

# SMART GOAL WORKSHEET

Priority 1:		Improve Systems to Capture Complete and Accurate Staff Language Data		
Specific	Measurable	Attainable	Results-Based	Time-Bound
Precise needs of students for whom the goal is aimed (e.g., Socio-Economically Disadvantaged Students)	The tool or instrument that will be used to measure (State Assessment, DIBELS)	Actions that can be controlled and possible to reach (e.g., 6% increase)	Improve in a certain area (e.g., ELA, Math, Graduation)	Time Required to accomplish the goal (e.g., June 2016)
Determining language capacity.	Develop capacity to capture language proficiency in PeopleSoft.	Develop capacity to capture language proficiency into PeopleSoft.	Improve our ability to determine the capacity of BPS teachers in order to understand the SEI teacher need.	SY 2018-2019
		Survey existing BPS teachers to determine language capacity.	Improve our ability to match the language of teachers to SEI classrooms.	SY 2017-2018
Determine the content for a more accurate self assessment on language proficiency.	A platform, mechanism or questions to be asked as an interim measure.	Explore various options such as Interagency Language Roundtable Scale or Google Survey.	To capture the level of language proficiency as an interim measure prior to implementing process in PeopleSoft.	SY 2017-2018
Advocate for teacher licensure for dual language, TBE and other bilingual programs.	Schedule a meeting with DESE stakeholders and participate in meetings regarding implementation of LOOK Bill.	Initiating conversations with DESE to inform of our specific language teacher needs and to incorporate our feedback as part of implementation of the LOOK Bill.	To ensure that our recommendations are provided to DESE.	SY 2018-2019
Provide bilingual language proficiency assessments for BPS staff.	Normed language proficiency assessment either existing or generated internally.	Create and administer normed language proficiency assessments to translation/interpretation vendors and paraprofessionals	Improve the quality of the linguistic practices utilized by BPS personnel.	March-June 2017
Develop and implement language proficiency assessment.	Normed language proficiency assessment either existing or generated internally.	All new hires for school-based positions will need to complete the language proficiency as part of the job application process.	To transition from self reported data to accurately measuring the language proficiency of our school based staff using a normed assessment.	SY 2019-2020

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Priority #2:		Measuring the Need for ELs and ELS Teachers		
Specific	Measurable	Attainable	Results-Based	Time-Bound
Precise needs of students for whom the goal is aimed (e.g., Socio-Economically Disadvantaged Students)	The tool or instrument that will be used to measure (State Assessment, DIBELS)	Actions that can be controlled and possible to reach (e.g., 6% increase)	Improve in a certain area (e.g., ELA, Math, Graduation)	Time Required to accomplish the goal (e.g., June 2016)
Identify language need of each classroom/position as part of Budget Collab/Probable Org process.	<b>Database</b> that provides the list of all language programs for ELs, such as SLIFE, SEI, and dual language.	A concrete number of classrooms/positions can be identified for each of the district's major languages.	The district will be able to easily identify each language need per classroom/position to be able to assess if students' language needs are being met.	January 2019
District data systems will capture the language need for each new job posting/open position.	Report on the number of job postings for EL and ELSWD teachers and the rate at which the positions are filled.	Generate report 3 times per year based upon hiring cycles	The district will improve its ability to track how many positions need to be filled per major language.	SY 2018-2019
Track candidates with language proficiency that are not hired and match them with other appropriate job postings..	Hiring managers will be able to utilize TalentEd to identify job applicants with appropriate language proficiency.	Hiring managers will be able to tap into a wider pool of qualified candidates.	The district will improve its ability to fill positions with candidates who are speakers of the district's major languages.	SY 2020-2021
Generate consistent reports on hiring for school positions.	Report on personnel hiring and retention.	Created yearly in June utilizing data from current school year and previous school year	The district will be able to assess whether teachers are appropriately matched to students' language backgrounds.	SY 2018-2019

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Priority #3:	Pipeline, partnership, pathway programs, and other recruitment efforts			
Specific Precise needs of students for whom the goal is aimed (e.g., Socio-Economically Disadvantaged Students)	Measurable The tool or instrument that will be used to measure (State Assessment, DIBELS)	Attainable Actions that can be controlled and possible to reach (e.g., 6% increase)	Results-Based Improve in a certain area (e.g., ELA, Math, Graduation)	Time-Bound Time Required to accomplish the goal (e.g., June 2016)
<b>Teacher Pipeline programs:</b> <ul style="list-style-type: none"> <li>• BPS High School To Teacher Program (HSTT)</li> <li>• BPS Community Paraprofessional Development Program (CPDP)</li> <li>• BPS Accelerated Community to Teacher Program ( ACTT)</li> <li>• BPS Teaching Fellowship Program (BPSTF)</li> </ul>	Number of teachers candidates licensed and prepared to be hired who identified as HSTT program graduates), along with language proficiency data	BPS HSTT Program	Increase the number of bilingual teachers hired who identify as HSTT graduates and/or CityYear Corps members	SY 2019-2020
	Number of paraprofessionals candidates licensed and prepared to be hired from the CPDP program along with language proficiency data	CPDP Program candidate	Increase the number of bilingual paraprofessionals hired from the CPDP program	Based on an assessment
	Number of licensed novice teacher candidates hired and enrolled in the BPSTF program along with language proficiency data	BPS Teaching Fellowship	Increase the number of bilingual teachers hired from the SPED & ESL(SEI)/ BPS Teaching Fellowship	SY 2019-2020
	Number of licensed novice teacher candidates prepared and hired from the ACTT program along with language proficiency data	BPS Accelerated Community to Teacher Program ( ACTT)	Increase the number of bilingual teachers hired from the ACTT program	SY 2019-2020
Teacher Pathway Programs	Number of BPS Teachers prepared with ESL license	BPS Pathways Programs	Increase the number of teachers prepared with ESL license by 10%	SY 2018-2019
Recruitment and Cultivation of specific high value, language proficient groups: i.e., Spanish-speaking teachers from Puerto Rico	Number of teacher candidates with specific language fluency applying to at least one position in BPS.  ALSO, want to learn about Spanish speaking teachers from Puerto Rico	Multilingual advertising campaigns in local newspapers, cultivation events hosted in Spanish-language communities, multilingual & ESL specific recruitment events.	Increase the number of teacher candidates with language fluency in BPS' languages by 10%	SY 2018-2019

<b>Priority #4:</b>	<b>Pipeline, partnership, pathway programs, and other recruitment efforts</b>			
<b>Specific</b> Precise needs of students for whom the goal is aimed (e.g., Socio-Economically Disadvantaged Students)	<b>Measurable</b> The tool or instrument that will be used to measure (State Assessment, DIBELS)	<b>Attainable</b> Actions that can be controlled and possible to reach (e.g., 6% increase)	<b>Results-Based</b> Improve in a certain area (e.g., ELA, Math, Graduation)	
Propose alternate incentives to attract and retain candidates who are capable of teaching in the district's major languages	<p>Develop a Literature Review of current/relevant Research documenting alternative incentives to attract and retain candidates who are capable of teaching in the district's major languages (including cost analysis AND potential candidate yield.)</p> <p>Compile documentation on Higher Education Institutions (HEIs) nationwide that provides undergraduate students seamless access to an addition graduate year that licenses and prepares them to teach English Learners in BPS.</p>	The BPS/School Of Education Working group will use both the Literature Review and the documentation on Higher Education Institutions (HEIs) nationwide to inform their Implementation plan and their goals	An Alternative Incentives Proposal that outlines strategies to attract and retain candidates licensed and prepared to teach English Learners in BPS.	November 30, 2019
Collaborate with universities to prepare and produce licensed and teachers of color and/or produce teachers licensed and prepared to teach English Learners	MOUs established with universities to formalize the BPS/University partnership to produce licensed bilingual teachers.	Complete at least 2 MOUs formalizing the BPS/University partnership to produce licensed and prepared to teach English Learners in BPS by November 2019	This district will have a formalized agreement that provides guidance and outlines strategies to increases the number of licensed and prepared to teach English Learners in BPS.	November 30, 2019
	implementation plans developed in collaboration with university partners outlining from both strategy and program to launch to the 1st cohort of teachers licensed and prepared to teach English Learners	Complete at least 2 implementation plans formalizing the BPS/University partnership to produce licensed and prepared to teach English Learners in BPS by November 2019	This district will have a formalized plan that provides guidance and outlines strategies to increases the number of licensed and prepared to teach English Learners in BPS.	SY 2018-2019
	Develop and convene a BPS/Schools of Education Working Group with Deans of the Schools of Education/ OELL/OHC reps	Convene 4 meetings of BPS/ Deans of the Schools of Education Working Group	Develop shared goals for SY 19-20 resulting in improving the # of either candidates of color enrolling/ from Schools of Education(SOE) AND graduating from SOE licensed and prepared to teach English Learners in BPS.	SY 2018-2019 The 1st meeting convened before December 15, 2018 February 2019 May, 2019 June 2019 - SY 19-20 planning meeting

<b>Specific</b> Precise needs of students for whom the goal is aimed (e.g., Socio-Economically Disadvantaged Students)	<b>Measurable</b> The tool or instrument that will be used to measure (State Assessment, DIBELS)	<b>Attainable</b> Actions that can be controlled and possible to reach (e.g., 6% increase)	<b>Results-Based</b> Improve in a certain area (e.g., ELA, Math, Graduation)	<b>Time-Bound</b> Time Required to accomplish the goal (e.g., June 2016)
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By March 1, 2018, develop a tracking system to monitor the number of candidates who reflect the racial, cultural, and linguistic diversity of BPS students from both our internal pipelines and external sources. By October 1, 2018, use this tracking system to measure the 10% increase in the number of these candidates.