

NEW BEDFORD PUBLIC SCHOOLS

strategic plan₂₀₂₀

unlocking the future



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The New Bedford Public Schools do not discriminate on the basis of age, gender, race, color, religion, ethnicity, national origin, disability, sexual orientation, ancestry, homelessness, gender identity, gender expression or immigration status

NBPS Strategic Plan

Mission

We are committed to developing lifelong learners of strong character and confidence who, in their unique aspirations, can navigate life with excellence, integrity, and community pride on their voyage through graduation to successful futures.

Vision

We inspire excellence by providing challenging, creative, and culturally responsive experiences. We support all students on their individual journey by maximizing their potential.

Theory of Action

If we strengthen teaching and learning by promoting equity, building educators' instructional skills, and building family and community partnerships that support student success, then all students will achieve growth and be academically proficient.

Beliefs

Our New Bedford community believes in developing compassionate, civic-minded individuals by fostering strong positive relationships between students, staff, family, and community; developing a safe, supportive, respectful school climate, and providing engaging, high-quality teaching and learning for all students and staff.

Instructional Focus & Graduate Profile

All NBPS scholars will be effective:



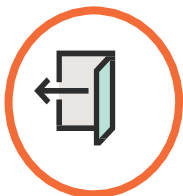
Communicators



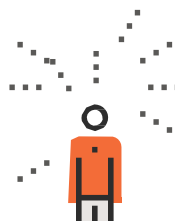
Collaborators



Critical Thinkers



Creative
Problem
Solvers



Confident
Individuals



Compassionate
Community
Members

District Goals and Initiatives Overview

While the objectives from previous years remain consistent, the district has modified the core initiatives to deepen the work in the district.



GOAL I

High Quality Instruction:

Increase student achievement by strengthening teaching and learning

1.1

Create and implement a district Educational Equity Plan that includes tiered supports for all learners

1.2

Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology

1.3

Implement instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms

1.4

Create and strengthen pathways that will expand learning opportunities for all students that lead to college and career readiness



GOAL II

Effective Student Support Systems:

Create an inclusive culturally responsive learning environment

2.1

Create and implement a district Educational Equity Plan that emphasizes educational equity practices

2.2

Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child

2.3

Build authentic relationships to ensure students feel valued

2.4

Use tiered supports to effectively meet the needs of all learners

GOAL III

Strong Family and Community Relationships: Empower families and the community through collaboration

3.1

Build and sustain two-way communication using multiple modalities for authentic engagement

3.2

Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families

GOAL IV

Organizational Team Excellence: Cultivate and recruit a highly-skilled workforce

4.1

Create and implement a district Educational Equity Plan to attract a representative workforce

4.2

Provide targeted professional development to build capacity of the district's staff

4.3

Revise and implement the new educator mentoring support system

GOAL V

Public Confidence and Pride: Strengthen the reputation and elevate the profile of the school district

5.1

Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences

5.2

Provide targeted professional development for school and district leaders to build knowledge and skill in strategic communication

5.3

Identify, craft and widely disseminate compelling stories from across the district through numerous channels

Background New Bedford Public Schools



In 2011, New Bedford Public Schools was named a Level 4/Underperforming district by the Massachusetts Department of Elementary and Secondary Education (DESE) based on a comprehensive review. The ESE identified several areas for improvement including:

- Principal oversight and accountability
- Leadership and capacity at the central office to support an improving educational system
- Evidence of characteristics of effective teaching
- Use of formative assessment data to inform instruction
- Efforts to improve the quality of teachers' instruction
- High dropout, suspension, and absentee rates

When named a level 4 underperforming district in 2011, NBPS lacked systems and structures to address these areas. NBPS used the first two years of this designation to build a foundation for continuous improvement. Once the foundation was established, the 2013 – 2014 Accelerated Improvement Plan (AIP) focused on change at the school level by leveraging and developing principals as change agents. Each year NBPS has enhanced the strategic plan, which has led to improvement in the targeted areas highlighted in the initial DESE District Review.

In 2019, NBPS transitioned to a District Strategic Action Plan utilizing the Planning for Success model which does not require DESE oversight. However, our new goals, building from the initial AIP objectives, use continuous acts of planning, training, measuring, analyzing progress and implementing strategies.

Each year NBPS will build upon the previous year's plan. The 2019-2020 action plan is different in structure and process, but will incorporate the objectives, initiatives and actions with specific outcomes for students, teachers and administrators.

Development Process

Each year the process for creating the plan has been more inclusive and more focused.

- In the summer of 2018, administrators began to review the 2015 Accelerated Improvement Plan (AIP) to transition to the Planning for Success model. A facilitator supported the process with administrators from August 2018 to June 2019.
- From January 2019 to May 2019, there were several working group sessions with community organizations and other monthly sessions with stakeholders representing staff, students, parents, elected officials, and community members.
- There were approximately 80 individuals who participated in the planning process, and each school level – elementary, middle and high – was represented in the working groups.



These work groups were built around the expertise of the individual members to ensure credibility and the effectiveness of the process. Individuals were staff from multiple areas including Special Education, English Language Education, guidance and counseling. The work groups focused on the goals and what they envisioned the school system to look like in every way. They examined current initiatives and the impact of the action steps tied to those initiatives.

This plan reflects multiple voices and is the work of both the NBPS Leadership Team and all stakeholders. Staff, representing multiple roles, have articulated the understanding that the success of our students depends on the collaboration of all NBPS educators. The future lies in the ability of our team to work collaboratively to create and implement focused plans that are strategically monitored and adjusted when necessary.

To further increase the understanding and to ensure buy-in from school-based staff, the Central Office Leadership Team ensured that principals had assistance in sharing the information with their entire staffs. Staff also had an opportunity to share their professional development needs to effectively implement the new initiatives.

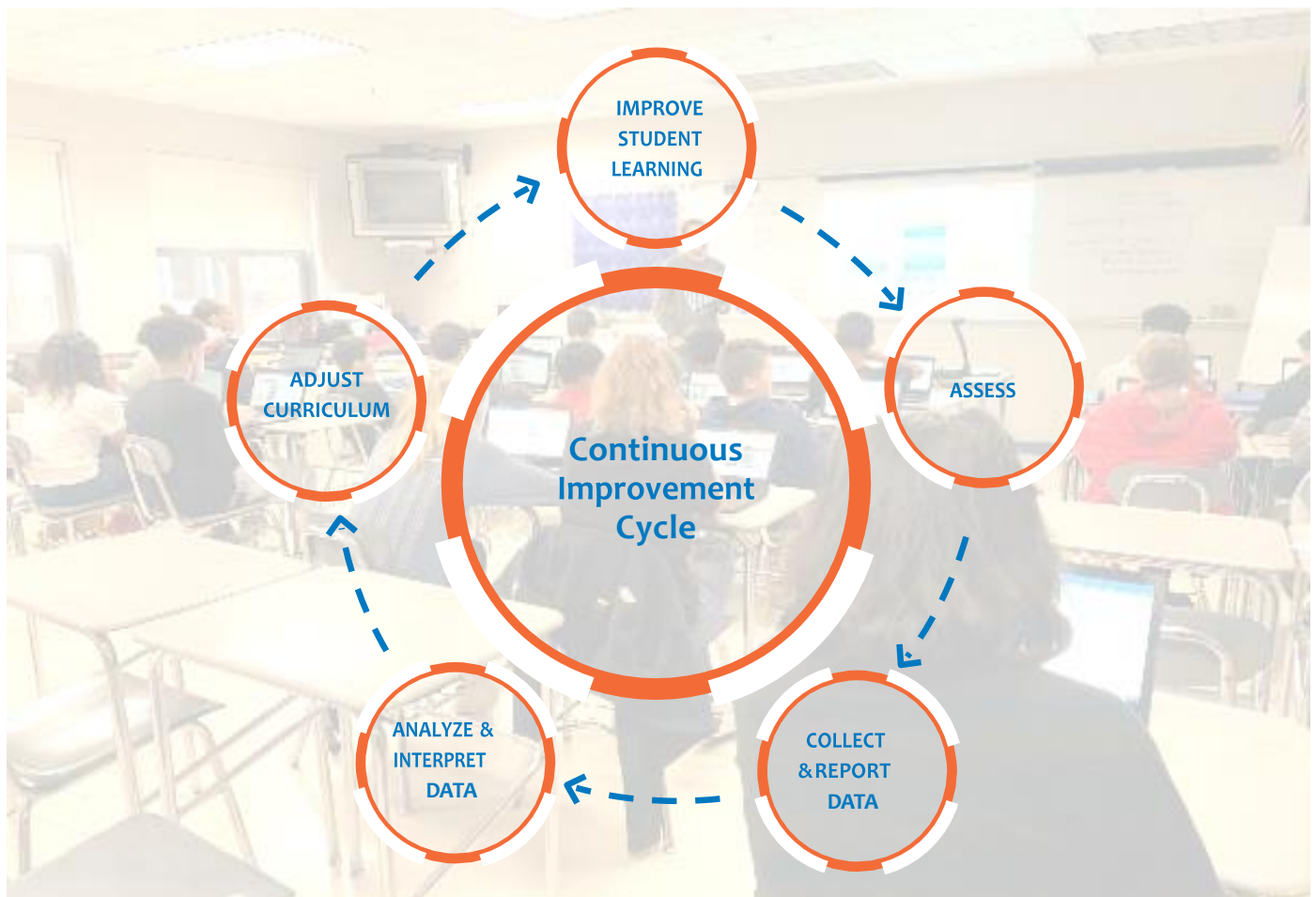
Lessons Learned

Over the last few years New Bedford Public Schools has incorporated what it has learned from prior years into future planning.

The improvement models have required constant assessment and development to effectively address on-going challenges. NBPS views these challenges as opportunities to make improvements based on the outcomes. In Fall 2018, efforts were increased to institutionalize processes to stimulate student achievement. We focused on building structures and implementing practices to foster consistent, high quality teaching and learning. Results in 2019 validated that these new strategies were effective.

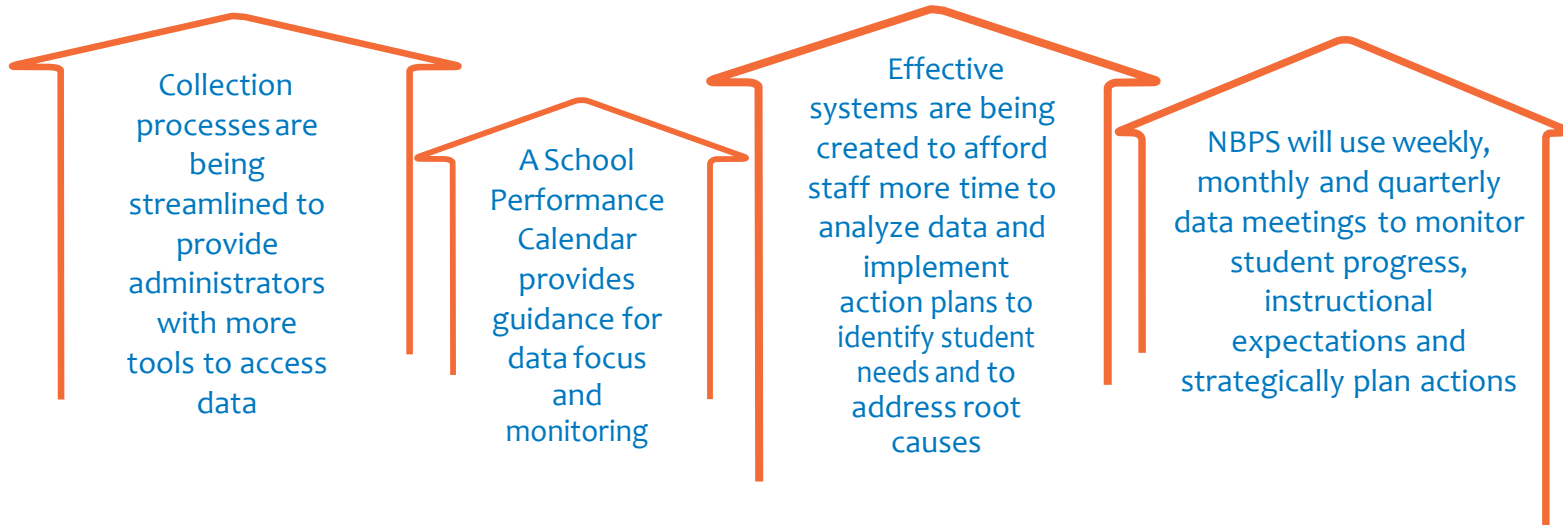
Over the past 8 years key lessons have been learned that include:

- Two-way communication with families around student learning needs is a priority
- High-quality, differentiated, professional development for all staff is critical
- High-quality professional development for our administrators so they are equipped to provide specific, actionable feedback to teachers based on classroom observations
- The effective implementation of a multi-tiered system of supports is essential for improved learning outcomes
- High-quality standards-based curriculum needs to be established and implemented district-wide
- A comprehensive data and assessment plan to monitor student progress throughout the school year needs to be established



Strategic Upgrades

New Bedford Public Schools is committed to continuous improvement and is implementing structures to improve its data collection and analysis systems.



New Bedford Public Schools Data Points

Elementary School

- Advanced Reading Levels
- Advanced Math Levels
- Student & Staff Attendance
- Tiered Systems of Support
- Progress Toward Promotion

Middle School

- Algebra 1
- Foreign Language
- Course Pass Rates
- Dual Enrollment

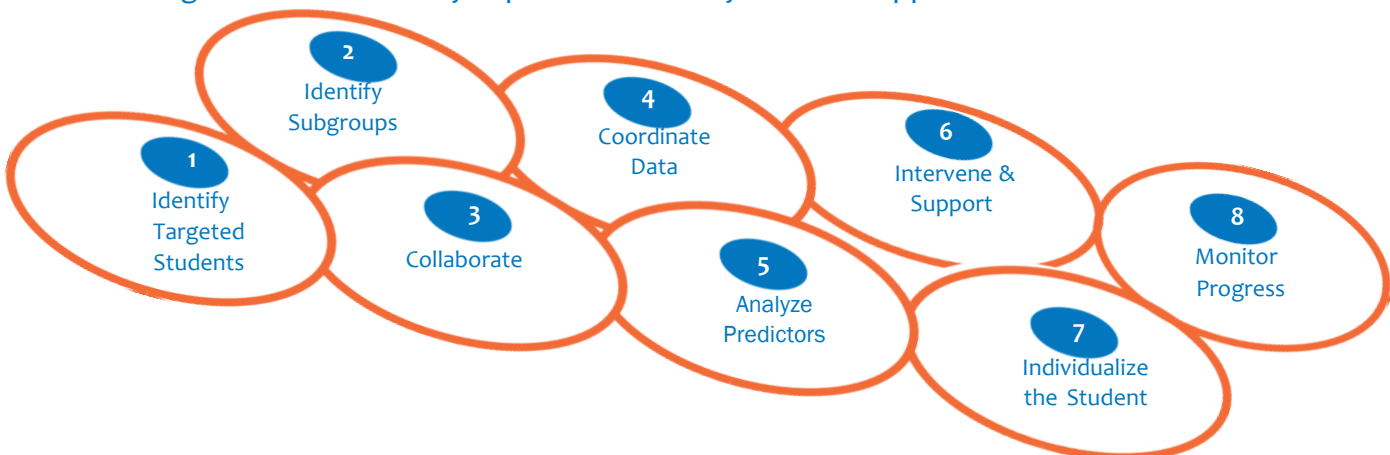
High School

- Geometry
- Course Pass Rates
- PSAT/SAT/ACT
- Progress Toward Graduation
- Advanced Course Work (Honors/AP)



Key data points will be disaggregated to determine the progress of supports and interventions that have been implemented

We have implemented a strategic monitoring system that includes 8 steps district and school leaders will take to strengthen and effectively implement tiered systems of supports for all students.



Strategic Upgrades

Continuous Improvement



We are committed to cultivating a data culture that drives systemic improvements.

Organizational Leadership Data Meetings

- All Central Office Department Lead Administrators meet weekly and routinely focus on analyzing data points to determine school progress and needed supports and adjustments.

School Performance Data Meetings

- The Superintendent and Executive Leadership Team meet weekly and routinely use educational equity monitoring tools to focus on critical benchmarks that measure growth in academics, school climate and attendance.

District Data Meetings

- District and school leaders take deep dives into key data points that measure NBPS's progress toward meeting high-leverage performance indicators.

School Data Meetings

- Principals from selected schools share with district leaders an analysis of their school's progress toward meeting key benchmarks and highlight all of the targeted supports and interventions they have implemented for students.

All central office administrators play an instrumental role in supporting teaching and learning.



School to Home Communication

NBPS recognizes that effective communication strategies are critical to enhancing the home and school relationship. Progress has been made as we grow our understanding of how to best engage all families to increase student learning and promote health and wellness. It is important that we implement specific and impactful strategies. Below are key areas of continued focus that will be supported by central office staff and school-based administrators.

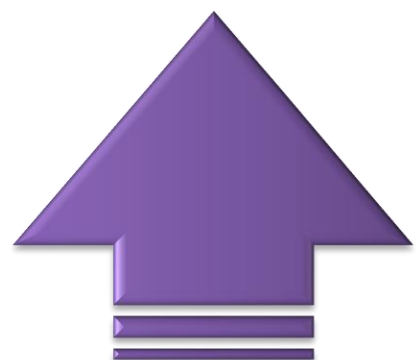
Key Family Engagement Activities

- Provide workshops that equip families with the information/skills to support their students at home.
- Provide more supports to families where English is not the first language to assist learning at home.
- Provide families with learning packets, educational games and videos that can extend the learning at home.
- Organize parent-teacher conferences in-order for teachers to acknowledge and affirm that parents are their child's first and most important teacher and invite parents to tell us about their child.

Key Family Engagement Strategies

- Develop school-based family engagement action plans that align school data with strategic support for identified students and families.
- Administer family surveys that illustrate family perceptions of the quality and quantity of two-way communication.
- Provide support to educators to enhance family engagement and communication.
- Measure the impact of engagement strategies and monitor progress toward meeting our goals.

We are committed to collaboratively developing solutions in an open and honest way that focuses on student outcomes.



NBPS Connecting for a Stronger Future

1

Implement communication strategies that directly impacts the district's strategic goals

2

Foster strong relationships with district stakeholders

3

Provide focus, direction for measurement/ methods in support NBPS goals

4

Enable the district to present itself accurately to audiences

The district can more effectively provide consistent and unified messages by identifying and managing all communication avenues. A multifaceted approach to overall communications helps ensure greater impact of messages.

Final Outcomes

The district's goals are to meet or exceed MCAS achievement and growth targets in ELA, math and science and to meet accountability targets for English language proficiency, graduation, attendance, and participation in advanced level courses. These goals are ambitious, but with our strategic monitoring system in place, our schools will be better able to track progress and make the necessary adjustments to ensure sustained progress.

Outcomes



New Bedford Public Schools

is dedicated to engaging in ongoing, candid, respectful communication with our stakeholders. Two-way dialogue with multiple stakeholders is essential for building and maintaining relationships that are the foundation for a strong school system.

District Outcomes

For 2022

Goal 1

- Outcome 1.A. Increase the percentage of grade 3 students who meet or exceed expectations on the ELA MCAS.**
The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 43% in 2018 to 55% in 2021.
- Outcome 1.B. Increase the grade 6 student growth percentile on the Math MCAS.**
The average SGP for Grade 6 students will increase from 34.6 (2018) to be equal to or higher than the state SGP of 50 in 2019 and beyond.
- Outcome 1.C. Increase the average scaled score of grades 5 and 8 students with disabilities on the Math MCAS.**
The average scaled score for grade 5 and grade 8 students with disabilities will improve by 5 percentile points on the Math MCAS.
- Outcome 1.D. Increase the 4-year cohort graduation rate.**
The New Bedford High School 4-year cohort graduation rate will increase by 4% annually from 76% in 2018 to 88% in 2021.
- Outcome 1.E. Increase the percentage of grade 11 and 12 EL students completing advanced coursework.**
The percentage of grade 11 and 12 EL and former EL students who complete advanced coursework at NBHS will increase by 2% each year, from 12.1% in 2018 to 18.1% in 2021.

Goal 2

- Outcome 1.F. Increase the percentage of grade 7 EL students making progress on the ACCESS test.**
The percentage of grade 7 EL students making progress according to ACCESS test results will increase by 5% each year, from 24% in 2018 to 39% in 2021.
- Outcome 2.A. Decrease the middle school chronic absenteeism rate.**
Decrease absenteeism in grades 6 – 8 by 5% over the next 3 years from 24.7% in 2018 to 19.7% in 2021.

Goal 3

- Outcome 2.B. Increase the percentage of students who respond favorably on school climate surveys administered by MADESE.**
Specific VOCAL survey questions or category will be identified for improvement across all surveyed grade levels.

Goal 4

- Outcome 3.A. Increase the favorable response rate of the district family and community engagement surveys.**
Survey will be developed and administered during the 2019-2020 school year, and targets will be set for the following school years.

Goal 5

- Outcomes 4.A. Increase the diversity of the teaching staff by implementing targeted recruitment strategies.**
Demonstrably increase the demographic proportionality between the PreK-12 student population and the annual cohort of new hires.
- Outcomes 5.A. Increase the number and percentage of positive media stories on a quarterly basis.**
Demonstrably increase stakeholder engagement with positive content as measured by online activity (e.g. website traffic, clicks, shares and likes).

District Benchmarks for 2020

The new benchmark structure was implemented this year to clearly convey expectations and responsibilities for all educators.

NBPS has implemented quality systems that have resulted in positive outcomes. It is clear that in order to sustain this growth, we must ensure that all systems are effectively implemented in all NBPS schools and offices.



New data systems: consistent data collection forms, data meeting protocols, and clear timelines for the implementation of action plans, all of which facilitates the collection of information so that staff can make informed decisions, based on timely and accurate data.

While the 2019-2020 Strategic Plan continues to focus on the foundational areas previously identified for growth, it also more strategically connects all the areas that are impacting student achievement. Our new School Performance Monitoring System will ensure that targeted, disaggregated data aligns instruction and drives interventions to be focused on students who need varied levels and types of support.

Family engagement activities will target students with disabilities and English Language Learners to provide parents and guardians with tools, skills, and strategies that they can comfortably use to assist in improving their child's reading comprehension, math computation, and writing skill.

The district will continue to strengthen the professional development activities initiated this year which has targeted increasing staff capacity in effectively communicating with our families. The understanding of the nuances of students' cultural backgrounds is a critical area of focus as well.

Instructionally



Operationally



Culturally



New Bedford Public Schools

Action Plan 2019 - 2020

GOAL 1: High-Quality Instruction ~ Increase student achievement by strengthening teaching and learning. **Strategic Initiative 1.1** Create and implement a district Educational Equity Plan that includes tiered supports for all learners.

Monitoring Progress

Process Benchmarks

- Educational Equity Team develops a plan, including tiered support look-fors and shares with administrators.
- Create instructional monitoring tool as a measure of implementation of Educational Equity practices for tiered supports evidenced by district learning walks.
- Support building administrators to incorporate Educational Equity practices into School Improvement Plans.
- Use STAT Data meetings to identify, analyze, and propose solutions to district problems of practice.
- Establish assessment team to research assessment systems to pilot to replace STAR.

Measuring Impact ~ Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
Use instructional monitoring tool to determine the baseline of the implementation of equity practices.	Office of Instruction	Nov. 2019		
100% of schools will have at least a 20% increase (if not at 80%) from the baseline of the implementation of equity practices.	Office of Instruction	May 2020		
Rubrics will indicate that 100% of school improvement plans contains Educational Equity practices.	School Plan Review Team	Oct. 2019		

GOAL 1: High Quality Instruction ~ Increase student achievement by strengthening teaching and learning. **Strategic Initiative 1.2** Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Participate in tiered academies to build capacity of district and school leaders: Tiered Literacy Academy Inclusive Tier 1 Instruction Academy	Office of Instruction	Sept. 2019 – Jun. 2020		

Design PD around tiered supports to address the needs of schools not participating in the Tiered Literacy and/or Inclusive Tier 1 Academy.	CDAMs	Sept. 2019 / Oct. 2019 / Dec. 2019 / Jan. 2020		
Design PD to be delivered PK-12 on analysis and inquiry and student discourse (Class Dimensions Tool).	Deputy Supt	Sept. 2019 / Oct. 2019 / Dec. 2019 / Jan. 2020		
Provide PD for Standards Based Education; develop/revise curriculum maps (Writing, Reading, Math).	CDAMs	Sept. 2019 / Oct. 2019 / Dec. 2019 / Jan. 2020		
Establish Tech Committee to unpack tech standards and identify strategies to maximize effectiveness of tech for instruction.	CDAMs	Aug. 2019 (committee) Sept. 2019 – Mar. 2020		

Measuring Impact

Early Evidence of Change Benchmark 1.2	Owner	Timeline	Status	Updates
PD calendar for the 19-20 school year will be developed to include PD topics and logistics for all stakeholders.	Deputy Supt.	Aug. 2019		
100% of schools will have at least a 20% increase (if not at 80%) in observing selected indicators related to the PD topics from the instructional monitoring tool.	District Learning Walk Team	Jun. 2020		Trimester walks in each school
Post PD surveys will indicate favorable responses to PD sessions and provide feedback to drive future PD.	Data Specialist	Aug. 2019 – Jun. 2020 Post PD sessions		

GOAL 1: High Quality Instruction ~ Increase student achievement by strengthening teaching and learning. **Strategic Initiative 1.3** Implement instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Review all MCAS performance data, by subgroup, to determine focus areas to implement appropriate supports and interventions in the form of an action plan.	Office of Instruction Principals	Aug. 2019		
Develop a math curriculum team that reviews the work done during the 2018-2019 school year district and identify middle school math curricular and instructional needs and priorities.	Office of Instruction	Sept. 2019		
Math curriculum team decides upon a math pilot process to vet new materials.	Office of Instruction	Dec. 2019		
Create an implementation plan for new K-5 & middle school math curriculum materials.	Office of Instruction	Jan. 2020		
Build capacity in district and school level administrators (K-8) to facilitate the implementation of strategies for math success.	Office of Instruction	Aug. 2019		
Define pedagogical expectations and instructional strategies within instructional guide: Analysis and Inquiry Student Discourse	Office of Instruction	Aug. 2019		
Assess early literacy instruction. Develop an action plan based on the needs identified.	Office of Instruction	Sept. 2019		

Establish cycle to review and revise (K-8) curriculum maps and guides in Writing.	Office of Instruction	Aug. 2019		
Establish cycle to review and revise (K-8) curriculum maps and guides in Math.	Office of Instruction	Every Trimester Day 50, 100, 150		
Establish cycle to review and revise (K-8) curriculum maps and guides in Reading.	Office of instruction	Aug. 2019		

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
100% of schools will have at least a 20% increase (if not at 80%) in observing selected indicators related to the instructional focus from the instructional monitoring tool.	District Learning Walk Team	Jun. 2020		Trimester walks in each school
100% of teachers will receive the Instructional guide and it will be posted on NBPS website.	Deputy Superintendent	Aug. 2019		
Disseminate curriculum maps and guides for Math, Writing and Reading.	Office of Instruction	Jun. 2020		
District and school plans will include student learning goals that reflect focus areas determined by MCAS data analysis	Administrators	Sept. 2019		

GOAL I: High Quality Instruction ~ Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.4 Create and strengthen pathways that will expand learning opportunities for all students that lead to college and career readiness.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Create committee to research retention and promotion data, policies, practices and strategies with the goal of limiting over-age under-credited students.	Office of Instruction	Sept. 2019 Nov. 2019 Jan. 2020 Mar. 2020		
Evaluate effectiveness of current CVTE programs at NBHS and develop plan to expand the offerings based upon student needs.	Office of Instruction	Feb. 2020		
Assemble a task force to develop a policy and pathways for students to earn the State Seal of Biliteracy upon high school graduation.	Office of Instruction	Sept. 2019		
Develop an articulation plan, targeting students in grades 4-8, to ensure students are appropriately placed in NBPS courses and programs.	Office of Instruction	Feb. 2020		
Explore partnerships with institutions of higher education to establish dual enrollment (12-13) pathways that lead to college credits for high school students.	Office of Instruction	Dec. 2019		
Evaluate the current magnet programs, investigate similar programs, and plan to implement programs for the 20-21 SY.	Office of Instruction	Nov. 2019		

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
Establish retention and promotion guidance and protocol.	Office of Instruction	Jan. 2020		

Update NBPS overview publication that highlights offerings.	Office of Instruction	Sept. 2019		
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Goal II: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.1 Create and implement a district plan that emphasizes educational equity practices.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Develop an equity plan to guide the district's work on providing an equitable learning experience for all students.	CDAMs, Wrap Coord & EAP	Aug. 2019		
Define key terms from the equity plan and establish indicators and look-for to include on a monitoring tool that will measure the implementation of educational equity practices across the district.	SEL Team, Wrap Coord & EAP	Sept. 2019		
Support building administrators as they incorporate school-wide educational equity practices into their School Improvement Plans and into their teachers' practices.	Office of Instruction	Sept. 2019 Jan. 2019 May 2019		

Measuring Impact

Early Evidence of Change Benchmark 2.1	Owner	Timeline	Status	Updates
Use indicators on the monitoring tool to determine the baseline of the implementation of equity practices.	SEL Team and Wraps	Oct. 2019		
100% of schools will have at least a 20% increase from the baseline.	SEL Team and Wraps	May 2020		
School Improvement rubrics will indicate that 100% of school improvement plans contains Educational Equity practices.	School Plan Review Team	Oct. 2019		

Goal II: Create an inclusive, culturally responsive learning environment.

Strategic Initiative: 2.2 Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child.

Process Benchmark	Owner	Timeline	Status	Updates
Conduct a comprehensive inventory across the district of current or recent initiatives and trainings promoting mindsets for learning such as trauma sensitivity, growth mindset, Universal Design for Learning, and belief in one's own agency.	SEL Team	Sept. 2019		
Design and provide PD to build capacity in schools based on their needs as defined by the inventory conducted and the most current school climate data.	SEL Team	Nov. 2019 Jan. 2019 May 2020		

Provide professional development focused on the mindsets conducive to educating the whole child using the Instructional Guide, the revised District Curriculum Accommodation Plan (DCAP) and the revised district-wide BBST/SEL-PCR protocols and guidelines, as they relate to staff in various roles across the district.	OI/Special Education / Educational Access & Pathways	Aug. 2019 Dec. 2019		
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Monitoring Progress

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
Inventory of past and upcoming professional development.	SEL Team	Sept. 2019		
New protocols and forms for student supports and referral data.	Special Education Dept. / Office of Instruction	Sept. 2019 Dec. 2019		

Goal II: Create an inclusive, culturally responsive learning environment.

Strategic Initiative: 2.3 Build authentic relationships to ensure students feel valued.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Establish performance level indicators for monitoring authentic and culturally responsive relationships.	Office of Instruction/ SEL Team	Sept. 2019		
Provide procedures and protocols to school-based teams on various models for relationship mapping, and support school-based teams with implementation of these protocols.	SEL Team	Nov. 2019		
Support school administrators in analyzing and planning strategies to improve student and staff relationships.	CDAMs & SEL Team	Jan. 2020		

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
Identify indicators to be used for assessing positive relationships during district learning walks.	Office of Instruction & SEL Team	Sept. 2019		
Pilot identified indicators during district learning walks.	District Learning Walk Team	Nov. 2019		

Goal II: Create an inclusive, culturally responsive learning environment.

Strategic Initiative: 2.4 Use tiered supports to effectively meet the needs of all learners.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Within the District Curriculum Accommodation Plan, clearly define expectations for the district's multi-tiered use of supports, including definitions and examples of systemic components, accommodations and interventions and explain how they are used to support all learners.	OI	Aug. 2019		
Conduct an inventory of tiered supports available (including SEL curricula) within each school in the district and make recommendations for improving access to supports and resources.	SEL Team	Fall 2019		
Revise district-wide BBST/SEL-PCR protocols and guidelines.	Special Education & Educational Access & Pathways	Sept. 2019		

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
Establish benchmark data points, including percentage of students retained at each grade level and percentage of over age and under credited students at HS.	Data Specialist	Oct. 2019		
85% of students who were referred to the BBST/ SEL-PCR will show improvement in overall academic achievement.	Sped / ESL	May 2020		

Measuring Impact

Goal III: Empower families and the community through collaboration.

Strategic Initiative: 3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Support school principals and Family Engagement Leadership Teams (FELTs) in ensuring that every school improvement plan incorporates school-based family engagement PD on using multiple modalities for two-way communication that utilizes our NB 3E's to support families: engage, educate and empower.	District Wraparound Manager	Sept. 1, 2019		
Develop and provide several equity trainings to district and school leadership teams, community partners, and designated school-based representatives leading family engagement that will drive relationships for student success.	Wraparound Manager / CDAM for Secondary Schools	Jun. 2019 – Jun. 2020		
Identify what families and educators see as the most effective and preferred technology tools that support uniform and two-way communication (e.g. social media, apps).	Registrar	Aug. 2019 – Jan. 2020		
Establish the Community Equity Coalition – a citywide equity task force steered by NBPS's Wraparound Department – and develop partnerships with other organizations that work with New Bedford youth to support and grow our capacity for dialogue and authentic communication that further supports relationships for learning.	Wraparound Manager / CDAM for Secondary Schools	Aug. 2019 – Jun. 2020		

Communicate with all parents and school staff about how to get involved and the purposes of various groups: Family Engagement Centers, Parent Ambassadors, Parent Councils, School Councils, Special Education Parent Advisory Council, English Learner Parent Advisory Council, and Parent Teacher Organizations within the New Bedford Public Schools.	Executive Director of Strategic Initiatives & Partnerships	Aug. 2019 – Nov. 2019		
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Develop an implementation plan to provide parents with access to the parent portal of NBPS's student information system.	Information Technology Manager	Feb. 2020		
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Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
We will have evaluated previous SIPs to share highlights and trends with school leadership teams and will have developed a guide to support creating updated 2019-20 SIPs aligned with strategic objective 3.	District Wraparound Manager	Sept. 1, 2019		
We will have identified our education-based access and equity data points and established an equity dashboard that helps setup the timeline for future trainings supported by the Community Equity Coalition.	Wraparound Manager / CDAM for Secondary Schools	Aug. 2019 – Nov. 2019		
We will have gathered from our youth-based partnership members on the Community Equity Coalition what city-based access and equity data points would add value if included on our equity dashboard.	Wraparound Manager / CDAM for Secondary Schools	Nov. 2019 – Jan. 2020		
The Family Engagement Technology team will 1) finalize a spreadsheet of current communication practices, 2) recommend the most highly effective and preferred technology tools for two-way communication, and 3) produce a roadmap for professional development and support.	Registrar	Aug. 2019		
The Community Equity Coalition will develop a roadmap for supporting further equity trainings, including the development of dialogue skillsets and the overall capacity to engage in complex conversations across settings that drive relationships and student success.	Wraparound Manager / CDAM for Secondary Schools	Aug. 2019 – Jan. 2020		
A spreadsheet will have been created that includes 1) all existing parent and family groups, 2) when they meet, and 3) how to best support their needs and impact.	Executive Director of Strategic Initiatives & Partnerships	Oct. 2019 – Jan. 2020		
We will have established baseline data and progress benchmarks on two-way family-school communication by analyzing past survey items and other pertinent data that is focused on perceptions regarding the effectiveness of NBPS's communication.	District Wraparound Manager	Jul. 2019 – Apr. 2020		

Measuring Impact

Goal III: Empower families and the community through collaboration.

Strategic Initiative: 3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Sustain and expand opportunities for learning for our families that lead to student success (e.g. Family Institute for Student Success, Welcome to School workshops, ESOL classes for adults, Financial Literacy workshops).	District Wraparound Manager/ Executive Director of Strategic Initiatives & Partnerships/ Registrar	Aug. 2019 - Jun. 2020		
Support each school's Family Engagement Center in developing workshops for families that are geared toward their community's needs.	District Wraparound Manager	Sep. 2019 – May 2020		
Provide training to principal leadership teams on the successful roll-out of parent-teacher conferences that cultivate two-way communication and authentic relationships.	Executive Director of Strategic Initiatives & Partnerships/ Registrar	Aug. 2019 - Oct. 2019		
The district-level FELT will meet monthly to 1) support the planning of authentic family engagement and opportunities for professional development for schools and their respective teams, and 2) support the expansion of student and family	District Wraparound Manager	Aug. 2019 - Jun. 2020		
In collaboration with community partners, expand opportunities that increase student and family voice and leadership.	Wraparound Manager/ Executive Director of Strategic Initiatives & Partnerships	Aug. 2019 – Jun. 2020		



Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
We will have progress monitoring tools that use surveys, focus groups and other measures that evaluate two-way communication, family engagement initiatives and their impact.	District Wraparound Manager	Aug. 2019 - Oct. 2020		
We will have scheduled and launched Family Institute for Student Success: Financial Literacy with at least 1 school (phase 1), and plan for 1 more middle school and 1 more elementary school (phase 2).	Executive Director of Strategic Initiatives & Partnerships / Registrar	Phase 1: Aug. 2019 – Nov. 2019 Phase 2: Nov. 2019 – Apr. 2020		
NBPS's 8 Family Engagement Centers will 1) launch and initiate at least 3 events using the engage and educate components and will 2) work 1-on-1 with families providing resources and are documenting interactions.	District Wraparound Manager / Registrar	Aug 2019 – Nov 2019		
We will have analyzed exit tickets from parent-teacher conferences and will have provided feedback to schools about their level of support for culturally responsive practices and family engagement.	Executive Director of Strategic Initiatives & Partnerships	Aug. 2019 – Nov. 2019		
Parent Support Specialists and Wraparound Coordinators will increase their facilitation skills and capacity to plan family workshops as a result of professional development provided by the Wraparound Services Department.	Registrar / Lead Wrap-around Coordinator	Aug. 2019 – Oct. 2019		
The 8 Family Engagement Centers will establish family engagement plans that incorporate data on attendance, on usage of centers, and on an analysis of FEC surveys.	Registrar / Lead Wrap-around Coordinator	Aug. 2019 – May 2020		
The district-level FELT will expand to represent the diverse community and will add parents and students.	Wraparound Manager	Sept. 2019 – Dec. 2019		
All schools will send their FELT to a train-the-trainer workshop for authentic and culturally responsive family engagement and how to best structure and utilize parent-teacher conferences.	Lead Wraparound Coordinator	Oct. 2019 – Jan. 2020		
New middle school peer leadership advisors will have been trained on how to facilitate discussions about creating more inclusive environments.	Wraparound Manager	Aug. 2019 – Nov. 2019		

Goal IV: Organizational Team Excellence ~ Cultivate and recruit a highly skilled workforce.

Strategic Initiative: 4.1 Create and implement a district Educational Equity Plan to attract a representative workforce.

Monitoring Progress

Process Benchmark	Owner	Timeline	Status	Updates
Create and implement a recruitment plan which includes college and university visits/partnerships. Plan must include HBCU/Diversity events to attract a diverse pool of applicants.	Equity, Diversity and Recruiting Specialist	Oct. 2019 – Nov. 2019 (implem. will run through May 2020)		
Research feasibility of conducting recruiting events in Puerto Rico detailing timeline, projected cost and potential college partnerships.	Equity, Diversity and Recruiting Specialist	Oct. 2019 - Nov. 2019		
Disaggregate annual number of newly hired cohorts by demographics for SY 18-19 and SY 19-20 as a baseline for a progress monitoring tool.	Executive Director of Human Capital Services	Apr. 2020		

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline	Status	Updates
Recruiting plan is public and implemented as scheduled.	Executive Director of Human Capital Services	Dec. 1, 2019		
Puerto Rico recruiting proposal is finalized.	Equity, Diversity and Recruiting Specialist	Dec. 15, 2019		
Hiring data for 18-19 SY is available no later than October 15 th . Data for 19-20 SY is generated and analyzed monthly by the Central Office Leadership Team and the DRRC.	Executive Director of Human Capital Services	Sept. 2019 - ongoing		

Goal IV: Organizational Team Excellence ~ Cultivate and recruit a highly skilled workforce.

Strategic Initiative: 4.2 Provide targeted professional development to build capacity of the district's staff.

Monitoring Progress

PROCESS BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
Generate a plan to launch a Special Education Academy that will create a pipeline of Special Education teachers and provide additional professional development to existing general education teachers.	ED of HCS / ED of SpED / ED of Strategic Initiatives	Feb. 2020		
Ensure the smooth launch and full enrollment of new educator MTEL preparation courses.	ED of HCS / ED of Strategic Initiatives	Dec. 15, 2019		

Measuring Impact

EARLY EVIDENCE OF CHANGE BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
Special Education Academy proposal is finalized.	ED of HCS / ED of SpED / ED of Strategic Initiatives	Mar. 15, 2020		

Goal IV: Organizational Team Excellence ~ Cultivate and recruit a highly skilled workforce.

Strategic Initiative: 4.3 Revise and implement the new educator mentoring support system.

Monitoring Progress

PROCESS BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
Create a robust schedule for the 2019-2020 mentoring and induction program.	ED of HCS / ED of SpED	Aug. 1, 2019		
Track mentee participation against non-renewal and evaluation performance data.	ED of HCS	Jun. 15, 2020		

Measuring Impact

EARLY EVIDENCE OF CHANGE BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
The Mentoring and Induction Program schedule will address known needs of new educators within NBPS.	ED of HCS / ED of SpED	Oct. 1, 2019		
Mentee participation will have a positive outcome in the classroom/school environment as captured by evaluation performance data.	ED of HCS	Jun. 15, 2020		

Goal V: Public Confidence and Pride Strengthen the reputation and elevate the profile of the school district.

Strategic Initiative: 5.1 Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.

Monitoring Progress 5.1

PROCESS BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
Identify the data points to measure the effectiveness of the communication plan	Communications / PR Manager	Aug, 2019–Jan. 2020		
Develop and maintain two-way communication with organizational partnerships to collaborate on equity, social emotional learning	ED of Strat. Initiatives & Partnerships	Aug, 2019–June 2020		
Establish an effective employee communication plan that includes strategies to improve engagement and pride	Communications / PR Manager	Aug, 2019–June 2020		
Remove barriers to ensure equitable access to information	Supt Office	Aug, 2019–June 2020		
Establish systems for district-level staff to share material for the monthly district newsletters	Communications / PR Manager	Aug, 2019–June 2020		
Implement and maintain social media. Broadcast video/media through social networking on Facebook, Twitter and website	Communications / PR Manager	Aug, 2019–June 2020		
Manage one centralized public district calendar	Supt Office	Aug, 2019–June 2020		
The communication plan will be created and executed following established timelines	Communications / PR Manager	Aug, 2019–June 2020		

Measuring Impact 5.1

EARLY EVIDENCE OF CHANGE BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
A document details all of NBPS's organizational partnerships.	ED of Strat. Initiatives & Partnerships	Aug, 2019– June 2020		
There will be a quarterly increase in the percentage engaged of parents through emails and cell phones.	Communications / PR Manager	Aug, 2019– June 2020		
There will be a quarterly increase in the number of followers on social media platforms.	Communications / PR Manager	Aug, 2019– June 2020		
There will be a quarterly increase in stakeholder engagement with online content as measured by activity (e.g. website traffic, clicks, shares and likes).	Communications / PR Manager	Aug, 2019– June 2020		

Goal V: Public Confidence and Pride Strengthen the reputation and elevate the profile of the school district.

Strategic Initiative: 5.2 Provide targeted professional development for school and district leaders to build knowledge and skill in strategic communication.

Monitoring Progress 5.2

PROCESS BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
Train school and district leaders for effective use of all media and websites using content management strategies.	Research & Technology			

Measuring Impact 5.2

EARLY EVIDENCE OF CHANGE BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
Professional development evaluation forms will show an increase in the leaders' level of knowledge and skill in strategic communications.	Office of Instruction			

Goal V: Public Confidence and Pride Strengthen the reputation and elevate the profile of the school district.

Strategic Initiative: 5.3 Identify, craft and widely disseminate compelling stories from across the district through numerous channels.

Monitoring Progress 5.3

PROCESS BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
Utilize instructional video/media to build awareness at the school and district levels.	Communications / PR Manager			
Produce video/media of NBPS special events to support internal communications.	Communications / PR Manager			
Create video/media (informational and educational in format) for release on website.	Communications / PR Manager			
Publish NBPS news to reach patrons with messages targeting key goals and other information.	Communications / PR Manager			

Publish details about NBPS to increase parent knowledge of involvement opportunities within NBPS.	Communications / PR Manager			
Distribute fact sheets of district goals and objectives to media and create a “report card” during the school year.	Supt Office			
Maintain updated news releases on the NBPS website to continuously update all families about district initiatives and programs.	Communications / PR Manager			

Measuring Impact 5.3

EARLY EVIDENCE OF CHANGE BENCHMARK	OWNER	TIMELINE	STATUS	UPDATES
There will be a quarterly increase in the number and percentage of positive media stories.	Communications / PR Manager			

NEW BEDFORD PUBLIC SCHOOLS GOALS

- I. **High Quality Instruction:** Increase student achievement by strengthening teaching and learning.
- II. **Effective Student Support Systems:** Create an inclusive, culturally responsive learning environment.
- III. **Strong Family / Community Relationships:** Empower families and the community through collaboration.
- IV. **Organizational Team Excellence:** Cultivate and recruit a highly skilled workforce.
- V. **Public Confidence and Pride:** Implement effective strategies to raise the profile and reputation of NBPS.



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