



MINISTRY OF EDUCATION  
DEPARTMENT OF EDUCATION

# ANNUAL REPORT

## April 2019

PLAN 2022

BERMUDA'S STRATEGIC PLAN  
FOR PUBLIC SCHOOL  
EDUCATION





# **Ministry of Education**

## **DEPARTMENT OF EDUCATION**

### **1 System**

The Bermuda Public School System (BPSS)

### **1 Vision**

All students are educated to lead personally and professionally;  
to compete locally and globally

### **1 Mission**

To provide all students with equitable access to holistic, varied and high quality instruction that is culturally relevant and empowers students to reach their full potential

### **1 Goal**

To produce a transformed public educational strategy extending from 2018 to 2022 that is locally and internationally relevant

## **5 Strategic Priorities**

Increase Academic Rigor and Student Engagement

Ensure Career, College and Workforce Readiness

Enhance the Quality of Teacher Practice and Systemic Leadership

Improve Infrastructure and Instructional Resources

Ensuring System Success



MINISTRY OF EDUCATION  
DEPARTMENT OF EDUCATION

## Message from the Minister of Education The Hon. Diallo V. Rabain JP, MP



### Annual Report Plan 2022

Nelson Mandela once said, “*Educating all of our children must be one of our most urgent priorities. We all know that education, more than anything else, improves our chances of building better lives.*” The sentiment embodied in this quote is a true reflection of my commitment to the future generation of leaders as we launch this first Annual Report for Plan 2022, the five-year strategic plan for the Bermuda Public School System.

This Report aligns with the Government’s 2017 platform promise to: ‘*implement recommendations from the Department’s Strategic Review with realistic and achievable yearly milestones.*’ Plan 2022 will lead to the transformation of public school education by focusing on the execution of adaptive and technical strategies that will drive the key outcomes. The underlying benefits of Plan 2022 are far reaching and will require the collective support of all stakeholder groups including students, parents, teachers, principals, Department of Education staff, Unions, community educators and private sector businesses. This collaboration and working together has already begun!

It is with great appreciation that I acknowledge those community and business stakeholders who have helped to accomplish specific strategies in Plan 2022 during the 2018/19 school year. Further, I am most grateful to the team in the Department of Education under the leadership of the Commissioner of Education for their steadfastness in strategizing, envisioning and delivering on the work needed to effect Plan 2022.

‘**Putting Our Children and Their Future First**’ is our mantra for maintaining the commitment to see Plan 2022 realized and our public school system transformed to impact generations to come.

The Hon. Diallo V. Rabain JP, MP  
Minister of Education



MINISTRY OF EDUCATION  
DEPARTMENT OF EDUCATION  
44 West Church Street | Hamilton | Bermuda HM12

Plan 2022 was developed “in response to Bermudians demanding a consistent, high-quality, community-focused, well-resourced public school system led by talented, well-trained and publicly accountable professionals.”

Guided by core values of transparency, inclusivity and engagement, Plan 2022 was developed using authentic community engagement and a diverse team of strategic planning writers who developed the strategies based on research and informed practice.

Bermuda’s Strategic Plan for public education has 5 strategic priorities, 43 key outcomes, 15 areas of action and 55 Strategies.

The strategic actions, which are to be achieved by 2022, are both adaptive and technical. “The adaptive activities are the longer-term and highly transformational actions that the Ministry and Department of Education must take. The technical strategies are the shorter-term, immediate, critical actions that must be undertaken to ensure the transformational adaptive practices can be successful in the long-term. Taken together, these actions represent the overall strategy to move Bermuda’s public school education forward.”

This Annual Report for Plan 2022 is the first report since Plan 2022 was released to the public on December 1, 2017. The purpose of the report is to provide stakeholders with insights about some of the key milestones for the five strategic priorities for the period January 2018 to March 2019.

We thank staff, partners, sponsors and members of the community for your contributions to the progress that has been made to date.

Together, we can transform Bermuda’s Public School System.

Mrs. Kalmar Richards  
Commissioner of Education  
April 15, 2019



# ORGANIZATION OF PLAN 2022

Plan 2022 is organized into five priority areas, with each priority having three areas of action which lists the work that is to be carried out. Each priority area also has key outcomes. The focus of the key outcomes for each priority are listed below. The specific measures for the key outcomes are listed in Plan 2022.

## Key For Priorities

1. Increase Academic Rigor and Student Engagement
2. Ensure Career, College and Workforce Readiness
3. Enhance the Quality of Teacher Practice and Systemic Leadership
4. Improve Infrastructure and Instructional Resources
5. Ensuring System Success

## Priority #1

### Areas of Action

- Differentiated Learning Opportunities
- Comprehensive Student Supports
- Culture of Trust and Transparency

### Key Outcomes

- Local and external assessments
- Learning support services
- Attendance and discipline
- Student engagement and safety

## Priority #2

### Areas of Action

- Early Childhood and School Readiness
- Career Readiness
- College Readiness

### Key Outcomes

- Preschool and primary benchmarks
- Graduation rates, qualifications and internships / apprenticeships
- College acceptance

## Priority # 3

### Areas of Action

- Enhance Educator Certification
- Strengthen Evaluation
- Create a Culture of Professional Learning

### Key Outcomes

- Teacher and Principal certification
- Staff training
- Evaluation of performance
- Funding for professional learning

## Priority #4

### Areas of Action

- Adequate Funding
- Updated Facilities
- Quality Instructional Resources

### Key Outcomes

- Expenditure for system priorities
- Private sector support
- Budgeted versus actual expenses
- Updated technology and usage
- Modern facilities with master plans

## Priority #5

### Areas of Action

- Focused Policy Direction
- Effective Governance
- Efficient Operations

### Key Outcomes

- Enactment of policy targets
- Governance structure based on autonomy and accountability
- System strategic indicators
- Reduction in non-instructional costs

# PLANNING, ORGANIZING AND EXECUTING

When Plan 2022 was officially released to the public on Friday, December 1, 2017, by the Minister of Education, The Hon. Diallo V. Rabain, JP, MP, Department of Education staff began planning and organizing for the execution of the strategies.



- Meetings with key stakeholders to share the approved Strategic Plan 2022 and to highlight the plan as a priority for the Bermuda Public School System
- Assignment of dedicated support
- Meetings with staff to gain input about strategy assignments and priorities
- Conduct research for a delivery Plan model
- Determine the framework for rolling out the execution of the Plan
- Determine accountability mechanisms



- Assigning key outcomes and strategies to leaders and staff
- Workshops on creating theories of action and developing delivery plans
- All day staff session to review expectations for staff collaboration, executing strategies and to gain a common understanding for the accountability mechanisms
- One on one and small group sessions to assist delivery plan managers with developing delivery plans
- Including Plan 2022 strategies in all forward job plans
- Development of a budget for Plan 2022



- Executing strategies and reporting on progress
- Ongoing meetings with delivery managers and delivery chain members to monitor and gauge progress
- Formal review of progress during annual performance appraisal meetings

# ACCOUNTABILITY MECHANISMS

We have purchased ACHIEVEIT, an online project management tool to manage efficiency, compliance and quality assurance in the work of Plan 2022 across all sections of the Department of Education.

An overview of the tool was presented to the Senior Leadership Team and then a GoTo Meeting was held with Department of Education staff during a staff meeting.

Training with ACHIEVEIT representatives commenced with relevant staff in July 2018. The training and interactions with ACHIEVEIT representatives is ongoing.

ACHIEVEIT is a cloud-based software, dashboard which will provide the Department of Education leaders with 360° visibility across multiple delivery plans for Plan 2022. This application optimizes organizational performance by tracking and reporting on delivery plan execution.

ACHIEVE IT aligns our staff, delivery plans and resources to ensure accountability with updated automation.

ACHIEVEIT was selected after researching comparable services supporting school districts and corporate teams managing the deliverables on strategic plans.

The research used by ACHIEVEIT is built upon countless examples; case studies working with schools, universities, and corporate teams, connecting the silos often found in the strategic team planning execution.

Executing strategy in the digital age requires tools connecting the shared objectives of business strategists and those executing the change.

The ACHIEVEIT team, based in Atlanta, Georgia, has helped optimize thousands of plans for hundreds of clients across the USA and Caribbean.

ACHIEVEIT's reputation is built on a Preparation Plan, Team Training, Implementation of Strategic Initiatives and Sustaining Success.

- *ACHIEVEIT Project Management Tool*
- *Delivery Plans with Measurable Objectives*
- *Annual Forward Job Plan Objectives*
- *Delivery Chain "Huddles"*
- *Monthly Section Meetings with Plan 2022 on the Agenda*
- *Monthly reporting on progress*
- *System Performance Measures*
- *Updates on Progress to Stakeholders*



# PRIORITY 1 KEY MILESTONES



## Adaptive Strategies

The delivery plan manager for Strategy 1.1.1 has provided leadership to Social Studies teachers at the primary and middle levels to ensure that students are engaged in culturally relevant, experiential and inquiry-based learning experiences. The work of updating curricula has begun and a dedicated budget has been allocated to support the work that will be carried out by two teachers who will be seconded during the 2019/2020 school year. **[See the Spotlight Report for this Strategy on Page 9]**

In 2018, the Ministry of Education committed to developing proposals for the introduction of signature or specialised schools (Strategy 1.1.4.1), and the phasing out of middle schools through a three-phase process. Consequently, research was undertaken and several stakeholders were consulted inclusive of parents, the Board of Education, Boards of Governors of Aided Schools, former educators and community persons. The Ministry is currently reviewing the findings of the SCORE Report and the restructuring of public school systems undertaken in other jurisdictions, including Cayman, Barbados, Gibraltar, England, Poland, the US and Canada. The information gathered will provide the data required to make an informed decision towards reforming public school education, modernising public school facilities and establishing specialised schools as needed.

Strategy 1.1.4.2 called for "...swiftly conducting a feasibility study addressing K-12 world languages." The delivery plan manager has completed the execution of this strategy and now plans are in the works for a foreign languages programme to commence in public preschools in September 2019. This strategy also identifies Coding as one of the world's foreign languages and with the assistance of CONNECTECH we now have a coding programme in all 18 public primary schools. **[See the Spotlight Report on Coding on Page 11]**

MTSS, or Multi-Tiered Systems of Support, which is at the heart of Strategy 1.4.6, is to be used as a blueprint for school improvement that focuses on system structures and supports across the system, schools and classrooms to meet the academic and non-academic needs of all students. **[See the spotlight report on Page 12 for progress with this strategy]**

An authentic School Improvement Plan template which is connected to Strategy 1.5.2 has been completed and represents a source of data collection around improvement efforts for schools and the system.



## Technical Strategies

Strategy 1.4.7 focuses on expanding partnerships with appropriately skilled and certified service providers (Government and private), to support student needs based on data. The ABC Football Foundation provides staff at Victor Scott Primary School during the school day to work directly with Physical Education teachers. The Youth Entrepreneurship Initiative has partnered with government middle school Business Studies teachers to provide training, access to new curricula and the Lemonade Day initiative which will take place in May 2019. ABIC, The Association of Bermuda International Companies , which has had partnerships with the senior public schools for a number of years, has now established a partnership with the five public middle schools. **[See the Spotlight Report for the ABIC Partnership on Page 10]**

Child Development Programme (CDP), with their focus on children 0 to 4 years and their families, has completed the execution of Strategy 1.4.8. They have conducted a review of all the programs under their remit and have made solid recommendations to improve their service model based on their findings.



# PRIORITY 1 SPOTLIGHT: SOCIAL STUDIES

**Adaptive Strategy 1.1.3: Innovative learning experiences that ignite student engagement and motivates learning**

## Progress

- Primary 1 curriculum amended to be more comprehensive and to include formative assessments and resources
- Primary 4 – 6 artifacts amended and the development of an artifact proficiency scale
- Monthly meetings with primary, middle and senior school teacher leaders to stay abreast of Standards-Based Grading (SBG), collaborate about instructional strategies and formative assessments and to expand their knowledge base about the content using guest presenters
- Primary and Middle school Team formed to develop proficiency scales
- Social Studies proficiency scales created for the P4 - M3 Social Studies curriculum
- SBG Professional Development to all stakeholders
- Moderation of artifacts with primary school Teacher Leaders
- Artifact report submitted to Principals, Assistant Directors and Director of Academics
- IGCSE Global Perspective Proposal developed and presented to the Senior School Standing Committee
- Attended the IGCSE Global Perspective Proposal course with the two Instructional Teacher Leaders from both senior schools – implementation September 2019 Priority 2.13.2
- Senior school team formed to develop the Global Perspectives curriculum
- Corporate office experiences organized for middle schools
- Vetted the SBG proficiency scales (primary and middle school teachers)

## Next Steps

### Read professional literature and partake in webinars to assist with:

- Curriculum development, Curriculum writing and Assessment writing

### Amend Curricula

- Review and amend the present curricula to insert more objectives relative to Bermuda
- Build assessments
- Develop resources

### Adopt New Curricula

- Add content and objectives relative to Bermuda
- Develop Bermuda resources by visiting Bermuda's sites and holding meetings with Bermudian personalities or groups
- Develop or redesign proficiency scales
- Develop or redesign assessments



# PRIORITY 1 SPOTLIGHT: PARTNERSHIPS

**Strategy 1.4.7—Expanding partnerships with appropriately skilled and certified service providers (Government and Private) to support students' needs based on data**

## The Association of Bermuda International Companies (ABIC)

The Association of Bermuda International Companies (ABIC) leads an on-going initiative to help boost awareness about the Island's economy and careers in international business for M3 middle school students.

We partnered with the Ministry of Education and public middle school teachers to help develop the middle school social studies curriculum to give students aged 11 – 13 years a better understanding of how Bermuda's economy works and also about different industry sectors and job types within the international business market. The curriculum material features PowerPoint presentations, videos, infographics and animated graphics that tell the story of Bermuda's economic history, the value proposition of international business and Bermuda's contribution to economies worldwide. Also covered are career opportunities in financial services, reinsurance, captive insurance and support industries such as accountancy, law and compliance. The enhanced curriculum has now been successfully delivered at the five public middle schools and additional resource support materials are being developed.

This year, for the first-time, middle school students were hosted by international companies. To enrich the international business curriculum, students from Clearwater, T.N. Tatem, Whitney, Dellwood and Sandys Secondary spent an afternoon at an international company. The focus of this activity was careers in international business and students met with staff to understand what they do. Careers in accounting, underwriting, actuarial studies, law, marketing, IT and HR were highlighted. These middle school field trips to international companies coincided with the first ever International Business Week when careers in international business were highlighted through radio, television and social media.

UNIVERSITY	Bermudascholarships.com
UNIVERSITY	ABIC Education Awards
SENIOR SCHOOL, YEAR 1 TO 4	Panels to public schools
SENIOR SCHOOL, YEAR 3	Work placement, Career Pathways
SENIOR SCHOOL, YEAR 3 & 4	Virtual Enterprise International
MIDDLE SCHOOL, YEAR 3	Curriculum

In addition to the successful partnership with the middle school curriculum, ABIC supports Bermuda public schools with Careers panels/ Career Pathways and Virtual Enterprise International at The Berkeley Institute and CedarBridge Academy. The ABIC Education Awards Programme is in its 42<sup>nd</sup> year and has supported more than 650 Bermudian students with their college and university education. ABIC's outreach to Bermuda public schools supports several of the Plan 2022 strategies, delivering culturally, relevant experiential learning and field trips (Strategy 1.1) and linking students with mentoring, internships and real career experiences.

[Submitted by ABIC]



# PRIORITY 1 SPOTLIGHT: CODING IN SCHOOLS

## CONNECTECH CODING

CHARITY # 997



Connectech Coding (CC) is Bermuda's first technology training center, offering technology training and coding to youth and the community at large. CC recently acquired its charity status in late 2018, however, Connectech has been offering tech training classes and camps since 2016.

In January 2018, Connectech, in partnership with Hamilton Insurance Group, launched the *Coding in Public Primary Schools* program. The first cohort included 9 Primary schools with 20 students from Primary 5 or 6, identified by the Principals of each school to participate in lunchtime coding classes.

The Connectech instructors attended each of the 9 schools, one day each week during lunch-time, two schools per day except Friday. We provided 20 laptops per school and One Communications donated 10 wifi dongles for Connectech to use during the class time.

The lunch-time sessions ranged from 30 – 60 minutes depending on the school. This first session of coding in the primary schools was planned to run for 8 weeks, however due to school activities we extended the program to 10 weeks to make up for missed lessons and to complete the curriculum. We felt this was imperative as we wanted to ensure the students were able to learn the basic concepts, be assessed on what they learned and enjoy creating a game or animation as their final project. This first cohort culminated at the end of March 2018.

During the last class we administered a test to determine if students understood and retained what had been taught during the 10-week program. All students who attended 80% of the classes with an acceptable excused note from the school, received a completion certificate .

CC identified two or three students from each school who were considered to be "high flyers"; they would have completed homework, shown extra interest in coding, and during activities proceeded to push their creations and think outside the box of the activities provided. These students received a Connectech Gift Certificate to attend a camp or an afterschool class with the hopes that they will continue their coding journey.

**Statistics for Cohort 1:** 201 students started the lunchtime class with participation dropping to 158 students by the end of the term. 13 outstanding students were identified, with the 9 schools receiving an average of 78% on the test.

With lessons learned, Connectech proceeded with the 2<sup>nd</sup> Cohort from April 2018 – June 2018 with the next 9 Public Primary Schools. This term the Ministry of Education offered class time during the school day. Most schools were able to provide in-class time to ensure the continuous learning opportunity of coding to one Primary 5 or Primary 6 class per school.

**Statistics for Cohort 2:** 168 students started the class with participation dropping to 126 students by the end of the term. 16 outstanding students, with the 9 schools receiving an average of 71% on the test. 2

In September of 2018, CC, a newly formed Charity #997, launched its full-year program with the continued support of a Hamilton Insurance Group Grant. Once again MOED offered CC one dedicated class time for one Primary 5 or Primary 6 class. All 18 schools would receive a full year of learning to code from September 2018 – June 2019.

**Statistics for Cohort 3:** 314 students started the class in September; all schools have completed one test in December with an average of 67%. Students will be sitting the next test in April with a final coding project being worked on for April-June 2019.

[Submitted by CONNECTECH CODING]



# PRIORITY 1 SPOTLIGHT: MTSS PROCESS

**Adaptive Strategy 1.4.6: Utilizing Multi-Tiered Systems of Support as a blueprint for school improvement that focuses on system structures and supports across the system, schools, and classrooms to meet the academic and non-academic needs of all students.**

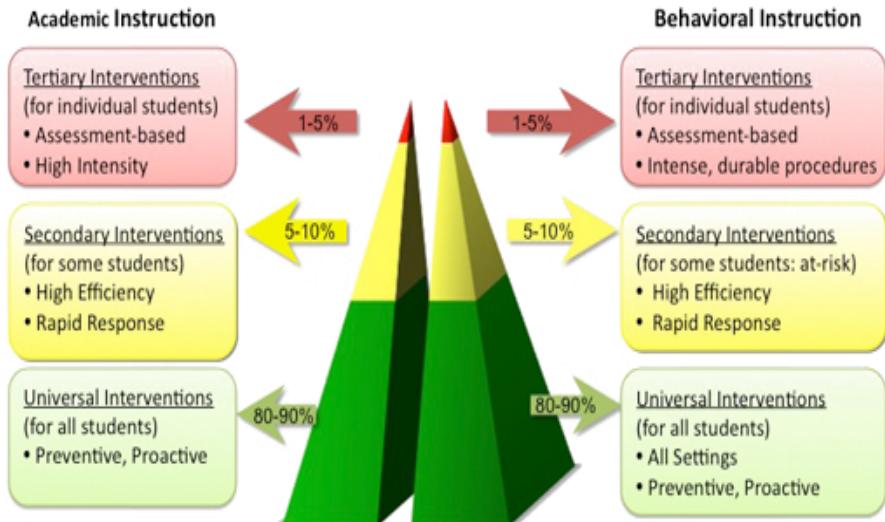
## Progress

- MTSS Process handbook finalized and distributed to schools
- MTSS Intervention Referral Process form finalized and distributed to schools
- System-Level MTSS Coaches Team established and monthly meetings held
- Monthly meetings with school MTSS coaches from the preschool to senior levels
- Integrated MTSS books purchased as a resource for school and system level coaches
- Monthly coaches' discussions to strengthen the MTSS process in schools
- Implementation of a process for system coaches to support school level coaches

## Next Steps

- Revise existing forms and add new forms to the MTSS process
- Share the MTSS placements and work through how we will use them to increase fidelity to the MTSS process
- Order and distribute the MTSS Pre-referral Intervention Book for each school coach to use to support the process
- Continue meetings with school MTSS coaches on a monthly basis to address questions and to model how MTSS meetings should run
- System level coaches will continue to support their schools and train any new staff coming to their schools
- Advocate for staffing for interventionists so the work can be done in the schools with fidelity
- Hold webinars during monthly meetings to enhance our skill level and knowledge of the process

## Designing Schoolwide Systems for Student Success





## PRIORITY 2 KEY MILESTONES



### Adaptive Strategies

The creation of a 3-year-old class at Warwick Preschool was implemented for the first time at a preschool in the Bermuda Public School System. The programme, based on best practices for early childhood education, is experiencing success, based on a mid year assessment and the delivery plan manager for this strategy is currently looking to replicate this successful model in the 2019/2020 school year, in alignment with Strategy 2.4. [See the Spotlight Report for this Strategy on Page 14]

A transformative delivery plan has been developed for STEAM Education in support of Strategy 2.9.5. The delivery plan which includes phases of implementation, commenced with pilot schools implementing Engineering is Elementary modules in the 2017/2018 school year; additional teachers implemented this curriculum in 2018/2019 and expansion is planned for 2019/2020. Other schools have been identified who are currently engaging students in the practices of STEAM education. [See the Spotlight Report for this Strategy on Page 15—16]



### Technical Strategies

Plan 2022 Strategy 2.7 calls for the hiring of a Quality Assurance Officer “to support private and public government preschools, to provide training on evidenced-based practices and coaching for success.” Funding has been allocated for this position and the goal is to have a Quality Assurance Officer in place for the start of the 2019/2020 school year.

The delivery plan manager assigned to reviewing graduation requirements began to engage the key stakeholders in this process in 2018. Strategy huddles continue and a recommendation will be put forward prior to the end of the 2019 school year in support of Strategy 2.12.6.

The challenge for expanding dual enrollment to strengthen technical programme offerings for students at the senior level was taken up by the delivery plan manager for Strategy 2.13.3. This has benefited male students in the Bermuda Public School System and resulted in many celebrations of success, especially for our young men.

Public school senior students and the community have been provided with timely information about scholarship offerings and requirements. Advertising around scholarships has been very intentional in alignment with Strategy 2.13.5



## PRIORITY 2 SPOTLIGHT: EARLY CHILDHOOD

**Adaptive Strategy 2.3: Expand access to high quality pre-school programmes that include developmentally appropriate curriculum, knowledgeable and well-trained programmes staff and educators, and comprehensive services that support their health, nutrition, and social well-being**

**Adaptive Strategy 2.4: Research the expansion of spaces in public preschools to include children who are 3 years of age**

### Progress

- Proposal presented to start a three-year-old class was submitted by Warwick Preschool
- Proposal was reviewed, amended and approved to pilot a three-year-old preschool class in Warwick Preschool's Annex Building
- Staffing and resources were allocated
- Preschool 3 Year Old Creative Curriculum and Teaching Strategies Gold Assessment was identified while implementing the inquiry model of teaching
- A partnership with the Child Development Programme (CDP) was initiated to provide early intervention through CDP services including Department of Health staffed support such as speech and language, physical therapy and occupational therapy
- Criteria were set to accept a mixed group of 3 year-old preschoolers, including children from a variety of locations including home, child care and those who were receiving services through the Parent Child Home Program at CDP
- Mid-Year assessment of the pilot indicates from parent surveys, student authentic assessment and teacher and preschool administrator reports that 93% of the parents report they are very satisfied with the pilot programme and would recommend it to a friend
- Parent meetings and education has been provided monthly and termly
- CDP has screened all enrolled 3 year olds either prior to or during the first term of the pilot
- All preschoolers are making documented gains to meet widely held expectations for 3 year olds through authentic, developmentally appropriate assessments

### Next Steps

- Continue to track data on preschooler performance
- Continue to offer parent education
- Continue with the Bright Start Three-Year-Old Preschool for those in the Warwick Preschool registration catchment area
- Extend the 3 year old class model to one other preschool for 2019 -2020
- Extend the Bright Start Three Year Old Preschool Programme to other preschools in 2020 - 2021 based on the availability of resources
- Continue to fill spaces in the preschools within four-year-old classes within their catchment area as space and resources allow, once four-year-old registration has been completed
- Long-term goal for early intervention for three year-olds identified with delays or disorders within selected preschool sites based on space and resources
- Explore partnerships with high quality child care providers who are qualified to support preschool care before and after school hours



## PRIORITY 2 SPOTLIGHT: STEAM EDUCATION

### Strategy 2.9.5: Prioritize STEAM instructional strategies and learning opportunities and move towards STEAM accreditation for schools.

The STEAM Academy, hosted in the month of July 2018, has provided STEAM immersion instructional learning opportunities for over 300 (P4-S4) students continuously since 2015.

In October 2018 the Bermuda Public School System (BPSS) hosted the first October break STEAM Academy 2.0 at CedarBridge Academy. Thirty (30) students participated in this Academy which was also recorded and featured on several of our local news stations. A follow-up full-page article was also published in the Royal Gazette.

A Cabinet Paper was drafted and completed for presentation to the Government to create a context and acquire the support for STEAM implementation in the BPSS in December of 2017. It was presented and discussed in the House in March of 2018 where an initial budget was allotted to support this Government mandate.

STEAM Huddle Team meetings are held on a monthly basis with the Department of Education GATE Officer, Information Technology and Arts Officers, the Information Technology and Facilities Managers, 1 Principal, 1 Architect, 5 Design & Technology Teachers from public middle schools, 1 STEAM Teacher from Sandys Secondary Middle School, and 1 Primary level teacher. EiE Teacher cohort meetings are held on a monthly basis.

Middle level STEM 101 Curriculum training provided for a cohort for 20 personnel comprised of Officers, Mentor Teachers, Teacher Leaders and Professors (BDA College) in June and September of 2017 has seen continued use in three of the five middle schools since September. Sandys Secondary Middle School has been a pioneer in appointing a STEAM designated classroom and Teacher, Mr. C. Felice.

Clearwater, Dellwood and Sandys Secondary middle schools have implemented several of the STEM 101 Curriculum Units for instruction at all year levels. One of the most popular units has seen a growth of participation in the Bermuda Institute of Oceanic Studies (BIOS), Remote Operated Vehicles (ROV) Challenge Competition, with Clearwater (4 year reigning champions) and Dellwood Middle Schools receiving awards. Community business partners Argus, Bermuda Air Conditioning, Bermuda Guitar Institute, SOL Petroleum and St. David's Seafood and Grill are supporting schools in this area.

.....Continued on Page 16



P3 students at Northlands Primary designing their own bridge and testing its viability from the Unit entitled "Getting to the Other Side", with a focus on the Civil Engineer.



## PRIORITY 2 SPOTLIGHT: STEAM EDUCATION CONTINUED

In July 2018 a cohort of twenty-one participants including Assistant Directors, Education Officers, Principals, and Teachers attended the Engineering is Elementary (EiE) Teacher Trainer Institute held in Bermuda.

After completion of the training, specific EiE Units were chosen by each teacher, ordered, and delivered to schools in preparation for six (6) Primary Schools (Northlands [P3], Prospect [P6], Paget [P6], Gilbert [P3], Purvis [P6], Dalton E. Tucker [P5]) to begin implementing in their respective classrooms in alignment with the Cambridge International Examination Science Curriculum. Implementation has begun and teachers are supported weekly by the GATE Education Officer.

The teachers who are presently implementing the EiE Curriculum, Education Officers for Information Technology, The Arts and Leadership, have been provided with additional training and co-planning time in preparation or implementation.

Curriculum implementation data are being compiled for reporting purposes to Senior officials at the Department of Education and the respective Principals on the effectiveness of delivery, active pedagogy, use of materials, student learning and engagement.

### Next Steps

- The STEAM Huddle Team will meet to discuss the budget and create a plan to keep STEAM moving forward with timelines. This will begin to inform further collaboration needed with Works and Engineering Department for designated school sites
- Term three (3) EiE Cohort in professional development in conjunction with Visual Art teachers will be scheduled and offered by the GATE, Technology, and Arts Officers in early May
- Advertisement of teaching posts for the Summer STEAM Academy to be sent out and filled in preparation for this coming July's offering
- STEAM Education in the BPSS will be featured in the Young Observer insert for the Royal Gazette in May 2019
- EiE overseas trainers will be here to train the next cohort of Primary schools on the 13<sup>th</sup>-14<sup>th</sup> of June, 2019
- The next volunteer cohort of Primary schools will select their EiE Curriculum units to then be ordered for implementation next school year
- June 2019 will see the compilation of the Curriculum implementation data. This will be drafted for reporting purposes to the respective Education Officials
- The STEAM Academy will take place from July 1<sup>st</sup> to 26<sup>th</sup>, 2019



## PRIORITY 3 KEY MILESTONES



### Adaptive Strategies

We should also reference the start of the initial phases of building a model for principal certification in partnership with the Bermuda College which speaks to key outcome 3-3.

To support Strategy 3.13, the Commissioner of Education has total system oversight of the professional learning budget. Only initiatives that are explicitly aligned with key outcomes of Plan 2022 and have the greatest impact on students are approved. Requests for funding must provide specific reference to Plan 2022 strategies, how the professional learning relates to the strategy and the anticipated outcomes.

Create and publish systematic standards for instructional coaching roles and responsibilities to support job-embedded teaching and learning experiences and capture quantifiable supporting data (3.16). The CDP team through their accreditation process is accomplishing this strategy this year. This is also inclusive of a summary of the Agency's data being shared with clients/agency partners and public.



### Technical Strategies

The use of PowerSchool as the student data management tool continues to be a priority area. System leaders at the Department of Education and schools continue to be provided with training in using this application efficiently so that decisions can be made using data. Recently face time was provided by a PowerSchool representative to determine how the application will support the work of plan 2022 and what further training was required. A report by the representative has been provided to shape further actions, as work commenced for Strategy 3.19. PowerSchool applications available for next year include:

#### **PowerSchool**

**Unified Classroom Assessment :** *Will allow teachers and the Department of Education to build common rigorous, standards-aligned assessments that gauge student comprehension in minutes*

**Unified Home / Mobile App :** *Allows instant access to real-time student performance from any Android or iOS device, including Apple Watch. Allows for mobile notifications for grades, test scores, attendance, and teacher communications*

**Special Programs:** *Enables teachers to exchange information and access resources for students needing special services, with smart data syncing for IEP plans and more*

**Performance Matters – Assessment and Analytics :** *Gives the ability to quickly access all the student, teacher and school attendance, and assessment data for analytics needed to improve student achievement*

The main delivery plan strategy for the Staff Development Officer is Strategy 3.22 which involves continued training around Standards-Based Grading. Three teachers have been seconded to support the Staff Development Officer with Standards-Based Grading training. [See the Spotlight Report for this Strategy on Page 18]



## PRIORITY 3 SPOTLIGHT: STANDARDS-BASED GRADING

**Adaptive Strategy 3.22: Complete the systemic training for Standards-Based practices using the approved Standards-Based Education Implementation Plan and develop an impact analysis report termly on both quality assurance for delivery and compliance to set expectations for schools.**

### Professional Development

- January 2, 2019—Department of Education, primary and middle school staff focusing on System Change and the Standards-Based Education Philosophy
- February 12 and February 13, 2019 - Department of Education, primary and middle school staff focusing on Learning Intentions and Success Criteria
- Monthly Training—To build capacity, Education Officers, Principals and primary and middle teachers engage in professional learning for Standards-Based Grading once per month
- Monthly Training—PowerSchool Technicians, teachers, meet once a month to engage in Professional learning
- Monthly Onsite PD - All primary and middle school teachers engage SBG Education
- March 2019 —Professional development focusing on Proficiency Scales

### Communication

- Commencing January 2019 monthly newsletters, “The Standard”, have been sent to all leaders and teachers. It includes Professional Learning announcements, video resources, SBG transition and implementation updates and useful research “nuggets of information” on SBG Education
- Parent Matters Meeting/Parent Newsletter – Meetings are held once per term, since January 2019, to educate parents about Standards-Based Grading.

### Proficiency Scales

- Teacher teams have been established to produce high quality Proficiency Scales for Language Arts, Science and Math for use in September 2019

### Data Collection

- Pre/post assessments are collected during every PD session to gauge adult learners understanding before and after the workshops
- Monthly walk-through data collection is conducted by the SBG Steering Committee team and Principals to ensure successful PD implementation. To date there has been observable shifts in teacher practice in regards to the formative assessment processes, learning intentions and success criteria

### NEXT

#### Professional Development

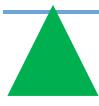
- Building Capacity - SBG Champions, SBG Technicians will continue to build leadership capacity for SBG Education. SBG Champions will conduct onsite PD in the new academic year at their schools
- SBG Webinars will commence the month of April. Brief PD webinars will be offered to **all BPSS stakeholders** who want to engage in learning about other SBG key areas (Proficiency Scales, SBG Assessment and SBG Scoring)

#### Proficiency Scales

- Encore Courses without scales will establish teams in September 2019 to complete the work for academic year 2020/2021

#### Grade Reporting/SBG Transition and Implementation

- DOE team, SBG Steering Committee, PowerSchool technicians, and other stakeholder groups will continue to meet and strategize and collaborate to enhance the compatibility of an SBG grade reporting system for the new academic year



## PRIORITY 4 KEY MILESTONES



### Adaptive Strategies

The exercise of estimating budgets and human resources implications for each delivery plan was completed across the sections of the DoE with each delivery plan manager and supports strategy 4.1. The intent was to pinpoint a dedicated budget to ensure that delivery plan managers could accomplish the identified tasks in active delivery plans for year one and year two specifically and where possible projecting budgets forward to 2022. This priority task was conducted to move plan 2022 from a draft status towards actionable steps in order to achieve key outcomes. This was an important exercise as a plan without an intentional budget remains in the draft phase of project management and increases the risks of not achieving the key outcomes outlined in Plan 2022.

Closely connected to this is strategy 3.13, which involves the Commissioner of Education having oversight of professional learning and funds. The delivery plan manager for Strategy 4.1.5. has developed a form for financial requests related to Plan 2022 and put into place procedures that require the Finance section to adhere to strict fiscal alignment to plan 2022.

In order to ensure that Wi-Fi in schools is being driven by sound 21st century instructional practices, an Acting Education Officer for information technology was hired. As the delivery plan manager responsible for 4.4 strategies, most of the action steps in these strategies speak to the development of a 21st century curriculum in information literacy and the required PD to support teachers in the upgrade in skills in this area, to ensure that having access to Wi-Fi is more than just accessing sites that stream for music or video libraries.

The first phase of providing school sites with access to Wi-Fi in specific spaces to meet instructional and programming needs has been completed. The delivery plan manager has developed a usage policy to support this initiative and it is being moved through the phases of policy adoption. This work supports strategy 4.7.5

### Technical Strategies



Support Public Schools, created in response to Strategies 4.1.6 4.1.8 4.1.9, is a local organization which is championing the call for resources to enhance the learning experiences for Primary 2 and Primary 3 students in our schools. They have built their model on an idea that is already successfully in place on a large scale in the United States through the charity DonorsChoose.org, founded in 2000 by Charles Best, a public-school teacher from the Bronx, and promoted by Oprah. Over 3 million donors have chosen to fund over a million classroom projects, reaching the needs of over 27 million public-school students. SPS is reliving that dream in Bermuda. **[See the Spotlight Report for this Strategy on Page 20]**



## PRIORITY 4 SPOTLIGHT: SCHOOL SUPPORT



**Support Public Schools, Bermuda** was formed in June of 2018 to answer the call for community action in the Strategic Plan for Education 2022 to help improve public school education in Bermuda. SPS.bm directly supports Priority 4 of Plan 2022, *"Improving Instructional Resources to help modernize the learning environment."*

Our goal is to spread educational wealth, equalize opportunity, and help bridge the gap in the quality of education between Bermuda's private and public-school students. We link the public school classrooms with individual supporters and the private sector for the purchase of educational, arts and sports supplies, technology, equipment and instruments and hygiene products for classrooms. SPS.bm provides a transparent and accountable way for the community to give to improve our schools. We work in consultation with the Ministry of Education, the Principals, Teachers and PTAs to make sure the giving is targeted to specific needs.

The supplies are chosen by public school primary school teachers (P2 and P3) who gave us their "wish lists" of needs for their classroom. Supporters then go on our website, SPS.bm, to choose a primary school to support and purchase items that inspire them from our two suppliers, Phoenix Stores Limited and A.F. Smith Limited, who deliver the goods free of charge to the classrooms with SPS volunteers three times year. Alternatively, supplies can be purchased by way of a bank transfer to A.F. Smith: HSBC 010-715613-001 or Butterfield Bank 20006-060-~~173876~~-100. Memo Note your name ref. SUP002 (and we will choose the supplies most in need).

In our first 10 months, we have caused over \$135,000 worth of school supplies and related equipment to be purchased for our 18 public primary schools, plus we have caused to be gifted over 100 good-quality second-hand computers, loads of second-hand good furniture, and about 60 boxes of printer paper donated by companies, not to mention loads of second-hand books, supplies, games and puzzles that we collected at yard sales. SPS.bm also coordinates sponsored theatrical and learning field trips, free of charge to public school students.

SPS.bm is not a registered charity under the Charities Act – we are a community-action initiative. We do not solicit funds from the Bermuda public and we do not receive funding from the Bermuda Government or from Bermuda public sources. Supporters make direct purchase of school supplies and projects with the retail suppliers, so we never see, receive or handle funds. That way 0% of dollars are spent on admin expenses and 100% are spent on supplies and projects for the students. However, if a company may only give to a registered charity, many of the schools' PTAs are registered charities and will work with us to purchase supplies for their school through their charity and SPS. We will oversee the process to ensure transparency, accountability and recognition.

Join the Movement! We cannot be complacent about the need to improve public school education on our beautiful Island. Let us show our public school Principals, teachers and students that we care, by all working together to answer the call to community action.

Will you help us to help our public-school students? Please contact us at [SPSteam@sps.bm](mailto:SPSteam@sps.bm) or tel. 296-8444 and ask to speak with the SPS Team and read more on SPS.bm.

[Submitted by Support Public Schools Bermuda]



# PRIORITY 4 SPOTLIGHT: INFORMATION TECH

The IT Section of The Department of Education are implementing projects and executing tasks that support the following strategies 4.7.5, 5.3.3 and 5.3.4

## Strategy #4.7.5—Improving the access, distribution, and speed of the internet in all schools

- Established a Computer Use and Wireless Policy
- Wireless Access Points (AP) installed and operational in all Primary and Middle School Libraries, Computer Labs and Gymnasiums
- Implementation of High Availability (HA) components in the Datacentre, including Dual Firewalls, Dual Core Switches and Sessions Initiation Protocol (SIP)

## Strategy #5.3.3—Improve service delivery: Develop data driven culture

- Implementation of Telephone Standards with new telephone service for D.E. Tucker, Prospect Preschool and the Ministry and Department of Education
- Implementation of Information Technology Standards

## Strategy #5.3.4—Increased operational effectiveness and efficiency: Streamline expenses

- Completion of PowerSchool Ecosystem Assessment and Review (PEAR), a baseline evaluation of the current PowerSchool environment
- Selection of an Online Strategy and tool (See Strategy on Page 23)

## Next Steps

### Strategy 4.7.5

- Upgrade communication links to all Preschool, Primary, and Middle Schools
- Upgrade all Preschools from DSL 4Mbps to dedicated 20Mbps fibre
- Upgrade all Primary & Middle Schools from 10Mbps copper to 100Mbps fibre
- Additional Wireless Access Points to Preschool, Primary, and Middle Schools
- Implementation of High Availability (HA) components in the Datacentre including Dual DMZ Appliances, Dual Core Switches, Additional Sessions Initiation Protocol (SIP) Connection and Additional 1Gbps Dedicated Internet Connection

### Strategy 5.3.3

- Implementation of Telephone Standard
- New telephone service for Prospect Preschool, Warwick Preschool, Child Development Program and Dellwood Middle School.
- Implementation of a Mobile Worker Standard

### Strategy 5.3.4

- Implementation of the following PowerSchool Services: Online Registration, MTSS, Enterprise Reporting, a development/test environment

*The Department of Education extends thanks to all organizations and persons who donated technology resources to our schools*



## PRIORITY 5 KEY MILESTONES



### Adaptive Strategies

The strategic plan's measures of success must be clear, measured and used for accountability. In alignment with this, a research-based design has been used to create the Department's delivery plan template which all staff must use as they execute the strategies for Plan 2022. This is aligned with Strategies 5.1.5 and 5.3.3.2.

Strengthening internal and external communication and ensuring that communication is high quality and ongoing are critical adaptive actions for Plan 2022. The Department of Education will hire a Communications Consultant to assist with the execution of Strategy 5.3.1. The advertisement for the consultant has been posted on the Government Portal.

Dedicated meeting time has been protected with the Parental Involvement Committee to ensure engagement with parent representatives is ongoing and authentic as embodied by Strategy 5.3.1. Separate monthly meetings are also held with the PTA Presidents of our schools.

Strategy 5.3 requires a reorganization for the Department of Education's organizational structure and school structures to ensure effective school performance at every level. The organizational and operation review commenced in October 2018. **[See the Spotlight Report for this Strategy on Page 23]**

The first step in improving service delivery for the Department of Education will start with the implementation of a Complaints Process. As we begin to execute Strategy 5.3.3, we have engaged staff in reviewing the policies, processes and procedures used by the Department of Health, a model that has been successfully in operation for three years.

Managers and staff have aligned relevant and specific key deliverables in Plan 2022 to Job Forward Plans of all Department of Education staff. This will allow the process component of performance management to be elevated, and rigorous interactions about the quality of work against key deliverables in Plan 2022 can be held during performance management meetings on an ongoing basis. This supports strategy 5.3.3.2.

Strategy 5.3.4 requires the Department of Education to identify cost inefficiencies and to streamline expenses as an ongoing practice. The Department of Education has commenced this process.



# PRIORITY 5 SPOTLIGHT: ORGANIZATIONAL REVIEW

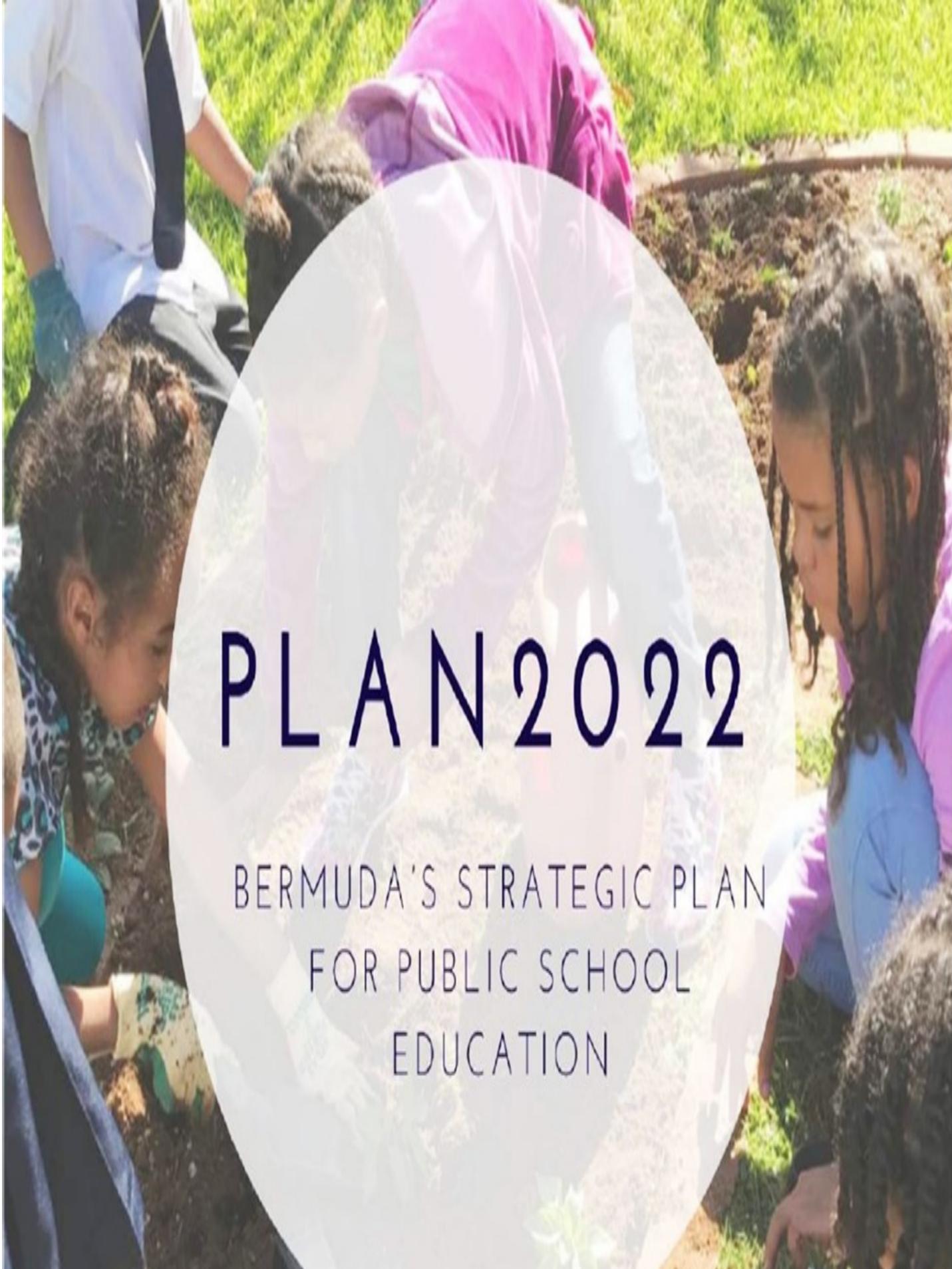
## Strategy 5.3: Reorganize the Department of Education's Organizational Structure

Process followed from the first meeting in October 2018 to March 2019

- Establishment of Project Team
- Ongoing Project Team meetings to provide operational and technical oversight, guidance and evaluation of organizational design concepts, process and roles
- Development of the Service Delivery Model for the Bermuda Public School System
- Identification of Key Process owners and Stakeholders
- Stakeholder consultation with cohorts of stakeholders:
  - ⇒ Department of Education (Senior and Middle Managers), Academics, Student Services and Early Childhood Education Process Owners, Support Services (IT, Facilities, HR, Finance, Administration)
  - ⇒ Principals and Preschool Administrators
  - ⇒ Parental Involvement Committee, former SCORE Committee member
  - ⇒ External Technical expert
- Creation of design criteria to assess the current structure
- Review of existing reports on the Bermuda Public School System, other jurisdictions and best-practice literature
- Identification of absent or inadequate roles for optimum service delivery
- Development of design principles for a future-state structure
- Design of proposed High-level Option and associated Operational matrix

### Next Steps

- Additional stakeholder consultation focused on school-based staff
- Design of detailed structures by Sections and functions
- Validation and approval process for the proposed structure:
  - ⇒ Submission of report with recommendations including proposed structure and financial implications by MCS to PS and COE
  - ⇒ Review, approval by PS and submission to Minister
  - ⇒ Minister makes decision on proposed structure
  - ⇒ Cabinet paper preparation (pending Minister's decision to proceed)
  - ⇒ Consultation with stakeholders on the final proposed structure. Stakeholders to include:
    - ⇒ Department of Education staff- outlining changes to positions;
    - ⇒ Unions (BPSU, BUT, BIU) advising of changes and requesting confirmation of no objection to planned changes
    - ⇒ Other stakeholders (school-based, parental Involvement etc.)
  - ⇒ Cabinet paper finalized
  - ⇒ Minister submits and presents Cabinet paper to The Cabinet seeking approval of the proposed structure of the Department of Education

A photograph showing several children from behind, wearing white aprons, working in a garden bed filled with soil and small plants. They appear to be planting or tending to the crops.

# PLAN 2022

BERMUDA'S STRATEGIC PLAN  
FOR PUBLIC SCHOOL  
EDUCATION