

SUPERINTENDENT UPDATE



School Committee Meeting
Monday, February 10, 2020



- Pacheco ES Student Highlight
- PlayWorks Presentation
- General Update
- Fiscal Year 2021 Investment Priorities

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PACHECO ELEMENTARY SCHOOL

In recognition of Dr. Martin Luther King Jr., students were asked to write an essay describing how they would have felt if they were alive at the time of one of his speeches.

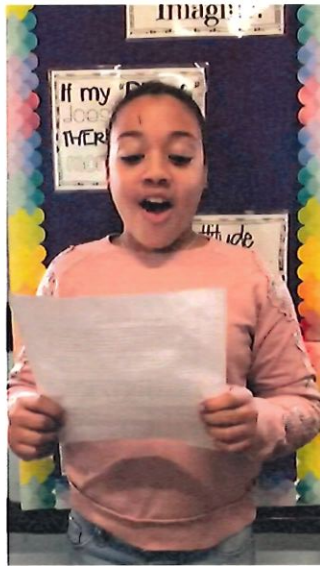
Two 5th grade students, **Emmanie Da Silva** and **London Lipford** recorded their essays to share with us.

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PACHECO ELEMENTARY SCHOOL

Emmanie Da Silva

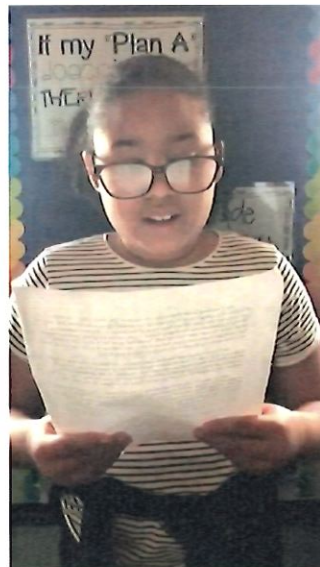


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PACHECO ELEMENTARY SCHOOL

London Lipford



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PLAYWORKS / NBPS PARTNERSHIP

PLAYWORKS in NBPS

Not your mother's recess: Playworks is helping New Bedford make school recess more productive



By Jimmie Oliveira
Posted Feb 7, 2020 at 4:57 PM
Updated Feb 9, 2020 at 4:03 PM



NEW BEDFORD — In the late morning sun on the last day of January, Charles S. Ashley Elementary School fourth- and fifth-graders descended upon their playground ready for a recess conducted under the Playworks model.

A group of boys gravitated toward a soccer ball, while on the same grassy field, others opted for a game of kickball. The traditional play structure with a slide and monkey bars was filled with students and on the painted blacktop, a few girls played with a jump rope. An aide asked a few students if they wanted to play foursquare and the game commenced.

It's all structured with lots of options for students but everybody is engaged in some type of activity. There are few kids getting in trouble.

"Recess was always a big discipline referral time," said Principal Christine Pagliore of the North End school. That was before Playworks, a national nonprofit focused on safe, fun and healthy play, began working with her school in September. Playworks is now in 13 New Bedford district elementary schools, eight of which it added to its roster in September.



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HANDLE WITH CARE

Handle with Care is a joint effort to address the social challenges facing our children. It is a specific way in which other city agencies including the Police and Fire Departments, EMS, and local hospitals collaborate with NBPS.

- <https://youtu.be/FQDGY1qG340>



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Student Opportunity Act

The Student Opportunity Act (Chapter 132 of the Acts of 2019) requires districts to submit three-year, evidence-based plans to the Department by April 1, 2020. The plans will address four areas outlined in the law:

- Identify specific evidence-based programs the district intends to implement to effectively reduce disparities among student subgroups;
- Outline how G.L. c. 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including an explanation of the relationship between the allocation of the funds and the educational needs of English learners and low-income students;
- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts.

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Massachusetts Department of Elementary and Secondary Education



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Student Opportunity Commitments

The Department has established a template that asks each district to make 4 “Student Opportunity Commitments” in order to close opportunity and achievement gaps among student subgroups:

1. **Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
2. **Adopt, deepen or continue specific evidence-based programs** to close opportunity and achievement gaps for student subgroups and **allocate resources** to support these programs;
3. **Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
4. **Engage families, particularly those families representing student subgroups most in need of support**, about how best to meet their students’ needs.

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Massachusetts Department of Elementary and Secondary Education



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Suggestions for Successful Planning

Focus on evidence-based program selection

The primary focus will be on which evidence-based programs a district is selecting and the resources being allocated to those programs. The commissioner and his leadership team selected 17 examples of programs based both on evidence and experience seeing these programs move the needle for students.

- Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.
- Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law.

Thoughtfully engage your community

We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans reflect student needs as identified by the community and so communities can in turn support districts in their implementation of evidence-based programs.

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Massachusetts Department of Elementary and Secondary Education



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Suggestions for Successful Planning

Do a few things well

Commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups. A completed Student Opportunity Plan should not look and feel like a comprehensive strategic plan.

- Remember that districts can “adopt, deepen or continue” evidence-based programs. Short form districts may focus primarily on describing evidence-based programs already underway that are supporting student subgroups with disparities in achievement. Districts could also propose deepening certain features of these programs or expanding their scope to more students.
- If districts do not currently have programs to support student subgroups, districts should reallocate resources to ensure evidence-based programs are in place beginning in FY21. SOA programs are not limited to incremental Chapter 70 funding; districts should consider all resources in developing these programs.

Focus on implementation

We are interested in concise, thoughtful commitments that will be backed up by high-quality implementation. We strongly recommend districts keep their plans to a similar length as the sample template in this guidance document. Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well. The commissioner intends to focus future school visits and DESE monitoring on observing the evidence-based programs that districts described in their plans.

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Massachusetts Department of Elementary and Secondary Education



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STUDENT OPPORTUNITY ACT (SOA)

The Student Opportunity Act (SOA) Development Plan will focus on the following:

The SOA, determined by law, requires each district to create a 3-year, evidence-based plan for the DESE Commissioner's review.

DESE released a template which requires each district to make four Student Opportunity Commitments to close achievement gaps among all student subgroups.

The four commitments: **Talent Development, Conditions for Student Success, Enhanced Core Instruction and Targeted Student Supports** to:

1. *Intentionally focus on student subgroups who are not achieving at the same high levels as their peers;*
2. *Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps for student subgroups and allocate resources to support these programs;*
3. *Monitor success in reducing disparities in achievement among student subgroups over 3 years with a small number of metrics and targets; and*
4. *Engage families, particularly those families representing student subgroups most in need of support, about how best to meet their students' needs.*

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STUDENT OPPORTUNITY ACT (SOA)

The Student Opportunity Act (SOA) Development Plan will focus on the following:

DESE identified several examples of high-quality **Priority Programs** that all districts are required to consider when selecting the evidence-based programs to support all student subgroups.

- Evidence of these Priority Programs are already embedded in much of the work that we are doing.
- **The content/objective of the DESE plan will not be a heavy lift as it is not new information.**
- **The process of creating the plan in the limited time is the true challenge.**

These are the key DESE Priority Programs which are aligned with our focus areas and support the goals, objectives and outcomes in our Strategic Plan – there are 17 total:

- **Expanded** access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers
- **Research-based** early literacy programs in PreK and early elementary grades
- **Early College** programs (under-represented in higher education)
- **Support educators** to implement high-quality, aligned curriculum
- **Diversify** the educator/admin. workforce (recruitment and retention)
- **Leadership pipeline** development programs for schools
- **Staffing to expand** student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers
- **Strategies to recruit** and retain educators/administrators in hard-to-staff schools and positions
- **Facilities improvements** to create healthy and safe school environments

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ENGAGEMENT SESSIONS

Community Feedback Sessions / Forum:

The sessions will focus on reviewing the district goals and serve to solicit feedback regarding the increased funding stipulated by the Student Opportunity Act.

- Community Engagement w students (Boys & Girls Club): Feb. 10
- Staff Feedback sessions: Feb. 11, 24, 26
- Planning Team Sessions: Feb.14 and March 13
- Community Engagement Forum: Feb. 27 (6:15 PM-7:30 PM)
- Community (YWCA) March 3 (5:30 PM)
- Buttonwood Senior Center: March 4 (7:00 PM)
- Community Organizations: March 16 (8:30 AM - 11:30 AM)



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STUDENT VOICE



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IN THE CLASSROOM

Over 60 classrooms this past week – almost 3,000 observations to date

- Exciting displays of learning.
- Excellent examples of student engagement
- Instructional dialogue in classes throughout NBPS.
- Trends and patterns illustrating that instruction is more targeted and aligned to the DESE standards
- Technology is being effectively infused into the daily lessons
- Students are demonstrating more critical and analytical thinking skills
- Students are being challenged more with higher level assignments.

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NEW BEDFORD PUBLIC SCHOOLS



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SUPERINTENDENT FISCAL YEAR 2021 INVESTMENT PRIORITIES



Superintendent Fiscal Year 2021 Preliminary
Investment Overview

Investing to unlock our future . . .

School Committee Meeting

Monday, February 10, 2020

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INVESTING IN THE FUTURE: FISCAL YEAR 2021 BUDGET PRIORITIES

FOCUS:

FY2021 Budget for the Future:

- ✓ Create Opportunities
- ✓ Build Staff Capacity
- ✓ Effective Student Services
- ✓ Quality Learning Spaces
- ✓ Create competitive Salaries




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SUPERINTENDENT FISCAL YEAR 2021 INVESTMENT PRIORITIES

- ✓ Focus and Objectives
- ✓ Review key Fiscal Year 2020 Investment Priorities
- ✓ Fiscal Year 2021 Assessment, Investment and Planning
- ✓ Investments Fiscal Year 2021 / next steps




The slide features two logos. The first is a circular logo for 'be kind' with a red heart in the center containing the text 'be kind'. The outer ring of the circle contains the text 'Change starts with me!' at the top and 'New Bedford Public Schools' at the bottom. A faint watermark 'always be kind' is visible in the background. To the right is the 'belind' logo in a colorful, lowercase font.

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THE WORK

PARALLEL FOCUS



TEACHING AND LEARNING

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The slide is titled 'THE WORK' in a blue header. Below it, the text 'PARALLEL FOCUS' is displayed in large, blue, 3D-style letters. The central image consists of three vertical panels showing different types of roads: a dirt road on the left, a paved road with a yellow center line in the middle, and a gravel road on the right. At the bottom, the text 'TEACHING AND LEARNING' is displayed in large, blue, 3D-style letters. A small number '20' is located in the bottom right corner of the slide.


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INVESTMENT: GRADUATE PROFILE


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 New Bedford students will be:




Communicators




Collaborators




Critical Thinkers



Creative Problem Solvers



Confident Individuals



Compassionate Community Members

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UPDATE

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.*

Instructionally



Operationally



Culturally



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INSTRUCTIONAL FOCUS

Essential areas for growth

1. Standards-based/grade appropriate tasks and assignments
2. Effective instruction that fosters student thinking in the lesson
3. Deep student engagement
4. High expectations for all students
5. Bi-lingual staff

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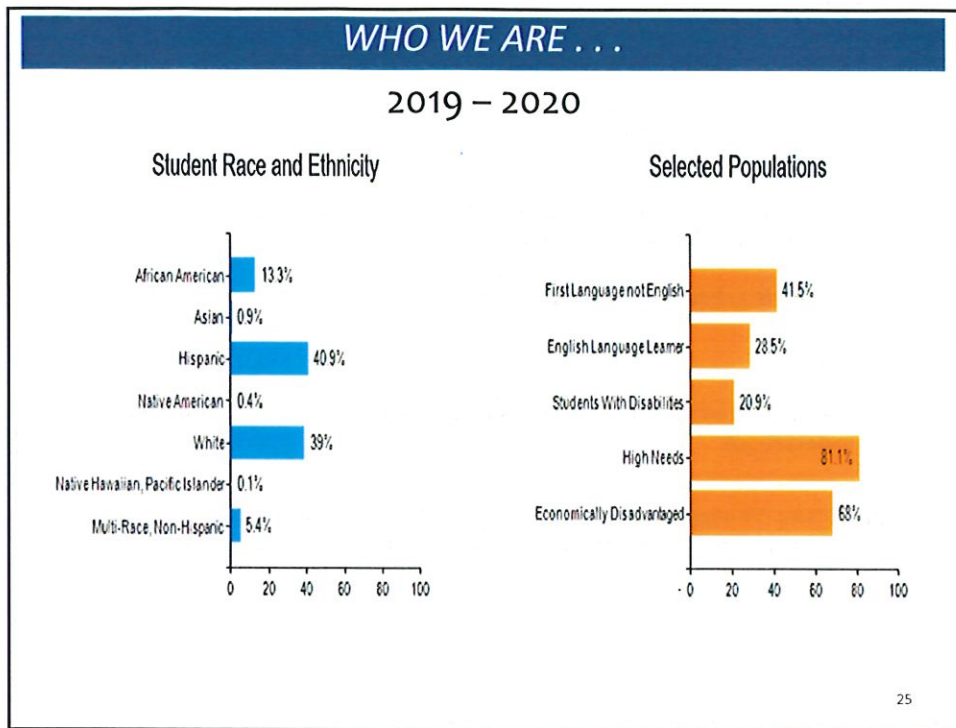
THE WORK

**GETTING READY
FOR 2032**



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WHO WE ARE . . .

Title	2015 - 2016	% of District	% of State
First Language not English		31.8	19.0
English Language Learner		22.5	9.0
Students With Disabilities		21.1	17.2
High Needs		73.1	43.5
Economically Disadvantaged		55.7	27.4

Title	2018 - 2019	% of District	% of State
First Language not English		40.4	21.9
English Language Learner		28.7	10.5
Students With Disabilities		20.9	18.1
High Needs		80.3	47.6
Economically Disadvantaged		66.1	31.2

Title	2019 - 2020	% of District	% of State
First Language not English		41.5	23.0
English Language Learner		28.5	10.8
Students With Disabilities		20.9	18.4
High Needs		81.1	48.7
Economically Disadvantaged		68.0	32.8

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MINDSET

ACCESS AND EQUITY

- ▶ Access: the act of providing opportunities to students so they can maximize their learning experiences

- ▶ **Poverty is a changeable condition, is it not a culture**

BUT

- ▶ The single greatest difference maker for a student is a teacher with high expectations

Eric Jensen: We must be mindful that **students living with limited means often have less access to needed resources** that will assist them in making progress.

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SOCIOECONOMIC IMPACT

Impact of Low Socioeconomic Status: Affects Behavior and Academic Performance

The Risk Factors

Children raised in socioeconomic situations rarely choose to behave differently

- They are faced daily with overwhelming challenges that affluent children never have to confront
- Their brains have adapted to suboptimal conditions in ways that undermine good school performance.

The most significant risk factors affecting children encountering socioeconomic issues:

- Emotional and Social Challenges
- Acute and Chronic Stressors
- Cognitive Lags
- Health and Safety Issues

Combined, these factors present an extraordinary challenge to academic and social success

- This reality does not mean that success in school or life is impossible
- A better understanding points to actions educators can take to help students succeed
- Inclusive teaching practices transcend all student learning groups and tap into an individual's gifts.
- Provide more instructional guidance
- Allow for flexible thinking and inspire teachers to use their creativity

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INVESTING IN OUR FUTURE

INVESTMENT PRIORITIES

Technology

- Resources
- Software and Hardware

Human Capital


- Capacity Building
- Curriculum
- Special Education
- Technology Support

Extra-Curricular Activities

- Academic Clubs (after/before school)
- Athletics
- Performing Arts Program
- Enhanced Music Program (scheduling / instruments)

Facilities (grounds) – Standard of Care

- Continue Developing a Master Facilities Implementation Plan
- School Internal and External
- MSBA Projects



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FISCAL YEAR 2021 INVESTMENT PRIORITIES

➤ **Curriculum**

- Benchmark Assessment Tool (accurately measure student growth)
- Literacy Focus (3rd grade focus / reading comprehension and writing)
 - Upgrading our resources (materials)
- Special Education and EL
 - Space Options (internal / external)
 - Tier 1 Support, Special Education and EL
- Literacy Enhancement
 - Reading Comprehension Program / Writing Strategies with *MATH* focus
 - K-8 School Based Literacy Leadership
- Physical Education (health)
- Music Program (offerings, scheduling / instruments)



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FISCAL YEAR 2021 INVESTMENT PRIORITIES

Budget Investment Priorities FY2021: We will continue our initiatives to enhance New Bedford Public Schools as a whole.

Main buckets – **Academics, Operations and Culture/Climate.**

➤ Staffing Levels

- Class size (appropriate levels)
- School Counselors

➤ Personnel Development

- Bilingual support (language workshops/classes)
- Standards-based Instruction
- Instructional Leadership Development
- Data Management / information systems
- Educational Equity
- Social Emotional Development



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FISCAL YEAR 2021 INVESTMENT PRIORITIES

Technology Upgrades

- Instructional Technology Support
- Classroom Technology (smartboards, software upgrades)
- Staff Support Professional Development (instructional delivery)

Facilities

- Finalize Facilities Master Plan by June 30, 2020
- School-based projects (security, technology, etc.)



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INVESTMENTS from CURRENT YEAR

Current Increased Learning Opportunities

- ✓ Fine Arts expansion (*instrument replacements*)
- ✓ Physical Education and Wellness
- ✓ Middle School After School Opportunities
- ✓ Elementary Basketball League
- ✓ Robotics Team
- ✓ Summer Enrichment Camps
- ✓ Parent Engagement
- ✓ Sea Lab

- **Assess the objectives and key results**



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FISCAL YEAR 2021 INVESTMENT PRIORITIES

FY2021

KEY Human Capital Investments

ITEM DESCRIPTION

Instructional Technology Specialist – classroom support
Assistant Executive Director for Special Education and Student Services
Assistant Executive Directors for English Language Learners
Professional Learning (Coaching and Instructional Support Services)
Curriculum, Data and Assessment Manager – English Language Arts
Curriculum, Data and Assessment Manager: K-12 Magnet and Accelerated Learning

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FISCAL YEAR 2021 INVESTMENT PRIORITIES

**Review KEY Human Capital Investments from FY2020
(school-based)**

ITEM DESCRIPTION

School Adjustment Counselors
Foreign Language Teachers
Coaching and Instructional Support Services
Paraprofessionals
Dual Language Paraprofessionals
Assistant Principal
Health and Physical Education Teachers
Technology Integration Managers classroom support
Professional Learning (Coaching and Instructional Support Services)

District (FTE):
District Increases will restore three districtwide support positions:

- Math Coordinator – eliminated in recent budget cycles
- Special Projects, Exec Director – supported with grant funding to ensure district and grant duties do not conflict
- Special Education Supervisor position previously grant funded
- Nurses at all schools / Adjustment Counselors to schools (mldyear)

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BUDGET INVESTEMENTS from FISCAL YEAR 2020

**Review KEY Human Capital Investments
(implemented this year)**

INVESTMENT

School Adjustment Counselors (FTE: 5.0)
Foreign Language Teachers (FTE: 3.0)
Coaching and Instructional Support Services
Paraprofessionals (based on students: FTE10.0 - 12.0)
Dual Language Paras (FTE: 4.0)
Assistant Principal (FTE: 1.0)
Health and Physical Education Teacher (FTE: 1.0)

District (FTE):
District Increases will restore three districtwide support positions:

- Math Coordinator – eliminated in recent budget cycles
- Special Projects Officer – supported with grant funding to ensure district and grant duties do not conflict
- Special Education Supervisor position previously grant funded.

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FISCAL YEAR 2021 INVESTMENT PRIORITIES

Budget Priorities FY2021

Main buckets: Academics, Operations and Culture/Climate

- 
- **Staffing Levels**
 - Class size (appropriate levels – teachers and paras)
 - **Personnel Development**
 - Standards-based Instruction
 - Instructional Leadership Development
 - Data Management / Information Systems
 - Educational Equity
 - Social Emotional Development

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FISCAL YEAR 2021 INVESTMENT PRIORITIES

Focus:

Areas to leverage for FY2021 Investments:

- 
- ✓ Equity: Create Opportunities
 - ✓ Professional Learning Development
 - ✓ Increase and Enhance Student Services
 - ✓ Increase and Enhance our Learning Spaces
 - ✓ Competitive Salaries


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FISCAL YEAR 2020 KEY INVESTMENTS

**FY2020 KEY INVESTMENTS: Technology
(Administrative)**

- ✓ Additional Networks – Schoolwide Internet Access
- ✓ Munis
- ✓ Microsoft Enterprise Agreement – Microsoft 365
- ✓ ASPEN- Student Information System
- ✓ E- Plus- Cisco VoIP (phone system)
- ✓ TeachPoint- Educator Evaluation
- ✓ West Interactive- Web hosting/ Communication Application
- ✓ School Dude
- ✓ Frontline – AESOP



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BUDGET INVESTEMENTS from FISCAL YEAR 2020

**2019 - 2020 KEY INVESTMENTS:
Technology (Instructional)**

Item Description
Chromebooks and Carts
Document Cameras and Projectors
Lexia Subscriptions

Other Examples

- Safari Montage, plug—and—play digital video-on-demand system
- Keyboarding Without Tears (web-based touch typing)
- APEX. Virtual High School,
- Lexia Cores[®] Reading to support reading growth in elementary school students
- BrainPop, Coaching and Support

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CURRENT BUDGET INVESTMENTS (2019-2020)

KEY Human Capital Investments

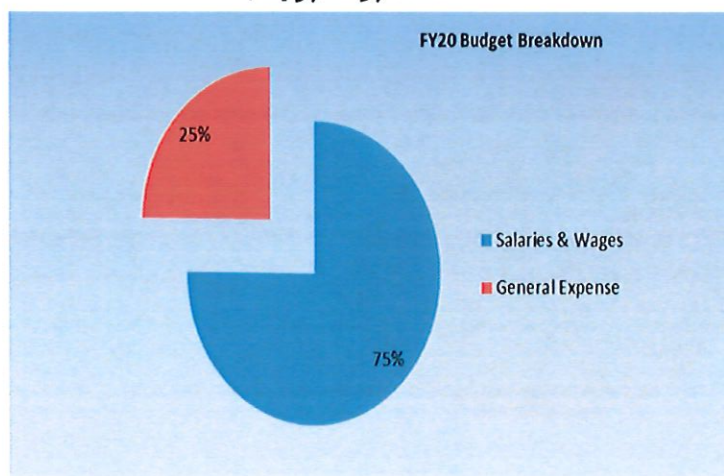
Item Description
Technology Integration Managers (3.0) – classroom support
Additional Instructional Supplies
Executive Director for Partnerships and Initiatives (1.0)
Professional Learning (Coaching and Instructional Support Services)
Paraprofessionals (based on student reviews: 10.0 - 12.0)
NBPS Math (1.0)
Assistant Athletic Director Stipends - seasonal (3)
NBPS Health/Wellness and Physical Education (1.0)
Special Education Supervisor (school based – CBIP support: 1.0)

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SUPERINTENDENT FY2021 INVESTMENT PRIORITIES

**Fiscal Year 2020 Assessment, Investment and Planning
\$149,285,000**

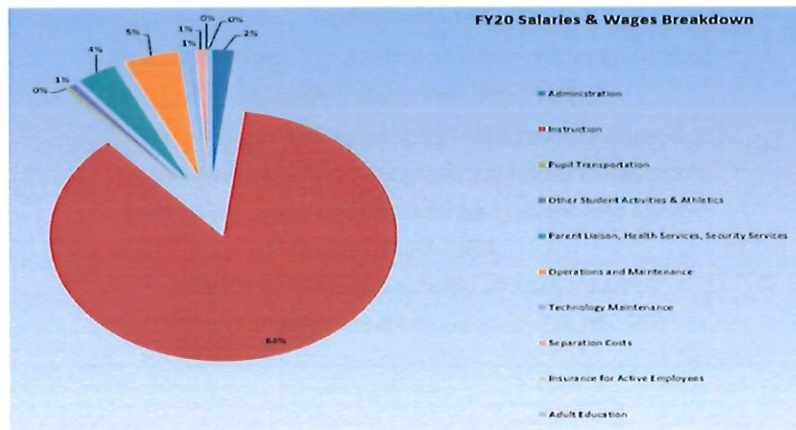


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SUPERINTENDENT FY2021 INVESTMENT PRIORITIES

Fiscal Year 2020 Assessment, Investment and Planning
\$149,285,000

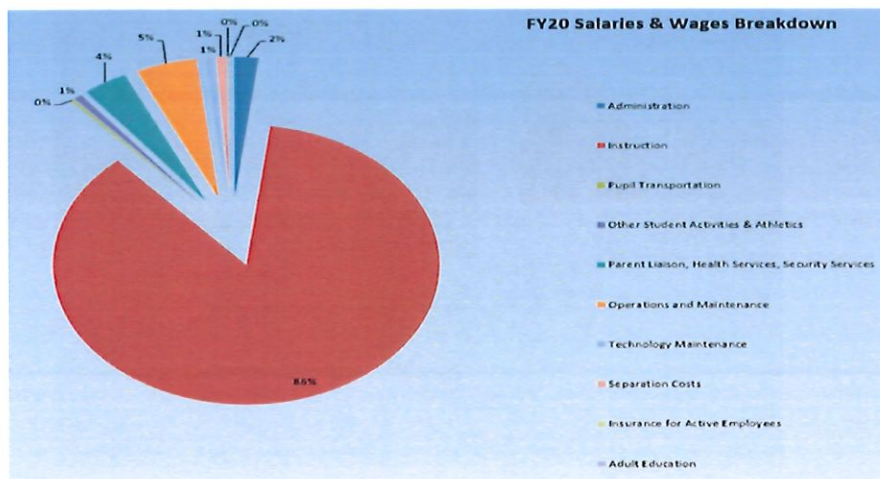


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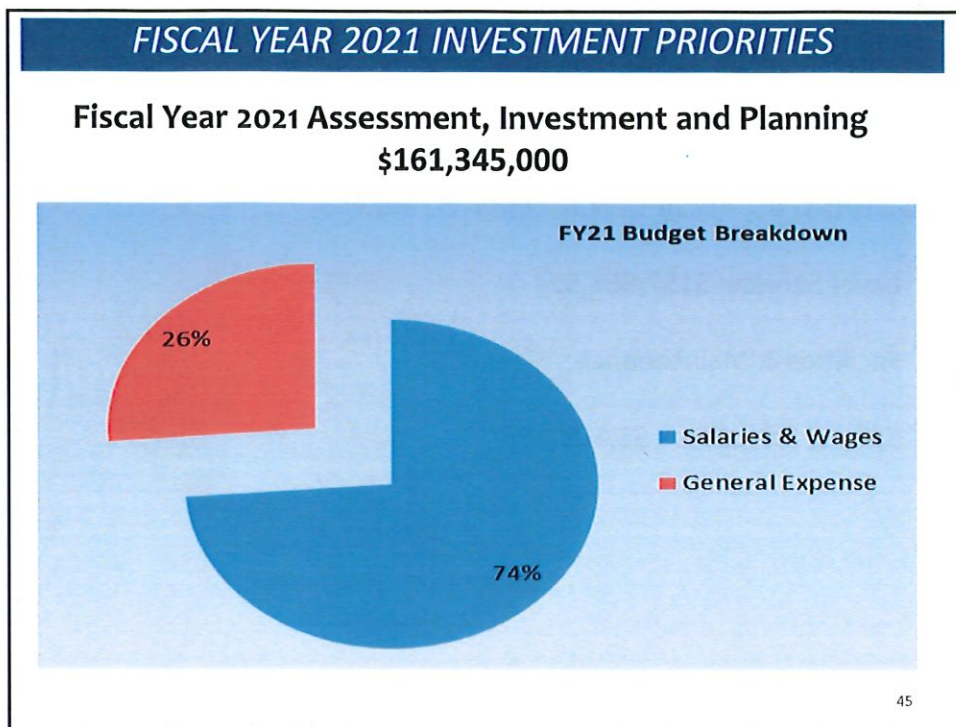
FISCAL YEAR 2021 INVESTMENT PRIORITIES

Fiscal Year 2021 Assessment, Investment and Planning
\$161,345,000



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FISCAL YEAR 2021 INVESTMENT PRIORITIES

NET SCHOOL SPENDING FY2021

STATE CHAPTER 70 AID
In FY2021 Chapter 70 aid for New Bedford has increased by approximately:
\$10,673, 283 to an estimated **\$170,504,247**

Equals a proposed 6.68% increase (aid increased at approx. 6% statewide)

LOCAL NET SCHOOL SPENDING (NSS)
City initial NSS proposal: \$158,122,980
- Increase of 5.9% above the approved FY2020 operating budget of \$149,285,000

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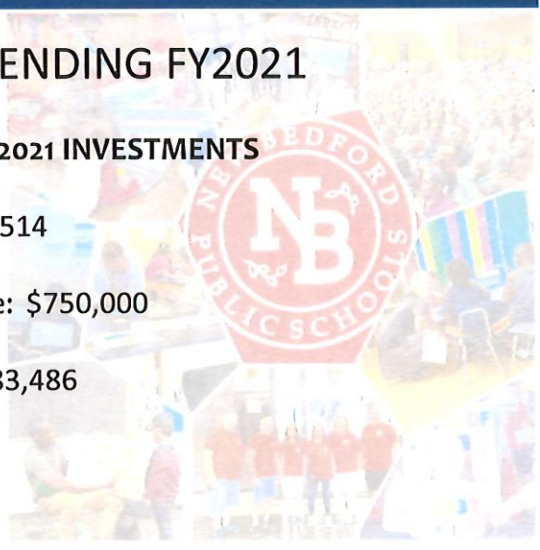
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FISCAL YEAR 2021 INVESTMENT

NET SCHOOL SPENDING FY2021

BUILDING the Fiscal Year 2021 INVESTMENTS

- ✓ Level Service: \$157,066,514
- ✓ Facilities & Maintenance: \$750,000
- ✓ Special Education: \$3,583,486



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FISCAL YEAR 2021 INVESTMENT

NET SCHOOL SPENDING FY2021

Proposed Fiscal Year 2021 Investments: \$161,345,000

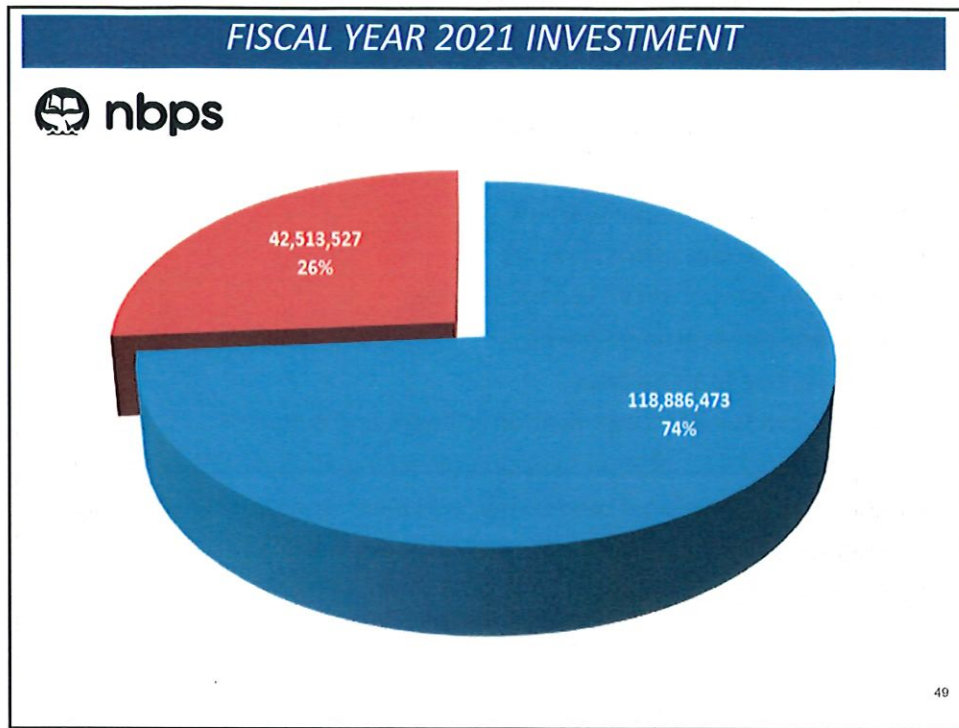
Level Service budget:

- ✓ Continue current operations/maintain staff levels
- ✓ Expand facilities/Maintenance
- ✓ Absorb Special Education cost increases




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FISCAL YEAR 2021 INVESTMENT PRIORITIES



	FY19 Actual Expenditures	FY20 Original Budget	FY20 Revised Budget	FY21 Level Service Budget	FY21 Operating Budget	% FY20 - FY21
Salaries & Wages	101,425,392	110,341,356	111,688,921	117,477,987	118,886,473	6.5%
General Expenses	36,404,608	36,408,644	37,596,079	39,588,527	42,513,527	13.1%
Total Budget	\$137,830,000	\$146,750,000	\$149,285,000	\$157,066,514	\$161,400,000	8.2%

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SUPERINTENDENT FY2021 INVESTMENT PRIORITIES

FOCUSED INVESTMENT FOR THE FUTURE - RECAP:

- Strengthen Staff Development
- Appropriate Class sizes (PrK-12)
- Maintain and Enhance Student Services
- Upgrade our Learning Spaces
- Competitive Staff Salaries
- Maintain a Healthy Organization (climate and culture)
- Expand Social Emotional Supports (teaching and learning process)
- Enhance Instructional Leadership (administrator, teacher support)
- Engage and Empower Parents and Supporters
- Create Equity

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FY2021 BUDGET PRIORITIES



nbps

**New Bedford
Public Schools**



THANK YOU

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