

## *School Year 2018 - 2019*

### ***School Committee / Superintendent Goals***

*as presented to the School Committee by Superintendent Malone c/o executive team*

Approved by FRSC 10/9/18

***Annual District Performance:*** During SY 2018-2019, FRPS will demonstrate targeted improvement by meeting and/or exceeding the criterion referenced target percentage of 75%, as outlined by the Department of Elementary and Secondary Education in its Next Generation Accountability System. *(Targets for each accountability indicator (a-e) will be set by DESE following the public release of 2018 accountability data and the October SIMS collection of student data.)*

The accountability indicators are as follows:

- a. Achievement (2019 MCAS):
  - English Language Arts (ELA) achievement
  - Mathematics achievement
  - Science achievement
- b. Student Growth (2019 MCAS):
  - ELA mean student growth percentile (SGP)
  - Mathematics mean student growth percentile (SGP)
- 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 (2019 ACCESS):
  - 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 students missing 10 percent or more of their days in membership)
  - Percentage of 11<sup>th</sup> & 12<sup>th</sup> graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, and other selected rigorous courses)

Aligned with the district's Strategic Plan 2018-2022, we will implement the following measurable and deliverable actions in a strategic approach to systemic improvement in SY 2018-2019.

**PEOPLE** – *Human capital needed to achieve our Mission and Vision.*

**Theory of Action** – If we invest in educator excellence by hiring and retaining effective practitioners and supporting personnel, and if all staff work together to engage families and the community so student success is a collective responsibility, then all Fall River Public Schools’ students will attain their fullest potential and become participatory members of society. Our 2018-19 planned actions are as follows:

**Human Capital:** During SY 2018-2019, we will continue to implement the findings of the Human Resources Audit. (a-e)

1. In fall 2018, we will present to School Committee a report of Year One Progress with respect to the HR Audit, including the expansion of our leadership development “pipeline,” the enhanced hiring and recruitment plan, and the metrics of daily/annual faculty/staff attendance and retention data.
2. By December 2018, we will present an analysis of staff demographic data by bargaining unit (FREA, FRAA), allowing us to track and monitor progress in the hiring and retention of professional staff of color and those who are bilingual.
3. We will analyze the total strategic investment in, and placement of, Special Education and Regular Education paraprofessionals as well as Social Emotional Learning (SEL) support staff across all of our schools - in shaping the FY20 budget to target best possible strategic distribution of current staffing, and in identifying the need for additional staffing targeted towards underperforming classrooms and schools.

**PLACES** – *Facilities, resources, and operations that provide the structure and support to our educational environment.*

**Theory of Action** – If we provide resources to our schools, driven by student need and furthering the 21st century learning innovation, then each of our schools will be able to establish the learning environment (climate, tools, and technologies) needed to increase student performance and close achievement gaps. Our 2018-19 planned actions are as follows:

**Long Term Capital/Facility Master Plan:** During SY 2018-2019, FRPS will use best practices in project management to successfully and strategically facilitate the following actions to meet the goals articulated in the district’s Strategic Plan: (a-e)

1. Manage and facilitate all year-one aspects of the B.M.C. Durfee High School construction project.
2. Manage the accelerated repair program at Tansey and Watson elementary schools.

3. Perform routine and preventative maintenance procedures across all district facility installations.
4. Identify and target new funding mechanisms to support continued implementation of the long-term facility plan (Collins Center and City of Fall River).
5. Provide reports of ongoing progress throughout SY 2018-19, as well as any proposed recommendations to fulfill facility needs as determined by student growth in spring 2019.
6. Use sound management procedures, the implementation of the recommendations of the transportation audit, and competitive bid processes to decrease overall FRPS transportation costs by 5% in FY19 into FY20.

**PRACTICE** – Instructional framework, strategies, and actions that are the foundation of learning and teaching

**Theory of Action** – If we ensure the delivery of high-quality curriculum, instruction, and assessment practices in every classroom, then each student will have the skills and tools necessary to meet and exceed rigorous academic and behavioral standards and graduate ready for college/career. Our 2018-19 planned actions are as follows:

**Instructional Improvement:** With a strategic emphasis on English Language Arts, Mathematics, Science, and Social Emotional Learning, we will improve teaching and learning with the implementation of targeted, research-based practices and high quality instructional strategies – as outlined in the District’s Instructional Improvement Plan.

**Innovation Pathways:** During the 2018-2019 School Year, FRPS will continue to make progress in the design and implementation of the following student success pathways:

1. Alternative Education: (c,e)
  - RPA will successfully complete its year-long redesign project and grant application as required by the Barr Foundation’s planning grant cohort-2 process, and submit its application for full funding of the three-year implementation grant (spring 2019).
  - In spring of 2019, we will present preliminary findings around alternative academic and social-emotional pilot programs at the elementary and secondary levels, and make recommendations for enhanced-design.
2. Career Vocational Technical Education (CVTE): (c,e)
  - We will successfully implement two new CVTE programs: Marketing and Engineering.
  - We will increase student participation in our CVTE programming by 3% in FY19 compared to FY18 as well as expand our technical training programs at Resiliency Preparatory Academy (CNA and Culinary), increasing graduation with certifications by 5%.
  - We will work with DESE and CVTE support organizations to develop a master schedule that meets DESE regulations regarding expanded time requirements for Chapter 74 in the 9<sup>th</sup> & 10<sup>th</sup> grade exploratory programming.

- In winter/spring 2019, will establish a task force to study current pathways and make recommendations for CVTE pathway expansion in the middle schools with clear connections to Durfee programming.
3. Dual Enrollment: (c)
    - During SY 2018-19, we will partner with Bristol Community College to expand access and increase dual enrollment for underserved populations including low income, first generation, EL, and students w/ disabilities at both Durfee and Resiliency Preparatory Academy in partnership with.
    - During SY 2018-19 we will work jointly with Bridgewater State University to apply to DHE/DESE for a new dual enrollment pathway to be conducted on site at Durfee.
  4. Gifted and Talented Education (GATE): (a,b,c)
    - A superintendent task force will be established to study current GATE programming and develop recommendations for redesign that will be presented to the SC in spring 2019. Said redesign recommendations will be goal oriented to increase equity, participation, access, and growth in an effort to expand excellence.
  5. English Language Learners (EL): (d)
    - Our EL redesign team will continue to study and explore new models and research-based best practices to engage EL students and families. This work will continue to follow the parameters established in the 2017 LOOK Act signed into law by Governor Baker, providing flexibility of program with new accountability oversight. The redesign team will present their recommendations for program improvement in spring 2019.
  6. Extended Learning Time (ELT): (a,b)
    - During the 2018-19 School Year, we will conduct an analysis of the district's ELT programming ; specifically its total cost to the district, revenue vs. expense, and impact on student achievement. We will include survey data from faculty and parents regarding their perceptions on pros and cons of the ELT model. The ELT report will be presented to the School Committee in spring 2019 with recommendations for continual investment and/or suggestions for pilot program improvement models. (i.e. typical school day, but more faculty / staff).
  7. Special Education: (a,b,e)
    - We will continue to improve program coherence and alignment with a focus on increasing parent engagement, building trust, and increasing inclusive practices within all schools. We will measure success by reducing out-of-district tuition costs and reinvesting savings in programs and services within the district.