

DRAFT GOAL WORK

A growth-oriented school community that meets the complete needs of all learners

High Expectations, High Support
Culturally Responsive Curriculum
Socio-Political Awareness
Connection to Lives
Building Independent Learners
Family and Community Engagement and Empowerment

Progression of Outcomes
Mapping/Audit/Identification
Training Baseline
Training for Execution
Completion of an activity
Student outcomes
Staff outcomes
Community outcomes

MORE?????

Goal 1: Deliver high quality district-aligned culturally responsive instruction in all content areas.

- Implement instructional rounds/joint instructional walks to tune all leaders to the hallmarks of high-quality instruction
- Continue to pilot new DESE antiracist teacher and leadership instructional rubrics in partnership with the NTA
- Identify grade level benchmarks for skills and content, with agreed upon common assessments or other data sets to document mastery
- Design data dashboard to track, organize and analyze progress toward our outcomes
- Develop data teams and track student progress toward mastery of benchmarks and suggest interventions when students are not meeting expected outcomes
- Identify district level data sets to track mastery, instructional practices and indicators of district health and functioning

- Build independent learners who demonstrate mastery of grade level benchmarks in academic and artistic content areas, social emotional functioning and as critical world-aware thinkers (socio political awareness)
 - Identify and deliver district-aligned academic content with connection to student lives and cultures and communicate learning content and outcomes to all stakeholders.
 - Integrate high support for all levels of learners in all content areas within all types of classes (explore WIN, acceleration academies)- Employ age-appropriate, culturally responsive instructional practices with a social justice and political awareness orientation
 - Build relationships in service to learning among staff, students and family members/caregivers in support of curriculum and still mastery.
 - Identify SEL, arts social justice and civics, cultural and disability awareness assets that serve to accelerate belonging and enhance academic performance.
 - Document curriculum pilot, audit and implementation cycle for long-range planning
- Update curriculum / teaching and learning site
 Define and advertise technology, sel, math and literacy coaches “everyone deserves a coach”
- Implement the new elementary literacy curriculum and train all elementary staff on its use and companion reading strategies backed by science of reading research
- Map use of technology in district classrooms and design long-range planning
 MS? Standards-based grading/feedback (Day/Bigelow)
 (Angier) writing curriculum coherence
 Design classroom of the future, furniture, function, technology to support our culturally responsive instruction

Middle school extra curriculars?

Connectedness survey??? Parents for kids? Who is this for?

Professional development aspect to this goal for the district –calendar and funding it for 24-25, creating pre/post surveys etc. and a routine of how we contract and review PD –explore development of a day long conference of PD for staff

HS grading work, does this fit here?

Literacy Equity Project study here????

Goal 2: Create a culturally responsive learning community where all stakeholders employ civic dispositions to remove barriers to equitable access to student learning, agency and belonging for all members of the NPS community (caregivers, students, staff)

Unify community with common language and knowledge around civic dispositions, social-emotional learning, digital citizenship and literacy, health and diversity, equity and inclusion. (see premiere partnerships goal below)

Create a parent/caregiver belonging ambassador program and a student belonging ambassador program to amplify district cultural expectations and create super user parent trainers of district

Create human resources systems and supports to actively dismantle barriers to hiring, success and retention for BIPOC and LGBTQ+ staff
 Train staff on anti discrimination, anti-bullying, and restorative responses to discrimination, bullying, racism, sexism, homophobia, ableism, transphobia, anti-semitism or any act of hate, exclusion or discrimination that threatens the safety, belonging or full expression of themselves as a member of our learning community.

Recruit, train and retain staff of color and linguistic diversity within NPS

Support and fund affinity groups for staff and students

Connectendess survey?

Does grading work from HS and standards based work in MS (Day/bigelow only) fit here?








Neurodiversity work needs to sit here?

Does franklin schedule work fit here?

From Andover PS for your consideration

Disposition	What Does it Mean?
Commitment to Social Justice	Help others to be treated fairly.
Individual Responsibility	Understand and believe you make a difference in the community
Promotion of the Common Good	Support what is best for the community.
Open-Mindedness	Carefully listen to and consider the ideas of others
Critical-Mindedness	Ask questions and consider the views of others before reaching a decision.
Compassion	Show kindness and care for one another
Negotiation & Compromise	Solve problems together through discussion.

CIVIC DISPOSITIONS

	<p>Commitment to Social Justice Promotion of and respect for the rights of others to have an equal voice in government and to be treated equally and fairly.</p>
	<p>Individual Responsibility Involvement in one's community through active participation, accepting the consequences of one's actions, and an effort to stay informed.</p>
	<p>Promotion of the Common Good Support of beliefs, efforts and actions that benefit the community.</p>
	<p>Open-Mindedness Willingness to consider the perspectives of others and respect differences.</p>
	<p>Critical-Mindedness Ability to ask probing questions, evaluate positions (including one's own), and consider possible actions.</p>
	<p>Compassion & Empathy Care and concern for the well-being of others.</p>
	<p>Negotiation & Compromise Ability to share ideas and work together to solve problems and reach agreements.</p>

Content based on the work of Andover Public Schools - One Community, One Nation.
Created by Tracy Sockalosky and Shivanne St. George - Natick Public Schools

Goal 3: Develop PK-22 unified systems of support and intervention (MTSS) to address individualized student academic and social-emotional needs.

- Using identified benchmarks for student mastery and agreed upon data sets for student achievement of benchmarks, identify the tiers of interventions for the district with a unified flagging system for when students will receive supports, for how long and with what communication to the home.
- Progress monitor every child in the district so they make at least a year's worth of progress in mastering grade level skills each year.
- Develop a district data dashboard to track progress toward our goals and student mastery of expected content (beta year 23-24)
- Create a student services dashboard to track the interplay between students in MTSS and those who receive services. Identify themes and project services needs with this analysis.
- Develop acceleration academies (RTI) aligned with DESE expectations to address the needs of students who do not make a year's worth of progress in a year.
- Implement DESE expectations for student support plans at every grade level to ensure student progress and supports for every child.
- Map community and school resources, schedules, and classroom routines for addressing identified skill needs in SEL and academics in every grade level and content area.
- Develop community partnerships to define career pathways in STEM, fine and performing arts, CTE, computer science and Early College programming (including community college and AP pathways)
- Develop classrooms of the future with pilot technology and programs used to personalize and accelerate learning at each grade level.
- Train all staff on the new state IEP format and implementation requirements
- Implement Panorama surveys and related SEL screenings to establish baseline data for SEL MTSS practices and programs of the future
- Unify and align K-8 SEL curriculum maps and resources for all schools with connection to student lives, cultures, and needs share the curriculum and outcomes with stakeholders.
- Align SEL, health and technology curriculum with library, digital literacy, and research standards by grade level.
- Curate key grade level lessons to deliver SEL and social justice/civic dispositions curriculum with connection to student lives, cultures and community and share those with stakeholders. (advisory middle school? Win blocks?)
- Define and develop a unified SEL and social justice/civic disposition curriculum for grades 9-12
- Train staff on restorative practices in light of new MA law and disciplinary policies to reduce disproportionate discipline for BIPOC students and students with disabilities.
- Develop a website to unify MTSS practices and educate the community on the continuum of supports and the process by which students are given them.
- Expand arts and acceleration programming grades 3-12 in WIN blocks. Couple this with RTI service blocks for more personalized education for all students.
- Develop a community education program to educate community on key areas of our work (Parent/Caregiver training site). Cabot, PLC structure revamp?

Goal 4: Develop Strategic, Financial, Operational and Data models to support the district within the City of Newton Municipal Ecosystem

- Execute a district profile of a graduate process to guide district decision making and funding use.
 - Execute a district strategic planning process to guide district goals and spending for the next 5 years.
 - Map current case and student loads for student services staff, interventionists and literacy, math, technology and SEL specialists, enrollment projections to personnel assets by unit and role to determine appropriate staffing models for the future.
 - Map current staffing and outcomes for facilities and custodial services to determine financial and staffing models of the future.
 - Evaluate the quality and effectiveness of the food service program; revise current menu offerings due to lack of cultural and wellness-appropriate offerings.
 - Execute XX building projects in the following phases xxxxxxxxxxxxxxxx and facility portfolios
 - Negotiate successor contracts to all open union contracts that elevate teachers and are possible within our financial ecosystem
 - Develop a strategy regarding elementary enrollment, school size and facility conditions
 - Share models for efficiency and desired states as backdrop for sound, proactive financial planning (vs. reactive reductions)
 - Develop proactive problem-solving models in collaboration with NTA for future budget seasons (a strategic plan for union negotiations)
 - Implement a district wide superintendent advisory roundtable in partnership with NTA members and leadership, continue superintendent principal advisory group, implement a student superintendent advisory group to discuss working and learning conditions and forecast future needs
- Submit budget for first round of meritorious budget process (ASBO)

Goal 5: Develop a comprehensive communication, outreach and premiere partnership program to transform community and stakeholder collaboration with NPS.

- Develop a portfolio of communication tools for use in unified strategy
 - Identify a platform for streamlined, integrated communication with stakeholders in district
 - Develop a parent ambassador program in partnership with the METCO program and racial equity funding grant
 - Develop a student belonging ambassador program that includes community partners (strand at graduation) (UOD? And others?)
 - Pilot new communication tool and track metrics for engagement (click throughs, use of tool components, language use, etc.)
 - Increase district use of thoughtexchange, webinars, blogs, surveys and social media to share district updates
 - Increase family engagement scores on the panorama survey of family engagement
 - Create communication video library on key topics to educate community on NPS programs and practices
 - Interact w and enhance work with community groups and organizations to support NPS initiatives
 - Strengthen confidence in NPS and increase overall satisfaction ratings on TE
 - Explore development of a communication and engagement office restructure
- ELL family engagement goal???

Literacy equity project study here?parent engagement part?

