2019–2020 DISTRICT GOALS
EXCEPTIONAL STUDENTS GETTING EXCEPTIONAL RESULTS

"All students can learn and succeed, but not on the same day in the same way."

William G. Spady

I. PROFESSIONAL LEARNING GOAL: INSTRUCTIONAL LEADERSHIP
By June 2020, we will increase our instructional leadership expertise and capacity within the district to support teachers in meeting the needs of all learners.

Key Action Steps:

A. Work with individual extended leadership team members to identify site-specific/job-specific steps directly related to the District Review Areas of Growth.

B. Engage in collaborative professional learning within the district extended leadership team to expand our knowledge and understanding of best instructional practices that meet the needs of all learners.

C. Provide a common understanding of five high-impact instructional practices and begin building a repertoire of grade-specific and subject-specific tools and strategies tied to these five practices:

- <u>Clearly Identifies Learning Skill/Outcome</u>: interaction at the start of class on today's learning target and what mastery looks like using exemplar, rubric, student work sample, brief discussion of outcomes, etc.
- <u>Checks for Understanding</u>: embedded throughout the lesson to provide evidence of where students are, opportunities to improve based on descriptive feedback, and proactive use of formative assessment strategies
- <u>Variety of Instructional Practices</u>: throughout the class period students have opportunities to reflect on, work with, discuss, and write about the direct instruction rather than sit passively for long stretches of time
- <u>Scaffolding that Supports Learning</u>: active use of graphic organizers, process and progress guides, reading strategies, accommodations, modeling, peers as resources, personalized workshops, stations, etc.
- <u>Reinforce What Was Learned</u>: interaction at the end of class that brings closure to learning goals and allows students to celebrate progress and identify next steps

D. A toolkit of content-specific and grade-specific strategies/examples tied to each of the five high impact instructional strategies will be developed by our four district-level curriculum & instruction leaders.

E. Focus on the use of best instructional practices through the processes of learning walks, observations, discussion, and professional learning communities

F. Align extended leadership & educator goals to focus on best practice as measured by student growth. Supervise & evaluate the administration, faculty and support staff while sharing and celebrating best practices.

G. Support and monitor increased use of our five high-impact instructional practices through the DESE evaluation process to ensure all staff members are appropriately supported in their efforts to meet the needs of students.

H. Utilize the mentor text "Developing Expert Learners" along with resources from "Dare to Lead" with district extended leadership team to expand their confidence and competence as instructional leaders who can guide, support, and coach high impact instruction.

I. Work with faculty & support staff to monitor and review assessment results and student work exemplars.

J. Review & discuss feedback provided for teachers to support two-way communication for faculty & support staff during extended leadership team meetings.

K. Develop methods to record and store exemplars of observed best practices i.e. Google, Moodle, and Teachpoint.

L. Develop a professional culture where we provide opportunities for educators to observe one another (peer to peer observations).

Professional Learning Goal
Benchmarks / Evidence of Progress

- Growth on self-reflection survey and calendared time spent on instructional leadership

- Growth of grade-specific and content-specific toolkit tied to five instructional best practices

- Growth over the course of learning walks on observed used of instructional best practices

- An implemented system that encourages peer observation and can track participation and value-added through teacher survey and learning walk data

- Increase in student performance through the pre-, formative, and post-assessment cycles used in professional learning communities

- Related increase in student performance on MCAS for all levels of students

2016-2021 NPS Strategic Plan
Strategies & Action Steps That Support Professional Learning Goal

Strategy I: We will reimagine teaching & learning
- Action Plan 1
(All students' holistic & academic needs are met through teaching, curriculum and assessment methods)
- Action Plan 2
(Assessment is to guide instruction & curriculum, engage students in inquiry, and focus on process of learning)
- Action Plan 4
(Support relationships & learning communities among teachers and administrators)

Strategy II: We will offer an array of opportunities for self-discovery and personal achievement
- Action Plan 2
(Students establish connections, apply higher order thinking & make learning meaningful experiences)
- Action Plan 4
(Explore flexible learning environments designed on competency based learning models)

Strategy IV: We will optimize our organizational design & operations
- Action Plan 3
(Technology will fully support the goals of the district)
- Action Plan 4
(Schools will function as effective professional learning communities)
- Action Plan 6
(Student growth & learning are enhanced by creative, rigorous & expansive curricula)

Strategy VI: We will create a culture that cultivates the best of everyone
- Action Plan 1
(Distributed Leadership: Everyone shares the responsibility of leadership and culture)

Strategy VII: We will provide supports so all students are ready and able to learn
- Action Plan 5
(Increased executive functioning learning at all grade levels)
- Action Plan 6
(A safe & supportive school environment)

II. STUDENT LEARNING GOAL: SUPPORT MEASURABLE ACADEMIC IMPROVEMENT

By June 2020, we will increase supports that improve student achievement for ALL students while closing existing achievement gaps for economically disadvantaged students and students with learning disabilities
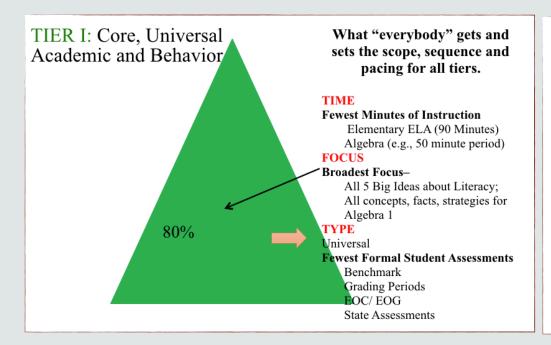
Key Action Steps:

A. Work with individual extended leadership team members to identify site-specific/job-specific steps directly related to the District Review Area of Growth.

B. Create a school climate that provides equitable personalized learning opportunities and supports for ALL students to reach both their academic and social potential.

C. Work with extended leadership team to develop a system of measuring the outreach and effectiveness of our existing Tier 1 and Tier 2 support systems.

D. Identify high impact Tier 3 practices and expand our outreach and design so that students in need of Tier 3 interventions receive timely and ongoing support.

E. Continue to have extended leadership team members relate best instructional practices to the DESE Power Elements for Inclusive Practices as outlined in the DESE guidebook.

F. Work with the extended leadership team, faculty and support staff regarding our Newburyport DCAP classroom accommodations and how to implement those best practices.

G. Develop a system for ongoing analysis of assessment benchmarks on a regular basis to measure assessments, standards and instruction.
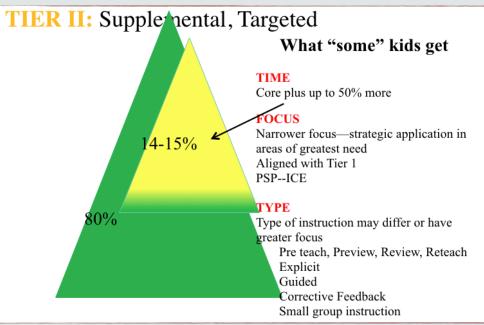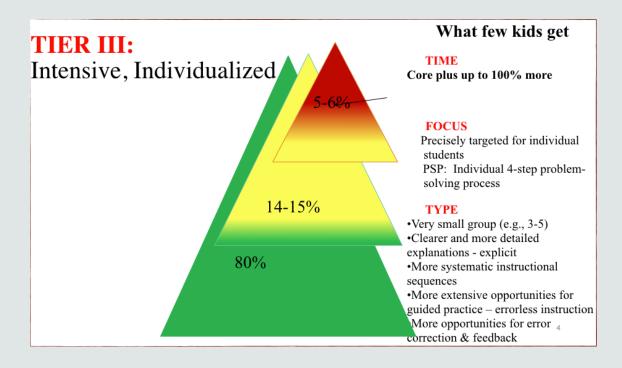
H. Provide support and collaboration time for staff in the development of measurable student learning goals and data analysis.

I. Create a system for providing teacher-friendly, student-friendly relevant data tied to targets.

J. Set measurable targets for each student population at each grade level and implement a minimum of two district/school reflection times to analyze and collaborate regarding current applicable data on student achievement and interventions.

K. Continue to use and enhance technology integration into Tier 1, 2, and 3 supports, as well as a mode of data collection for student assessments and feedback.

L. Increase communication to parents in terms of assessments, interventions and instructional supports throughout the school year.

M. Promote and celebrate student and faculty success. This will be a coordinated effort in recognizing and acknowledging best practices and student achievement through various means of recognition, including ongoing platforms to share and acknowledge best practices – recognition: i.e. – faculty meetings, district professional development, School Committee meetings, and social media.

Student Learning Goal
Benchmarks / Evidence of Progress

• Systems and processes in place for measuring student improvement in three areas: 1) student use and student progress in Tier 1, 2, and 3 interventions; 2) student use and student progress on teacher designed assessments; 3) district and school use of MCAS and other state assessments to set goals and improve supports to teachers and students

• Growth over the course of learning walks on observed used of power elements of inclusive practices

• Measurable increase in available technology programs and use related to addressing support for student academic improvement

• Increase in student performance through the pre-, formative, and post-assessment cycles used in professional learning communities

• Related increase in student performance on MCAS for all levels of students

TIER I: Core, Universal Academic and Behavior

What "everybody" gets and sets the scope, sequence and pacing for all tiers.

TIME
Fewest Minutes of Instruction
  Elementary ELA (90 Minutes)
  Algebra (e.g., 50 minute period)
FOCUS
Broadest Focus–
  All 5 Big Ideas about Literacy;
  All concepts, facts, strategies for
  Algebra 1
TYPE
Universal
Fewest Formal Student Assessments
  Benchmark
  Grading Periods
  EOC/ EOG
  State Assessments

80%

TIER II: Supplemental, Targeted

What "some" kids get

TIME
Core plus up to 50% more

FOCUS
Narrower focus—strategic application in areas of greatest need
Aligned with Tier 1
PSP--ICE

TYPE
Type of instruction may differ or have greater focus
  Pre teach, Preview, Review, Reteach
  Explicit
  Guided
  Corrective Feedback
  Small group instruction

14-15%

80%

TIER III: Intensive, Individualized

What few kids get

TIME
Core plus up to 100% more

FOCUS
  Precisely targeted for individual students
  PSP: Individual 4-step problem-solving process

TYPE
•Very small group (e.g., 3-5)
•Clearer and more detailed explanations - explicit
•More systematic instructional sequences
•More extensive opportunities for guided practice – errorless instruction
•More opportunities for error correction & feedback

5-6%

14-15%

80%

2016-2021 NPS Strategic Plan
Strategies & Action Steps That Support Student Learning Goal

Strategy I: We will reimagine teaching & learning

- Action Plan 1
  (All students holistic & academic needs are met through teaching, curriculum and assessment methods)
- Action Plan 2
  (Assessment is to guide instruction & curriculum, engage students in inquiry, and focus on process of learning)

Strategy II: We will offer an array of opportunities for self-discovery and personal achievement

- Action Plan 1
  (Students are mentally, socially, and emotionally ready to learn)
- Action Plan 2
  (Students establish connections, apply higher order thinking & make learning meaningful experiences)
- Action Plan 3
  (Students learn at a pace in line with their inner abilities & contribute to their educational path & experience)
- Action Plan 4
  (Explore flexible learning environments designed on competency based learning models.)

Strategy III: We will maximize all internal and external resources

- Action Plan 3
  (Partnerships will be encouraged & developed in & outside of the school district)
- Action Plan 4
  (The NEF is / the philanthropic arm of the NPS & the NEFBC bridge to experiential learning for students)

Strategy IV: We will optimize our organizational design & operations

- Action Plan 1
  (Organizational structure meets the needs of students)
- Action Plan 2
  (Schedule changes are made to meet the needs of students)
- Action Plan 4
  (Schools will function as effective professional learning communities)
- Action Plan 5
  (We will design and cultivate flexible learning environments for optimal functionality and culture)
- Action Plan 6
  (Student growth & learning are enhanced by creative, rigorous & expansive curricula)
- Action Plan 7
  (Place based education initiatives are further supported & developed to enhance authentic learning opportunities for students)

Strategy V: We will create a dynamic community among all stakeholders

- Action Plan 4
  (Students gain real world experiences through community and civic involvement)

Strategy VI: We will create a culture that cultivates the best of everyone

- Action Plan 1
  (Distributed Leadership: Everyone shares the responsibility of leadership and culture)

Strategy VII: We will provide supports so all students are ready and able to learn

- Action Plan 1
  (Implementation of cohesive, vertically aligned response to intervention (RTI) at all grade levels)
- Action Plan 2
  (Increased social emotional learning at all grade levels)
- Action Plan 5
  (Increased executive functioning learning at all grade levels)
- Action Plan 6
  (A safe & supportive school environment)
- Action Plan 7
  (Reduce student stress)

III. SCHOOL IMPROVEMENT GOAL: PROFESSIONAL LEARNING COMMUNITIES

By June 2020, we will increase the ability of grade-level and content-specific professional learning communities to use student-friendly/teacher-friendly data cycles.

Key Action Steps:

A. Work with individual extended leadership team members to identify site-specific/job-specific steps directly related to the District Review Area of Growth.

B. Develop expertise on how best to guide and support professional learning communities (PLCs) to align to a high-impact, results-driven design.

C. Create ongoing visual synopses of teacher-friendly, student-friendly relevant data that is grade-specific, content-specific, and time-specific and provide to schools, so that PLCs can use these synopses to increase the quality and focus of their common assessments and focus on instructional conversations.

D. Provide a common understanding among all staff on why and how a data-cycle works within the PLC format and continue to use the PLC guiding questions (DuFour) as the structure for sharing of data and best instructional practices i.e. used for pre-assessment, formatively, and summatively to demonstrate student growth:

PLC – Skills Based Units
Essential Questions (Faculty /Support Staff)

- <u>What do students really need to learn, know or be able to do?</u>
  Power Standards / Essential Questions
  21st Century Skills/Learning Strategies

- <u>How will we know they really learned it (Evidence)?</u>
  High Level and Authentic Assessment
  Performance Level Descriptors

- <u>How can we generate "data" to analyze learning?</u>
  Common Assessments / Rubrics
  Diagnostic and Formative Assessments
  Identify specific supports and extensions

- <u>How do we respond when some students don't learn?</u>

- <u>How will we respond to those who have already learned?</u>

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E. Support each PLC team to create and measure high quality common assessments that can be used for pre-assessment, formatively, and summatively to show individual student progress.

F. Develop a process to provide monitoring and feedback to individual PLC teams.

G. Review current PLC formats being used in order to provide support to specific teams not in alignment with best practice.

H. Structure extended leadership team meetings to mirror high impact PLC structures and processes.

I. Provide technology-based tools that facilitate the ability of teachers and students to track progress data and provide feedback easily and effectively.

J. Tie PLC work to the current strategic planning, school improvement planning, and School Council work.

K. Determine social and academic target priorities for each grade/school/content area, etc.

L. Design professional development trainings and resources to enhance the ability of PLCs to develop high quality common assessments and use them proactively and formatively to adjust instruction and provide meaningful feedback.

School Improvement Goal
Benchmarks / Evidence of Progress

- Increase in the number of teachers who participate in professional learning communities tied to high impact practices and measurable student progress

- Increase in amount and quality of common pre-assessments, formative assessments, and summative assessments

- Evidence of assessment alignment to Massachusetts frameworks and standards

- Leadership and staff survey on efficiency and effectiveness of PLCs that identifies support needs

- Increase in student performance through the pre-, formative, and post-assessment cycles used in professional learning communities

- Related increase in student performance on MCAS for all levels of students

2016-2021 NPS Strategic Plan
Strategies & Action Steps That Support Student Learning Goal

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- Action Plan 1
  (All students' holistic & academic needs are met through teaching, curriculum and assessment methods)
- Action Plan 2
  (Assessment is to guide instruction & curriculum, engage students in inquiry, and focus on process of learning)
- Action Plan 3
  (Communication of information to the district and the community focused on re-imagining teaching & learning)
- Action Plan 4
  (Support relationships & learning communities among teachers and administrators)

Strategy II: We will offer an array of opportunities for self-discovery and personal achievement
- Action Plan 2
  (Students establish connections, apply higher order thinking & make learning meaningful experiences)
- Action Plan 3
  (Students learn at a pace in line with their inner abilities & contribute to their educational path & experience)
- Action Plan 4
  (Explore flexible learning environments designed on competency based learning models)

Strategy IV: We will optimize our organizational design & operations
- Action Plan 3
  (Technology will fully support the goals of the district)
- Action Plan 4
  (Schools will function as effective professional learning communities)

Strategy V: We will create a dynamic community among all stakeholders
- Action Plan 4
  (Students gain real world experiences through community and civic involvement)

Strategy VI: We will create a culture that cultivates the best of everyone
- Action Plan 1
  (Distributed Leadership: Everyone shares the responsibility of leadership and culture)
- Action Plan 2
  (Engagement: Leadership seeks to give voice to all constituencies to ensure engagement)

Strategy VII: We will provide supports so all students are ready and able to learn
- Action Plan 2
  (Increased social emotional learning at all grade levels)
- Action Plan 6
  (A safe & supportive school environment)

IV. DISTRICT IMPROVEMENT GOAL: GUARANTEED AND VIABLE CURRICULUM

By June 2020, we will have a system to provide a comprehensive, rigorous, equitable, and relevant curriculum that is aligned to the Massachusetts curriculum frameworks.

Key Action Steps:

A. Work with individual extended leadership team members to identify site-specific/job-specific steps directly related to the District Review Area of Growth.

B. Build knowledge and expertise on the success criteria for high quality curriculum maps related to four descriptors: comprehensive, rigorous, equitable, and relevant

C. Complete a curriculum audit that identifies which content areas and grade levels have an existing curriculum map and rates each map on success criteria so we can identify gaps and priority need areas

D. Develop a process and timeline for developing or improving curriculum maps in each area

E. Identify and complete maps that are targets for the 2019-2020 school year

F. Integrate inclusive practices and Tier 1 supports into each curriculum map

G. Integrate tech-based learning opportunities and resources into district curriculum maps

H. Provide user-friendly data and synopses of Massachusetts frameworks and standards for each grade level and content area to facilitate the development of high quality curriculum maps

I. Utilize district-level expertise in curriculum & instruction to provide drafts and/or revisions to fill gaps and "jump start" certain key areas

School Improvement Goal
Benchmarks / Evidence of Progress

- Increase in the number of completed curriculum maps

- Growth in rating of targeted curriculum maps

- Evidence of curriculum alignment to Massachusetts frameworks and standards

- Increase in student performance through the pre-, formative, and post-assessment cycles used in professional learning communities using completed/revised curriculum maps

- Related increase in student performance on MCAS for all levels of students

2016-2021 NPS Strategic Plan

Strategies & Action Steps That Support Student Learning Goal

Strategy I: We will reimagine teaching & learning

- Action Plan 1
  (All students holistic & academic needs are met through teaching, curriculum and assessment methods)
- Action Plan 2
  (Assessment is to guide instruction & curriculum, engage students in inquiry, focus on process of learning)
- Action Plan 4
  (Support relationships & learning communities among teachers and administrators)

Strategy II: We will offer an array of opportunities for self-discovery and personal achievement

- Action Plan 1
  (Students are mentally, socially, and emotionally ready to learn)
- Action Plan 2
  (Students establish connections, apply higher order thinking & make learning meaningful experiences)
- Action Plan 3
  (Students learn at a pace in line with their inner abilities & contribute to their educational path & experience)
- Action Plan 4
  (Explore flexible learning environments designed on competency based learning models.)

Strategy III: We will maximize all internal and external resources

- Action Plan 1
  (Community support for the achievement of the students personal goals)

Strategy IV: We will optimize our organizational design & operations

- Action Plan 3
  (Technology will fully support the goals of the district)
- Action Plan 4
  (Schools will function as effective professional learning communities)
- Action Plan 6
  (Student growth & learning are enhanced by creative, rigorous & expansive curricula)
- Action Plan 7
  (Place based education initiatives support & develop enhance authentic learning opportunities for students)

Strategy V: We will create a dynamic community among all stakeholders

- Action Plan 4
  (Students gain real world experiences through community and civic involvement)

Strategy VI: We will create a culture that cultivates the best of everyone

- Action Plan 1
  (Distributed Leadership: Everyone shares the responsibility of leadership and culture)

Strategy VII: We will provide supports so all students are ready and able to learn

- Action Plan 1
  (Implementation of cohesive, vertically aligned response to intervention (RTI) at all grade levels)
- Action Plan 5
  (Increased executive functioning learning grade levels)