

Superintendent's Report of Entry Findings

February 1, 2023



Superintendent's Entry Process

Transition Plan – February 2022-June 2022

Entry Plan – July 2022 - Present

- Learned from BPS Community Members
- Reviewed Data and Documentation
- Observed Classrooms, Schools, and Community Spaces

Essential Question: What are the strengths and opportunities within the Barnstable Public Schools?

Superintendent's Entry Process

Listening to BPS Community Members - Individuals and Groups

- School Committee
- Administration
- Faculty/staff at each building - in person and via survey (n=355)
- Faculty/staff members of color who convene in a resource group
- Union Leadership
- Students at BUES, BIS, BHS representative of the diversity among our student body (n=80)
- Families (69 signed up; some did not show)
- Attended a SEPAC and ELPAC meeting

Superintendent's Entry Process

Listening to BPS Community Members - Individuals and Groups (continued)

- Town Manager, Assistant Town Manager, and some Town Department Staff
- Elected Officials – Town Council and Regional Elected Representatives
- Police Chief and Officers from the School Resource Officer Unit
- Fire Chiefs
- Regional Emergency Management Personnel
- Administrators from Cape Cod Regional Technical High School and Sturgis Charter School
- Cape and Islands/Old Colony Roundtable Superintendents
- Cape Cod Collaborative Officials
- Cape Cod Community College Officials
- Local Mental Health Agencies (e.g. NAMI, Gosnold)
- Business Improvement District
- Barnstable No Place For Hate Representatives

Superintendent's Entry Process

Data and Document Review - Examples

- School Committee policies
- District procedures and forms
- Collective Bargaining Agreements
- Prior School Department budgets
- Student achievement data (e.g. MCAS, STAR assessments, other)
- Human Resources materials
- Presentations and expectations related to Town finance
- District and School Handbooks
- Athletic Handbooks
- Program Reviews
 - Special Education
 - Student Services
 - Athletics
- BHS Program of Studies

Superintendent's Entry Process

Data and Document Review - Examples (continued)

- Curriculum materials and report cards
- Registration materials
- School and District Improvement Plans
- School and District Profiles through DESE
- Suspension letters; discipline data
- Randomly selected observation and evaluation materials
- Previous Meeting Agendas (School Committee, Leadership Team)
- Meeting and Professional Development Agendas (Faculty/School)
- School newsletters
- BPS and school websites
- BPS social media accounts
- Newspaper articles
- Selected vendor contracts



Superintendent's Entry Process

Observations of Classrooms, Schools, and Community Spaces

- Monthly visits to schools with principals
 - Discuss matters of importance
 - Tour classrooms and workspaces
- Tours of Buildings and Grounds with Principals and Facilities Director
- Tour of BHS Grounds with Principal and Athletic Director
- Attendance at selected events, as my schedule allows
 - School related events
 - Community events

Outreach, Data and Document Review, and Observations of our schools will continue during my time as Superintendent.



Strengths

*Draft Findings



Diversity Among our Students and Families

“The greatest strength of our community is the diversity of our students and families.” – Multiple community members



Dedication of our Faculty and Staff

Cited among numerous community groups.

Barnstable educators tend to be committed to the district.

- Data tracks above the state level for retention consistently.

Barnstable educators have been observed to rally around students, families, and each other.

- Multiple observations



Breadth of Opportunities Afforded to Students

- **Academics**

e.g. Enrichment opportunities, social-emotional learning, high school course offerings, high school career pathways, dual enrollment, Gateway PreK-12, special education services, alternative education programs, project based learning

- **Co-curriculars/Extracurriculars/Enrichments**

e.g. over 50 clubs at Barnstable High School; athletics; fine arts; performing arts; middle school opportunities; field trips

- **Community Relationships and Partnerships**

e.g. Local donors (e.g. Cobb Trust, Skende Foundation, Cape Cod 5), high school internships, Cape Cod Community College, health services, parent teacher organizations, recreation department, community groups

“The breadth of opportunities afforded to students in Barnstable would be the envy of any school district in the Commonwealth.” – Your New Superintendent



Opportunities

*Draft Findings



A Strong Desire and Need to Come Together

- Sentiments of feeling disconnected
 - Many cited Gr 4/5 and Gr 6/7 as particular concerns
 - Configuration of BUES and BIS is NOT the only driver of these feelings
- Sense of loss
- Fatigue and stress
- Trauma-based responses
- Escalation of maladaptive behaviors

- Discontinuity of curriculum, in pockets
- Desire to feel like part of a cohesive whole

- Desire for consistent and positive communication
- Opportunity for additional clarity

- Working towards consistency of practice
- Working towards a sense of belonging
- Focus on positive; celebrate successes
- Opportunity to create priorities

**Immediate next steps: Work with the community on VISIONING
A Vision of a Barnstable Graduate**



Continued Focus on Academics and SEL (Behavior)

- **Instruction**

- Desire/need to focus on instruction following remote and hybrid learning models
- Increased level of skill gaps among students
- Concerns about student engagement
- Concerns about student behavior/consequences

- **Curriculum**

- Opportunity for documentation - predictability and transparency
- Opportunities for further development including vertically from PreK-12+ and horizontally (especially K-3)

- **Key Focus Areas based on data**

- Literacy and mathematics
- Social-emotional learning and behavior
- English language development
- Special education
- Inclusion of multiple perspectives and diverse representation within the curriculum
- Attending to students' mental and physical health

- **Predictable Curriculum Review Cycle**



A Need for Talent Development

- **Significant staffing challenges**
 - High cost of living/housing
 - Goal of diversifying our educator workforce and its positive impact on students
 - Hard to fill positions
 - Highly specialized educator roles (school psychologist, SLP, EL teachers)
 - Bus drivers, paraprofessionals, substitute teachers, etc.
- **Traditional recruitment and retention efforts not as effective**
 - Develop career ladders and incentives
 - Intentional focus on retention, including and especially for educators of diverse backgrounds
 - Engage in additional outreach
- **Desire/opportunity to “grow from within”**
 - Significant professional development and human resources implications
- **Opportunity to develop strong Professional Development plan for staff**
 - Support in working with multilingual learners
 - Portuguese classes
 - Trauma-informed care
 - Effective utilization of instructional resources
 - De-escalation
 - New IEP forms

Facilities, Enrollment, and Future Planning

- Portfolio of aging school buildings
- Significant list of Capital Improvement Projects with additional projects to be planning for
- Enrollment trends
 - Long-term - overall decrease
 - Signs of growth at elementary schools
- Concerns about two 2-grade schools; concerns with grade 8 at BHS
- Space constraints at many schools
 - Concerns of educational equity and adequacy of spaces
- Three year lease of portables at two sites but other needs emerging
- Awaiting report of Facilities Conditions Assessment
- Awaiting report of Enrollment Forecast for next decade

Next Steps



Next Steps

- Seeking input and feedback on the draft from community stakeholders
- Develop multi-year *Strategy for District Improvement* based on the findings
 - Draft by end of the school year
 - Summer planning by leadership team
 - Seek School Committee adoption of multi-year goals with annual objectives in the fall 2023

Questions/Comments

