supports if ineffective. 											
<ul style="list-style-type: none"> Special Education Supervisor of Clinical and Behavioral Services will collect Tier 2 and Tier 3 data from target schools and do a comparison from last school year regarding number of students, number of behavior plans, number of discipline referrals and need for crisis intervention. 											
<p>Social Thinking Methodology and concepts are implemented at target schools and results and interventions have shown positive progress.</p>											
<ul style="list-style-type: none"> Team 2.1 continues to monitor the implementation of Social Thinking language through monthly SAC meetings and SAC data reporting. Interest will be how the SACs have made adjustments in interventions throughout the year to improve the effectiveness of Social Thinking concepts. 											
<ul style="list-style-type: none"> Team 2.1 will collaborate with principals to analyze data from behavioral interventions. This analysis will assist in determining the effectiveness of the interventions and serve as a social emotional model that can be implemented in other schools. 											
<ul style="list-style-type: none"> Team 2.1 will create a document on the success of the implementation of Social Thinking language and share with principal group in order to promote Social Thinking methodology and The Zones of Regulation as models of intervention and behavioral support across the district. 											
<p>Wraparound pilot systems are fully implemented and results, surveys and interventions have shown positive progress and results and action planning of year 2 is occurring.</p>											
<p>Trauma sensitive schools have established teams and 1st professional development has occurred. Nov 1st.</p>											
<p>Trauma Sensitive Schools have established an action plan, presented it to staff, and is meeting on impacting the action plan by Feb 1st.</p>											

<p>Trauma Sensitive Schools have fully implemented an action plan, and cross-walked its work with PBIS school teams in alignment with Safe and Supportive Schools work by May 1st.</p>	
<p>Somerville – Insights usage at pilot –schools Parker and Pulaski schools as additional data systems being used and implemented by Feb 1st.</p>	
<p>SfSS schools Pacheco and Roosevelt Middle Schools have launched their plans and are collecting data for the impact of its work by Feb 1st.</p>	
<p>Middle School advisories have occurred throughout the year and the design team has met and created a summer action plan to improve advisories for the coming year through advisory data.</p>	
<p>Middle School advisory design team has created and supported the readiness for September advisory launch date by August.</p>	
<p>Middle schools have launched advisory by Sept.</p>	
<p>Middle School advisory team has met 2 times in September, 1 time in October, in regards to the roll out by Nov 1st.</p>	
<p>Middle school advisory team has had a mid-year check-in and planning meeting by January regarding changes and improvements to advisory curriculum by Feb 1st.</p>	
<p>Middle school advisory team has continued to support the advisory implementation and prepared the middle school summer action plan for improvements to the following school year by May 1st.</p>	

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

Initiative 2.2: Developing and establishing Safe and Supportive schools through the incorporation and development of data cycles that measures impact of our social emotional systems at the school and district level.



Team Leader: Wendy Miranda and Jariel Vergne

Team Members: Krystal Swire- Roosevelt, Brenna Bennett-Pulaski, Erin Duarte-Normandin, Abigail Senna-Elementary, Barbara Kaplan-NBHS, Justine Santos-Congdon, Monique Poyant-Keith, Christopher Fernandes – Middle, Joyce Paulo, NBHS.

Final Outcomes:

- By EOY, the district will have evidence of schools using social emotional school data through data integration and incorporation of PBIS – SWIS use, suspension and behavioral data, student and staff attendance, Tier 2 and Tier 3 behavior plan data that is being supported through PBIS / Social Thinking / Zones of Regulation / and Trauma Sensitive school plans.
- **Measured through:** SWIS implementation at all of our PBIS schools, decrease on key metric data that includes suspension and behavioral data, student and staff attendance, Tier 2 and Tier 3 behavior plan data, and bullying report data. This data will be analyzed on Feb 1st, May 1st in comparison to previous year and in response to ongoing SWIS data and other metric analysis.

Teacher Practice Goals:

- The goal is for teachers to support and implement positive behavioral supports through the PBIS system, and or other school system initiatives to benefit and impact all students, and staff through building common language, framework working towards supporting and building a strong school culture.
- Educators will support their PBIS, Safe and Supportive school teams, and RTI social emotional focus systems in supporting students with the goal of positively impacting school and their own class culture as key positive indicators of engaging classrooms.
- Through staff meetings, PLC time, and other professional time teams have discussed, reflected, and produced action steps in response to data that is being shared out from each schools Safe and Supportive Team that looks at PBIS, discipline, incident, climate, and other data points to drive professional development, programmatic changes and other student supports.

Student Learning Goals:

- Students benefit from schools that have positive, predictable, safe, and consistent practices for supporting positive social emotional development and growth in which the multi-tiered system for positively impacting this development is being measured and supported through school, grade, and class data on its impact.
- Students should understand, become familiar with, and be active engagers of positive behavioral development and social skill building which reduces problem behaviors, improves student engagement and academic performance. There should be consistent practices and focused on continued acknowledgment and support of students' social emotional skill sets, with equal focus on skills building at the micro and macro level of our schools.

District target schools for 2.1 are: Parker Elementary, Hayden McFadden Elementary, Normandin Middle School, Keith Middle School, Roosevelt Middle School, and New Bedford High School with ongoing monitoring and district supports.

What this means for teachers:

Teachers and school teams are essential in setting and reinforcing safe and supportive classrooms and schools. Teachers and all educators should be exposed to their PBIS, or other Wraparound systems building updates, SEL key metric data, and be using their social thinking, zones of regulation, PBIS strategies skill building tools to positively impact their students at the many levels within their schools. As we know that positive expectations for student behaviors, social skill building and SEL strategies can be taught and will all promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students’ learning environments.

What this means for principals:

Principals will work to establish Safe and Supportive school teams by leveraging their own teams, and supporting their PBIS teams at their schools in working to implement, and support the building of “Safe and Supportive Systems” with a sustained focus on positively impacting school climate and decreasing SEL key metric indicators. Equal emphasis should also be placed on communicating positive system implementation and sharing of the positive supports and SEL key metric transparency with teachers and educators and in sharing their schools positives efforts to this fact with parents, families, and the greater school community.

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

Nov. 1:

- PBIS New schools – cohort 3 schools are attending PBIS trainings and have drafted their draft Matrix and completed their 1st readiness inventory. PBIS Cohort 1, and Cohort 2 schools should be actively using SWIS data.
- Safe and Supportive teams have met at all schools at least 1 time and developed action plans that are based on their current data, and last year’s data reflection. This data and focus should be included within each school SIP Goal, and shared the action plan at a staff meeting by Nov 1st.
- PBIS Cohort 2 and Cohort 1 schools have fully implemented PBIS plan, have completed Tiered Fidelity Inventory (TFI) and revised the old TFI revisiting their action plan for the Feb and May dates which means there should be an active and ongoing PBIS focus of expectations, teaching, and support for students.
- Safe and Supportive Target

Feb. 1:













- PBIS schools are showing a decrease in SEL key metric data and student impact is visible through the wraparound systems of support building at the school levels. With all PBIS schools using SWIS as a measure of its ongoing PBIS positive impact and climate building.
- Safe and Supportive School teams have met at least 2 times, evaluating school wide data, complete action plan updates, as prescribed by SIP goals.
- PBIS Cohort 2 and Cohort 3 schools have implemented at least 50% of their action plan in working towards 70% TFI implementation for May 1st and 50% for Cohort 2 schools. Which means that schools are with fidelity using PBIS as a support framework with it’s students and teachers.
- Insight Pilot schools have integrated this data system as a way of measuring the impact of their interventions and supports for their











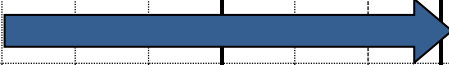



May 1:

- PBIS Cohort 3 and Cohort 2 schools have reached 70%, and 50% on their TFI scales meaning that their schools launched and used PBIS with Fidelity at 70% to 50% implementation as their Tier 1 core building supports.
- All PBIS schools have implemented and are using SWIS through sharing it at staff meetings and Safe and Supportive team meetings.
- PBIS schools and Target school SEL Key metrics have decreased and schools are actively planning and analyzing data compared to same time points last year, with a focus on any past year spikes.
- Safe and Supportive school teams have met at least 4 times this year and analyzed their SEL Key metric points and have completed at least 4 Safe and Supportive data intervention plan updates with action steps for each of the 4 times and for the following year.

<p>schools – have been trained and have implemented the use of EWIS data into their school Safe and Supportive Teams.</p> <ul style="list-style-type: none"> ➤ Insight pilot schools have launched the insights program and are using it through BBST or other focused intervention purposes for their students. ➤ At all schools, school adjustment counselor will of compiled a caseload of students who would benefit from additional social emotional supports and of created action plans for each to measure progress and impact. 	<p>students both for academic and social emotional interventional reflection and plan building.</p> <ul style="list-style-type: none"> ➤ At all schools, school adjustment counselor will be monitoring their caseload of Tier 3 students and looking at the SEL key metric data for their students in comparison to initial plan development and any previous year data. 	<ul style="list-style-type: none"> ➤ At all schools, school adjustment counselors have been monitoring their caseload of Tier 3 students and looking at the SEL key metric data for their students in comparison to initial plan development and any previous year data in which there should be an expected decrease of SEL Key metric data for their caseload and an increase in skill development.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PBIS Cohort 1 and Cohort 2 schools have reached 70%, and 50% on their TFI scales. PBIS cohort 3 new schools will have completed and implemented their PBIS action plan, Matrix, and their end of year TFI. Additionally all PBIS Schools have seen a decrease in behavioral metrics such as incidents and suspensions have decreased and schools are actively planning and analyzing data.										
PBIS – new schools cohort 3 have created and/or adapted an existing PBIS Matrix.										
PBIS – new schools cohort 3 have formalized their Matrix and are implementing their action plan.										
PBIS – new schools cohort 3 have rolled out their PBIS implementation plan and completed their TFI with an action plan revision for a full implementation expectation for the following year, by May 1 st .										
PBIS Cohort 1 and Cohort 2 schools have made changes based on their past May - TFI with areas of growth that were needed and implemented their updated action plans.										
PBIS Cohort 1 and Cohort 2 schools will conduct a TFI check in.										
PBIS Cohort 1 and Cohort 2 schools will have implemented 50% of their action plan revision from last year and November's TFI by Feb report out date.										
Cohort 1 and Cohort 2 schools have shared their PBIS information through their school website and are updating them regularly.										
All elementary and middle schools have shown a decrease in behavioral indicators regarding at-risk markers.										
All elementary and middle schools have shown a decrease in behavioral indicators regarding at-risk markers, and created a plan continuation until the end of the year.										
District has created PBIS information and linked the district website to PBIS parent and community information regarding our initiative and ways for parent engagement.										
All PBIS schools have implemented and are using SWIS through sharing it at staff meetings, Safe and Supportive team meetings										
SWIS refreshers and full training for Cohort 1 and Cohort 2 schools.										
SWIS installed and up and running at our Cohort 1										

and Cohort 2 schools.	
SWIS goes into effect for Cohort 1 and Cohort 2 schools by the end of September.	
SWIS full training for New- Cohort 3 schools by Nov 1st	
SWIS installed and up and running at New-Cohort 3 schools.	
SWIS is being used at all New-Cohort 3 schools and previous PBIS cohort schools.	
PBIS Cohort 1 and Cohort 2 schools have shared out SWIS data at least at 4 staff meetings this year.	
PBIS Cohort 3 schools have shared out SWIS data at 2 staff meetings this year.	
1 st SWIS PLC conducted in between 2 reporting periods with coaches from each PBIS school.	
2 nd SWIS PLC conducted between reporting periods 2 and 3 with coaches from each of the PBIS schools.	
All schools have leveraged their leadership or other teams– in creating “Safe and Supportive school teams that have met at least 4 times this year this year and analyzed their data metric points	
Safe and Supportive School forms, data usage, and metrics to analyze through the development of a protocol was developed with the 2.1 Team by October.	
Professional development for the formation and impact of Safe and Supportive teams has occurred by November 1 st with initial meeting.	
Safe and Supportive teams have reported out using the Safe and Supportive data action plan form.	
Safe and Supportive teams have filled out the final year report form and created action steps for the following year by June 15 th .	
At all schools school adjustment counselors have been monitoring their caseload of Tier 3 students and looking at the SEL key metric data for their students in comparison to initial plan development and any previous year data in which there should be an expected decrease of SEL Key metric data for their caseload and an increase in skill development.	
Professional development and SEL Key metric support for SAC’s has been delivered and caseloads with initial markers created at each school.	
School Adjustment Counselors are monitoring their Tier 3 caseloads and have updated their data sheets to include comparison measures from initiation of	

plan and past year's data.

School Adjustment counselors have continued to monitor students within their caseload of Tier 3 students with an expected decrease in SEL key data points and increase in SEL skill sets.



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

Initiative 2.3: Strengthening Building Based Support Teams



Team Leader: Kimberli Bettencourt

Team Members: Special Education Instructional Facilitator (TBD), Cristina Noel-Motta, Joanne Boucher

Final Outcomes:

By EOY, data from target schools will show that students who were referred to the BBST process showed marked improvement in overall academic functioning.

Teacher Practice Goals:

Through collaboration with Office of Instruction as well as Clinical staff, the Executive Director of Special Education and Student Services, along with designated staff, will ensure that at least 85% of students who are brought through the BBST process will be provided with appropriate referral, intervention and monitoring to promote an increase in student achievement and decrease in student behavioral incidents.

Student Learning Goals:

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

What this means for teachers:

General education, special education, and related service staff will work with BBST team to provide appropriate interventions prior to referral to Special Education. These interventions will be consistently implemented, data collected, and review of data will be done at specified intervals. Data analysis will be used to determine need for ongoing support, for different supports, or for referral to Special Education.

What this means for principals:

Principals will be expected to participate in the BBST process at least quarterly and ensure that the process is being followed as indicated in the BBST Guidelines. Principals are further expected to monitor interventions being provided to ensure that all interventions are being carried out as prescribed.

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

Nov. 1:

- Initiative Team will collaborate with Office of Instruction Team to ensure that all schools are utilizing STAR data as the entrance/exit criteria for academic referrals.
- Initiative Team will collaborate with Clinical Team to develop Behavioral/social/emotional entrance and exit criteria for

Feb. 1:









- Initiative Team will continue to provide additional training to BBST members who require further assistance with determining the appropriate supports as well as to teams that are

May 1:

- All data will be reviewed by school as well as District-wide to review trends, needs, and successes.
- Initiative 2.2 team will determine next steps for schools whose data is not positive and

<p>interventions.</p> <ul style="list-style-type: none"> ➤ Initiative team will create a list of model schools as additional resource for schools where BBST process still needs to be strengthened. ➤ Initiative Team will create intervention plan and resource guide for dissemination to all BBST teams ➤ BBST team will create training to include a system of support with the following elements: <ol style="list-style-type: none"> 1. Additional training on BBST process, guidelines, interventions, etc. 2. Additional support during the BBST meetings 3. Progress monitoring to determine level of success of the process, meeting schedule, format, interventions chosen, etc. 4. Additional training as needed after monitoring phase 5. Implementation of interventions/strategies ➤ BBST teams School Year 2018 Monitoring Schedule: SY '17 BBST schools: Quarterly SY '17 struggling schools: Monthly SY'18 BBST schools: Monthly 	<p>still showing a high number of special education referrals.</p> <ul style="list-style-type: none"> ➤ STAR data is analyzed and used to determine student progress. This information will be used to create systemic supports to all struggling students. ➤ Behavioral supports will be reviewed to determine effectiveness and Clinical Coordinator will be consulted to determine any additional supports necessary. ➤ Resource guide and intervention plans will be reviewed and updated with additional information gathered by all schools. 	<p>create a support plan for those schools that are still not using BBST process effectively.</p> <ul style="list-style-type: none"> ➤ Final version of resource guide and intervention plans will be created and disseminated to all schools. ➤ BBST teams will be established in all schools.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>Initiative 2.2 team will participate in collaboration sessions to provide training and resources.</u>										
○ Initiative 2.2 Team members meet with Office of Instruction team to review STAR assessment system and determine what will be used for entrance/exit criteria.										
○ Initiative 2.2 Team members meet with Initiative 2.1 Team members as well as Clinical Coordinator to establish entrance/exit criteria for social/emotional and behavioral supports and interventions.										
○ Initiative 2.2 Team members use information gathered to create intervention plans and resource guide and disseminate to all schools.										
○ Initiative 2.2 Team members provide training for schools who have not previously had the BBST process as well as additional training for struggling schools.										
<u>Collect and analyze data from all sources to assess student progress.</u>										
○ Team 2.2 will work with BBST team to analyze data and determine next steps										
○ Team 2.2 will use data collected to update intervention plans and resource guide.										
○ Team 2.2 will do final data collection, analysis and use all data to determine next steps in terms of BBST process and interventions.										
○ Final BBST resource guide and intervention plans will be created and disseminated to all schools.										

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

Initiative 2.4: Implement improved systems for supporting English Learners' academic achievement and English language development in all environments



Team Leader: Sonia Walmsley

Team Members: Ellyn Gallant (Principal), Silvia Gamboa (ESL Teacher), Moira Greenson (ESL PK-12 TLS), Kathleen Mackenzie (Adjustment Counselor), Julie Miller (ESL Teacher), Gisany Monteiro (Parent Support Specialist), Julianna Pasetto (Assistant Principal), Martha Romero (NBHS ESL Content Instructional Leader), Ivone Spencer (ESL PK-12 TLS), Irma Valerius (ESL Teacher).

Final Outcomes:

- By 2017-2018 EOY, the New Bedford Public School System will implement a district-wide SEI Program Cycle Review and will be embedded into their School Improvement Plan (SIP) action steps to support academic achievement, English language development, and social emotional needs of all English Learners with targeted schools (i.e. Tier 3 schools: Parker, NBHS, Hayden-McFadden, Keith, Roosevelt, Normandin, Gomes, etc.).

Teacher Practice Goals:

- Develop an Individualized English Learner (EL) Learning Plan based on each student's academic, socio-emotional, and English language development needs.
 - Measured through: ACCESS 2.0 data, MCAS data, STAR data, DIBELS data, school interventions, English in a Flash data, written logs from adjustment counselors, Content Area Teachers (CAT), and Parent Support Specialists.
- Increase PD teachers' participation to support socio-emotional well-being of students as they support their academic needs.
 - Measured through: CAT's observations, ESL learning walks, and Individualized EL students Learning Plan 4-6 weeks check-ins.
- Utilize the NBPS ESL curriculum map that reflects PK-12 EL models (Push-in, pull-out, SLIFE, Newcomers, groups of student by proficiency level, etc.)
 - Measured through: Written curriculum map, ESL Curriculum Units, and ESL lesson plans.

Student Learning Goals:

- Increase at least one English proficiency level (70% of EL students) by the end of the year.
 - Measured through: ACCESS 2.0 testing results.
- Exit (10%) of EL students from ESL instructional services.
 - Measured through: ACCESS 2.0 testing results.
- See at least 10% of EL students in "Warning" move to "Needs Improvement" in Math and ELA.
 - Measured through: Math & ELA MCAS results.

What this means for teachers:

At each school, Content Area Teachers (CAT) and ESL teachers will be expected to strive for deeper connections between their content curriculum focusing on literacy and English language development utilizing SEI strategies and academic vocabulary to increase students English language proficiency and academic achievement.

ESL teachers in collaboration with CAT teachers and all school support staff will develop an Individualized Learning Plan for each of our “targeted” English Learners based on student’s data (i.e. ACCESS 2.0 results, MCAS, STAR, DIBELS, etc.). This EL student plan will be written based on each student’s academic, socio-emotional, English language development and literacy needs. It will be also linked with cultural background and student’s life experiences. The time for collaboration between ESL and CAT teachers will be happened during PLC meetings at the high school, TCT meetings at the middle schools, and administrator time meetings at the elementary level.

In addition, CAT teachers with EL students in their classroom “must” continue using SEI strategies, Can Do Descriptors, and planning instruction based on the ACCESS 2.0 & MCAS data. SEI & ESL teachers will differentiate their lessons and provide individualized opportunities for learning and interventions needed in ELA, Math, and Science.

The district will continue offering different socio-emotional and trauma PD sessions for all educators in order to support teachers and staff to increase comprehensible understanding of our English Learners and to link their student emotional learning with a better English language development, academic progress, health, and well-being.

What this means for principals:

All School Administrators and TLS will receive a training on the “SEI Program Cycle Review” (shared practice piloted by Gomes school) that will be aligned with the School Improvement Plan at each building. Principals will lead CAT & ESL teachers, TLS, Adjustment Counselors, and Parent Support Specialist working together to write ESL action steps, aligned to each school SIP, to support Individualized EL Learning Plans. Based on the ACCESS 2.0 and MCAS test results teachers will drive their instruction and will increase the use of SEI strategies and academic language into every lesson.

Principals must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing. Principals should increase data-driven times where TLS, content teacher, and ESL teachers could have common planning or collaboration meetings to correlate standards and curriculum units (i.e. PLC, TCT, Administrator time). In addition, Principals are responsible to do 4-6 weeks check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

Key Milestones:

Nov. 1:

Short-term outcome:

- Administrators and school-based ESL team, through the “SEI Program Cycle Review,” will identify EL students “at risk” to promote study cases during weekly learning walks.
- Based on students’ data, the ESL team will create an Individual EL Learning Plan for each student to prioritize and to plan instructional opportunities that EL students need based on their academic and language performance.

Feb. 1:

Short-term outcome:









- ESL Learning Walks data and individual student data (STAR, DIBELS, ACCESS, MCAS, etc.) will show the targeted “student at risk” progress.
- Specific look-fors and the monitoring of each Individualized EL Learning Plan will measure the impact of SEI Program Cycle Review used.

May 1:

Short-term outcome:

- Principals and ESL school-based team will collect evidence of the “SEI Program Cycle Review” progress and the impact in all classrooms with EL student measured by EOY assessments, ACCESS and MCAS.
- At least Tier 3 targeted schools will complete full implementation of the “SEI Program Cycle Review” and will share with other schools their progress and experience.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Offer and provide PD for school principals, administrators, ESL and CAT teachers.										
<ul style="list-style-type: none"> Principals and ESL teachers will receive training on “SEI Program Cycle Review”, a district-wide initiative piloted by Gomes. 										
<ul style="list-style-type: none"> Establish school-based ESL team to review and prioritize ELs needs based on academic and language (ACCESS & MCAS) data results. 										
<ul style="list-style-type: none"> Continue offering targeted PD training based on school(s) needs to Principals, TLSs, CAT, ESL, and school support. 										
Continue developing ESL Curriculum units and collaborating with Content Areas.										
<ul style="list-style-type: none"> Develop and deliver an ESL Curriculum PD alignment for PK-12 ESL teachers. 										
<ul style="list-style-type: none"> Clearly articulate how teachers should develop their curriculum units and lessons for EL student subgroups (i.e. Newcomers, SLIFE, push-in, etc.). 										
<ul style="list-style-type: none"> Collaborate with ELA & Math TLS, Content Instructional Leaders, and Curriculum Manager to align ESL curriculum with content curriculum if possible. 										
<ul style="list-style-type: none"> Implementation of district-wide SLIFE and Newcomer programs and present to district leaders the benefit of their targeted curriculum and instruction. 										
Implement ESL learning walks to identify EL students “at risk” and to write an ESL School Action Plan aligned with the SIP.										
<ul style="list-style-type: none"> Conduct SEI learning walks in all schools based on 2016-2017 baseline 										

data collected of the SEI strategies use.									
<ul style="list-style-type: none"> Conduct biweekly ESL learning walks in targeted schools to identify “ELs at risk” and to develop an Individualized EL Learning Plan for each student based on social emotional, language, and academic ELs needs. 									
<ul style="list-style-type: none"> Write ESL action steps embedded into the school SIP. 									
<ul style="list-style-type: none"> Share summary with Principals of the progress and impact of the SEI Program Cycle Review. 									
Ongoing media/communication plan to connect and support all NBPS educators (i.e. ESL Learning Lab.)									
<ul style="list-style-type: none"> Provide opportunities for teachers to observe exemplary SEI and ESL instruction through videos. 									
<ul style="list-style-type: none"> Determine which SEI strategies selected teachers will model to create an instructional video. 									
<ul style="list-style-type: none"> Coordinate video recording of teachers to be recorded and uploaded videos. 									
Quarterly review of EL student data (i.e. ACCESS and MCAS data, English in a Flash, STAR, Individualized EL Learning Plans, and observation notes for EL students, etc.)									
<ul style="list-style-type: none"> Continue meetings with TLS and ESL teachers, and Data and Assessment Manager after results are available. 									
<ul style="list-style-type: none"> Access reports by grade level and school, and analyze to determine where EL students are making progress vs. EL student’s needs. 									
<ul style="list-style-type: none"> Gather and analyze data from SEI and ESL learning walks and look for connections between use of SEI practices, Individualized EL Learning Plans, and gains on district/state assessments. 									
<ul style="list-style-type: none"> After data is available, review and analyze ACCESS data from end-of-year to plan instruction and EL student placement. 									

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

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



Team Leader: Karen Treadup

Team Members: Lina DeJesus, Rafaela DeFigueiredo, Daniel Bossolt, Karen Treadup

Final Outcomes:

Teacher Practice Goals:

- By EOY, data from learning walks with principals will show that teachers at all schools have adopted new practices related to the PD at that school/district.
 - Measured through: Principal cohorts will conduct 1 learning walk per month to collaboratively determine if practices from the PD are Rarely Seen, Developing, or Fully Embedded. Data collected will be used to further inform PD and/or administrative periods.

Student Learning Goals:

- By June 2018, we will reduce the number of students not meeting proficiency on the district BOY benchmarks.
 - By MOY the number of students not meeting proficiency will be reduced by 20% in ELA and Math.
 - By EOY the number of students not meeting proficiency will be reduced by 40% in ELA and Math.
 - By MOY, 60% of students will demonstrate high growth.
 - By EOY, 80% of student will demonstrate high growth.

What this means for teachers:

Teachers will be given various opportunities to fully participate in ongoing professional development that will lead to the creation of a final product that will be used to improve instruction and learning. During the year, teachers will engage deeply in PD sessions, taking responsibility for putting new ideas into practice between sessions and working with their colleagues to reflect and refine. Teachers will monitor student learning when implementing new practices, and reevaluate these practices as needed. Teachers will collaborate with colleagues to share and refine instructional practices and learning expectations for students. Teachers will offer feedback to principals through vehicles such as exit tickets and surveys in order to identify what PD has been most helpful and how to improve PD offerings going forward.

What this means for principals:

At the start of the year, principals will collaborate with their SILT to define two academic, one SEL, and one parent/community focus area of the School Improvement Plan. These focus areas will be aligned with district wide priorities and drive the design of the school professional development plans. Principals will develop this Professional Development plan collaboratively with their school staff, and will draw on the expertise of various staff members to develop and plan.

Throughout the year, principals will work in cohort groups composed of 2-3 schools to develop PD. Cohort groups will draw on the district PD team for guidance, support and resources as needed. In addition, schools with turnaround plans and/or redesign plans will meet with district 3.1 PD team to determine individual school needs. Principals will collaborate with the team to determine additional PD needed to assist in meeting school goals.

All elementary schools, with the exception of Gomes, Parker, and Hayden-McFadden, will present PD in 7 afterschool sessions as well as a maximum of 4 administrative periods per month. School staff such as TLS, Reading Specialists, teachers, and other support staff may volunteer to share their expertise on related PD topics by facilitating PD sessions.

Gomes, Parker, and Hayden-McFadden will provide additional PD in accordance with their turnaround/redesign plans. These plans call for supplementary PD that is specific to individual school needs. PD will be presented in full day sessions, half day sessions, and/or during common planning time. School staff such as TLS, Reading Specialists, teachers, and other support staff may volunteer to share their expertise on related PD topics by facilitating PD sessions.

Middle Schools will present PD that focuses on their redesign plans. A total of 20 after school PD sessions will be provided to all middle school teachers. Middle school students will have 5 early release days allowing teachers additional PD. Additionally, teacher mentors will be identified at each middle school. These mentors will receive PD to build their capacity as instructional leaders as they work to enhance the professional support and collaboration among teachers.

New Bedford High School will present PD that focuses on strengthening instructional practices in the classroom through Evidence Based Teaching and Learning that includes the development and integration of complex tasks in lesson design; supporting the use of 1:1 technology across curriculum; and providing tiered levels of academic and social emotional supports for all learners. In addition to twenty 75-minute after school sessions, teachers will collaborate in department level Professional Learning Communities three times per week.

Key Milestones:

Nov. 1:

- Principal PD planning time was built into the August Leadership Institute
- Principal PD pathway topics consisting of academic, nonacademic, SEL, and other miscellaneous trainings have been laid out for the year
- SILTs at all schools have met to analyze school data and teacher input to identify 2-3 high-leverage PD areas of growth.

Feb. 1:





















- Minimum of three collaborative data cycles have been conducted.
- RTI has been fully implemented and adjusted based upon data.
- PD has yielded a minimum of two PD based products.
- **Short-term outcome:** Walkthroughs at each school have provided evidence that the strategies presented at PD are being implemented.
- Surveys and exit slips have











May 1:

- Minimum of five collaborative data cycles have been conducted.
- RTI has been fully implemented and adjusted based upon data.
- PD has yielded a minimum of four PD based products.
- Summative and formative assessments are reflective of the implementation of recommendations and next steps provided to teachers on observational feedback.
- **Short-term outcome:**

<ul style="list-style-type: none"> ➤ Team 3.1 has collaborated with 1.2 (writing), 1.3 (Science), 2.1 (BBST), 2.3 (SEI) so that PD topics can be incorporated into and or followed up on at the building level. ➤ Team 3.1 has collaborated with turnaround/redesign schools to determine additional PD supports to be included in targeted PD plans. ➤ By 10/2, all schools have submitted SIPS and targeted PD plans. ➤ By 10/2, all directors/supervisors have submitted PD plans for nurses, SACs/SPED facilitators, pupil personnel (i.e. OT, PT, speech, school psychologists), fine arts and physical education. ➤ By 10/6, the district PD team has reviewed submissions and met with all school leaders (in groups) to provide feedback on focusing and finalizing the SIPS and targeted PD plans. ➤ 10/23 all SIPS and PD plans are resubmitted if needed. ➤ 10/30 all SIPS and PD plans are finalized. ➤ Short-term outcome: Learning walks at all schools show that teachers are beginning to implement new strategies from the first PD focus area in their SIP by mid-October. ➤ Principals have conducted learning walks in at least one other school. 	<p>been used to determine effectiveness of PD.</p> <ul style="list-style-type: none"> ➤ Principals have conducted at least four learning walks. ➤ Principals have used feedback provided from learning walks and adjusted their practice accordingly. ➤ Team 3.1 has met with principals from turnaround/redesign schools to determine progress and if needed, make mid-course adjustments to their targeted PD plans. 	<p>Learning walks at each school show that PD at all schools is changing teacher practice related to ongoing PD topic.</p> <ul style="list-style-type: none"> ➤ All schools have demonstrated that PD strategies have been fully embedded in at least 80% of classrooms. In the remaining 20% of classrooms PD strategies will be developing. ➤ Principals have conducted a minimum of seven learning walks. ➤ The district PD team has administered an EOY survey on PD to assess the relevance of PD for all stakeholders.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
• Set district-wide calendar of recommended PD dates										
• Streamline SIP template										
• Draft a list of district-wide PD priority areas which focus on, academic, SEL, and parent/community topics.										
• Review list of PD priority areas with Deputy Superintendent										
• Meet with SILT to create and get input on school Improvement plan										
• Create overview for principals on goals and expectations for PD this year										
• Deliver training at principal institute										
• Meet with administrative team from turnaround/redesign schools to determine additional PD supports to be included in targeted PD plans.										
• Collect and review SIPs from all schools and departments										
• Dedicate 2-3 full days to review all plans										
• Meet with principals to share feedback and revisions needed										
• Principals make revisions and submit final SIPs										
• Meet with Deputy Superintendent to outline PD topics focused on principal needs.										
• Determine calendar of topics and who will lead them										
• Identify dates for PD at Office of Instruction meetings										
• Develop and deliver training to Liaisons on their role in helping principals conduct pre- and post-PD walkthroughs										
• Deliver similar PD to TLSs and CILs so that they understand what principals are looking for as evidence of effective practice										
• Gather data from Liaisons about learning walks at 100% of schools										
• Develop, administer and analyze MOY PD survey and exit tickets to provide feedback on presentation and to identify additional PD needs										
• Meet with all school leaders (in groups) to review MOY data and plan/revise PD for the remainder of										

the year based on data collected									
<ul style="list-style-type: none"> Review walkthrough and survey data for each individual school 									
<ul style="list-style-type: none"> Use a principal meeting or PLC to share overall feedback and guidelines to all schools based on common themes 									
<ul style="list-style-type: none"> Principals self-identify areas of strength and areas in need of further development 									
<ul style="list-style-type: none"> Assign principals to cohorts based on self-identified areas 									
<ul style="list-style-type: none"> Arrange opportunities for every principal to do a at least one learning walks 									
<ul style="list-style-type: none"> Arrange opportunities for every principal to do a at least four learning walks 									
<ul style="list-style-type: none"> Revisit principal cohorts and revise groups as needed. 									
<ul style="list-style-type: none"> Arrange opportunities for every principal to do a at least seven learning walks 									
<ul style="list-style-type: none"> Collect Feedback from principals on the walkthrough effectiveness to revise process for upcoming school year 									
<ul style="list-style-type: none"> Document milestones reached, lessons learned, and begin developing plan for next year 									

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

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



Team Leader: Heather Emsley and Jason DeFalco

Team Members: Sandi Ford, Equity, Diversity and Recruiting Specialist (TBD), Mentor Principals/Administrators, Mary Gomes

Final Outcomes:

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

What this means for teachers:

This year, the district is implementing a strengthened mentorship program with more options for both mentees and mentors, and that pairs new teacher mentees with the most experienced and “growth-minded” teachers. The program was implemented with much success last year and moving forward will have a very similar model.

However, to expand even further we will be looking to strengthen our university partnerships to build a stronger student teacher pipeline. We will use this as a new entry point into the district and teacher development pipeline. Mentor teachers will be prepared to be cooperating practitioners for aspiring teachers.

The NBPS Aspiring Administration program is seeing great success with three aspiring administrators interviewed and being selected for three leadership opportunities in the district for the upcoming school year. For the upcoming school year, the aspiring administrators will complete their administrative internships in December, will secure licensure by early-winter, and all course work will be complete by late spring 2018. In the summer of 2018 the cohort will be brought together on multiple occasions for “so what” “now what” sessions with the Deputy Superintendent and Human Capital Services Executive Director to prepare for district leadership interviews and transitions into leadership positions should they get selected.

In winter 2018 the district will evaluate the need and fiscal feasibility of starting a new aspiring administrator cohort.

What this means for principals:

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

Key Milestones:

Nov. 1:

- Mentees have been assigned mentors.
- Mentors have been trained
- Orientation and six sessions will be offered and completed (educator evaluation, relationships)

Feb. 1:



















- Three sessions will be offered and completed (instructional strategies for ELL students, instructional strategies for students with special needs, “Know thy Impact”

May 1:

- One additional course for mentees and mentors will be offered based on the feedback provided by the mentees.
- Year-end evaluation will be developed and

<p>building, behavior management, difficult conversations and cultural competencies)</p> <ul style="list-style-type: none"> ➤ Coordinate a meeting with the education departments at Bridgewater State University and UMass Dartmouth to strengthen and expand the partnership and parameters around student teacher placement. ➤ Aspiring administrators be near completion of their administrative internships. ➤ Aspiring administrators will have two sessions with the Deputy Superintendent, selected administrators and building principals to review their internships and their practical application in New Bedford Public Schools. 	<p>– a follow-up on relationship building offered by the Superintendent of Schools).</p> <ul style="list-style-type: none"> ➤ Aspiring administrators will have completed their internship and will be licensed. ➤ Aspiring administrators will be engaged in their final course on developing systems, which will be taught by the Deputy Superintendent. ➤ An assessment will be conducted to determine whether or not another cohort is fiscally viable. ➤ A posting will go out to existing teachers to assess who is willing to host a student teacher. ➤ A plan with a target number of student teachers will be outlined with the cooperating universities. 	<p>prepared to administer to mentors and mentee (administered by June 1st.)</p> <ul style="list-style-type: none"> ➤ Aspiring administrators will be entering into their next steps planning gearing up for potential leadership positions and interviews. ➤ Student teacher assignments and matches will be made. ➤ Existing student teachers will be interviewed, and if possible, placed in future vacancies.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Mentor/Mentee Induction Program.										
• Outline mentee curriculum modules and map out course offerings										
• Recruit additional mentors and match mentors with mentees										
• Training and coaching mentors										
• Mentee handbook will be completed and distributed to all mentees including course offerings.										
• Fall courses will be held with exit tickets following each offering.										
• Exit Tickets will be reviewed and spring courses needs will be identified, developed and scheduled.										
• Year End evaluation will be developed and prepared.										
Supporting the development of NBPS' Aspiring Administrators										
• Select the meeting dates of the aspiring admin and NBPS administrative team										
• Establish scope and sequence of major competencies to be covered in their internship, PALs assessment and spring course										
• Align meeting/session dates with course competencies										
• Send out notification to the aspiring administrators regarding dates, times and topics of meetings										
• Administrative internships begin and monthly progress checks with both aspiring administrators and cooperating practitioners										
• System development course										
• "So What" "Now What" administrative prep sessions										
Expanding the Student Teacher Program										
• Coordinate a meeting with the UMD and BSU										
• Research the expansion of university partnerships										
• Post and recruit for cooperating practitioners										
• Cooperating practitioner selection and student pairing										

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

Initiative 4.1: Increase parental involvement in supporting student achievement



Team Leader: Jariel Vergne

Team Members: Julie Mador, Arthur Motta, Jennifer Ferland, Gisany Monteiro, Erin Duarte, Kevin Gifford, Maria Spears, Janelle Duran.

Final Outcomes:

By EOY, the district will have evidence of diversified parent and family engagement activities in using the RtI frame work regarding multi-tiered parent engagement activities. By tiering our activities through a framework that looks at the differing levels of academic and non-academic supports that families may need to aid the building and support of the “school ~ home partnership”. District wide targeted engagement through two initiatives South End Engaged and Nellie Mae have both launched and implemented their family and community engagement plans and are showing positive results through metrics determined on each action plan for both those initiatives.

- **Measured through:** the use of Aspen created ways to track parent / family participation at events or collateral contacts in regards to percentage of families engaged, what form of engagement, and attendance at school activities.
 - School can identify that at least 70% of family members attended at least 1 district or school sponsored event throughout the school year?
 - Schools have offered a multi-tiered RtI framework family engagement activities that address a multidimensional approach to family engagement. All schools have offered at least three Tier 2 and two tier 3 types of activities in regards to level of specification and impact.

Teacher Practice Goals:

- The goal is for teachers to support and positively impact family engagement within their classrooms and within their schools to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children’s academic lives.
- In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices and methodology is an expectation, and an area for constant growth for all educators, and schools.
-

Student Learning Goals:

- Students benefits from increased family engagement, and diversifying the family engagement activities is creating an atmosphere in which parents and schools are aligned and working together to support students full academic potential.

Research has shown that through increased family engagement students benefit in the following ways:

- Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- Children generally achieve better grades, test scores, and attendance.
- Children consistently complete their homework.
- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.

- Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- Fewer children are being placed in special education and remedial classes.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.
- Middle School and High School students whose parents remain involved usually make better transitions and are less likely to drop out of school”

[\(https://www.education.com/reference/article/benefits-parent-involvement-research/\)](https://www.education.com/reference/article/benefits-parent-involvement-research/)

What this means for teachers:

Teachers and school teams are essential and on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep students within their learning environments. Teachers should actively keep track and document families and parents they engage with regarding their students and ways to continually create a welcoming classroom and lines of communication with their parents.

What this means for principals:

Principals and schools that actively involve parents and community tend to establish better reputations in the community, with increased community support. Principals and family engagement teams should play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives. They need to determine ways to diversify their level of engagement and looking at data. Emphasis should also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.

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

Nov. 1:

- All schools have identified a family engagement team at their schools and School FEG teams have shared information on FEG that has occurred up to Nov 1st – using district form.
- Principals have had professional development opportunity regarding the expectations, RtI, and data collection expectations for the year regarding this initiative.
- Family engagement plans have been completed by each school that also identifies space for “survey action items”.
- Pilot initiatives “South End Engaged”, and “Nellie Mae Schools” have begun implementing their 17-18 action plans at key schools.

Feb. 1:

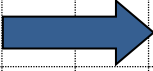

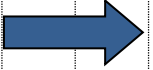

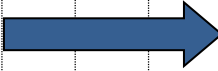





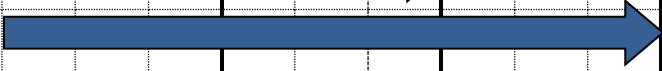

- School Family Engagement Team (FEG) teams – have diversified and offered at least 1 tier 2 and 1 tier 3 parent engagement activity at their school. While also School FEG teams have shared information on FEG that has occurred up to FEB 1st using district form
- 2 professional development / PLC opportunities have occurred for further RTI / Family Engagement initiatives growth.
- Schools should have completed 50% of their family engagement plans by Feb 1st.
- Pilot initiatives “South End Engaged” and “Nellie Mae Schools” have






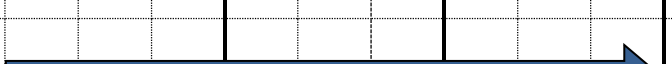
May 1:

- School FEG teams – have diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at their school. While also School FEG teams have shared information on FEG that has occurred up to May 1st using district form.
- School principals have turned in their School – Family Engagement Plan road maps for the following year that their S-FEG teams have supported with their current year data.
- Schools have completed at least 75% their school Family Engagement plans for 17-18 school year.
- Pilot initiatives “South End Engaged” and “Nellie Mae

	implemented 50% of their action plans and sharing out metrics and impact for MOY.	Schools” completed at least 75% of their action plans and prepared 18-19 action plan proposal based on metrics and impact of the work.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School FEG teams – have diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at their school. While also School FEG teams have shared information on FEG that has occurred up to May 1st using district form.										
Schools have identified their Family Engagement Teams										
Principals participated in a professional development opportunity regarding the expectations, RtI, and data collection expectations for the year regarding this initiative.										
District wide 4.1 Team and IT department have had a professional development regarding technical recording of data using ASPEN and new developments.										
2 professional development/PLC opportunities have occurred for further RtI/ Family Engagement initiatives growth.										
School FEG teams have shared information on their FEG activities that have occurred up to BOY and reported out using district forms.										
School FEG teams have shared information on their FEG activities that have occurred up to MOY and reported out using district forms.										
School FEG teams have shared information on their FEG activities that have occurred up to EOY and reported out using district forms.										
All School have had at least 3 Tier 2 and Tier 3 parent engagement activities at their school in addition to their ongoing family engagement opportunities.										
School principals have turned in their School – Family Engagement Plan road maps for the following year that their S-FEG teams have supported with their current year data.										
Family engagement plans have been completed by each school that also identifies space for “survey action items”.										
Schools should have completed 50% of their family engagement plans by Feb 1 st .										
School Family Engagement teams have met at least 4 times this year, and created a school year 18-19 road map for next year’s FEG activities.										
Schools have completed at least 75% their school Family Engagement plans for 17-18 school year.										
Pilot initiatives “South End Engaged” and “Nellie Mae Schools” completed at least 75% of their action plans and prepared 18-19 action plan proposal based on metrics and impact of the work.										

<p>“South End Engaged” has begun implementing their 17-18 action plans and 30% is currently underway.</p>				
<p>“Nellie Mae Schools” have begun implementing their 17-18 action plans and 30% is currently underway.</p>				
<p>“South End Engaged” has implemented 50% of their action plans and sharing out metrics and impact for MOY.</p>				
<p>“Nellie Mae Schools” has implemented 50% of their action plans and sharing out metrics and impact for MOY.</p>				
<p>“South End Engaged” has implemented 75% of their action plans and sharing out metrics and impact for BOY and prepared a draft for the continuation towards 18-19 school years.</p>				
<p>“Nellie Mae Schools” has implemented 75% of their action plans and sharing out metrics and impact for BOY and prepared a draft for the continuation towards 18-19 school year.</p>				

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

Initiative 4.2: Increase district outreach to the community



Team Leader: Arthur Motta and Julie Mador

Team Members: Arthur Motta, Jariel Vergne, Julie Mador, Jennifer Ferland

Final Outcomes:

- Community partners will align their services in NBPS to the district’s AIP and school specific improvement plans
- Schools will maintain updated webpages, calendars and general communication with their school’s community
- Schools will develop action plans to increase student (95%) and parent (+50%) participation in surveys
- Schools will assess survey data and develop an action plan on how to address the needs identified through the survey

What this means for teachers:

- Teachers will meet in various teams to review survey data, process major findings and build out next steps to be included in the school’s SIP.
- Teachers will take a renewed focus on the importance of building student relationships with the goal of making students feel connected to them as individual teachers and the school as whole.
- Teachers will leverage the relationships with students to accelerate student learning.
- Teachers will work with students and families to increase participation rates.

What this means for principals:

- Principals will work side-by-side with teachers in assisting them in understanding the survey feedback, lead the discussion around major findings and drive the SIP planning process.
- Principals will create the necessary professional and ongoing teacher regarding relationship building and how to leverage those relationships to improve student learning.
- Principals will provide regular and helpful feedback to teachers in the areas outlined above.
- Principals will work with students and families to increase participation rates.
- Principals will coordinate the work with community partners to ensure alignment between partner efforts, the district’s AIP and his/her school improvement plan.
- Principals need to assign a staff member responsible for keeping their school’s communication up to date.

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

Nov. 1:

- All school improvement plans will address the data captured from the survey responses within goal 4
- All schools will have at least one council meeting
- The 2nd partners summit

Feb. 1:

- Schools will have a plan for rolling out surveys that will begin during early February
- District will hold second AIP Quarterly Check-in for partners’ to assess their

May 1:

- District will hold third AIP Quarterly Check-in for partners’ to assess their progress towards achieving the goals outlined in our school improvement plans and district AIP

<p>meeting will be held (8/24)</p> <ul style="list-style-type: none"> ➤ All schools working with community partners will have completed and approved alignment plans ➤ District survey will be approved ➤ All schools will have updated webpages and calendars ➤ The district will hold its first “District of Choice” fair showcasing the many assets of NBPS ➤ Parent Support Specialists will be present at the 35 scheduled Open Houses to increase Family Engagement 	<p>progress towards achieving the goals outlined in school improvement plans and district AIP</p> <ul style="list-style-type: none"> ➤ Schools will assess their road map in goal 4 of their school improvement plan to ensure they are meeting their key milestones and goals ➤ Schools have updated their webpage and calendars 	<ul style="list-style-type: none"> ➤ Initial Review of preliminary survey data ➤ Schools will assess their road map in goal 4 of their school improvement plan to ensure they are meeting their key milestones and goals ➤ Schools have updated their webpage and calendars
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Response to Survey Data											
Survey data will be reviewed, unpacked and used in the developing the 17-18 school improvement plan	→										
Survey data will used as a means of following up with families that made specific comments/suggestions	→										
Each school will comprise a school site council that meets monthly and will review survey data and assist in implanting the next steps in goal 4 of the school improvement plan	→										
District survey will be approved					→						
“Best practices” regarding survey participation will be comprised and distributed to all principals				→							
Schools will have a plan for rolling out surveys that will begin during early February					→						
Schools will assess their road map in goal 4 of their school improvement plan to ensure they are meeting their key milestones and goal	→										
Survey window closes and there is an initial review of the preliminary data and findings									→		
Communication											
Schools have updated their webpage and calendars	→										
The district will hold its first “District of Choice” fair showcasing the many assets of NBPS	→										
Community Partner Alignment											
The 2 nd partners summit meeting will be held (8/24)	→										
Community partners will complete a partner/school alignment document anchored to district and school goals	→										
Alignment documents will be reviewed at both the school and district level	→										
District will hold first AIP Quarterly Check-in for partners’ to assess their progress towards achieving the goals outlined in school improvement plans and district AIP	→										
District will hold second AIP Quarterly Check-in for partners’ to assess their progress towards achieving the goals outlined in school improvement plans and district AIP					→						
District will hold third AIP Quarterly Check-in for partners’ to assess their progress towards achieving the goals outlined in our school improvement plans and district AIP								→			