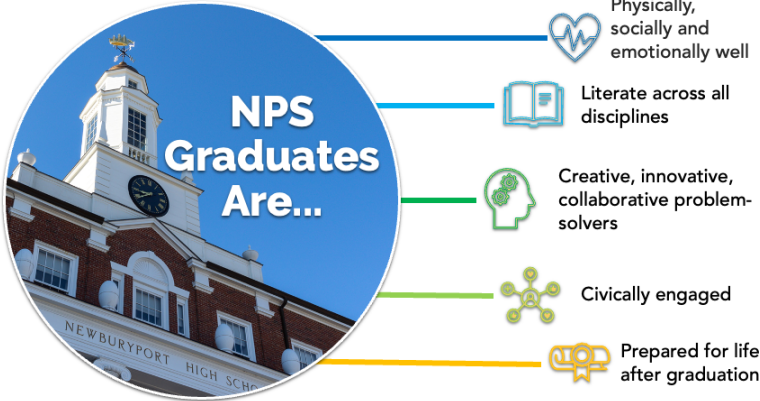


NPS District Strategic Goals, School Year 2022-23

Guided by our Portrait of a Graduate

Newburyport's Portrait of a Graduate



Aligned to our Five Strategic Objectives

Reimagine...

1. Teaching and Learning
2. Supports so all Students are Ready and Able to Learn
3. A Culture of Self Discovery and Personal Achievement
4. Organizational Design and Operations
5. An Active Community of Stakeholders

Our strategic theme is to *reimagine*, an idea that reminds us that continuous learning and a cycle of improvement are the hallmarks of effective educational decision-making.

Structured to Address State Guidelines and Focused on Identified Needs

School districts already have structures in place to guide two-year goal setting plans at all levels. Each of these plans (see below) identify the specific and measurable actions the district, school, or educator will be taking to achieve (1) the Portrait of a Graduate vision and (2) the strategic objectives.

Level	Plan	Development	Reporting
District	District Goals and Improvement Plan	Superintendent and School Committee	Annual updates are reported to School Committee
School	School Improvement Plan	Principals and School Councils	Annual updates are reported to the Superintendent and School Committee
Educators	Educator Goal	Educators	Annual evaluation cycle is overseen by the school administrative team

District Goals

NPS uses a future focused planning model that identifies a 2-year tactical cycle (see graphic). We have aligned this cycle with the DESE guidelines for goal setting.

DESE recommends four areas for the district level two-year goals. Below are the identified NPS goals for the DESE areas.

1. Professional Learning Goals

We will increase our instructional leadership expertise and capacity within the district to support teachers in meeting the needs of all learners.

2. Student Learning Goals

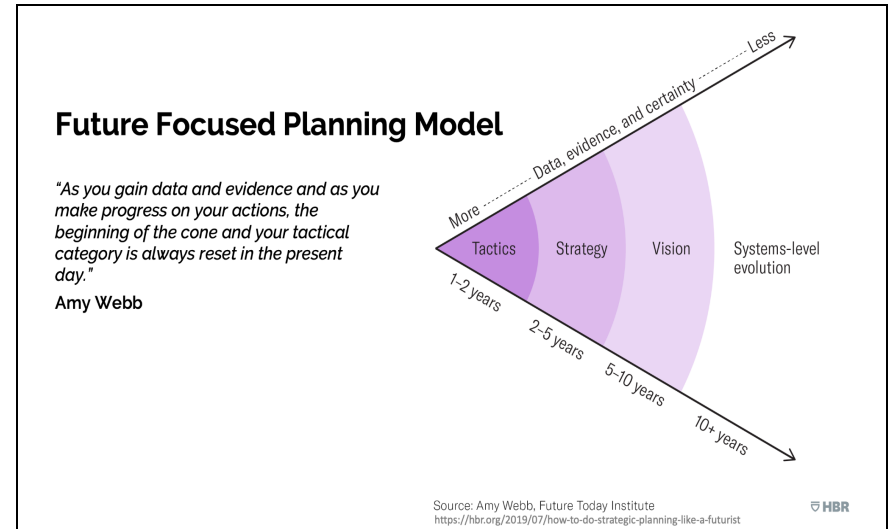
We will increase support to improve student achievement for all students while closing existing achievement gaps for high needs student.

3. School Improvement Goals

We will increase the ability of grade-level and content-specific professional learning communities to use student, parent and teacher-friendly data cycles.

4. District Improvement Goals

We will have a system to ensure a comprehensive, rigorous, equitable, and relevant curriculum that is aligned to the Massachusetts curriculum frameworks.



Goal-Strategic Objective Matrix

For each goal, our tactical focus areas align with our strategic objectives.

Reimagine:	Teaching and Learning	Supports so all Students are Ready and Able to Learn	Culture of Self Discovery and Personal Achievement	Organizational Design and Operations	Active Community of Stakeholders
Professional Practice Goal instructional leadership	Implement PK-12 literacy plan	Language and Strategies Based Professional Development Co-teaching model	Expand behavioral health capacity District-level support for student voice programs	Structures to Support Active Teacher Leadership	Structures to Support Active Teacher Leadership
Student Learning Goal closing achievement gaps	High impact and engaging instructional practices are used across the district	Special education program development (IDC, Therapeutic, strategies-based, language based, ABA)	Extended day and vacation programs	Free Kindergarten for all students Special education and Intervention positions	Established reporting structure to share progress with community
School Improvement Goal student, parent and teacher-friendly data	District-wide plan for data collection, analysis and reporting (iReady, Data teams, student led conferences)	Intervention at every level (intervention positions) iReady implementation	District level support for student-centered data analysis Student-led Conferences	Established district-level reporting structure	Established district-level reporting structure
District Improvement Goal comprehensive, rigorous, equitable, and relevant curricula	Ongoing cycle of curriculum review (curriculum maps) Established district-level reporting structure	District-wide multi-tiered systems of support (behavioral health, SSTs) Expansion of Co-teaching Model	Expanded opportunities for learners at all levels (summer and vacation programs)	Special education program development	District-level communication plan

2022-23 School Year – Outcomes

1. **Professional Practice Goal:** We will increase our instructional leadership expertise and capacity within the district to support teachers in meeting the needs of all learners.
 - a. Implement PK-12 Literacy Plan
 - i. Foundations lessons taught daily in all K-3 classrooms as measured by administrator evaluations.
 - ii. MyView curriculum resource used effectively in all K-6 classrooms as measured by administrator evaluations.
 - iii. All staff show an enhanced understanding of current research around the science of reading as measured by feedback on professional development experiences.
 - b. Expand general educator use of language-based and strategies-based instructional strategies in identified grade-level areas (grades 4, 5, 7, and 9)
 - i. Educator understanding of language-based and strategies-based instructional practices is expanded based on attendance at and feedback on professional development programs.
 - ii. Language-based and strategies-based practices are used in target area classrooms as measured by administrator evaluations.
 - c. Continue to build capacity for co-teaching special education model
 - i. Educator understanding of best-practices for co-teaching is enhanced by professional development programs and measured by educator feedback and outside consultation.
 - ii. Scheduling and staffing issues are addressed by administrators as measured by increased co-teaching and a sustainable model for scheduling and budgeting.

- iii. Co-teaching is implemented in target areas as measured by building administrator evaluation.
 - d. Expand capacity and programs for student behavioral health.
 - i. Provide on-going Trauma Sensitive professional development opportunities to staff as measured by program offerings and evaluations.
 - ii. Establish comprehensive PK-12 student behavioral health goals and action steps as measured by a district behavioral health plan.
 - e. District-level support for student voice programs.
 - i. Provide professional development, budgetary and scheduling support for expanding teacher leadership for target student voice programs (constructive dialogue, student advisory, student leadership, student internships, student-led conferences) as measured by implementation of target programs at each school.
 - f. Implement structures to ensure sustainable and impactful educator leadership.
 - i. NTA negotiations and organizational relationships result in on-going innovation and problem-solving as measured by feedback from both management and the NTA.
 - ii. NPS organizational structures support educator growth and development as measured by NTA, IA and AFSCME union feedback on human resources and professional development opportunities.
2. **Student Learning Goals:** We will increase supports to improve student achievement for all students while closing existing achievement gaps for economically disadvantaged students and students with learning disabilities.
- a. Promote a culture of innovation through PLC and PD programs as measured by educator feedback and implementation of new instructional approaches.
 - i. Constructive dialogue, Essential Partners—as measured by use of dialogues at both NHS and Nock
 - ii. Technology integration PLCs—as measured by teacher participating in programs
 - iii. 1:1 device program at NHS—as measured by implementation plan for program

- b. Increased use of high-impact instructional strategies as measured by administrative walkthroughs and extended leadership team observational evaluations.
 - c. Continued implementation of vacation and summer programs for advanced learners, English learners, intervention programs and special education students.
 - i. EL Camps
 - ii. Advanced Academy
 - iii. Extended Year Special Education Programs
 - iv. After School Hours
 - d. Support effective use of new special education and interventionist positions in grades 1-12 as measured by school-based data tracking.
 - e. Provide organizational and operational support for a full free kindergarten program as measured by a fully-implemented program and an annual sustainable budget.
 - f. Established reporting structure to share district-level student learning progress with the community as measured by identified reports and reporting dates.
3. **School Improvement Goals:** We will increase the ability of grade-level and content-specific professional learning communities to use student, parent and teacher-friendly data cycles.
- a. Implementation of district-level data teams as measured by identification of team and team professional development and meetings.
 - i. District level data reports are produced and presented to parents annually.
 - ii. School Councils review and analyze school level data.
 - iii. Elementary educators review report card format and implement changes.
 - b. Support effective use of interventionist positions in grades 1-12 as measured by school-based data tracking.

- c. iReady data and intervention systems support individualized planning and data tracking in grades 1-8 as measured by effective implementation and ongoing data tracking by classroom teachers.
- d. Support piloting of student-led conferences at the middle school as measured by design and completion of conferences at two grade levels in 2022-23 school year (application of constructive dialogue work).

4. District Improvement Goals: We will have a system to ensure a comprehensive, rigorous, equitable, and relevant curriculum that is aligned to the Massachusetts Curriculum Frameworks.

- a. Published Curriculum Maps ensure that all professional staff members have common knowledge of and common language for use of the MA Curriculum Frameworks.
 - i. Continue the design and revision of standards-aligned units of study, K-12.
 - ii. Continue stage 2 of the curriculum mapping process by identifying common assessments for each unit of study.
- b. Expansion of Language-Based and Standards-Based Instruction into the Breshanan and Nock will provide increased supports for special education students and will support high level of achievement (implementation measured by fully staffed programs grades 4-8 and achievement measured by student assessment including MCAS, iReady and program-specific measures).
- c. Continued support for effective implementation of co-teaching strategies will increase the effectiveness of interventions for all students as measured by district-level professional development for staff and evaluation of implementation by district administrators and teachers.
- d. Continue to build capacity for co-teaching special education model
 - i. Educator understanding of best-practices for co-teaching is enhanced by professional development programs and measured by educator feedback and outside consultation.
 - ii. Scheduling and staffing issues are addressed by administrators as measured by increased co-teaching and a sustainable model for scheduling and budgeting.

- iii. Co-teaching is implemented in target areas as measured by building administrator evaluation.
- e. Continue to expand capacity for accessible and timely communications at all levels in the district.
 - i. Maintain and further develop District website and District App as measured by up-to-date sites.
 - 1. Develop internal capacity for effective use of communications tools as measured by the number of staff able to use Blackboard and associated products.
 - 2. Collect and integrate parent feedback.
 - ii. Provide regular communication to the community using a variety of formats (e.g., email, text, website, District app, phone, presentations and video formats).