

Superintendent Update



Monday,
April 12, 2021

SUPERINTENDENT UPDATE

NEW BEDFORD PUBLIC SCHOOLS GOALS



IN-Person Instruction Expansion

Cohort B and C students were physically in schools 2-days per week since October

We effectively implemented our plan for the upper grades as outlined:

Phased-in by April 5

Elementary Schools:

- *All have expanded multiple grade levels*

Middle Schools:

- *One grade level per day – fully back as of April 9*

New Bedford High School:

- *All 9th graders back April 5 and 6*
- *All 10-12 graders back starting April 7*

SUPPORTING INSTRUCTION AND EDUCATORS:

ACCESS through EQUITY

- NBPS will support classroom instruction and educators, including high quality curriculum, positive learning environments, and bolstered instructional resources.
- NBPS will achieve this by supporting educators through a mix of professional development and support for a K-8 literacy initiative to develop stronger reading skills, high-quality, team-based professional development, dual language and bilingual educations program development, training on practices for including all students of different learning abilities and ensuring all K-2 classrooms have a full-time paraprofessional.

SUPPORTING CURRICULUM AND LEARNING

- *NBPS will support curriculum and learning by providing tools and resources to accelerate high-quality learning and improve outcomes for our students.*
- *NBPS will expand students access to technology with 1:1 computing for every students in grades 7-12.*
- *Schools serving grades K-6 will also receive devices.*
- *NBPS will continue to provide consistent, high-quality literacy materials and instruction.*
- *Ensuring our facilities are supported by adding building service workers.*

SUPPORTING CHILDREN AND FAMILIES

NBPS will support children and families by transforming their experience with direct supports for their critical needs that impact learning in the classroom.

Prioritize strategies with demonstrated ability to improve outcomes for our students:

- Meet students' social-emotional needs of our students and families
- Hiring school-based parent specialist in targeted schools
- Providing school-based social workers for a coordinated
- Increased access to art, music, science, physical education, and health for all students in grades K-6 to develop more focused and engaged students

ACCOUNTABILITY PROGRESS

	2018 (40%)	2019 (60%)	Cumulative %	Change (+/-)
% Targets Met	40%	52%	47%	+12%

Progress was on track prior to COVID-19 Pandemic

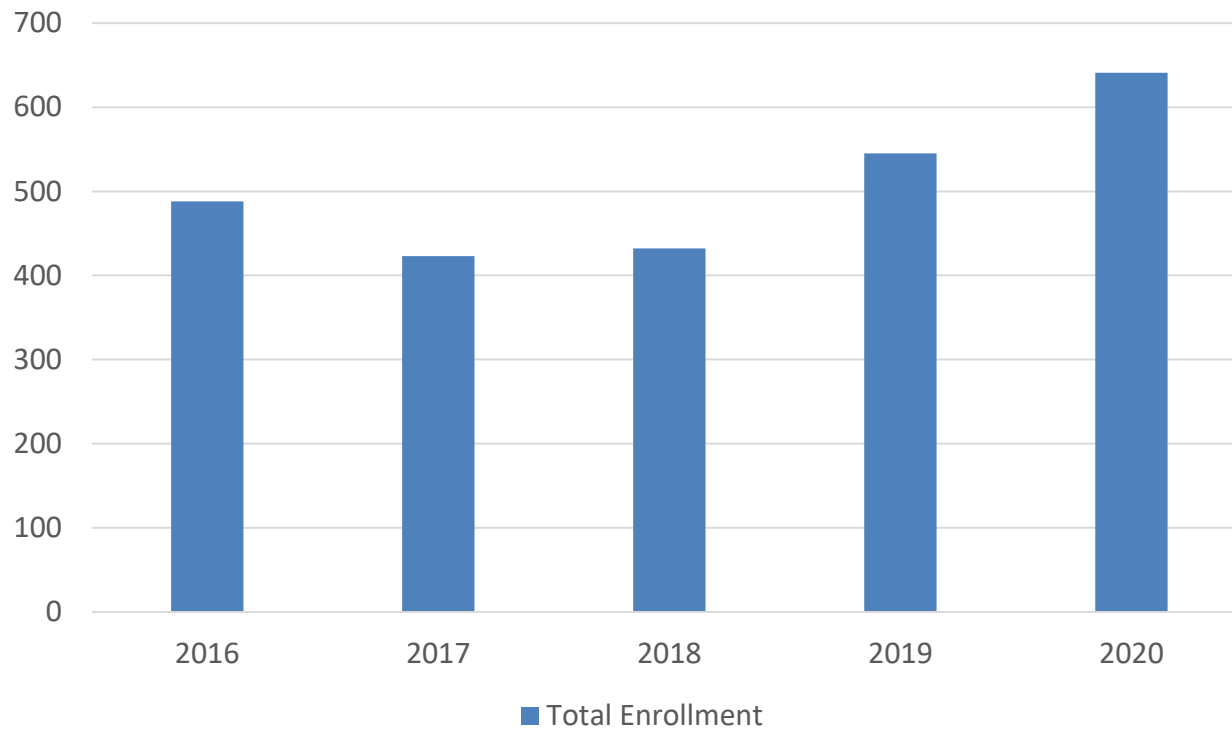
ADVANCED COURSEWORK

Advanced Coursework: The percentage of students passing AP, IB, or other DESE-approved courses

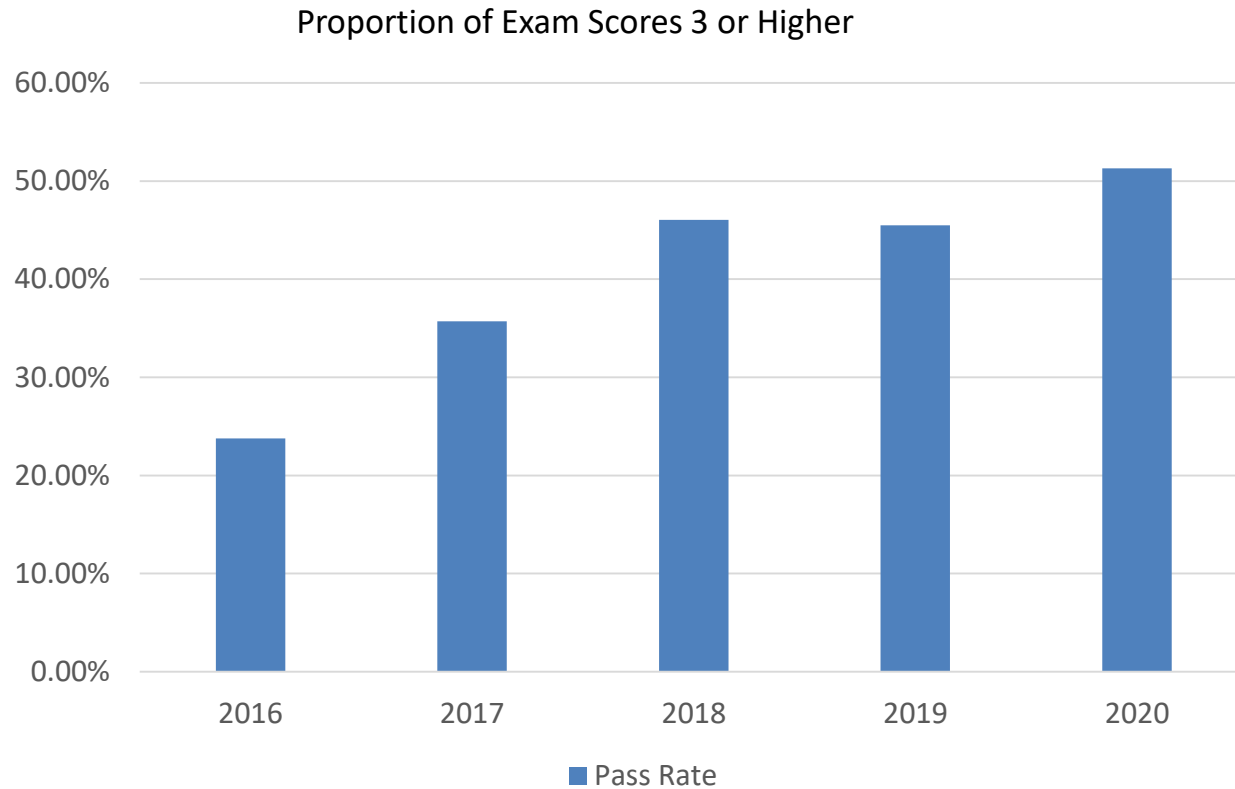
	2018 Participation	2019 Participation	2020 Participation	Target	Result	Net Improvement
Percent of 11 th /12 th Grade Students	29.2%	34.1%	41.6%	38.6%	Met Target	+7.5

ADVANCED PLACEMENT

AP Tests Taken (Spring 2019)



DATA POINTS: ADVANCED PLACEMENT



DATA POINTS: SAT and PSAT

SAT SCORES				
YEAR	READING	MATH	Total	# OF STUDENTS
2021	542	560	1103	4
2020	494	475	969	156
2019	484	478	962	261
2018	476	479	955	177

PSAT SCORES				
YEAR	READING	MATH	Total	# OF STUDENTS
2021	488	462	950	125
2020	435	432	867	348
2019	428	421	849	379

DATA POINTS: OVERALL GRADUATION RATES

DISTRICT	2019	2020		2019	2020	
	4-Year Grad. % Rate	4-Year Grad. % Rate	% Growth +/-	4-Year Adjust % Rate	4-Year Adjust % Rate	Growth +/-
New Bedford PS	71.9	80.6	8.7 +	74.2	79.5	5.3
NBHS	79.3	88.1		82.5	90	7.5
Brockton	72.8	79.6	6.8 +	81.5	82.6	1.1
Dartmouth	93.3	91.8	1.5 -	94.6	95	0.4
Fairhaven	86	95.1	9.1 +	92.1	95.3	3.2
Fall River	71.8	71.4	0.4 -	75.2	74.4	-0.8
Lynn	74.8	79	4.2 +	81.1	84.5	3.4
Taunton	89.7	91.9	2.2 +	92.4	94.4	2
Worcester	83.6	87.3	3.7 +	87.2	89.3	2.1

2020 GRADUATION RATES (District Comparison)

English Language Learners					
DISTRICT	2020	2019	Change 19-20	2018	2017
	4-Year Grad. % Rate	4-Year Grad. % Rate	% Growth +/-		
New Bedford	81.3	66.7	14.6	43.3	28.7
Brockton	72.7	57.6	15.1		
Lawrence	63.1	56.3	6.8		
Lowell	65.5	58	7.5		
Fall River	50.9	52.7	-1.8		
Lynn	56	53.6	2.4		
Massachusetts	68.3	64.6	3.7		
Worcester	79.7	75.1	4.6		

2020 GRADUATION RATES (District Comparison)

Students w/ Disabilities					
DISTRICT	2020	2019	Change 19-20	2018	2017
	4-Year Grad. % Rate	4-Year Grad. % Rate	% Growth +/-		
New Bedford	62.7	44.3	18.4	37.5	34
Brockton	54.3	47.5	6.8		
Lawrence	54	50	4		
Lowell	56.5	44.6	11.9		
Fall River	42.9	43	-0.1		
Lynn	69.8	57.5	12.3		
Massachusetts	74.9	73.9	1		
Worcester	69.1	72.3	-3.2		

DATA POINTS: ATTENDANCE

Chronic Absenteeism: The % of a school's student body that miss at least 10% of the school year.

	2018	2019	2020*	Change	Target	Result	2021**
Non-High School	17.8%	17.4%	17.32%	-0.08	16.4%	DID NOT MEET	25.79%
High School	46.2%	30.7%	31.65%	+0.95	29.0%	DID NOT MEET	28.98%

*attendance through March 2, 2020

**attendance through April 6, 2021

DATA POINTS: ATTENDANCE

Attendance Data Analysis

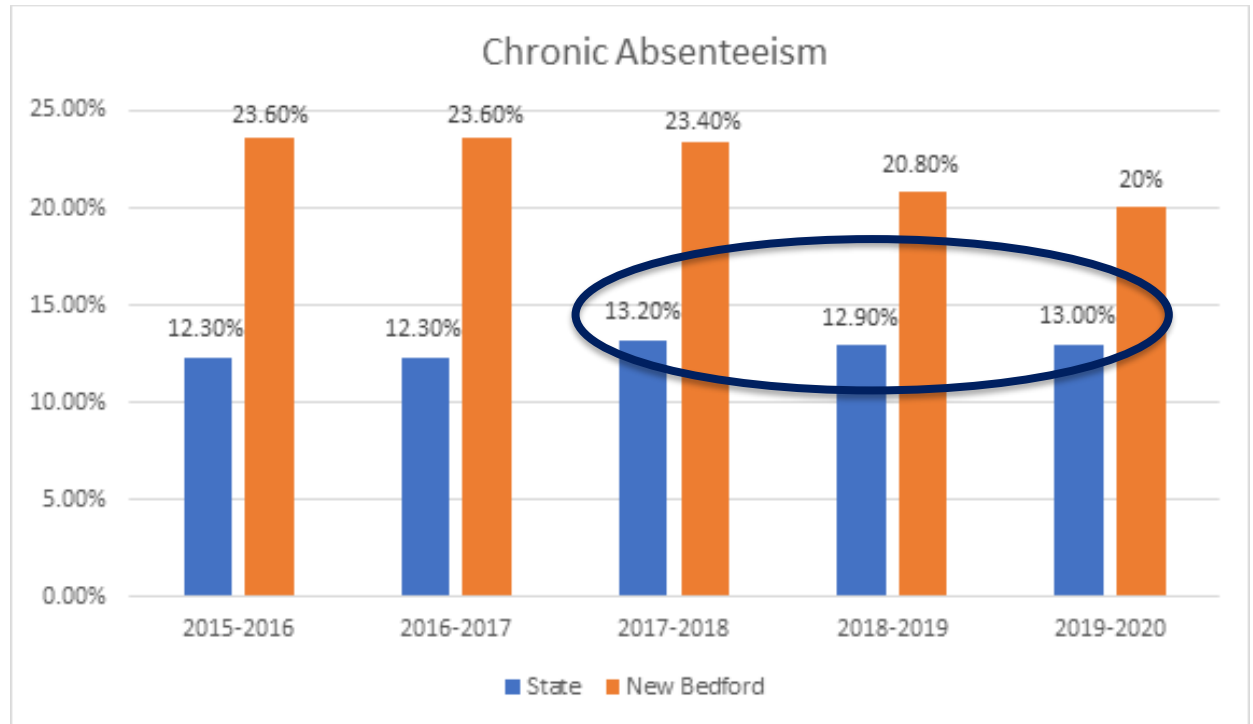
Chronic Absenteeism:

The percentage students who miss 10% of the School Year (18 Days)***

Improvement: reduction by 3.6%

***Chronic Absenteeism: 2019-2020

The percentage students who miss 10% of the School Year (through March 2, 2020***)



DATA POINTS

Elementary Schools Year to Year Comparison Percent of Students Meeting or Exceeding Expectations STAR Assessments

Grade Level	BOY 19-20	MOY 19-20	Change	BOY 20-21	MOY 20-21	Change
Kindergarten				57.6	56.2	-1.4
Grade 1				45	50.7	+5.7
Grade 2	51	47	-14.0	38	37	-1.0
Grade 3	49.1	49.8	+0.7	23.4	25	+1.6
Grade 4	42.1	42.4	+0.3	22.4	23.9	+1.5
Grade 5	29.8	25	-4.8	19	24.9	+5.9

BENCHMARK ASSESSMENTS

ELA 2020-2021 STAR - Aggregate							ELA 2020-2021 STAR - Black						
Grade	Scaled Score			Avg. Percentile Rank			Grade	Scaled Score			Avg. Percentile Rank		
	BOY 20	MOY 21	Change	BOY 20	MOY 21	Change		BOY 20	MOY 21	Change	BOY 20	MOY 21	Change
K (Early Lit)	546	589	43	52	46	-6	K (Early Lit)	549	580	31	44	26	-18
1 (Early Lit)	630	694	64	39	40	1	1 (Early Lit)	626	709	83	37	46	9
2 (STAR)	159	214	55	37	37	0	2 (STAR)	181	237	56	42	43	1
3 (STAR)	254	306	52	28	31	3	3 (STAR)	241	299	58	25	30	5
4 (STAR)	367	413	46	31	34	3	4 (STAR)	373	408	35	31	31	0
5 (STAR)	419	478	59	25	29	4	5 (STAR)	405	456	51	22	26	4
ELA 2020-2021 STAR - White							ELA 2020-2021 STAR - Latinx						
Grade	Scaled Score			Avg. Percentile Rank			Grade	Scaled Score			Avg. Percentile Rank		
	BOY 20	MOY 21	Change	BOY 20	MOY 21	Change		BOY 20	MOY 21	Change	BOY 20	MOY 21	Change
K (Early Lit)	585	623	38	63	56	-7	K (Early Lit)	506	551	45	39	34	-5
1 (Early Lit)	669	725	56	49	51	2	1 (Early Lit)	588	655	67	28	30	2
2 (STAR)	208	261	53	49	50	1	2 (STAR)	101	158	57	24	23	-1
3 (STAR)	425	471	46	44	48	4	3 (STAR)	209	255	46	19	20	1
4 (STAR)	480	544	64	35	40	5	4 (STAR)	315	360	45	21	23	2
5 (STAR)	300	355	55	38	42	4	5 (STAR)	352	418	66	15	19	4

Middle School Overall Progress Toward Improvement



Middle School Performance Data and Initiatives

School Committee Update

April 12, 2021



PARTNERS / RELATIONSHIPS

COMMUNITY PARTNERSHIPS and EXTERNAL RELATIONSHIPS

- Over 25 City Organizations
- Colleges and Universities
- Multiple School Districts (local and national)





Superintendent FY22 Investment Priorities

*Investing in Access Through
Equity to Unlock Our Future*



Monday,
April 12, 2021

SUPERINTENDENT BUDGET PROPOSAL

NBPS GOALS



Essential areas for growth

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

FY2022 BUDGET INVESTMENT WORKSHOPS

Timeline

- ✓ February 4, 2021:
 - Budget Workshop with Cost Center Materials

 - ✓ March 4, 2021
 - Finance Sub Committee Meeting

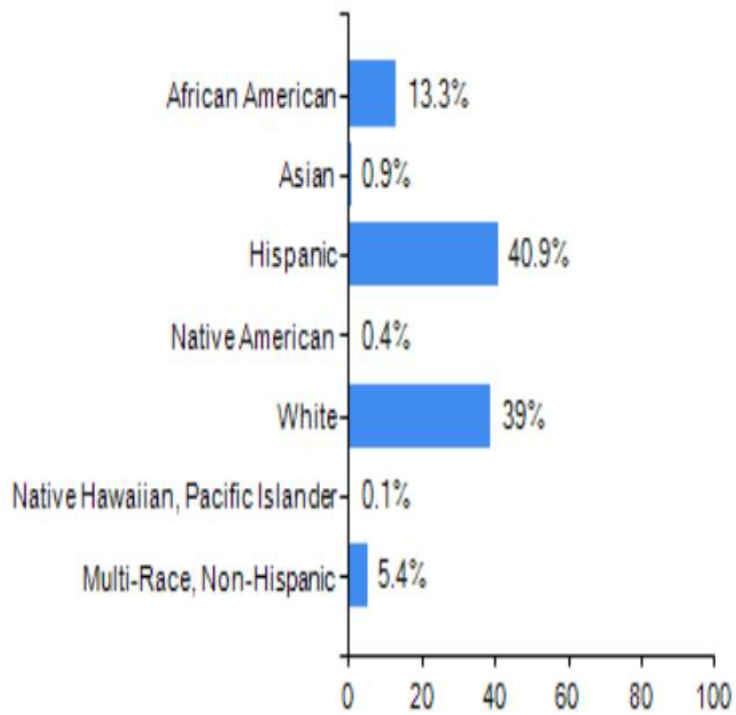
 - **April 12, 2021**
 - **Superintendent FY22 Budget Presentation**
-
- **May 10, 2021**
 - **Budget Hearing / School Committee vote**

Approval 

WHO WE ARE . . .

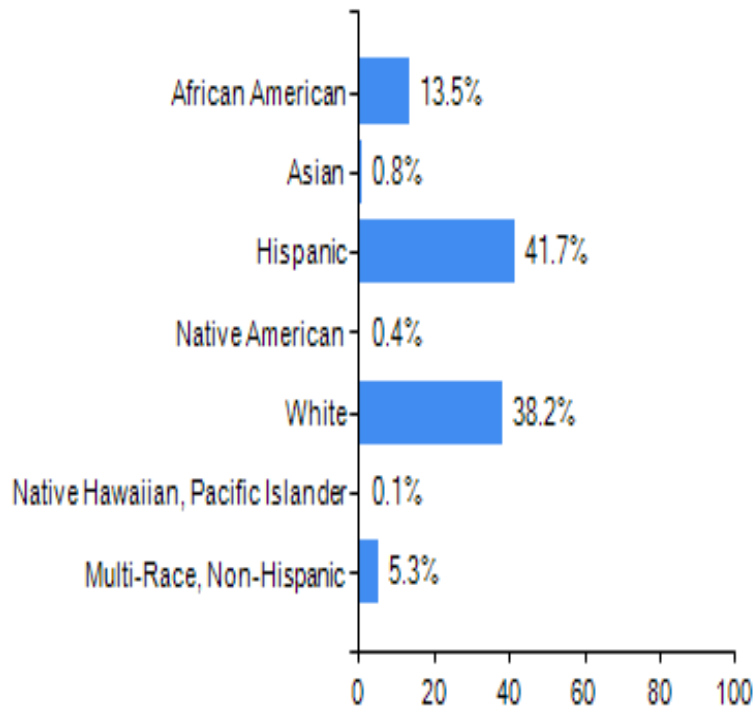
2019 – 2020

Student Race and Ethnicity



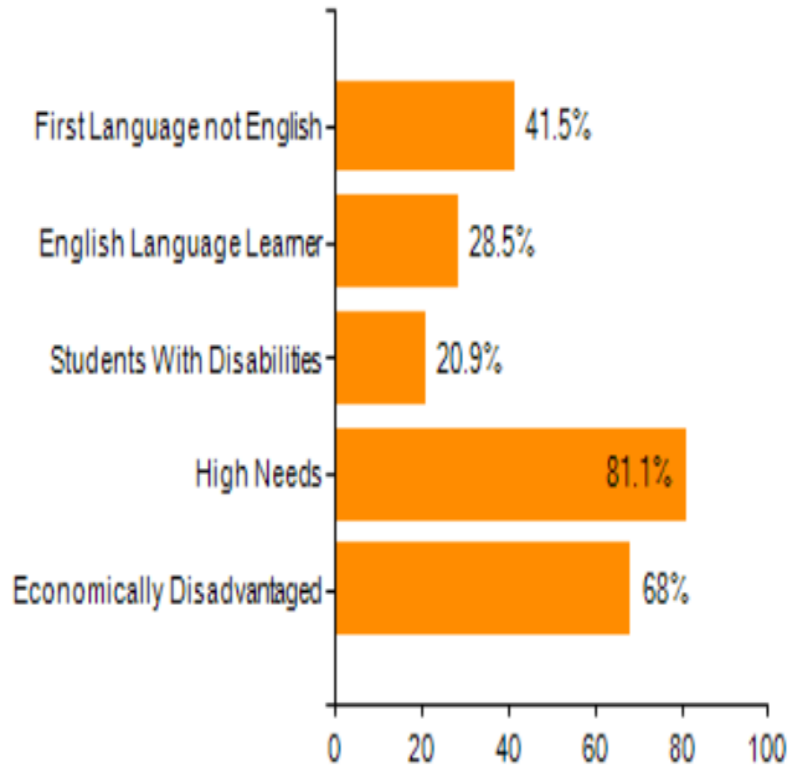
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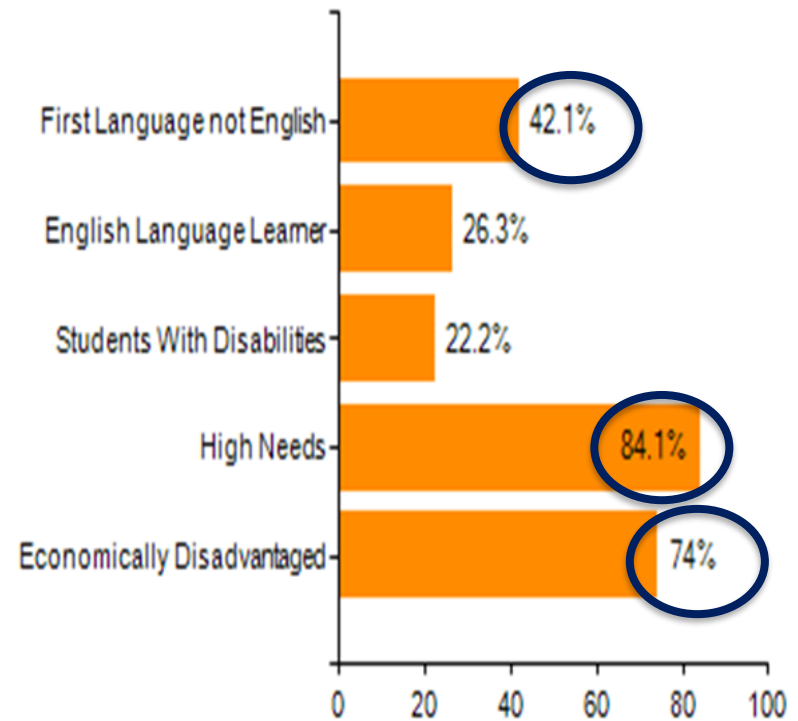


WHO WE ARE . . .

2019 – 2020 Selected Populations



2020 – 2021 Selected Populations



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SUPPORTING CHILDREN AND FAMILIES

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Prioritize strategies with demonstrated ability to improve outcomes for our students:

- Meet students' social-emotional needs of our students and families
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- Providing school-based social workers for a coordinated
- Increased access to art, music, science, physical education, and health for all students in grades K-6 to develop more focused and engaged students

**GETTING READY
FOR 2032**



POPULATION TREND . . .

Selected Populations (2018-19)



Title	% 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

Selected Populations (2019-20)



Title	% 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

Selected Populations (2020-21)



Title	% of District	% of State
First Language not English	42.1	23.4
English Language Learner	26.3	10.5
Students With Disabilities	22.2	18.7
High Needs	84.1	51.0
Economically Disadvantaged	74.0	36.6

Superintendent Update / FY22 Budget

Presentation: April 12, 2021

POVERTY IMPACT

How Poverty Impacts: Affects Behavior and Academic Performance

The Risk Factors of Poverty

Socioeconomic status forms a huge part of this equation. *Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.*

Let's revisit the most significant risk factors affecting children raised in poverty:

- **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 of these challenges points to actions educators can take to help students succeed.

These pillars are needed to ensure that all children receive a high-quality education.

Access is the act of providing opportunities to students so they can maximize their learning experiences. Inclusive teaching practices transcend all student learning groups and tap into an individual's gifts. After many first-hand classroom observations and discussions, my understanding of our needs and rationale for our current processes continues to increase. However, for the immediate, providing more instructional guidance and allowing for flexible thinking will allow teachers to use their creativity to effectively educate our children.

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.**

SUPERINTENDENT FY2022 BUDGET PRIORITIES

LEVERAGING PARTNERSHIPS TO CREATE OPPORTUNITIES

➤ EXPANSION OF ACADEMIC OPPORTUNITIES:

➤ Middle School Enhancement

- Foreign Languages (added in FY20)
- Algebra I
- Civics Education
- Dual Enrollment
- International Baccalaureate Program (reviewing the process)

➤ **CURRENT AND POTENTIAL PARTNERSHIPS:**

- Greater NB Youth Alliance (over 50 partners)
- City Childcare Providers
- District Leadership Collaborative Project
- UMass-Dartmouth, Lesley U., Bristol CC, Bridgewater St. U.
Tabor Academy
- Boston College (Lynch Leadership)
- Harvard University (Intern)

THE WORK

Instructionally



Operationally



Culturally



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

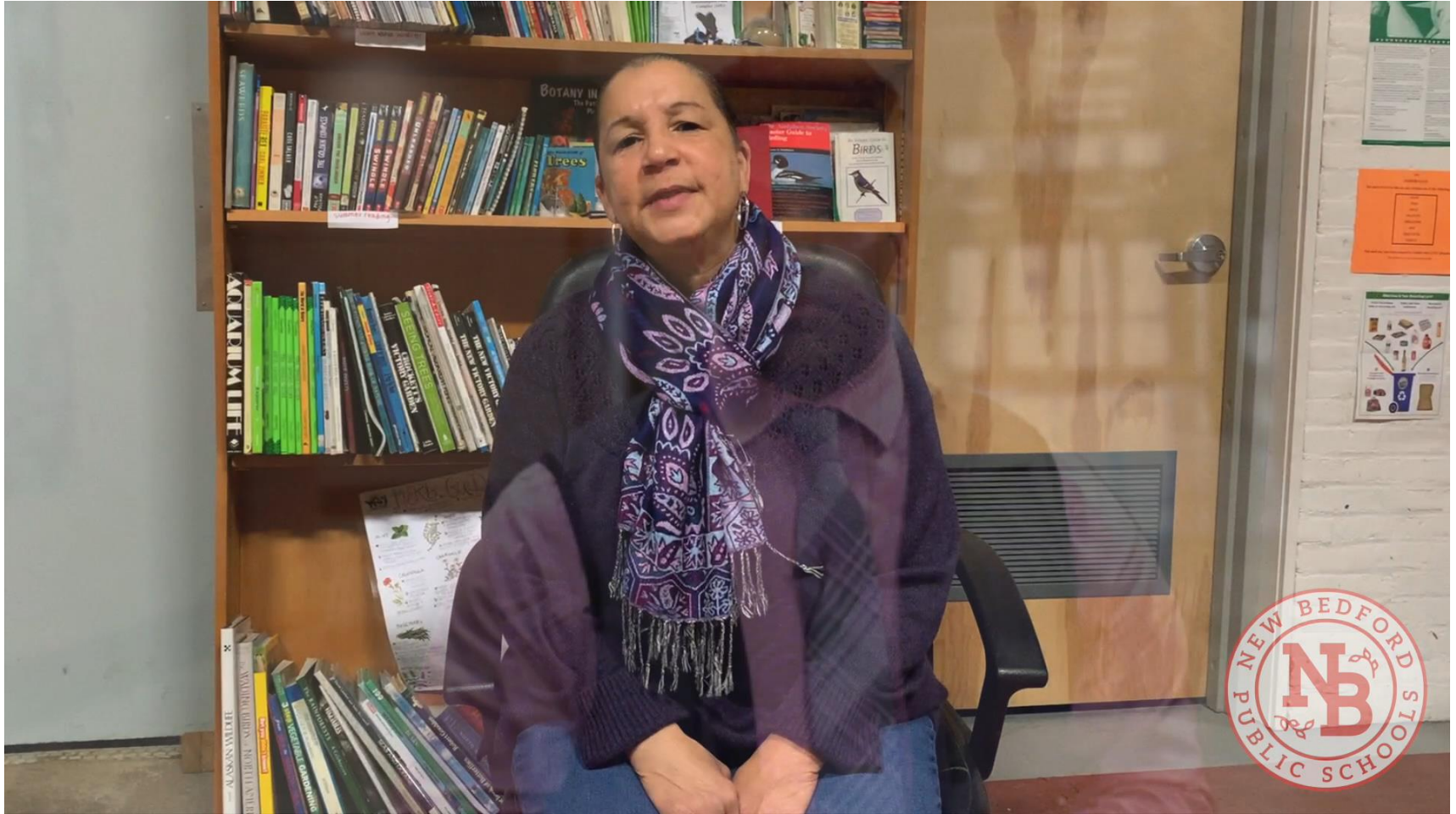


Compassionate
Community
Members

INVESTMENT: COLLEGE ACCEPTANCES



PERSPECTIVES



PERSPECTIVES



PERSPECTIVES



PERSPECTIVES



PREVIOUS KEY TECHNOLOGY INVESTMENTS

KEY INVESTMENTS: Technology

- ✓ 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



PRIORITIES OF FY2022 INVESTMENTS

Priority Programs which are aligned with our focus areas and support the goals, objectives and outcomes in our Strategic Plan:

- **Increase student ACCESS to supports** create more equitable opportunities
- **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 Pre-K and early elementary grades
- **Academic Rigor: 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

STUDENT OPPORTUNITY ACT

Coronavirus Aid, Relief, and Economic Security (CARES) Act

The ESSER Elementary and Secondary School Emergency Relief (ESSER) Fund and Student Opportunity Act (SOA) Development Plan will focus on the following:

Continuation of our evidence-based plan:

Our four commitments to close achievement gaps among all student subgroups.

- **Talent Development**
- **Conditions for Student Success**
- **Enhanced Core Instruction**
- **Targeted Student Supports**

Will:

- *Intentionally focus on student subgroups to achieve at the same high levels as their peers*
- *Adopt, deepen or continue specific evidence-based programs to*
 - *close opportunity and achievement gaps for student subgroups*
 - *allocate resources to support these programs*
- *Monitor success in reducing disparities in achievement among student subgroups with a small number of metrics and targets*
- *Engage families, particularly those families representing student subgroups most in need of support, about how best to meet their students' needs*



POVERTY IMPACT

How Poverty Affects Behavior and Academic Performance

The Risk Factors of Poverty

The most significant risk factors affecting children raised in poverty:

Emotional and Social Challenges

- **Acute and Chronic Stressors**
- **Cognitive Lags**
- **Health and Safety Issues**

A better understanding of these challenges points to actions educators can take to help their less-advantaged students succeed.

These pillars are needed to ensure that all children receive a high-quality education.

- Access is the act of providing opportunities to students so they can maximize their learning experiences
- Inclusive teaching practices transcend all student learning groups and tap into an individual's gifts
- Provide more instructional guidance
- Allow for flexible thinking that will allow teachers to use their creativity to effectively educate

CONTINUED INVESTMENTS FOR THE FUTURE:

- Strengthen Staff Development
- Maintain and Enhance Student Services
- Upgrade our Learning Spaces
- Address Yearly Contractual Increases
- Create a Healthy Organization (climate and culture)
- Expand Social Emotional Supports (teaching and learning process)
- Enhance Instructional Leadership (administrator, teacher support)
- Leverage Dedicated Parents and Supporters
- Eliminate the Opportunity Gap

FOCUSED INVESTMENT FOR THE FUTURE - RECAP:

- Strengthen Staff Development
- Appropriate Class sizes (PreK-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

ENGAGEMENT SESSIONS (2020)

Community Feedback Sessions / Forum: REVIEW THE PAST

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

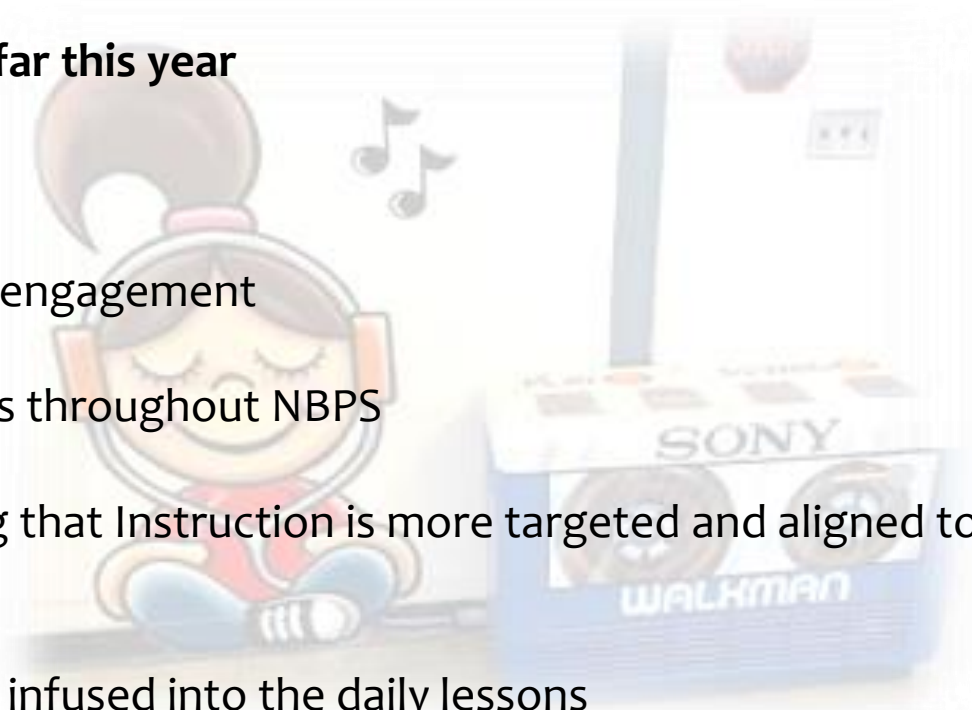
- Community Engagement w students (Boys & Girls Club): Feb. 10
- Staff Feedback sessions: Feb. 11, 24, 26
- Planning Team Sessions: Feb.14 and March 13
- Community Engagement Forum: Feb. 27 (6:15 PM–7:30 PM)
- Community (YWCA) March 3 (5:30 PM)
- Buttonwood Senior Center: March 4 (7:00 PM)
- Community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



IN THE CLASSROOM

Over 600 classrooms visited – so far this year

- 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



FY2022 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)



FOCUS:

FY2022 Budget for the Future:

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



INVESTING IN OUR FUTURE

INVESTMENT PRIORITIES

Technology

- Professional Development
- Software
- Hardware

Human Capital

- Capacity Building
- Curriculum
- Special Education

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



FY2022 INVESTMENT PRIORITIES

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

<u>ITEM DESCRIPTION</u>
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)

Reference for progress - 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 (midyear)

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 Enrichment and Accelerated Learning

BUILDING ON FY2021 INVESTMENTS

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



BUILDING ON FY2020 INVESTMENTS

KEY Human Capital Investments (implemented this year)

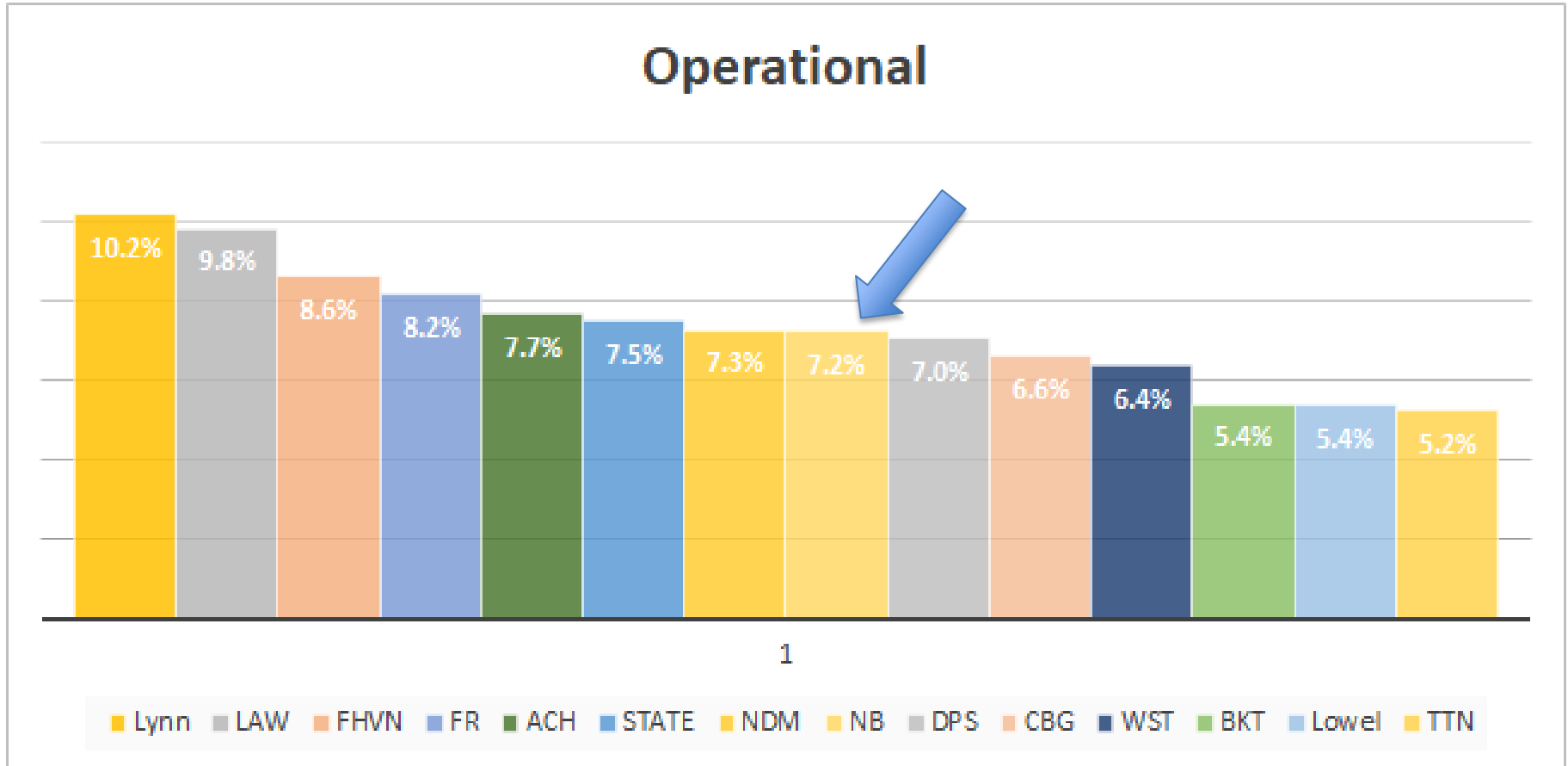
INVESTMENT
School Adjustment Counselors (FTE: 5.0)
Foreign Language Teachers (FTE: 3.0)
Coaching and Instructional Support Services
Paraprofessionals (based on students: FTE10.0 - 12.0)
Dual Language Paras (FTE: 4.0)
Assistant Principal (FTE: 1.0)
Health and Physical Education Teacher (FTE: 1.0)

District (FTE):

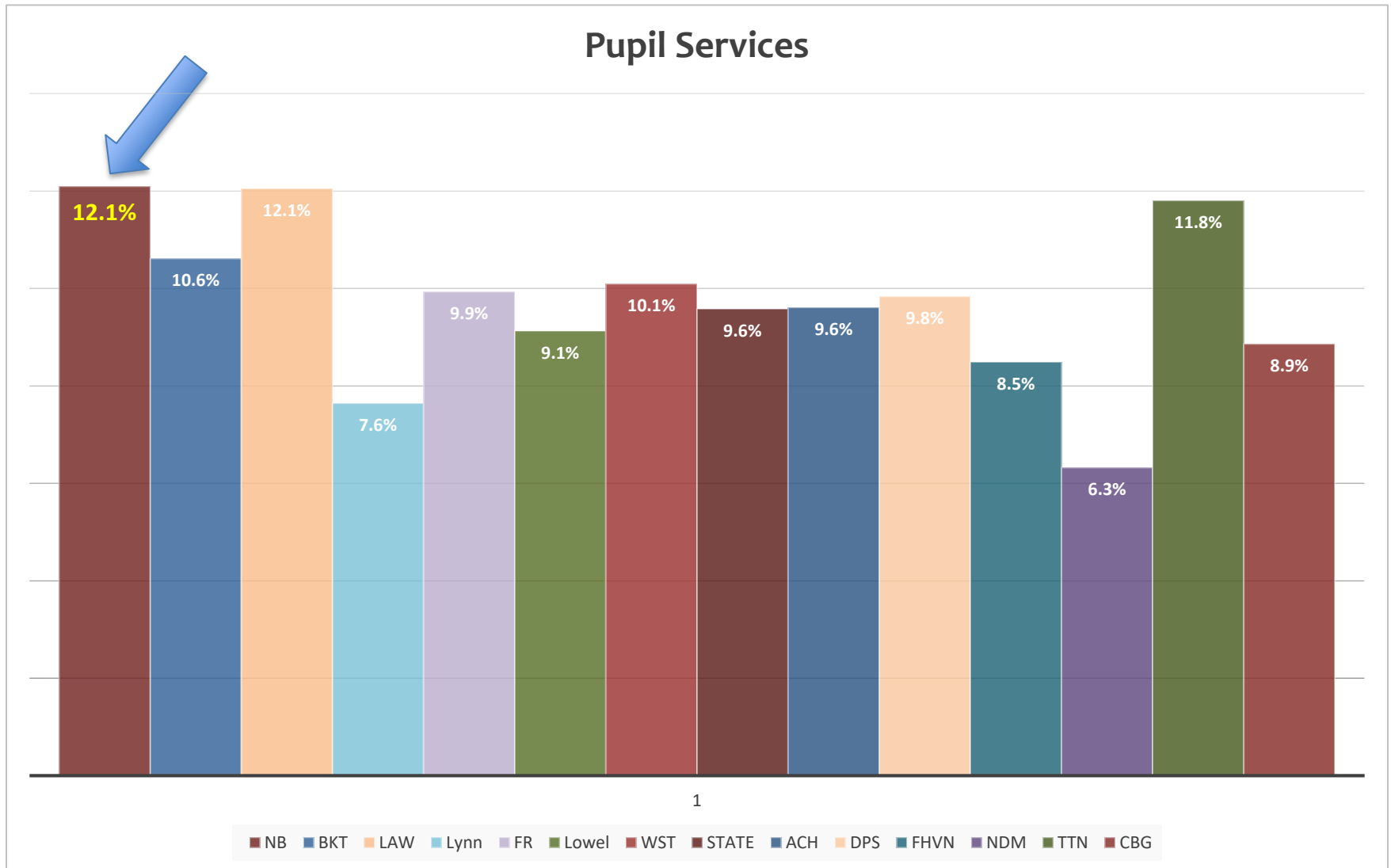
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DISTRICT INVESTMENT (COMPARISON)

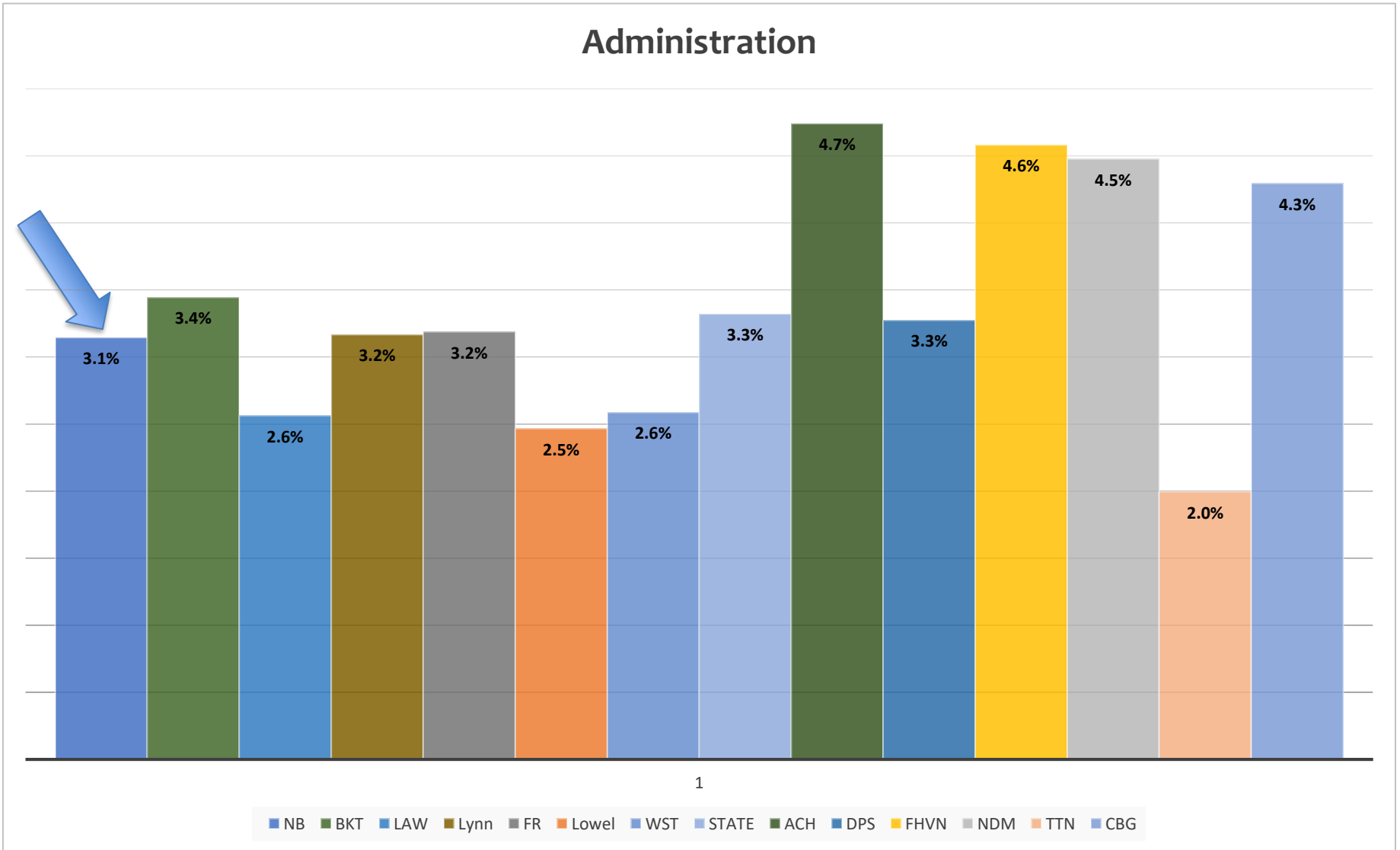


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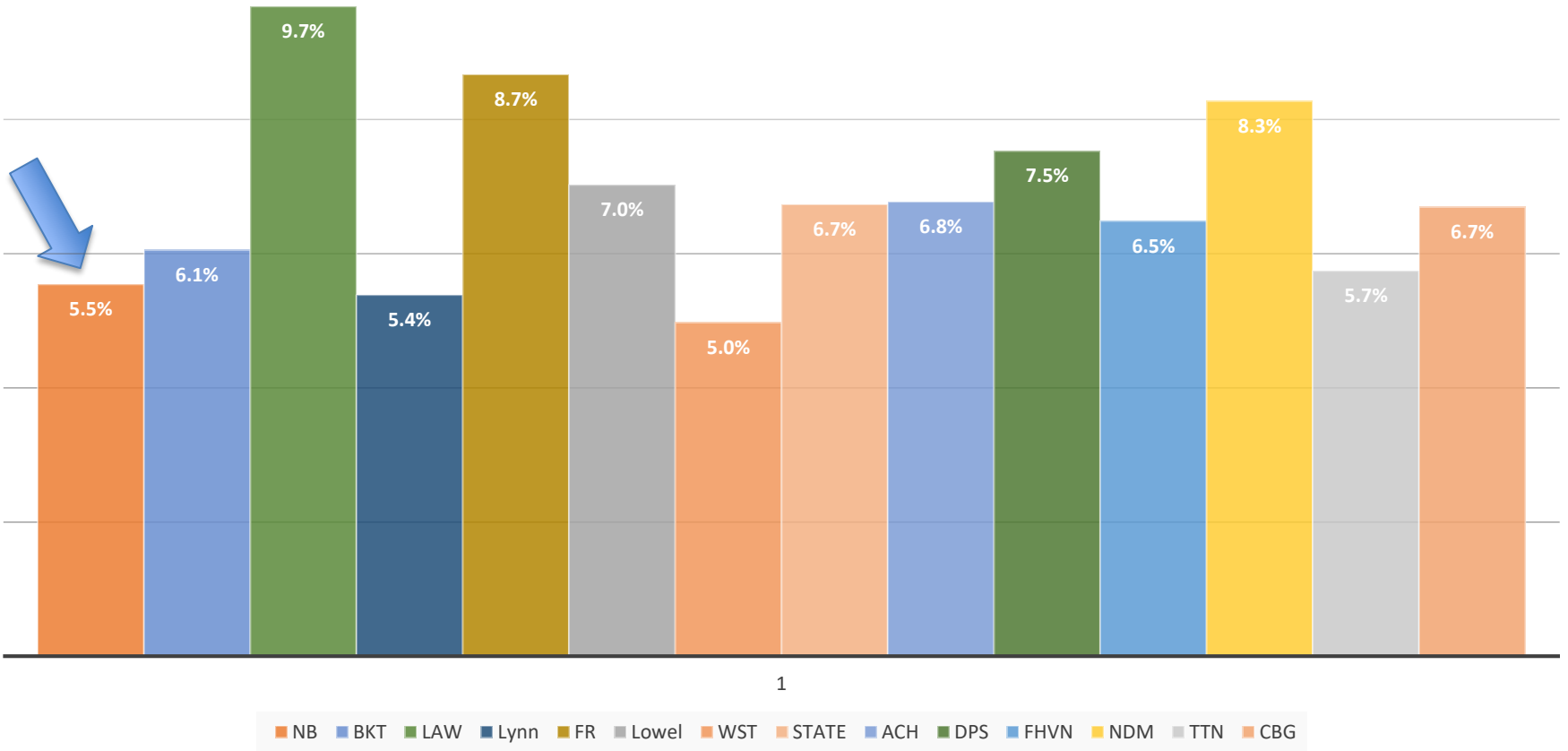
DISTRICT INVESTMENT (COMPARISON)

Administration



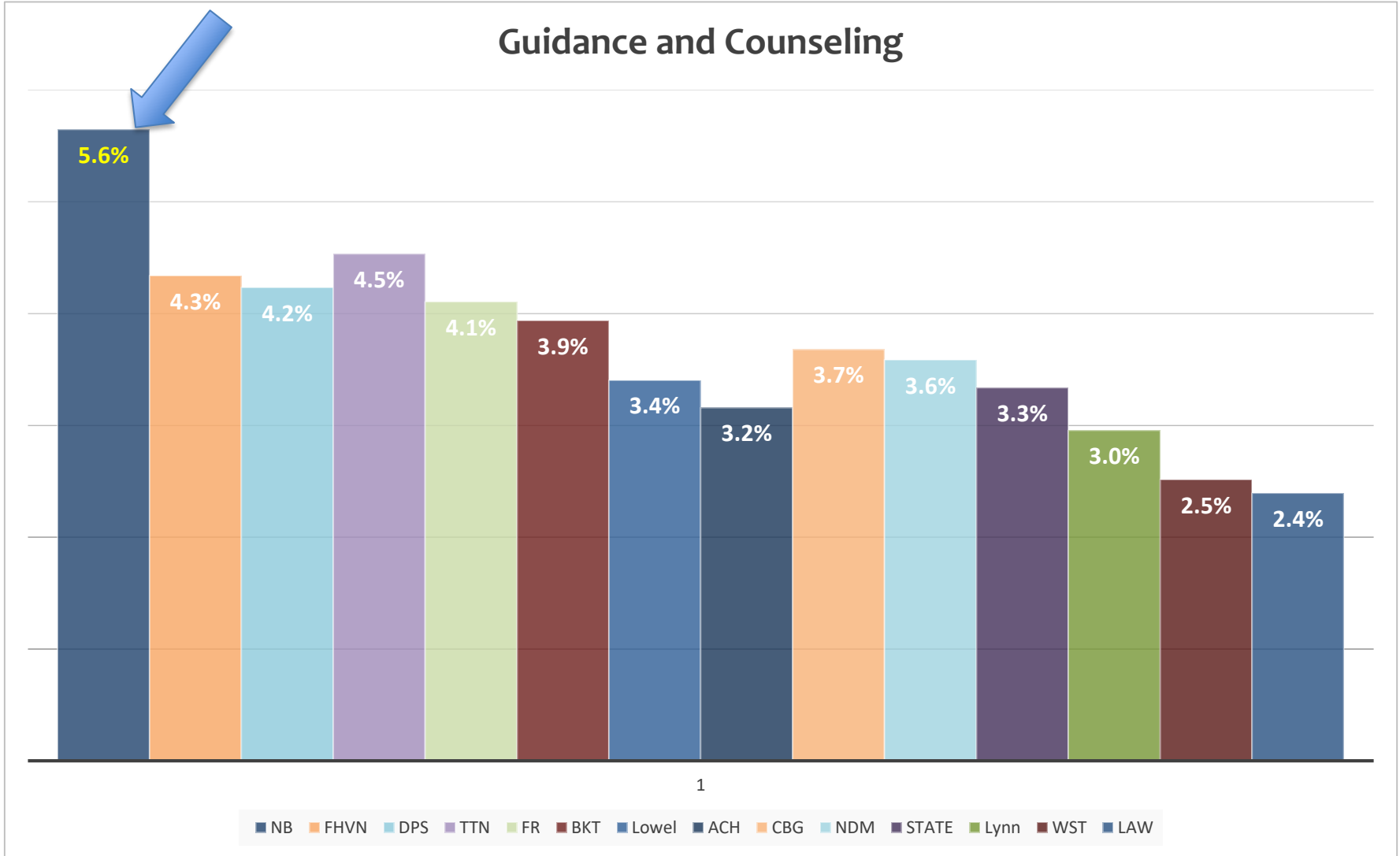
DISTRICT INVESTMENT (COMPARISON)

Instructional Leadership



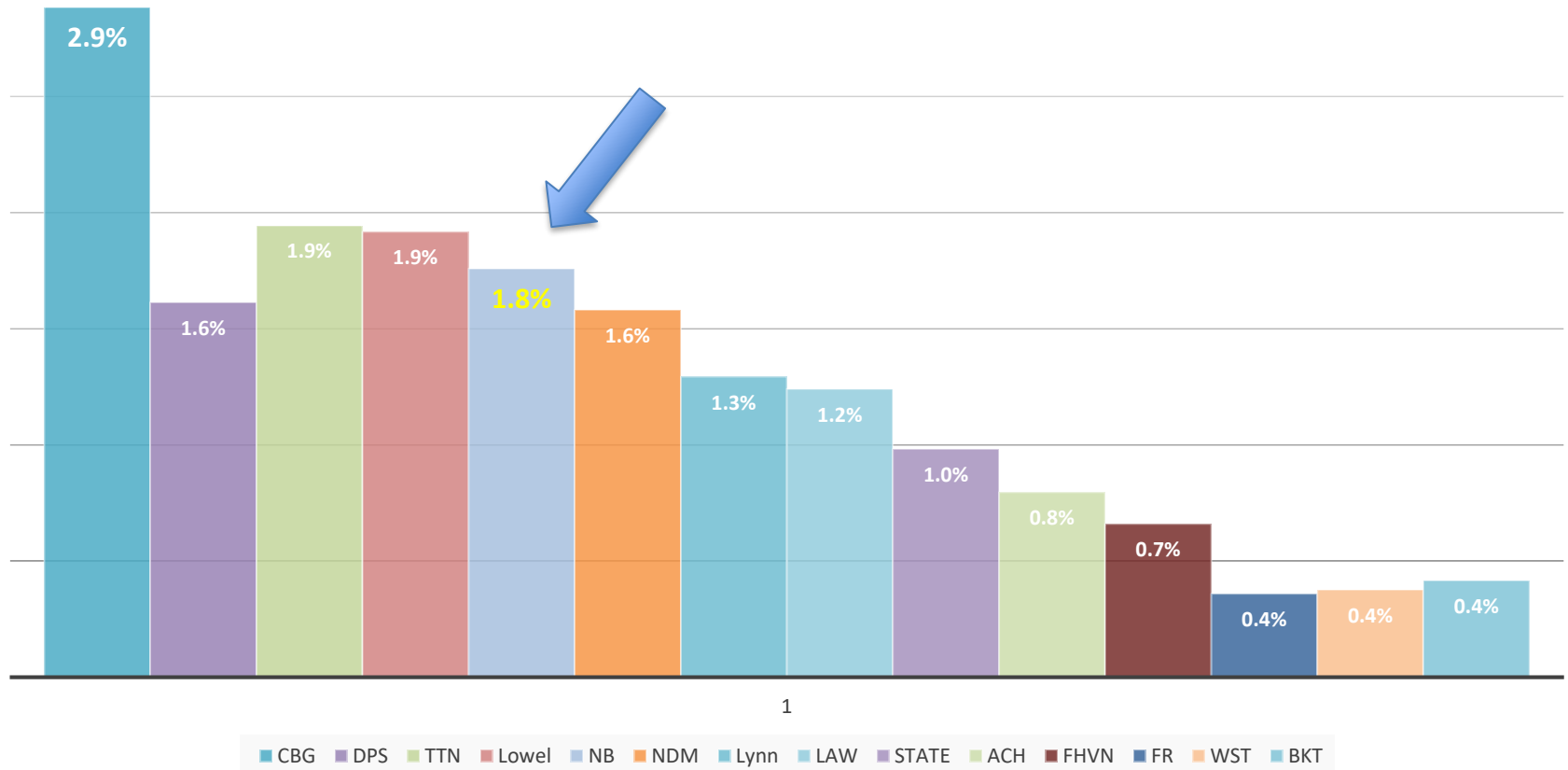
DISTRICT INVESTMENT (COMPARISON)

Guidance and Counseling



DISTRICT INVESTMENT (COMPARISON)

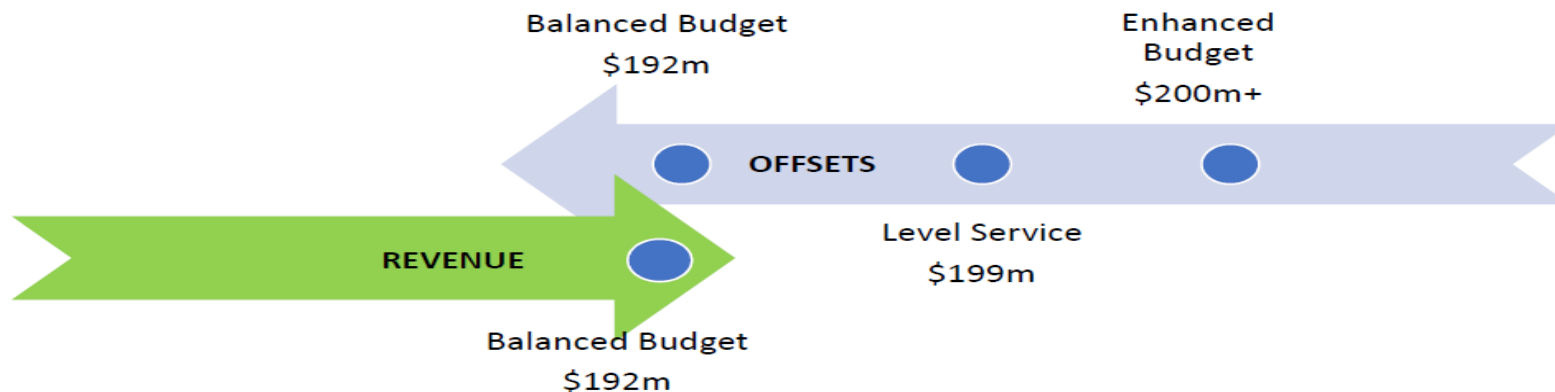
Professional Development



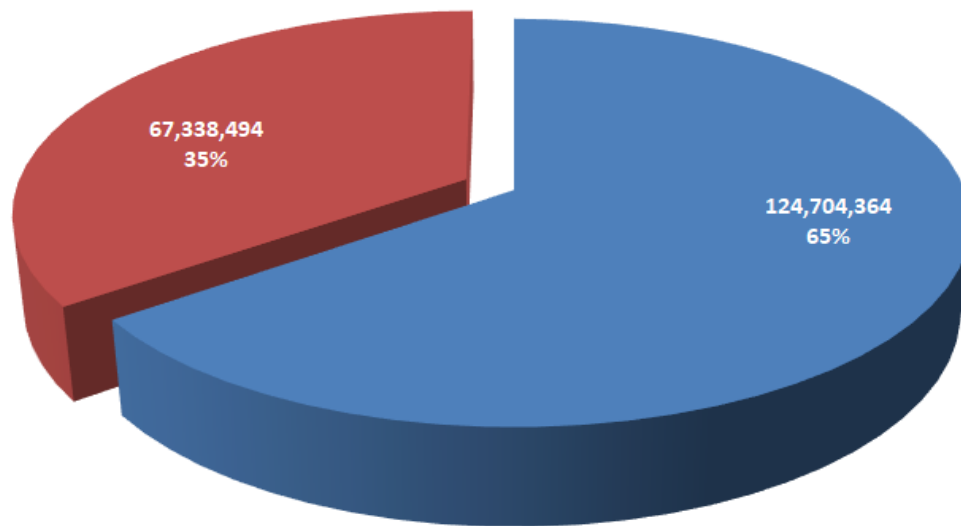
FY2022 BALANCED BUDGET



FY20	FY21	FY21	FY22
Actual Expenditures (*excluding healthcare)	Original School Dept Budget	Revised School Dept Budget	Operating Budget
\$149,415,995	\$179,162,500	\$185,665,633	\$192,013,858



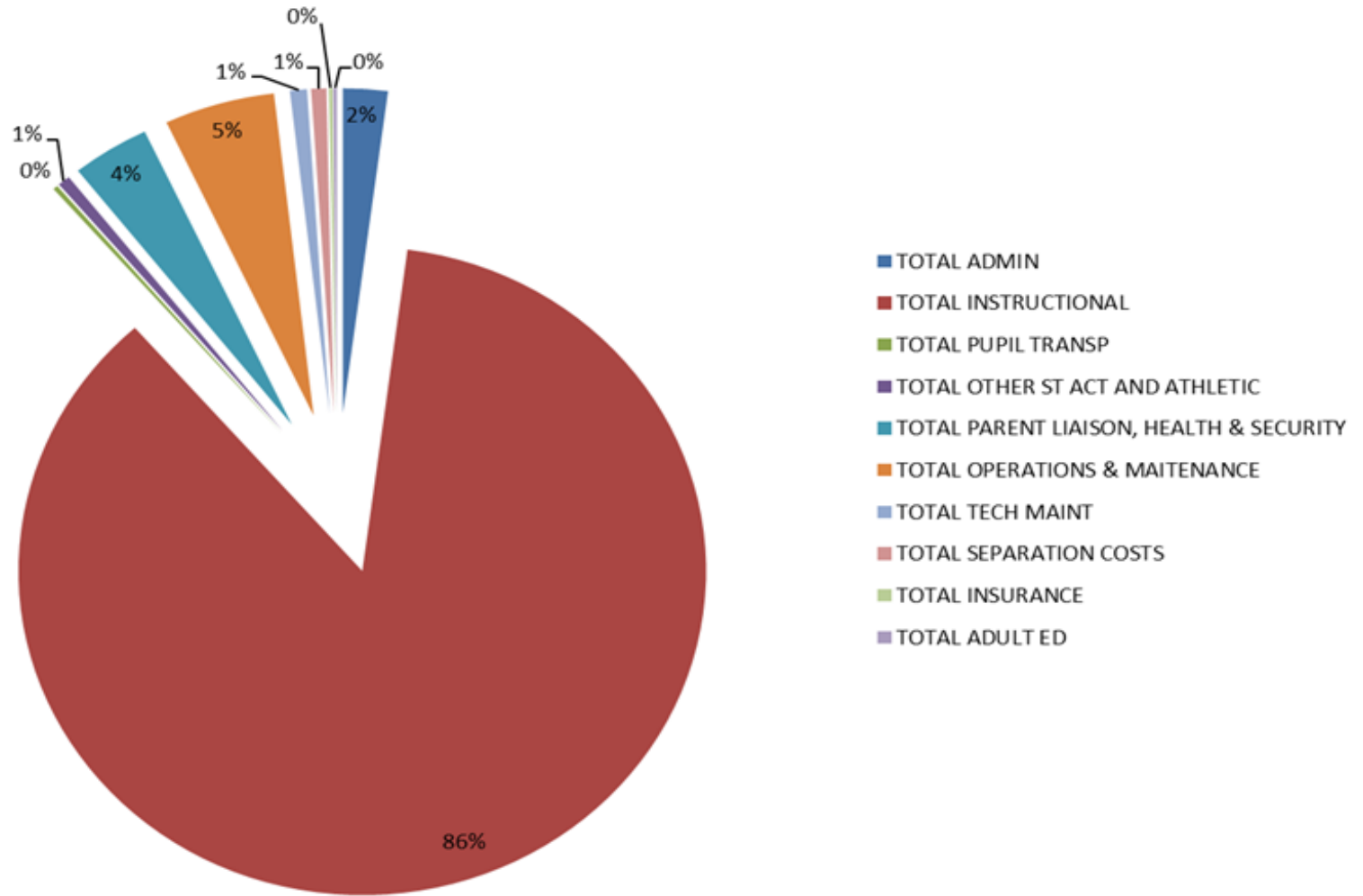
FY2022 OPERATING BUDGET



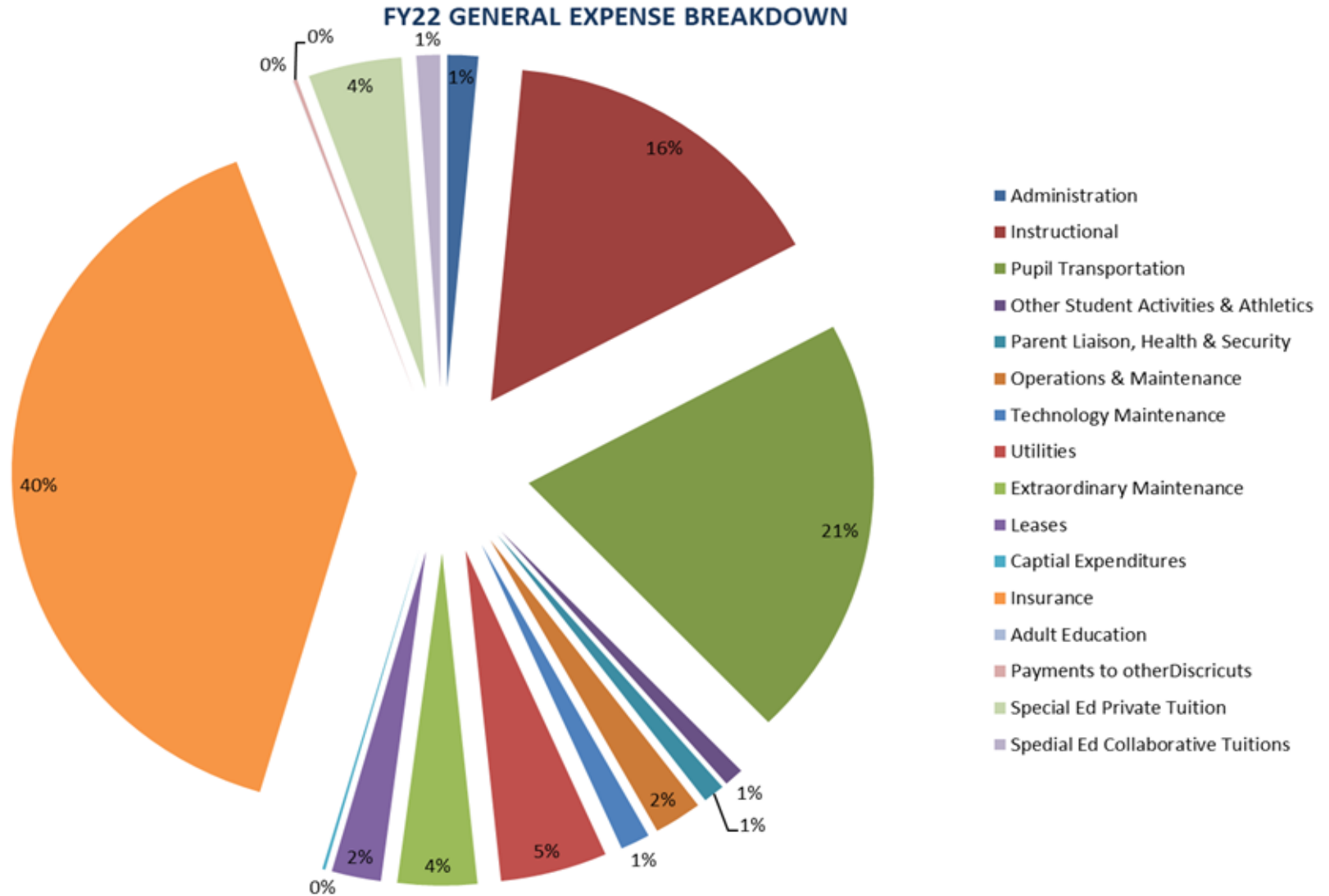
	FY20 Actual Expenditures	FY21 Original Budget	FY21 Revised Budget	FY22 Level Service Budget	FY22 Operating Budget	% FY21 - FY22
Salaries & Wages	\$110,502,080	\$115,760,901	\$118,843,196	\$123,278,387	\$124,704,364	5.1%
General Expenses	\$38,913,915	\$63,401,599	\$66,822,437	\$76,002,920	\$67,338,494	0.8%
Total Budget	\$149,415,995	\$179,162,500	\$185,665,633	\$199,281,307	\$192,042,858	3.6%

FY2022 OPERATING BUDGET

FY22 SALARIES & WAGES BREAKDOWN



FY2022 OPERATING BUDGET



SUPERINTENDENT 3-YEAR INVESTMENT PRIORITIES

always
be kind



- ✓ Focus and Objectives
- ✓ Review key Fiscal Year 2021 Investment Priorities
- ✓ Fiscal Year 2022 Assessment, Investment and Planning
- ✓ Investments Fiscal Year 2022 / Next Steps

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***



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



THE WORK

PARALLEL FOCUS



TEACHING AND LEARNING

FY2022 BUDGET PRIORITIES



nbps

New Bedford
Public Schools

