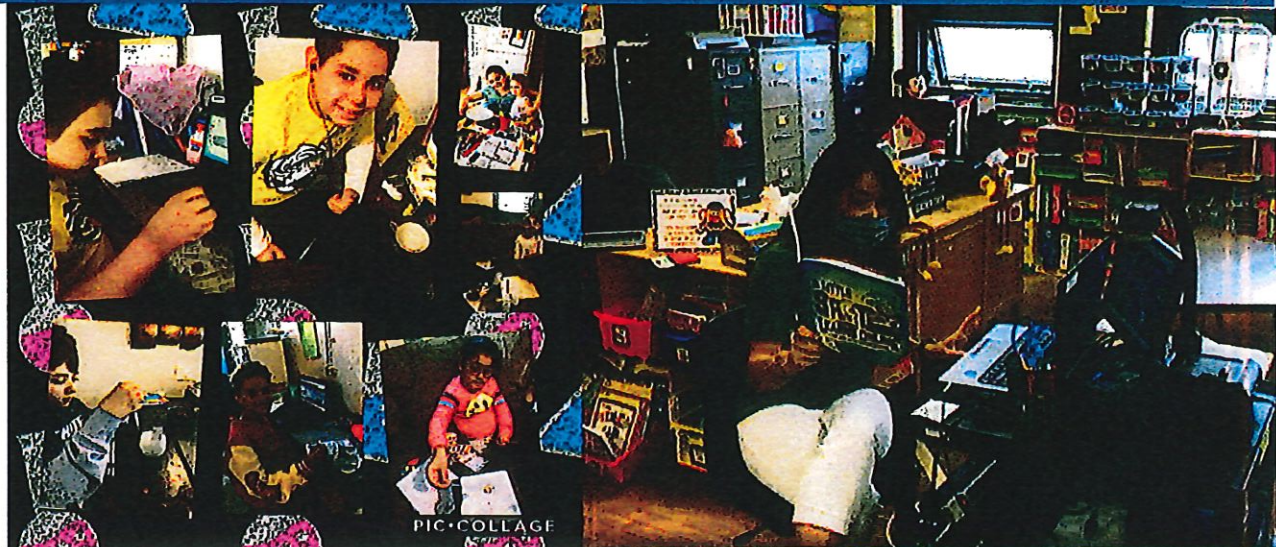


NEW BEDFORD PUBLIC SCHOOLS



SCHOOL COMMITTEE MEETING
FEBRUARY 8, 2021



SUPERINTENDENT UPDATE



NBPS STRATEGIC GOALS

NEW BEDFORD PUBLIC SCHOOLS GOALS

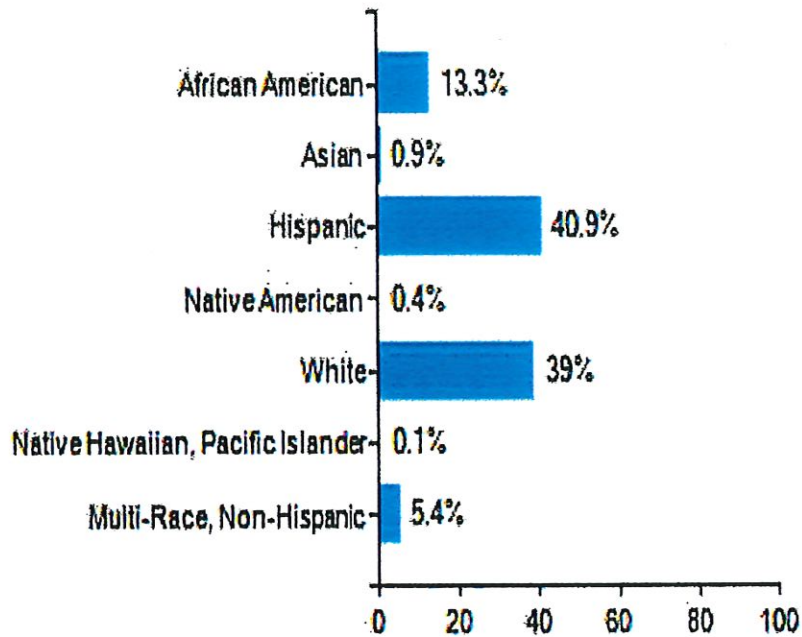
- I. **High Quality Instruction:** Increase student achievement by strengthening teaching and learning.
- II. **Effective Student Support Systems:** Create an inclusive, culturally responsive learning environment.
- III. **Strong Family / Community Relationships:** Empower families and the community 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.

Embedded focus areas: Equity, Operations, Data/Accountability Measures

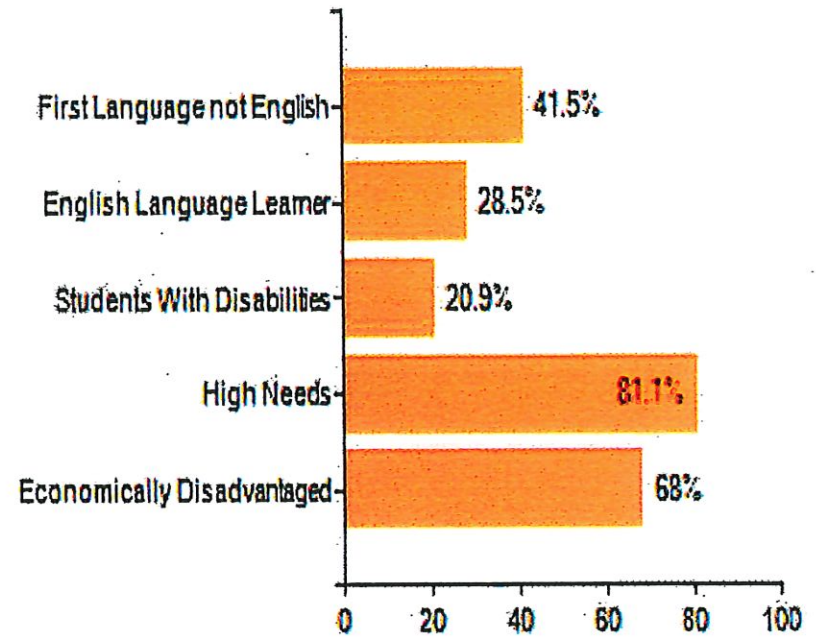
WHO WE ARE . . .

2020 – 2021

Student Race and Ethnicity



Selected Populations



PART OF THE WHY

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.*

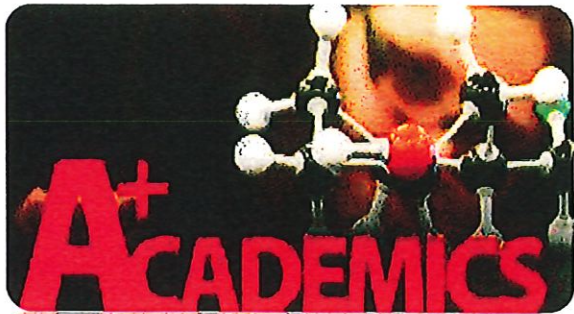
INVESTMENT PRIORITIES 2021 - 2022

MAJOR BUCKETS



nbps

THOMAS ANDERSON
SUPERINTENDENT



Instruction



Operations



Culture

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



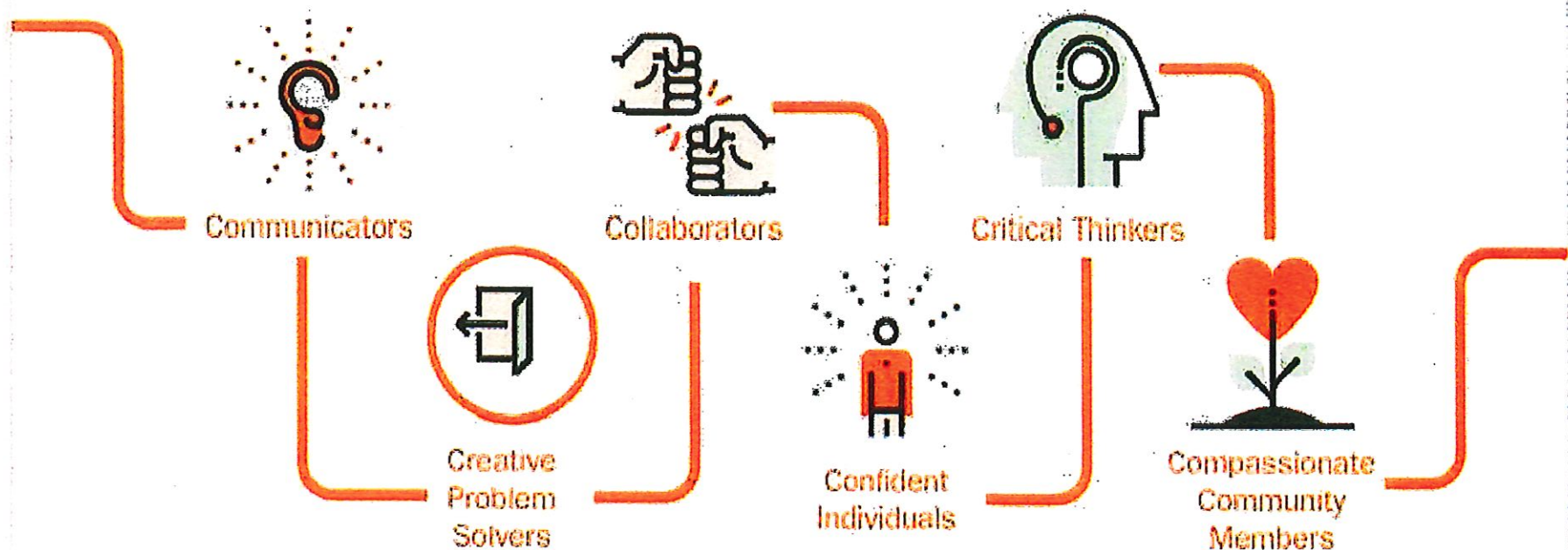
INVESTMENT: GRADUATE PROFILE

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:



STUDENT OPPORTUNITY ACT

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

Evidence-based plan:

Our four commitments are 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.*

FY22 INVESTMENTS PRIORITIES

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

- **Increase student supports** for social emotional/mental health and professional development for staff
- **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
- **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

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

FY22 INVESTMENT PRIORITIES

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

ENGAGEMENT SESSIONS (2020)

Community Feedback Sessions/Forums:

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

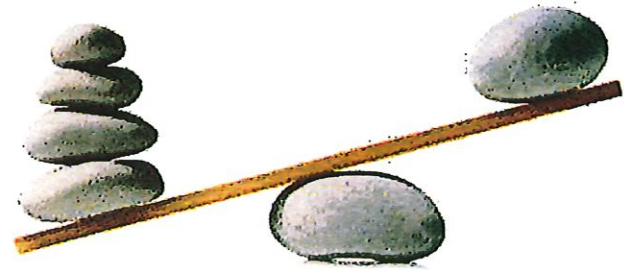
- Community Engagement with students (Boys & Girls Club): Feb. 10
- Staff Feedback sessions: Feb. 11, 24, 26
- Planning Team Sessions: Feb.14 and March 13
- Community Engagement Forum: Feb. 27 (6:15 PM–7:30 PM)
- Community (YWCA) March 3 (5:30 PM)
- Buttonwood Senior Center: March 4 (7:00 PM)
- Community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



INVESTMENT PRIORITIES

Budget Priorities FY2022

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

RECENT KEY INVESTMENTS since FY20

FY2020 KEY INVESTMENTS: Technology (Administrative)

- ✓ Additional Networks – School-wide 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 (tracking system)
- ✓ Frontline – AESOP
- ✓ NBPS Website
- ✓ Increased devices (laptops, chromebooks, etc.)

OVERVIEW OF INVESTMENT PRIORITIES

Focus:

Areas to leverage for FY2022 Investments:

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

CONTINUED INVESTMENT PRIORITIES

Assess impact of these Priorities on the teaching and learning process

Future discussion in planning stages:

- Special Education supports (*co-teaching, staffing and supports*)
- English Language supports (*staffing, translations, and programming*)
- Social Services to support social-emotional and physical health
- Diversify educator and administrative workforce
- Hire staff that best support student performance
- College and career readiness (*pathways and partnerships*)
- Buildings/facilities improvements (*academic programming and safety*)
- Community partnerships and wraparound services
- Expand Pre-Kindergarten (*increase seats for 3 and 4 year old's*)
- Dropout Prevention (*increased graduation rates*)

GENERAL ITEMS

NBPS PLANNING

ADDRESSING LEARNING LOSS

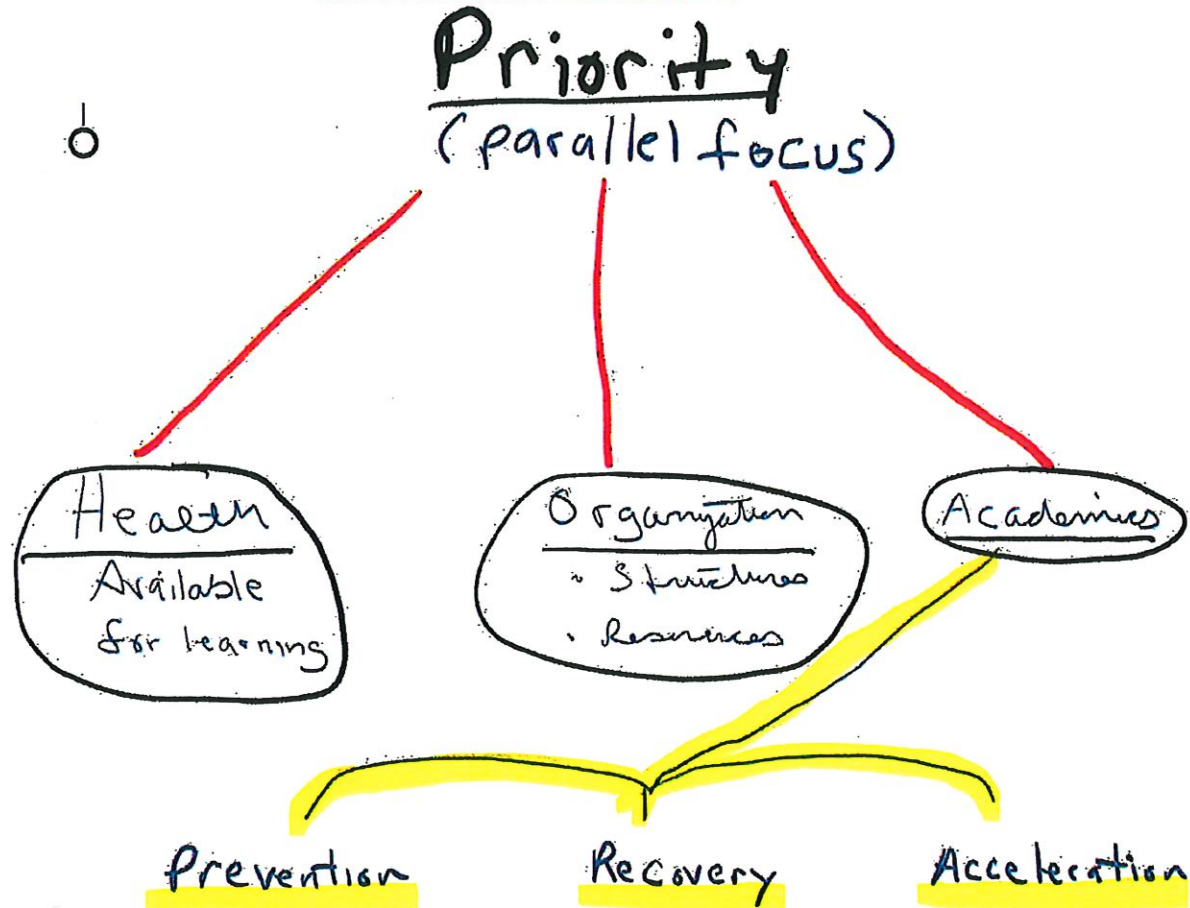
COVID-19 NUMBERS

HYBRID FORMAT

NBPS PLANNING

FOCUS ON LEARNING

INCORPORATES STRATEGIES TO
SUPPORT MENTAL HEALTH



ADDRESSING LEARNING LOSS

Exhibit 7

Significant investments will be required to catch up on lost learning.

What might it cost? Examples of scaling existing evidence-based approaches.

Acceleration Academies

6 months of additional learning over 2 weeks of vacation academies

- Weeklong academies in reading
- 25 hours of targeted instruction
- Small groups of 8–12 students
- \$1,600 per student per year

\$42 billion

to reach 50% of the United States' 53 million schoolchildren

High-intensity tutoring

1–2 years of additional learning over 1 year

- 50 minutes of tutoring daily in math
- Provided by paraprofessionals
- 2 students per teacher
- \$2,500 per student per year

\$66 billion

to reach 50% of the United States' 53 million schoolchildren

Source: McKinsey projections, based on studies by *Educational Evaluation and Policy Analysis*, EdResearch for Recovery Project, and Hamilton Project

McKinsey
& Company

COLLABORATION

COVID-19 and learning loss— disparities grow and students need help

December 8, 2020 | Article

By Emma Dorn, [Bryan Hancock](#), [Jimmy Sarakatsannis](#), and Ellen Viruleg



The pandemic has set back learning for all students, but especially for students of color. Evidence-based acceleration approaches can help.

ADDRESSING LEARNING LOSS

COVID-19 and learning loss—disparities grow and students need help

Beyond access and quality of instruction, students must be in a physical and emotional state that enables them to learn. The COVID-19 pandemic has wreaked havoc on families, leaving many children in precarious situations. Feeding America notes that one in four children is at risk of hunger during the pandemic.^[12] The number of children who are housing-insecure has risen as families struggle to pay rent. Parental supervision and support may be more difficult in families in which both parents need to work outside the home, or in which the parents are English-language learners and cannot directly support their child's learning.

McKinsey & Company: December 8, 2020

ADDRESSING LEARNING LOSS

The NBPS Tracker (updated on Tuesdays and Thursdays)

To date (2/8): based on staff and students who have been in schools this year *since August* who have tested positive for COVID-19:

- 222 Staff of our 2,439 (9.1%)
- 396 Students of our 9,700 (4.0%)
- 618 total in-school cases equate to 5.1% of our total 12,100 staff and students in Cohorts A, B and C
- **Last 10 days: since 1/27/21 (current cases – last 10 days/previous 10 days defined by DPH):**
 - Staff (14/22) and Students (22/40).

COVID-19 IMPACT

Current cases (last 10 days – 2.8.21)

<i>Raw Counts/% (positive cases) Since 1/31/21</i>	# In-building current/total	% In-building cases
Staff	222	9.1%
Students	396	4.0%
TOTAL	618	5.1%
Last 10 days	14 (staff) 22 (students) 36 (total)	

RESOURCES



- DESE [Guidance](#)
- Harvard T. H. Chan School of Public Health special report on [Healthy Schools - Reopening Guidance](#)
- American Academy of Pediatrics [Guidance on Reopening Schools](#)
- CDC [Considerations for Schools](#)
- New Bedford [Health Department](#)
- Information and Feedback sessions with community partners and stakeholders

RESOURCES and RESEARCH



American Academy of Pediatrics: <http://aapca2.org/schoolhealth/>

CDC Guidance on reopening:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf?referringSource=articleShare>

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

Academic RESOURCES:

Guidance: [Strengthening Our Remote Learning Experience](#)

[Massachusetts Elementary Prerequisite Content Standards](#)

[Massachusetts Secondary Prerequisite Content Standards](#)

Equity: <https://edtrust.org/resource/10-questions-for-equity-advocates-to-ask-about-distance-learning/>

Early Childhood: [social-emotional learning \(SEL\) and approaches to play and learning \(APL\) standards](#). [remote learning guidance](#)

Education Trust: <https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2014/09/06163247/10-Questions-for-Equity-Advocates-to-Ask-About-Distance-Learning-During-COVID-19-May-2020.pdf>

Resource to help boost immune system <https://www.marioninstitute.org/coffee-with-dr-hennie/>

THE ROADS of PERSPECTIVE . . .

THANK YOU

