|  |
| --- |
| **CHRONICALLY UNDERPERFORMING SCHOOLS EXIT ASSURANCES AND STRATEGIES FOR SUSTAINABILITY** |

|  |  |  |  |
| --- | --- | --- | --- |
| District Name: | New Bedford Public Schools | LEA Code: | 02010000 |
| School Name: | John Avery Parker Elementary School | School Code: | 02010115 |

The following has been developed consistent with M.G.L. Chapter 69, Section 1J and 603 CMR 2.06 to define the features of the turnaround plan that will continue for a transitional period upon the Commissioner’s removal of a school from chronically underperforming status.

## CONTINUED FEATURES OF TURNAROUND PLAN

**The following table lists the features of the turnaround plan that will be continued for a transitional period[[1]](#footnote-1) beyond the school’s exit from receivership.**

|  |
| --- |
| **Turnaround Plan Feature** |
|  *Priority Area 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction in every classroom for every student every day.* * Continue to train all staff in evidence-based strategies for cultivating student belonging and creating a safe, inclusive environment.
* Continue to create strong developmental relationships and engagement across culturally and linguistically diverse learners, guided primarily by the principles of Zaretta Hammond’s “Ready for Rigor” framework.
* Continue to support schoolwide implementation of culturally and linguistically responsive pedagogy aligned with Zaretta Hammond’s “Ready for Rigor” framework.
* Continue to implement evidence-based instructional programs that support inquiry, discourse, and skill development through relevant and complex tasks.
* Continue to train all teachers in Systemic Functional Linguistics as a framework for developing teacher knowledge about language, language use across domains, and critical aspects of language development for diverse learners.
* Optimize staff schedules to support a co-teaching model of instruction, supported by time for common planning among classroom teachers, special education staff, English as a Second Language educators, and interventionists.
 |
| *Priority Area 2: Establish school structures and systems to ensure that all students have teachers who are proficient in delivering rigorous instruction and maximize instructional time.** Continue to extend professional development time for Parker staff, to include up to six additional days during the summer and weekly professional development time.
* Implement a teacher feedback system to understand educator growth experiences; conduct regular Educator Development Review meetings to review needs and inform coaching and training strategies.
* Continue Parker’s extended school day and school year calendar, which includes up to 192 instructional days a year and up to 7.5 hours for students per full day of school.
* Continue to implement a performance-based compensation system that rewards teacher effectiveness, professional growth, and student academic growth and pays competitive wages.
* Continue to identify teacher leaders at each grade level who facilitate teacher collaboration time and support instructional planning.
 |
| *Priority 3: Provide students with appropriate supports and acceleration opportunities to maximize their learning by using data to differentiate instruction and identifying opportunities for intervention and enrichment.** Continue to train all staff on Parker’s Planning for Learning Cycle, a seven-step instructional planning process that is grounded in the neuroscience of learning and aligned to the tenets of culturally responsive teaching.
* Continue to implement social emotional support activities for all students.
* Continue to provide training to staff so they can recognize social emotional skill development needs that affect a student’s ability to participate fully in the classroom learning environment.
* Continue to build out a system of extended learning opportunities (afterschool, vacation, summer, etc.) that provide alternative settings for developing core skills, social emotional wellness, and confidence. This includes creating a Positive Youth Development coordinator position to oversee the development of an extended learning opportunity system.
 |
| *Priority Area 4: Ensure that all students succeed academically by establishing a climate that focuses on learning and engaging families as partners in student learning.** Continue to use family engagement nights to help families understand how to support academic and social emotional development and connect to resources.
* Continue to conduct regular family focus groups to inform decision-making by school leaders.
 |
| *Appendix A: Working Conditions and Compensation for Chronically Underperforming Schools** Part II: Professional Compensation System
 |

**Throughout a transitional period, the Department will periodically monitor the school’s progress using the following metrics.**

|  |  |
| --- | --- |
| **Progress Metric** | **Aligned Turnaround Plan Strategy** |
| Participation of Parker leaders in NBPS learning walk system to build capacity to monitor instructional quality | Priority 2 & 3 |
| Percentage of students who are English learners making progress toward English proficiency as measured by ACCESS | Priority 1 |
| Percentage of students meeting or exceeding expectations on unit-end assessments in math, ELA, and science | Priority 1 |
| Percentage of students that are chronically absent | Priority 3 |

**For flexibilities that require funding to implement, please describe the relevant costs and how they will be funded.**

|  |
| --- |
| Continued SFL training will be funded through a grant from DESE.District will continue to fund staff salaries based on the Career Ladder compensation system. |

## DISTRICT SUPPORTS FOR CONTINUED IMPROVEMENT

The following narrative describes supports that the district will provide to ensure that the exiting school sustains improvement. This table should include systemwide supports for school improvement and may also include transitional supports that are tailored to the needs of the exiting school.

|  |
| --- |
| District Narrative: The Central Office Team has implemented numerous structures to support improvement across the district. We have assigned principal liaisons from the Office of School Performance (OSP) and Central Office to work alongside building leaders. This liaison model has proven to be supportive and was well received in past years, reflecting our commitment to fostering better outcomes through collaborative leadership. Liaisons were strategically assigned in late August, based on the school’s data and areas of need. The Office of School Performance will collaborate with the Parker Leadership Team, using a variety of data points to determine liaison assignments that will be most beneficial to continued school improvement. Liaisons are non-evaluative.Combining the Liaisons with the Central Office team members who serve as evaluators builds a team called PELT: Principal, Evaluator and Liaison Team. This team meets regularly for professional development, debriefing learning walk trends and to collaboratively and efficiently address commonalities among schools. Liaison and evaluator teams conduct monthly learning walks alongside building administrators in each school, using a consistent protocol resulting in a debrief document that includes action steps for building and Central Office personnel. Beginning in January, Parker will be included in this model; a learning walk schedule that works for the Parker team will be collaboratively constructed and implemented.The District’s School Improvement Planning Process and School Improvement Plan (SIP) template, revised for the 2024-2025 School Year, is another key support for school improvement. Since this is a mid-year transition, Parker will not need to write a new plan on the template. Instead, the Parker Evaluator and/or Liaison will work with Parker’s Leadership Team to ensure consistent monitoring of the existing plan and relevant data points throughout the school year. As a district, we have re-centered all discussions around data, emphasizing accountability in how we discuss, interpret, and act upon it. Our focus is on taking real, innovative action rather than repeating ineffective practices — a commitment strongly reflected in the Academic Achievement Subcommittee (AASC) of the School Committee, which meets monthly. The Parker administrative team has participated in relevant AASC Meetings during the 2024-2025 School Year, and will continue to do so. In addition to the systemwide supports named above, the District will provide Parker Elementary School with the following transitional supports to promote a stable teaching and learning environment for the duration of the 2024-25 school year:* The District will provide the Principal, Assistant Principal, and Manager of Educator Quality with mentoring hours and other professional learning experiences that will enable each administrator to fulfill the requirements of the administrative apprenticeship/internship route to licensure by the end of the 2024-25 school year. The plans for licensure preparation are outlined in Appendix A.
* The District will enable the Principal, Assistant Principal, and Manager of Educator Quality to continue to conduct evaluations of Parker educators under appropriate supervision, for the duration of the 2024-25 school year.
* The District will fund the continuation of leadership support services from Denise Ward during the 2024-25 school year, under a phaseout transition plan developed in collaboration with the Parker administrative team. The phaseout plan is outlined in Appendix B.
 |

## ASSURANCES

The District must assure that it will

1. Implement continued flexibilities consistent with the “Continued Features of the Turnaround Plan” section above.
2. Continue providing targeted support to the exited school to ensure that progress is sustained and effective practices are embedded.
3. Cooperate with the Department of Elementary and Secondary Education (DESE) in DESE’s continued efforts to assess progress in the exited school.

|  |  |
| --- | --- |
| **Typed Name of Superintendent:** |  |
| **Signature of Superintendent:** |  |
| **Date:** |  |

|  |  |
| --- | --- |
| **Typed Name of Commissioner of Elementary & Secondary Education:** |  |
| **Signature of Commissioner of Elementary & Secondary Education:** |  |
| **Date:** |  |

**Appendix A: Leadership Professional Development Plan**

**Professional Development (PD) and Mentoring Support Plan for School Leaders Seeking Licensure**

**Objective:**

To support school leaders in completing the requirements for a Provisional Principal/Assistant Principal license while fostering their professional growth and leadership success.

**Plan Overview**

**1. Proven Mentorship Framework**

* NBPS has a strong track record of using Darcie Aungst to mentor new leaders, enabling them to:
	+ Complete the **500-hour practicum** and required mentoring/induction programs.
	+ Transition successfully into leadership roles, demonstrating significant impact and success.
* Superintendent will approve/verify completion of hours and select mentor(s) to ensure alignment with district priorities and optimal support for current and future leaders.

**2. Mentorship Program**

* **Mentor Assignment:**
	+ Darcie Aungst, an experienced and licensed mentor, will oversee the mentorship program.
* **Mentorship Schedule:**
	+ Regular check-ins and structured activities aligned with DESE guidelines.
	+ Focus on leadership competencies such as instructional oversight, staff evaluations, and operational management.
* **Documentation:**
	+ Use of standardized tracking template to log internship hours and mentor feedback.

**3. Professional Development Sessions**

* Monthly PD workshops addressing:
	+ Instructional leadership and communication strategies.
	+ Equity, inclusion, and culturally responsive practices.
	+ Strategic decision-making and operational management.
* Real-world case studies and scenarios to enhance practical learning.

**4. Administrative and Application Support**

* **Verification and Resources:**
	+ Assist candidates in verifying employment history and SEI endorsements.
	+ Provide resources for MTEL preparation if needed.

**5. Progress Monitoring**

* Regular progress reviews with mentees to assess:
	+ Completion of practicum hours.
	+ Growth in leadership competencies.
* Mentor evaluations and feedback to address areas for improvement.

**Timeline for Implementation**

|  |  |  |
| --- | --- | --- |
| **Milestone** | **Deadline** | **Responsible Party** |
| Orientation session for mentees | December 2024 | District Liaison |
| Biweekly mentorship check-ins | January-June 2025 | Assigned Mentors |
| Monthly PD workshops | January-June 2025 | PD Coordinator |
| Internship hours completed | May 2025 | Mentees, Mentors |
| Licensure application submission | May 2025 | Mentees with District Support |

**Appendix B: Scope of Work for Denise Ward January-June 2025**

Denise Ward will continue to be on-site two days per week to support the Parker leadership team with the following:

* Acting as a mentor to the leadership team providing insight based on her experience.
* Advising on administrative processes such as budgeting, staffing, scheduling, and resource allocation.
* Providing support of the development of policies and procedures to ensure efficiency in the building.
* Guide decision-making processes and provide support in managing school culture, staff relationships, and community engagement.
* Supporting the leadership team in evaluating staff performance, including classroom observations, teacher evaluations, and professional development planning.
* Offering techniques for navigating conflict resolution and maintaining positive relationships among staff, students and parents.
* Supporting the leadership team in monitoring progress on school improvement goals and initiatives.
* Providing support as needed to maintain efficient school operations during staff shortages
1. These exit assurances may be revisited at the end of the 2024-2025 school year. [↑](#footnote-ref-1)