

District Strategic Overview 2021-2024

(Updated September 2021)



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.

Instructional Focus & Graduate Profile

All New Bedford students will be:
Communicators
Collaborators
Critical Thinkers
Creative Problem Solvers
Confident Individuals and
Compassionate Community Members

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.

District Goals				
<p>1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.</p>	<p>2. Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.</p>	<p>3. Strong Family / Community Relationships: Empower families and the community through collaboration.</p>	<p>4. Organizational Team Excellence: Recruit, cultivate, and retain a highly skilled workforce.</p>	<p>5. Public Confidence and Pride: Strengthen the reputation and elevate the profile of the school district.</p>
Strategic Initiatives				
<p>1.1. Implement a district Educational Equity Plan that includes tiered supports for all learners.</p>	<p>2.1. Implement a district plan that emphasizes educational equity practices.</p>	<p>3.1. Build and sustain two-way communication using multiple modalities for authentic engagement.</p>	<p>4.1. Implement a district Educational Equity Plan to attract a representative workforce.</p>	<p>5.1. Implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.</p>
<p>1.2. Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology.</p>	<p>2.2. Provide differentiated professional development to all staff that focuses on the whole child.</p>	<p>3.2. Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.</p>	<p>4.2. Provide targeted professional development to cultivate the district's staff.</p>	<p>5.2. Provide targeted professional development for school and district leaders to build knowledge and skill in strategic communication.</p>
<p>1.3. Implement instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms.</p>	<p>2.3. Build value in an inclusive culture by creating and measuring opportunities for meaningful relationships.</p>	<p>3.3 Utilize Family Engagement surveys and other forms of feedback to build and support initiatives, 2-way communication, and family engagement opportunities.</p>	<p>4.3. Provide various opportunities to staff in order to assist with retention.</p>	<p>5.3. Identify, craft and widely disseminate compelling stories from across the district through numerous channels.</p>
<p>1.4. Create and strengthen pathways that will expand learning opportunities for all students that lead to college and career readiness.</p>	<p>2.4. Use tiered supports to effectively meet the needs of all learners.</p>			

District Outcomes

Outcome 1.A. Increase the percentage of grade 3 students who meet or exceed expectations on a rigorous, end-of-year ELA assessment.

The percentage of students who meet or exceed grade level expectations will increase by 8% each year, from 33% in 2021 to 57% in 2024.

Outcome 1.B. Increase the grade 6 student growth percentile on a rigorous, end-of-year Math assessment.

The average SGP for Grade 6 students will increase from the 18th percentile (2021) to meet or exceed the State SGP of the 50th percentile in 2022 and beyond.

Outcome 1.C. Increase the average scaled score of students in grades 5 and 8 with disabilities on a rigorous, end-of-year Math assessment.

The average scaled score for grade 5 and grade 8 students with disabilities will increase by 5 scaled points yearly from their 2020-2021 benchmark.

Outcome 1.D. Increase the New Bedford High School 4-year cohort graduation rate.

The New Bedford High School 4-year cohort graduation rate will increase by 1% annually from 90% in 2021 to 93% in 2024. Additionally, the 4-year graduation rate for students with disabilities will increase by 2% annually from 78% in 2021 to 84% in 2024.

Outcome 1.E. Increase the percentage of EL students in grades 11 and 12 who complete 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 24% in 2021 to 30% in 2024.

Outcome 1.F. Increase the percentage of grade 6, 7 and grade 8 EL students making progress on the ACCESS test.

The percentage of grade 6, 7 and 8 EL students making progress according to ACCESS test results will increase by 7% each year, from 19% in 2021 to 40% in 2024.

Outcome 2.A. Decrease the middle school chronic absenteeism rate.

Decrease chronic absenteeism in grades 6 – 8 by 20% over the next 3 years from 40.9% in 2021 to 20.9% in 2024.

Outcome 2.B. Increase the percentage of students who respond favorably on school climate surveys administered by MA DESE.

Specific VOCAL survey questions or category to be identified for improvement across all surveyed grade levels.

Outcome 3.A. Increase the favorable response rate of the district family and community engagement surveys.

Survey will be developed and administered during the 2021-2022 school year, and targets will be set for the following school years.

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 by school.

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)

NEW BEDFORD PUBLIC SCHOOLS Action Plan 2021-2022

Action Plan 2021-2022

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

Goal II: Create an inclusive, culturally responsive learning environment

Goal III: Empower families and the community through collaboration.

Goal IV: Organizational Team Excellence ~ Recruit, cultivate, and retain a highly skilled workforce.

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



Goal I: High Quality Instruction ~ Increase student achievement by strengthening teaching and learning.
Strategic Initiative 1.1 Implement a district Educational Equity Plan that includes tiered supports for all learners.

Monitoring Progress

Process Benchmark	Owner	Timeline
Partner with school leaders to identify and address gaps in district and school academic-based tiered systems of support.	Educational Equity Team	Sept. 2021 – March 2022
Hold Achievement Steering Committee meetings and/or Instructional Leadership meetings, in which principals and school leadership teams identify and evaluate effectiveness of tiered systems of support using school-based disaggregated data.	Office of School Performance	October 2021- May 2022
Provide written guidance, training, and support to school leaders in using routine building-based learning walks to measure educational equity practices.	Office of School Performance	Oct. 2021 Jan. 2022 May 2022
Identify, analyze, and propose solutions to district problems of practice, prioritizing issues of educational equity during STAT meetings.	Office of School Performance	Sept. 21, 2021 Oct. 19, 2021 Nov. 16, 2021 Dec. 21, 2021 Jan. 18, 2022 Feb. 22, 2022 Mar. 15, 2022 Apr. 26, 2022 May 17, 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
ELA and Math Achievement gaps will narrow between testing windows across all disaggregated characteristics.	Office of School Performance	Oct. 2021 Feb 2022 June 2022
Data from learning walks will show that 100% of schools will have at least a 20% increase from the 2021-22SY baseline of the implementation of selected equity practices for students.	Office of School Performance	May 2022

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
Provide professional development for principals in using the data points from the monthly monitoring calendar to identify student learning gaps and inequities for each school.	Office of School Performance	Oct. 2021 Jan. 2022 March 2022 June 2022
Partner with district-level departments and school leaders to articulate and implement a professional development plan that assists the schools in increasing their students' levels of attendance, engagement and learning.	CDAMs	Sept. 2021 Nov. 2022 Jan. 2022
Identify/provide professional development opportunities and effective modes of PD delivery, to streamline and maximize educators' use of instructional technology.	Office of School Performance	Sept. 2021 Nov. 2021 Jan. 2022

Measuring Impact

Early Evidence of Change Benchmark 1.2	Owner	Timeline
Based on post-PD surveys, feedback will demonstrate that sessions were valuable and of interest to participants.	ED SIP	SY 2021-2022
District learning walks will show an increase in the frequency of selected observable indicators: analysis and inquiry, and instructional dialogue.	District Learning Walk Team	Jun. 2022
Integrate a process for monitoring the use of instructional technology and its impact on achievement, personalization & implementation of MTSS.	Data Specialist & School Principals	May 2022

Goal I: 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
Through targeted PD, the math instructional team will accelerate student learning and increase expectations through the development of a data cycle & coaching cycle with CILs/TLSs to review the impact of our pedagogical framework and the implementation of our core & instructional technology tools on our students with disabilities in Grades 5 & 8.	Math CDAM	Monthly
Through targeted PD, the math instructional team will accelerate student learning and increase expectations through the development of a data cycle & coaching cycle with CILs/TLSs to review the impact of our pedagogical framework and the implementation of our core & instructional technology tools on our Grade 6 students.	Math CDAM	Monthly
Through targeted PD, the math instructional team will accelerate student learning and increase expectations observed and measured through an increase in academic discourse between students and an increase in probing questions that support the sequencing of student/classroom mathematical reasoning in our schools in Year 2 of READY Classroom Math.	Math CDAM	Fall Winter Spring
Leverage the use of internal resources to promote evidence-based instructional practices, tools, and technology to accelerate and support student learning.	CDAMS	

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
Increase the percent of students working at or above grade level in ELA and Math each month by the end of the school year.	Office of School Performance Principals	Jun. 2022

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
Routinely research retention and promotion data and update NBPS policies, practices, and strategies with the goal of limiting over-age, under-credited students.	Office of School Performance	Sept. 2021 Nov. 2021 Jan. 2022 Mar. 2022
Routinely evaluate effectiveness of Career Vocational Technical Education programs at NBHS and adjust the offerings based upon student needs.	Office of Instruction	Feb. 2022
Identify and promote pathways for multilingual students to earn the State Seal of Biliteracy upon high school graduation.	Office of School Performance/ Educational Access & Pathways	Nov. 2021 Feb 2022 May 2022
Review, update and utilize a consistent articulation plan, targeting students in grades 4-9, to ensure students and families experience smooth transitioning from one grade level cluster to the next.	Office of School Performance	Feb. 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
Increase enrollment in magnet programs by 3% based on previous rates. Reduce barriers to entry for families to pursue magnet programs and increase awareness of programs which exist through digitizing the process and accumulating data.	Office of School Performance	June 2022
Increase proportion of 5 th grade students participating in magnet programming who matriculate to an NBPS 6 th grade program by 5% per year.	Office of School Performance	June 2022
From a baseline of 5 students in 2020, demonstrably increase the number of students who earn the <u>State</u> Seal of Biliteracy.	Office of School Performance/ Educational Access & Pathways	June 2022

Goal II: Create an inclusive, culturally responsive learning environment

Strategic Initiative 2.1 Implement a district plan that emphasizes educational equity practices.

Monitoring Progress

Process Benchmark	Owner	Timeline
Provide PD to build admin about crafting well-structured school improvement plans that embed the MTSS framework.	Office of School Performance	Aug. 2021 - Sept. 2022
Provide PD to building admin about effective educational equity and inclusion practices (culturally responsive environments).	Office of School Performance/ Wrap around Manager	Aug 2021- Sept 2022
Establish a SEL curriculum committee to identify a SEL curriculum and roll-out plan.	Student Services Manager/ Supervisor of Behavioral Supports	January 2022
Current PBIS initiative will continue to be implemented with fidelity throughout elementary and middle schools.	Student Services Manager/ Supervisor of Behavioral Supports	Sep. 2021- June 2022
Tier 1, 2 and 3 social emotional and behavioral supports are articulated and known by all (PBIS).	Special Education/ Student Services Manager	December 2021 June 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
All school improvement plans will embed the multi-tiered systems of support framework, equity and inclusion practices (cultural responsive environments).	Office of School Performance	Nov 2021 June 2022
District learning walks will show evidence of PBIS and SEL curriculum at each school.	District Learning Walk Team	Oct. 2021 June 2022
100% of schools will use the WCST protocols for students' support, English Learner SSP and Special Education referrals.	Special Education / Educational Access & Pathways	Aug 2021 Nov. 2021 Feb. 2022 June 2022

Goal II: Create an inclusive, culturally responsive learning environment

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

Monitoring Progress

Process Benchmark	Owner	Timeline
Continue to provide professional development focused on educating the whole child with MTSS, equity, inclusion practices, and UDL, using the Instructional Guide, the District Curriculum Accommodation Plan (DCAP) and the district-wide Whole Child Support Team (WCST) protocols and guidelines.	Special Education / Educational Access & Pathways	Nov 2021 Feb 2022 June 2022
The PK-5 and 6-12 Safe and Supportive Leadership Team will develop a 3-year strategic plan to include frameworks for MTSS; trauma-sensitive schools; PBIS; wraparound supports; SEL supports; and attendance support.	Wraparound Manager	Dec 2021 - May 2022
The district will continue to offer professional development focused on SEL/behavioral tiered supports/interventions and corresponding skills and strategies.	Wraparound Manager	Oct 2021 May 2022
The district will continue to participate in monthly MTSS Academies: 1) Inclusive Practices, 2) Safe and Supportive Schools and 3) SEL & Mental Health and will further facilitate externally provided PD in co-teaching.	Office of School Performance	Aug. 2021 June 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
Professional Development and CPI exit Surveys will indicate a higher level of understanding the support and teaching to the whole child.	Special Education / Educational Access & Pathways	Sept 2021 May 2022
The district will create a Safe and Supportive schools draft plan for integration and growth over the next 3 years and will evaluate trajectories of BOY and EOY on a yearly basis showing a 25% growth on a yearly basis.	Wraparound Manager	May 2021 May 2024
Professional Development exit survey data will be used to demonstrate a continued growth of 25% in areas that support Safe and Supportive School efforts.	Wraparound Manager	Oct 2020 May 2021

Goal II: Create an inclusive, culturally responsive learning environment

Strategic Initiative 2.3 Build value in an inclusive culture by creating and measuring opportunities for meaningful relationships

Monitoring Progress

Process Benchmark	Owner	Timeline
Develop a comprehensive Culture and Climate Evaluation System for the 2021-2022 SY to continuously assess and monitor effectiveness and growth of culture and climate initiatives across NBPS.	Wraparound Manager / Health CDAM	May 2022
Establish performance level indicators for culture and climate tools to establish validity and reliability of tools in measuring effectiveness of initiatives in the 20/21 SY	Wraparound Manager / Health CDAM	April 2022
Support school administrators in analyzing culture and climate data and creating strategies to improve student and staff relationships through relevant district and school-based PD.	Wraparound Manager / Health CDAM	Feb 2022, June 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
At least 75% of stakeholders in selected grade levels will participate in pilot survey tools to begin gathering relevant data around student’s view of culture and climate in school.	Wraparound Manager / Health CDAM	May 2022
Schools will see a 25% increased rating on Positive Climate indicators through Learning Walks.	Wraparound Manager / Health CDAM, CAO	May 2022
Pilot schools will see improved scores on culture and climate survey data from BOY to EOY.	Wraparound Manager / Health CDAM	December 2021

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
Implementation of the WCST district-wide ASPEN system tracker to enter Tier 1, 2, and 3 interventions, referrals and EL Student Success Plans (SSP) data.	Special Education/ Educational Access & Pathways	Aug 2021, Nov 2021, Feb 2022, May 2022
Use the WCST process to determine effectiveness of interventions, placement and level of care needs.	Special Education / Educational Access & Pathways	Nov 2021, Feb 2022, May 2022
Evaluate effectiveness of WCST process to determine future interventions and initiatives. Determining factors can include attendance, retention, discipline, graduation, etc.	Special Education / Educational Access & Pathways	May 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
100% of the WCST school-based teams will enter interventions, referrals, and SSP data into ASPEN and monitor students' progress.	Special Education / Educational Access & Pathways	Nov 2021, Feb 2022, May 2022
85% of students who were referred to the Whole Child Support Team will show improvement in overall English language and academic achievement measured by ACCESS, MCAS and district benchmark assessments.	Special Education / Educational Access & Pathways	Feb 2022 June 2022
Staff will demonstrate ability to utilize ASPEN in order to generate data trends from WCST and MTSS dropdown menus to determine tiered support and risk factor data points.	WCST School based teams	Feb 2022 May 2022

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
The NBPS Equity Advisory team will design and support on-going professional development to communicate our collaborative focus for action in SYs 22 and 23.	CAO	December 2021
Schools will create Equity and MTSS Teams who will attend District provided PD through the year focused on consistent communication of the NBPS Equity and MTSS Plans’ objective areas and supporting each school's strategic plan in addressing equity and multi-tiered supports.	CAO/Supplemental Services	September 2021
Launch an “equity survey” for educators to reflectively communicate their areas for support and growth that can drive professional development in support of the district's equity plan.	Supplemental Services	September 2021
The District will provide PD on two-way communication and the utilization of technology and media to drive current learning models that are inclusive and culturally relevant.	Supplemental Services	June 2022
Utilize existing data to develop a 3-year report to measure Family Engagement growth and future trajectories for collaboration with all stakeholders.	Supplemental Services	Jan 2022
The Wraparound Department will support schools in developing a school-based system tracking system for engagement opportunities to ensure equitable representation each year.	Supplemental Services	September 2021

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
As a result of district professional development, school-based equity teams will report increased capacity in utilization of two-way communication, the ability to address, discuss, and communicate concepts of equity with a 25% increase.	Wraparound Manager/Office of School Performance	June 2022
Surveys following professional development will indicate a growing confidence among schools in using technology and multimedia to engage and communicate with families by at least 25% from baseline.	Wraparound Manager	May 2022
Family Engagement needs survey will be analyzed to establish baseline data and progress benchmarks on two-way family/school communication	Wraparound Manager	December 2021 - - May 2022
All schools will have at least 2 family engagement activities scheduled		January 2022

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
The district will continue to provide collaborative and educational opportunities for families focused on student success (e.g. Family Institute for Student Success, computer 101, and additional workshops).	Wraparound Manager / FISS Liaison	Sept 2021 - June 2022
NBPS will create digital content (In multiple languages including sign language) for parent access and for Family Engagement Events that are adaptable from digital to in-person format to support continued engagement.	Wraparound Manager/ FISS Liaison	Sept 2021 - June 2022
NBPS will work with community organizations to provide opportunities and connections for families.	ED SIP	Sept 2021 - June 2022
Family Engagement Centers will develop workshops for families that are geared towards their school's community needs and connecting families with resources and support.	Wraparound Manager / FISS Liaison	Sept 2021 - June 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
Develop a culturally competent and inclusive needs assessment, to be delivered bi-annually, to assess and address needs of families	Wraparound Manager	June 2022
Opportunities for community dialogue will increase throughout the 21-22 SY as compared to previous years in working with family organizations, stakeholders, collaborative equity work, and various district community projects	Wraparound Manager / FISS Liaison	June 2022
A monthly newsletter will go out to all community partners with district updates.	ED SIP	September 2021
FISS surveys will be utilized during each course and evaluated in comparison to past FISS classes to maintain at least 25% growth from Pre to Post evaluative periods.	Wraparound Manager/ FISS Liaison	June 2022
Data from children of FISS participants will be	Wraparound Manager-/FISS Liaison	June 2022

Goal III: Empower families and the community through collaboration.

Strategic Initiative 3.3 Utilize Family Engagement surveys and feedback to build and support initiatives, 2-way communication, and family engagement opportunities.

Monitoring Progress

Process Benchmark	Owner	Timeline
The district will pilot the Family Engagement Survey in at least three elementary schools, one middle school and one high school focusing on specific grade levels.	Wraparound Manager,	June 2022
All schools will have family engagement goals in their School Improvement Plans.	Wraparound Manager,	November 2021
The district will create a 3-year implementation and communication plan for a District Family Engagement Survey over the next 3 years.	Wraparound Manager,	December 2021
The District will identify collaborative relationships with community partners to increase family engagement opportunities	Wraparound Manager,	June 2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
District Family Engagement Surveys will establish baseline and growth markers to gauge effectiveness/ need for change in Family Engagement initiatives	Wraparound Manager,	June 2022
The FELT equity advisory team will utilize Pre / Post professional development surveys to demonstrate an increase in skill set and practices for two-way communication and opportunities for family engagement.	Wraparound Manager	Nov 2020 – June 2022
Increase in number of community partners when compared to previous years	Wraparound Manager	June 2022

Goal IV: Organizational Team Excellence ~ Recruit, cultivate, and retain a highly skilled workforce.

Strategic Initiative 4.1 Implement the District's Educational Equity Plan to attract a representative workforce.

Monitoring Progress

Process Benchmark	Owner	Timeline
Create and publicize a yearly recruitment plan to review and implement best practices from each year. The recruitment plan will include college and university visits/partnerships and must include HBCU/Diversity events.	Equity, Diversity and Recruiting Manager	December 2021 - March 2022
Compile and share data regarding the demographics of new hires and of staff that depart, highlighting and reflecting on trends within annual reports to the Equity Leadership Team.	Equity, Diversity and Recruiting Manager	December 2021 and June 2022
Ensure all hiring managers have committed to creating interview panels that reflect their communities demographics.	HCS and Office of School Performance	December 2021
Develop a process for selecting diverse staff and/or students to serve on interview panels.	HCS and Office of School Performance	February 2021
Develop a process for screening and interviewing candidates which shall include questions and/or scenarios related to diversity and equity.	HCS and Office of School Performance	January 2021

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
A data tracker will be created and implemented to ensure 100% of candidates are screened/reviewed by hiring managers.	HCS ,Office of School Performance, and Data Assessment	February 2021

Goal IV: Organizational Team Excellence ~ Recruit, cultivate, and retain a highly skilled workforce.

Strategic Initiative 4.2 Provide targeted professional development to cultivate the district's staff.

Monitoring Progress

Process Benchmark	Owner	Timeline
Develop and implement a professional development / training plan for all classifications of staff that include topics such as diversity and equity.	HCS and Office of School Performance	November 30, 2021
Offer MTEL preparation courses, targeting those not licensed.	ED of HCS / ED of Strategic Initiatives	December 1, 2021
Increase awareness of staff of benefits, partnerships, and/or opportunities to become a bigger part of the greater New Bedford Community.	HCS & Community and Public Relations	Monthly
Create and implement a Special Education Academy for staff to secure new and/or additional licensure.	ED of HCS / ED of Strategic Initiatives / ED of HCS	February 2022
Develop and implement a robust mentoring and induction program that will include meetings related to diversity and equity.	ED of HCS / Office of School Performance	September 2021

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
Exit tickets, provided after professional development, will indicate that 70% of staff feel the professional development/training offered assisted in their professional growth.	ED of HCS / Office of School Performance	Ongoing
Exit tickets, provided after mentoring and induction, will indicate that 70% of mentees and/or mentors feel the mentoring and induction program assisted in their professional growth.	Ed of HCS	Ongoing

Goal IV: Organizational Team Excellence ~ Recruit, cultivate, and retain a highly skilled workforce.

Strategic Initiative 4.3 *Provide various opportunities to staff in order to assist with retention.*

Monitoring Progress

Process Benchmark	Owner	Timeline
Develop and implement a Stay Interview process at all school buildings.	Equity, Diversity and Recruiting Manager, ED of HCS, and office of school performance	October 29, 2021
Survey all staff to determine workplace satisfaction.		
Survey all Unit A new hires by October 31, 2021 to solicit feedback on their onboarding process from Central Office and at the building.	Equity, Diversity and Recruiting Manager	October 31, 2021
Provide exit interviews to all resignations and retirements.	HCS	Ongoing
Develop and implement affinity group(s) during the 2021-2022 School Year.	Equity, Diversity and Recruiting Manager	December 31, 2021

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
Receive staff survey feedback from 60% of staff related to workplace satisfaction.	HCS and Building Principals	May 1, 2022
Stay Interviews will occur with a minimum of 5% of staff at all schools.	Building Principals	February 18, 2022

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

Strategic Initiative 5.1 *Implement a strategic communications plan that outlines specific steps to inform and engage external audiences.*

Monitoring Progress

Process Benchmark	Owner	Timeline
Develop a way to share MTSS, equity plan, and Data and performance review information where the community understands and our staff can own, share, and build pride.	Com / PR Manager	August 2021
Transition communication plan into a 3 tiered model in which we target A) employee pride, B) Target people work (heart and minds), and C) social media components.	Comm/PR Manager	MOY 2021-2022
Communication plan includes strategies to improve engagement and pride: 1) Content – Raise positive awareness of NBPS 2) Focus – MS and HS: student support, safety, respect and achievement. 3) Brevity – Increase short-duration A/V content	Comm/ PR Manager	SY21-22
Implement and maintain social media on Facebook, Twitter and district website.	Web specialist Comm / PR Manager	Ongoing
Manage one centralized public district calendar.	Office of Supt.	Ongoing
All departments and schools will identify ways that they will impact the communication plan to build district pride with measurable outcomes.	Comm/ PR Manager	SY21-22

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
There will be an increase in the percentage of engagement of parents through emails/text messaging from BOY to EOY.	Web specialist/school web page managers	2021-2022
There will be an increase in reach on social media platforms from BOY to EOY.	Comm / PR Manager	2021-2022
There will be an increase in stakeholder engagement with online content as measured by user engagement metrics, website traffic, clicks, shares and likes from BOY to EOY.	Comm/ PR Manager Web Specialist	2021-2022

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

Process Benchmark	Owner	Timeline
Monitor schools' and departments' web pages for updates at least quarterly by their designated web page managers.	Web Specialist	SY21-22

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
Professional development evaluation forms will show an increase in the leaders' level of knowledge and skill in strategic communications.	Office of School Performance	Quarterly

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

Process Benchmark	Owner	Timeline
Maintain updated news releases on the NBPS website to continuously update all families about district initiatives and programs.	Web specialist	2021-22 SY
Stories submitted by district staff to: communications@newbedfordschools.org	Web specialist/Comm/PR Manager	2021-2022

Measuring Impact

Early Evidence of Change Benchmark	Owner	Timeline
There will be an increase in positive media stories.	Comm/ PR Manager/ Web specialist	
There will be an increase in interactions of community members with NBPS social media posts from BOY to MOY	Comm / PR Manager/Web Specialist	2021-22 SY
There will be an increase in positive story referrals from NBPS staff quarterly: communications@newbedfordschools.org .	Comm / PR Manager/ Web Specialist	2021-22 SY

9/22/21