

SY2020-2021

School Committee/Superintendent Goals

As presented to the SC by Superintendent Malone c/o Executive Team

1. FY21 School Reopening Plan and Operations: We will successfully implement our school reopening plan and project-manage the flexibility of learning options within the plan using safety and common-sense as the driving principles of our decision-making.

2. District Performance: During SY 2020-2021, FRPS will demonstrate targeted improvement across accountability indicators, making moderate to substantial progress toward targets set by DESE (these will be available to us over the next couple of months and we can use the exact targets set for us as our measurable growth metric) in the Massachusetts Next Generation Accountability System. The accountability indicators are as follows:

- a. **Achievement:** English Language Arts (ELA), Mathematics, Science
- b. **Student Growth:** Mean student growth percentile (SGP), ELA, and Mathematics
- c. **High School Completion:** Four-year cohort graduation rate; extended engagement rate (five-year cohort graduation rate plus the percentage of the students from the cohort still enrolled); annual dropout rate
- d. **English Language Proficiency:** Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)
- e. **Additional Indicators:** Chronic absenteeism; Percentage of 11th & 12th graders completing advanced coursework

3. Learning and Teaching:

- a. FRPS will leverage the 2021 District Improvement Plan, including four practices aligned with statewide turnaround practices, as described in the attached document.

Success of plan implementation will be measured by making moderate to substantial progress toward accountability targets, as described above, as well as meeting performance goals and growth measure targets to be set in relation to the following:

- ❖ ANet assessments - ELA & Mathematics, Grades 2-10
- ❖ Prioritized subtests of DIBELS 8, K-5
- ❖ Add+Vantage Mathematics, K-2
- ❖ iReady - ELA and Mathematics, Grades 6-8

- b. FRPS will utilize the 2020 ELT Study outcomes to create a more equitable model for expanded learning time across all Fall River Public Schools. Considerations will include:

- ❖ qualitative and quantitative data collected in the Fall River Public Schools
- ❖ current research around ELT
- ❖ financial impact, both revenue and expenses

Success will be measured by delivery of an SY22 budget, including SOA funding, and a 2-3 year district-wide plan for expansion and implementation of ELT structures.

- c. FRPS will utilize the 2020 GATE Study outcomes to create more equitable programming for accelerated learning in Grades 4-8.

- ❖ qualitative and quantitative data collected in the Fall River Public Schools (achievement, continued

- membership in FRPS, survey data)
- ❖ current research around gifted and talented education
- ❖ financial impact, both revenue and expenses

Success will be measured by delivery of an SY22 budget and a 2-3 year district-wide rollout for accelerated programming.

- d. FRPS will increase our collective understanding of how to effectively educate, support, and celebrate our diverse student body.

Success will be measured by the continued participation of school and district leaders in professional development pertaining to Culturally Responsive Leadership and Teaching.

- ❖ The examination of currently utilized curricular resources that results in the identification and purchase of SY22 curricular materials reflective of our diverse community and promotion of racial equity.
- e. FRPS will support the language acquisition of our EL students by developing out two-way immersion program for FY22 implementation, engage our parents and community partners through greater use of our outreach support workers, and communicate more effectively through our participation in the DESE translation initiative.

4. Special Education

- a. **By SY21, implement program and structure recommendations** from the Strategic plan to include:
 - ❖ The continued streamlining of Special Education programs across the district with the following:
 - ❖ Addition of Middle School Social Emotional classroom at the John J. Doran School, replacing one current middle school classroom
 - ❖ The district will look to strategically and systematically convert substantially separate classrooms to inclusion with a specific focus on B.M.C. Durfee High School
 - ❖ In collaboration with Southeastern Massachusetts Educational Collaborative, Fall River Public Schools will develop a plan for the creation of in district public day classrooms for students with severe special needs
 - ❖ In partnership with Landmark, FRPS will execute a professional development plan for special education staff with a focus on literacy and inclusion for the 20-21 school years
- b. **Success will be measured by:**
 - ❖ Inclusion programming will increase by 5% across the district.
 - ❖ The return of up to 10 students currently in out-of-district placements who are able to return to specialized classrooms in district schools for SY21
 - ❖ The increase of 10% in the number of students who earn an MCAS-alt scaled score of 500 or more
 - ❖ Meeting or exceeding the targets for ELA, math, and science achievement in 2021 MCAS
 - ❖ By the end of the 20-21 school year Fall River Public Schools will have 10 Special Education teachers certified in the LIPS program for reading intervention

5. Early Childhood Education: building on the progress of ½ day programs to full day programs for 4-year olds (for the opening of the FY21 school year, we were able to convert two multi-age half day programs to full day 4yo programs), despite the lack of Student Opportunity Act funding, we will use strategic future SOA funding to both convert more full-day programming and create more classes for full-day 4-year old K1 programming.

- a. By March 2021, we will develop a 3-5 year comprehensive plan to restructure and strengthen our preschool programming. Outcomes could include: 1) targeted special education programming for 3yo students with disabilities, 2) expansion of full day programming for 4yo children with and without disabilities, 3) the creation of an early childhood center. The plan would include an analysis of enrollment trends to guide decisions, projections for financial needs (staffing, outfitting of classrooms, curriculum, etc.), as well as facility needs. As this will have budget implications, said plan will be presented to the School Committee for deliberation prior to the adoption of the FY22 budget.
- b. **Success will be measured by** the delivery of a 2-3 year district wide plan for the expansion of early education programming informed by ECE program analysis, i.e., the opening of more Pre-K classrooms serving 4-year old Fall River students

6. Facilities, Capital Improvements, and Transportation:

- a. During SY2021 Facilities and Operations will:
 - ❖ Implement plans and timelines for facility improvement projects and preventative maintenance, as described in the Facilities and Capital Improvements Plan
 - ❖ Successful management of the B.M.C. Durfee High School building project
 - ❖ Develop a plan to replace air handling units and other HVAC components in all buildings, starting with a complete analysis of building needs, age and condition of units
 - ❖ Continue to improve routing and tiering of our transportation
- b. **Success will be measured by**
 - ❖ The on-time and on-budget completion of all projects and maintenance as outlined in the FCI Plan and the Durfee construction plan
 - ❖ Enhanced performance and efficiency in our buildings
 - ❖ Transportation cost remain stable
 - ❖ The on-time opening of the new BMC Durfee High School in August 2021

7. Student Success Pathways:

- a. **Continue to progress in the design, implementation, and expansion** of student success pathways to include Chapter 74 programs, Alternative Education, Early College, and Dual Language.

Alternative Education:

- ❖ RPA will open their new “student in-take center” which will serve as a “one-stop-shop”, also known as “clearinghouse” to assess students skills and needs and place them into the appropriate FRPS alternative education pathway
- ❖ Evolve at RPA will serve 50 students in FY21 and prepare to serve 75 students in FY22
- ❖ Evolve at RPA faculty/staff will implement ongoing professional development in competency-based TLE (transformative learning experience aka “project-based learning”). Success will be measured by student cohort expansion to serve more students and the development of a competency-based grading system, a protocol for competency-focused student conferences, two rigorous prioritized competency rubrics that are grounded in student work exemplars from TLE units. This will be funded and project-managed in conjunction with the BARR Foundation grant.

8. Human Capital:

- a. **Continue to develop** the FRPS teacher and leadership pipeline and retention initiatives through:
 - ❖ Professional development of our Teachers, Paraprofessionals, and Instructional Support Personnel
 - ❖ Continue expansion of JET Program for paraprofessionals transitioning to Teaching roles

- ❖ Continue the development and conversion via the ISL role (3 conversions this year)
- ❖ Added 16 ISL positions in 20-21 budget
- ❖ Partnerships with institutions of higher learning aimed at enrolling staff in degree and licensure programs (UMD, BSU, Lesley, BCC)
- ❖ Teachers have programs available through multiple programs UMD (50 teachers)
- ❖ BayCoast partnership expansion (multiyear commitment to remain with district)

b. **Success will be measured by** the following:

- ❖ Increase in the adjusted teacher retention rate from 87% to 88%
- ❖ The DESE Retention rate needs to be compared with the adjusted local rate
- ❖ Decrease the number of waivers requested by 5%
- ❖ Increase in teacher attendance: 95.2% in 2018-2019; 2019-2020 (not posted yet-pandemic)

c. Diversity:

- ❖ 2019-2020 teacher diversity increased 1%, 2020-2021 diversity goal 1.5%
- ❖ Expand diversity candidates for administrative positions
- ❖ Expand the JLMC Diversity and Equity committee to include FRAA and Paraprofessionals
- ❖ Increase professional development opportunities for social justice sensitivity

d. Contract Negotiations:

- ❖ Secure interim or 3 year agreements for all 9 units.
- ❖ Implement Principal Matrix to attract and retain administrators

e. Active Anti-Racism:

District leadership will read and discuss “How to be an Anti-Racist” by Kendi.
Principals will lead similar discussions with their faculty/staff.