Systemwide Goals 2018-2019

Educator goals help focus teaching and self-reflection, while helping to assess impact on student learning and professional practice.

EDUCATIONAL GOAL 1: Academic Excellence

The Newton Public Schools are actively cultivating a culture of equity and excellence by creating and sustaining curriculum and instructional practices that lead to high quality learning for each and every student. We will build the capacity of our educators to meet challenges and opportunities of teaching and learning in a dynamic and evolving environment.

Objective A: Provide curriculum and instruction that inspires and engages students.

In our elementary schools:

Select Improvement Strategies	Anticipated Outcomes
Implement Investigations 3 in grades K, 1, 2, and 5. (I)	Student experience in mathematics will be more aligned, consistent, and effective.
Roll out new science units in grade 3 to align with MA Science and Technology Engineering (STE) Frameworks and Next Generation Science Standards. (NGSS) (I)	Student learning experiences in science reflect current research and units of study aligned to NGSS and the MA Curriculum Frameworks.
Deliver research-based literacy professional development program for teachers in grade 4. (I)	More consistent and effective literacy instruction for 4th grade students as measured by teacher survey data of professional development.
Begin planning for implementation of new History and Social Studies frameworks. (C, P)	Look at possible changes to current scope-and-sequence to align with the new recommended standards.
Analyze results of Leveled Literacy Intervention (LLI) instruction. (I)	Adjust implementation of LLI as needed.
Evaluate student reading growth and achievement using Benchmark Assessment System. (I)	Adjust programs as needed.
Update anti-tobacco curriculum to include e-cigarettes and vaping. (I)	Curriculum will be completed and implementation will begin to 5th graders.
Provide professional development courses to promote student-centered productive discourse. (15 Professional Development Points per course). (I)	Students, especially English Language Learners (ELLs), will produce more language across content areas.
Develop and revise science and engineering units in grade 4 to align with new standards. (P, I)	Student learning experiences in science reflect current research and units of study aligned to NGSS and the MA Curriculum Frameworks ready for implementation.
Review and update elementary portion of District Curriculum Accommodation Plan. (DCAP) (P, I)	A curriculum accommodation plan that documents educational best practices and accommodations available to all students.
Identify and implement a data analytics package to enable immediate data analysis at the school level. (P, I)	Accessible and consistent process for collecting and analyzing data.

In our middle schools:

Select Improvement Strategies	Anticipated Outcomes
Implement Illustrative Math curriculum in all middle school grades. (I)	Student experience in mathematics will be more aligned, consistent, and effective.
Plan for improved research writing across disciplines in accordance with the MA DESE Standards for Literacy in History/Social Studies, Science, and Technical Subjects in collaboration with library teachers. (P, I)	Content and library teachers will create an integrated plan to provide consistent instruction to all students in best research and informational writing practices.
Develop a common process and vocabulary for students to use in selecting and evaluating information across disciplines when engaging in research. (P, I)	Middle school and content/library teachers will create a checklist for students to apply as they evaluate and select information (accuracy, currency, authority, bias, etc.) when researching.
Develop a plan for improving students' literacy skills across disciplines in accordance with the MA DESE Standards for Literacy in History/Social Studies, Science, and Technical Subjects. (P, I)	Student literacy skills will consistently build each year, and be more consistent throughout the year and through three years of middle school.
Begin planning for implementation of new History and Social Studies frameworks. (P, I)	Develop a draft scope and sequence for grades 6-7, as well as 8th grade. Create a two-year professional development plan for each grade-level.
Begin developing short performance assessment and embedded assessments in new science curriculum to measure student progress. (P,))	Middle school science teachers develop assessments through coursework from Stanford University to offer effective feedback to students to improve science learning.
Evaluate the use of anchoring phenomenon to engage students in critical and creative thinking in STE (P)	Evaluate use of naturally occurring phenomenon and improve the use of anchoring phenomenon in units to increase student engagement in science.
Add additional e-cigarette awareness lessons in health curriculum. (I)	All middle school students will participate in e-cigarette awareness education.
Develop multi-year sequence of anti-bias curricular experiences, including peer-led workshops and teacher-directed lessons. (P, I)	Continue to implement Anti-Defamation League (ADL) Peer Leadership Program and plan to integrate anti-bias curriculum further into middle school core instructional program.
Update Grade 6 World Language curriculum to reflect common themes that are more relevant to today's learners and, pedagogy that is more culturally responsive. Continue to expand 8th grade Assessment of Performance toward Proficiency in Languages (AAPPL) testing towards the Seal of Biliteracy. (I)	Curriculum across languages and schools will be more common, and effective. Teachers will have a common language of teaching, learning and collaboration.
Continue to revise and update the curriculum accommodation plans for the middle schools. (P, I)	Each middle school will have a curriculum accommodation plan that documents educational best practices and accommodations available to all students.

In our high schools:

Select Improvement Strategies	Anticipated Outcomes
Support increased technology integration in all content areas in anticipation of roll-out of one-to-one device initiative. (C, P)	Create increased student engagement, authentic learning and instructional efficiency in all content areas.
Study proposed history and social science standards and plan to begin revision and realignment of curriculum. (C, P)	Develop a comprehensive understanding of new standards and articulate the process for creating standards aligned curriculum.
Continue to revise and refine the high school curriculum accommodation plan. (P, I)	All teachers will understand the high school curriculum accommodation plan and be able to provide educational best practices and appropriate accommodations to all students.
Identify and implement a data analytics package and train staff in its use to enable immediate data analysis at the school level. (P, I)	Accessible and consistent process for collecting and analyzing data.

EDUCATIONAL GOAL 1: Academic Excellence

Objective B: Foster a cycle of continuous instructional improvement.

In all of our schools:

Select Improvement Strategies	Anticipated Outcomes
Develop a district vision for high-functioning Professional Learning Communities (PLC) and other teacher teams integral to a tiered system of support. (P)	A district vision for high-functioning Professional Learning Communities (PLC) and other teacher teams.
Use the PLC and Student Intervention Team (SIT) process to provide teachers with consultation on tiered and differentiated instructional improvements for students who are struggling, including culturally and linguistically diverse students. (C, P, I)	Improved multi-tiered system of support and structures.
Improve and align SIT teams at all levels as a part of the district tiered systems of support model. (P, I)	Improved multi-tiered system of support and structures.
Expand pilot of teacher leadership program to promote collaborative instructional improvement at the middle school level. (P, I) (Continue with math and expand to science.)	Create and implement middle school math and science teacher leadership and collaborative teacher-led vertical teams in each school.
Continue to support staff use of technology through screencasts, workshops, face-to-face and blended courses. (I)	Increased use of and proficiency with our suite of technology resources for teaching, learning and communication.
Continue to strengthen inclusive practices and general education supports through more flexible utilization of resources. (I)	A continuum of embedded general education supports.
Meet in an ELL/Special Education working group to address interventions for ELLs. (P, I)	Create a protocol to ensure that ELLs are not over-referred, nor under-referred for evaluation.

EDUCATIONAL GOAL 2: Educational Equity

Narrow achievement gaps with respect to race, ethnicity and socioeconomic status and increase the achievement of students with special needs.

Objective: Create and build upon promising initiatives to meet the needs of all learners and ensure that all students succeed.

In our elementary schools:

Select Improvement Strategies	Anticipated Outcomes
Support dual language learners in our preschool. (I)	Students' emerging language skills will be assessed and proficiency levels identified.
Using the recommendations for the full-day kindergarten committee, begin planning for implementation (P, I)	Implementation of full-day kindergarten.
Continue to support inclusive kindergarten and first grade staffing pilot. (I)	High-quality, less restrictive educational environment for all students expanded to all kindergartens.
Review and update our bully prevention curriculum and response protocols. (P)	Ensure a culturally responsive, developmentally appropriate systemic approach (PreK-12) to prevent bullying and promote safe and supportive communities.

In our middle schools:

Select Improvement Strategies	Anticipated Outcomes
Ensure that culturally responsive language and practices are explicit in professional development. (I)	Create a respectful and inclusive environment for each and every student.
Continue the Calculus Project. (I)	Consistent participation and increased achievement in middle school math courses for participating students.

In our high schools:

Select Improvement Strategies	Anticipated Outcomes
Support Calculus Project students in grades 9-11, monitor course placement and achievement in both high school cohorts. (I)	Increased enrollment and achievement in upper-level math courses for traditionally underrepresented subgroups.
Continue to implement strategies to increase enrollment of underrepresented groups in higher-level courses across content areas, including clustering, move-up support, and multi-level and unleveled courses. (I)	Careful review of data, leading to increased enrollment and achievement in a range of upper level courses for traditionally underrepresented subgroups.
Expand 1:1 pilot to all grade 10 students by January 2019. (P, I)	All 10th grade students assigned and utilizing one-to-one device, with appropriate support, staff and student training, and policies and procedures in place.

In all of our schools:

Select Improvement Strategies	Anticipated Outcomes
Continue to provide professional development to all administrators focused on race and achievement. (P, I)	School-based leaders are better prepared to lead conversations about race that in turn lead to more welcoming and inclusive school climates for students of color and their families.
Provide professional development and team building for in-district leaders of school-based professional development on race and achievement. (P, I)	Host second annual NPS Race and Achievement conference for school staff leading professional learning at their schools.
Support school-based teams to build capacity to lead conversations and create greater understanding about the impact of race and racial identity on student school experience. (P, I)	School administrators and teachers will report greater confidence and preparedness to lead their schools in creating better school climate and creating strategies to close achievement gaps.
Continue to develop and implement classroom lessons on social media, internet safety, and use of digital tools. (I)	Clear expectations for student use of technology.
Engage ELL families and students in setting short- and long-term goals for student learning. (P, I)	Goals are created together with family input, for SLIFE students and other ELLs.
Continue to address practices that lead to the disproportional identification of Black and Hispanic students for Special Education through professional development. (I)	Reduction in overidentification.
Review and update our bully prevention curriculum and response protocols. (P)	Ensure a culturally responsive developmentally appropriate systemic approach (PreK-12) to prevent bullying and promote safe and supportive communities.
Identify and implement a data analytics package and train staff in its use to enable immediate data analysis at the school level. (P, I)	Accessible and consistent process for collecting and analyzing data.

EDUCATIONAL GOAL 3: Social and Emotional Wellbeing

Ensure all students become knowledgeable, responsible, caring and contributing members of society through culturally responsive social and emotional learning from preschool through high school.

Objective: Provide support for social and emotional learning for all students.

In our elementary schools:

Select Improvement Strategies	Anticipated Outcomes
Develop a framework for multi-tiered systems of support across social-emotional, academic and behavioral development domains. (C, P, I)	Establish a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of NPS.
Continue to support universal social and emotional learning practices by providing training to new teachers and administrators (e.g., Responsive Schools and Classroom training). (I)	New elementary school educators will be trained.
Continue study of social and emotional Tier 2 and Tier 3 instruction and intervention to establish more consistent protocols and supports for students and staff. (P, I)	Identify and pilot research-based practices for Tier 2 and 3 social emotional learning. Include flexible behavior supports.
Support embedding social-emotional skill-building throughout school day. (P, I)	Educators will report greater confidence and capacity to provide multiple opportunities for students to practice and build social-emotional skills.

In our middle schools:

Select Improvement Strategies	Anticipated Outcomes
Develop a framework for multi-tiered systems of support across social-emotional, academic and behavioral development domains.	Establish a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of NPS.
Support continued implementation of social-emotional learning best practices and school-wide culture and climate initiatives. (I)	Train 50 or more additional middle school educators in the Responsive Classroom course and implement additional components of social-emotional learning best practices in all schools, including advisory and school-wide expectations.
Pilot professional development for select sixth grade teacher teams on a series of strategies to support the executive functioning needs of students	Train teachers to support student development of independent learning skills
Develop student leaders through the ADL World of Difference peer leader training program. (I)	Middle school students are identified and trained to become peer leaders in each school.

In our middle schools:

Select Improvement Strategies	Anticipated Outcomes
Continue to support the training of all Newton educators in universal social and emotional learning practices. (I)	Improved awareness and abilities for new teachers and administrators in universal social and emotional learning practices.

In our high schools:

Select Improvement Strategies	Anticipated Outcomes
Develop a framework for multi-tiered systems of supports across social-emotional, academic and behavioral development domains.	Establish a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of NPS.
Pilot and implement high school assessments to identifying gaps between groups of students in school connectedness and other facets of social and emotional learning. (C, P, I)	Based on analysis of data, develop a plan to assess needs and progress in key areas of social and emotional learning at the high school level.
Complete the redesign of a high school schedule to improve the overall student experience and to facilitate a shift to a later start time. (C, P)	Create a redesigned high school schedule that would facilitate a shift to a later start time and align North and South schedules prior to FY20 budget cycle.
Provide additional mental health support accessible to all students. (I)	Broadly accessible mental health supports.

In all our schools:

Select Improvement Strategies	Anticipated Outcomes
Develop a plan to continue to provide professional development for all Newton educators in culturally responsive social and emotional classroom practices. (C, P, I?)	All Newton educators receive foundational training in implementing classroom-based culturally responsive social and emotional learning practices.
Continue to administer School Connectedness Survey. Support school-based teams in using the data wise process in response to their schools' results. (I)	Continue consistent longitudinal data collection on social emotional proficiency and connectedness to school.
Continue to support elementary and middle schools to implement school-wide systems and practices for responding to misbehavior equitably and with attention to disproportionality. (P, I)	Additional schools have school-wide positive behavior plans developed using district template and all staff trained in the philosophy, procedures and practices of the plans. (March 2018)
Identify and implement a data analytics package and train staff in its use to enable immediate data analysis at the school level. (P, I)	Accessible and consistent process for collecting and analyzing data.

MANAGERIAL GOAL 1: School Facilities

As the long-range planning for improved school facilities continues in the implementation phase, it is critical to continually update the plan including the current needs for preschool and student services educational space both short-term and long-term. This goal includes the implementation of the student assignment plan to reduce overcrowding at some schools and to match the student population to the newer, enlarged schools.

Objective: Continue to update Teaching and Learning Facilities.

Select Improvement Strategies	Anticipated Outcomes
Confirm Long-Range Plan for next five years including mid-range renovation needs and major building projects. Ensure that financial planning is coordinated: Review and coordinate for FY20-FY24 five-year Capital Improvement Plan (CIP) with City. (I)	• Develop consensus on FY19 Updated Long-Range Plan including funding plans. • Feasibility Study for Lincoln-Eliot/NECP/150 Jackson. • Continued planning progress on next school building projects: Countryside, Franklin and Ward.
Continue to address needs for capital customary maintenance projects such as windows, roofs and boilers; coordinate in CIP. (I)	Submit MSBA application for Accelerated Repair Program.
Employ expert demographic consultant in FY19 Enrollment Analysis due to potential shifting enrollment trends and housing changes.	Expert analysis of enrollment projections; share report on findings.

Conduct planning to address transportation-related student safety and health, traffic congestion, and impact of district initiatives and elementary district boundary changes:
   1. Initiate expert traffic study.
   2. Collaborate with stakeholders to identify potential solutions. (P).
	By opening of Cabot, initiate NPS-based strategies and solutions; replicate model solutions.

Continue to support schools in transition in collaboration with city departments. (I)	Cabot and Horace Mann moves in summer 2019. Preparation of Carr building to become permanent school (upgrades to HVAC, floor plan, circulation). Lincoln-Eliot heating and building envelope upgrades. Preparation of Horace Mann for reuse (elevator, circulation).
Finalize Student Assignment Working Group (SAWG) recommendation for school district changes for Cabot and north side schools. (I)	Approval of policy changes.

MANAGERIAL GOAL 2: Technology Infrastructure

Ensure reliable and efficient technology infrastructure.

Objective: Ensure reliable and efficient technology infrastructure.

Select Improvement Strategies	Anticipated Outcomes
Continue investigating Data Analytics systems, identify and implement. (C, P, I)	Accessible, user friendly data collection and retrieval system to improve teachers' ability to target instruction.
Continue optimizing Aspen features. (I)	New and/or improved reports specific to user-identified needs.
Continue to implement a plan for improved security of IT systems, disaster recovery, logging and reporting systems for servers, and data storage. (I).	Reduced chance of security breach.
Continue work with city to build a second egress system. (I)	Reduce single points of failure.
Continued Implementation of Wide Area Network (WAN) and wireless infrastructure plan across the district. (I)	Increase bandwidth, capacity, and speed of internet connection.
Design and oversee Cabot technology infrastructure. (C, P, I)	Cabot opens with state of the art, fully functioning tech structures and systems.
Develop a protocol for directing requests for data and network requests. (P, I)	Improved ability to identify and prioritize workflow.
Identify and implement a system for fee management and financial waivers. (C, P, I)	Improved user experience fee management.
Implement one device:one student in Grade 10 in January 2019. (I)	All school-based systems for user support and accountability developed and implemented including student help desk.
Improve equipment inventory system and review equipment refreshment plan. (P, I)	More accurate and accessible equipment tracking.
Install Uninterrupted Power Supply (UPS) at Ed Center. (I)	Prevent district-wide system failure by replacing aging equipment.
Plan for converting from First Class to Gmail. (P)	Work plan developed including staff training on data migrations.
Plan for implementation of a more robust, user-friendly professional development scheduling and recording system. (P, I)	Improved user experience for educators.
Purchase and install call-logging software (P, I)	Reduce the time it takes to identify the source of a 911 call.
Purchase and install UPS for each school. (P, I)	Prevent individual school system failure by replacing aging equipment
Refresh or replace telephone systems at additional schools. (I)	Uninterrupted telephone operations in additional schools.
Support online MCAS 2.0 testing in all tested grades including high schools. (I)	Minimal tech failures during MCAS online testing.
Train administrative assistants on Google suite. (I)	Improve administrative systems functionality.

MANAGERIAL GOAL 3: Diversity of Faculty, Staff and Leadership

Continue to develop and implement a strategic plan to recruit and retain an excellent and diverse workforce at all levels of our organization that is reflective of the diversity of our community.

Objective: Increase the number of faculty and staff of color in the Newton Public Schools.

Select Improvement Strategies	Anticipated Outcomes
Analyze and improve recruiting strategies focused on educators of color. (I)	Continue to inquire, utilize, and expand the practices that were successful in order to increase the percentage of new teachers, administrators and aides who are educators of color.
Continue the work of the Diversity Committee. (I)	Regular meetings with achievable outcome, including analyzing turnover results, leading outreach to educators of color, and conducting personalized exit interviews.
Continue to use digital tools to expand recruitment through networking. (I)	Increase the use of social media for recruitment and building networks for future recruitment needs.
Provide support to administrators in the hiring process. (I)	Increase awareness of unconscious bias.
Develop opportunities for educators of color affinity group meetings. (I)	Create schedule of meetings for the 18-19SY.

COMMUNITY GOALS

Share information with families and larger Newton community on strategic district initiatives. Engage families and community in creative and meaningful ways to increase support for schools and district.

Objective A: Share information with families and the community aligned with goals of district. Respond to external events with impact to school communities.

Select Improvement Strategies	Anticipated Outcomes
Provide timely information on district initiatives as well as quick response to relevant external events. (I)	Families and community are informed with accurate facts and information.
Create information templates on district initiatives for principals to share with schools. (P)	Families/community hear uniform message from school and district.
Develop system to gather information from schools and share stories back to community. (C)	Content on district initiatives is ready to share via communication channels.
Provide families with guidance on procedures and protocols using dynamic communication vehicles. (P/I)	Dynamic and engaging publications that families read and understand.
Utilize social media to share information as well as timely updates on events. (I)	District social media becomes source for accurate and timely information.
Review website to ensure pages are aligned and family information is easy to find and access. (P/I)	Families/community can find information needed easily.

Objective B: Engage families in school and district initiatives to increase involvement, connectedness and support.

Select Improvement Strategies	Anticipated Outcomes
Conduct parent meetings at each school. For families unable to attend, pilot virtual attendance and engagement tools. (P/I)	Families/community can participate beyond traditional in-person meetings.
Conduct community forum aligned with district initiatives and goals. (I)	Identify speaker or trainer on topic that aligns with community interest and district goals.
Provide support to school-based parent groups on issues of race and cultural competency. (P/I)	Provide support to school-based parent groups on issues of race and cultural competency. (P/I)
Utilize social media to engage families (share, post, like). (I)	Families take action in support of schools and know where to find district news.
Host Newton Family Conference. (I)	Families network and develop relationships.

Select Improvement Strategies	Anticipated Outcomes
Provide Responsive Home workshops at elementary level (I).	Families learn more about Tier 1 practices that enable them to make connections and use similar strategies at home.
Meet with Calculus Project Families twice or more during the school year.	Improved partnerships between school and families to support and engage students.
Establish an English Language Parent Advisory Council.	Engage ELL Families in a structured process in alignment with DESE Regulations
Promote the role of the ELL social worker and family liaisons in family engagement.	Educators will be able to access family liaisons for major language groups.