

## Systemwide Goals 2018-2019 - Progress towards Outcomes

*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.

Select Improvement Strategies	Anticipated Outcomes	Progress Towards Outcomes
<b>In our elementary schools:</b>		
Implement Investigations 3 in grades K, 1, 2, and 5. (I)	Student experience in mathematics will be more aligned, consistent, and effective.	All schools successfully implemented new program in grades 1, 2, and 5. Four schools fully implemented the K program. Eleven others worked with one section of the program for this year and intend to fully implement starting in fall of 2019. Provided Professional Development (PD) throughout the year to support teacher understanding and facilitation of the program.
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.	All schools successfully implemented new curriculum in grade 3 to align to the MA 2016 Frameworks and the next Generation Science Standards. Professional development and support were provided throughout the year to support teacher understanding and implementation of instructional changes.
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.	Fourth grade teachers attended 1.5 days of PD. Topics included: strategy instruction and guided reading; raising the level of written and oral response; book clubs, and book talks on over 100 new, diverse fiction, nonfiction, and poetry books, to raise teachers' knowledge of current literature.
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.	A new scope-and-sequence has been developed for 6th and 8th grades, as well as a two-year model for rollout of the new units. Themes for 7th grade have been developed and a three-year plan to create a scope-and-sequence of the new standards has been developed. Additionally, this year, the action civics curriculum was completed in all 8th grade classrooms.
Analyze results of Leveled Literacy Intervention (LLI) instruction. (I)	Adjust implementation of LLI as needed.	We implemented a new Online Data Management System (ODMS) to collect data. Elementary Literacy Coordinators analyzed the data, as well as the fall and winter BAS data of students in LLI and presented it to LLI teachers, literacy specialists, and principals. First graders in LLI were making accelerated progress at mid-year. Second graders need further study and possibly adjustment of implementation. We will look at the EOY data as well.

### Systemwide Goals 2018-2019 - Progress towards Outcomes

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

Evaluate student reading growth and achievement using Benchmark Assessment System. (I)	Adjust programs as needed.	Literacy specialists and principals hold data meetings with grade-level teams. Many teams this year focused on students' growth, as well as achievement. Others disaggregated data to look at different demographic groups. Some teams compared BAS and MCAS data. Each year more teachers are using the BAS data to inform their instruction in a variety of ways.
Update anti-tobacco curriculum to include e-cigarettes and vaping. (I)	Curriculum will be completed and implementation will begin to 5th graders.	Curriculum has been updated to include e-cigarettes. Will be fully implemented next school year. Each grade level will receive 3-4 lessons per year around anti-tobacco education.
Provide professional development as 15 (Professional Development Points) PDP courses to promote student-centered productive discourse. (I)	Students, especially English Language Learners (ELLs), will produce more language across content areas.	This year, two sections of "Academic Conversations in Classrooms with ELLs" were offered. One was held at Franklin and one at Angier. Approximately 40 teachers participated. Teachers reported greater levels of student-produced language in all 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.	Over 10 classroom teachers worked to implement new or revised units that align with the 2016 MA Frameworks and the NGSS. Professional development and support were provided through the year to support teacher understanding of concepts and instruction changes.
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.	Drafted, not complete. Needs to be merged with middle and high school work.
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.	A Data Analytics Team, subset of the District Data Team, spent the year exploring various options and packages available. This included examining the benefits and limitations of each product. Next steps are to more fully develop capacity with our current products (especially among building and district administration while piloting some additional platforms to assist with data analytics.

#### In our middle schools:

Implement Illustrative Math curriculum in all middle school grades. (I)	Student experience in mathematics will be more aligned, consistent, and effective.	All middle school math teachers are using the program. Next year, teachers will dig deeper into the components of the program and district grade level teams will develop a scope and sequence at each grade level.
Plan for improved research writing across disciplines in accordance with	Content and library teachers will create an integrated plan to provide consistent	Research writing across disciplines has not been a major focus this year. However, teachers in ELA, social studies, and science

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

<p>the MA DESE Standards for Literacy in History/Social Studies, Science, and Technical Subjects in collaboration with library teachers. (P, I)</p>	<p>instruction to all students in best research and informational writing practices.</p>	<p>continue to emphasize CER writing and critical evaluation of source materials as key skills across disciplines. Suggested next steps include looking more closely at how these skills are different in each discipline through genre-based approaches. Joelle has also been in conversations with Chris and Eileen about potential collaboration with middle school literacy coaches and library teachers, stressing the need to develop a clearer trajectory of research skills 6-8 and determine where it makes sense to fit this in the curriculum.</p>
<p>Develop a common process and vocabulary for students to use in selecting and evaluating information across disciplines when engaging in research. (P,I)</p>	<p>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.</p>	<p>Middle School library teachers developed a draft, will continue to work on it this summer, and will implement in the fall through collaboration and professional development.</p>
<p>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)</p>	<p>Student literacy skills will consistently build each year, and be more consistent throughout the year and through three years of middle school.</p>	<p>With the support of literacy coaches, middle school social studies, science, and ELA teachers have worked to develop students' skills in reading complex nonfiction texts through Notice and Note strategies for active reading/annotation, continuing this work from last year. This has largely been done in small groups rather than district wide (e.g. GLDs at specific schools, inquiry teams at Citywide). Joelle and Sara also presented an action plan around disciplinary literacy to Toby and Mary, stressing the need to involve principals in a needs assessment and to deepen our collective understandings of discipline-specific literacy practices. The selection of teacher leaders in three new subject areas is also an important development, since it presents the opportunity for these teachers to spearhead professional learning around instructional strategies to support the development of literacy skills in their subject areas.</p>
<p>Begin planning for implementation of new History and Social Studies frameworks. (P, I)</p>	<p>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.</p>	<p>A draft scope-and-sequence has been developed for 6th and 8th grades, as well as a two-year model for rollout of the new units and professional development plan for 2019-20. Themes for 7th grade have been developed with an outline of possible units, and a three-year plan to create a scope and sequence of the new standards has been developed.</p>

### Systemwide Goals 2018-2019 - Progress towards Outcomes

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

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.	All middle school science and engineering teachers completed the Stanford course on short performance assessments and effective feedback to students. They developed assessments for specific units to continue to use over the next school year and share systemwide.
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.	Middle school science teachers have to use anchoring phenomenon in one unit in each grade. These will be shared at the first district wide professional learning afternoon next year as models for continued work over 2019-2020 school year.
Add additional e-cigarette awareness lessons in health curriculum. (I)	All middle school students will participate in e-cigarette awareness education.	<ul style="list-style-type: none"> <li>• <b>Gr. 6:</b> Facts, research, information, dangers--Substance Abuse Prevention Project.</li> <li>• <b>Gr. 7:</b> Updated our skills-based prevention unit that covers internal/external pressures to use and decision making.</li> <li>• <b>Gr. 8:</b> Substance Abuse Prevention and advocacy skills. Students create a "Public Service Announcement", a research based project, e-cigarettes and vaping are among the many substances presented.</li> </ul>
Develop multi-year sequence of anti-bias curricular experiences, including peer-led workshops and teacher-directed lessons. (P, I)	Continue to implement the Anti-Defamation League (ADL) Peer Leadership Program and plan to integrate anti-bias curriculum further into middle school core instructional program.	We have continued to implement our ADL peer leaders' curriculum with 6th grade students. Macroaggression lessons for 7th and 8th graders have continued. We have also piloted additional anti-bias lessons in response to specific incidents and are working to identify next steps for broader implementation.
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.	Grade 6 is ready to be piloted districtwide next year and we will begin the same process of transforming the grade 7 curriculum this summer. All 8th graders took the AAPPL test this year and some teachers piloted testing of additional skills beyond interpersonal communication. One teacher who piloted all skill areas, has nine students who received scores that would qualify for the Seal of Biliteracy middle school pathway award.
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.	An initial draft of a middle level curriculum accommodation plan has been created by middle school administrators. Next steps include integrating these accommodations with our NPS Vision for Teaching and Learning and further revising based on faculty input.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

**In our high schools:**

<p>Support increased technology integration in all content areas in anticipation of roll-out of one-to-one device initiative. (C, P)</p>	<p>Create increased student engagement, authentic learning and instructional efficiency in all content areas.</p>	<p>Chromebooks issued to all 10th graders in January 2019, with 9th graders receiving Chromebooks in June. Teachers were given a few specific PD opportunities at both high schools to grow in their knowledge of technology integration. The IT/Library Dept. has offered and will continue to offer online courses to assist teachers with technology integration. PD plans are in the works at both high schools for FY'20 to correspond with three grade levels of students having 1:1 devices. Students and faculty will be surveyed in Spring of 2019 to capture baseline data on student technology use.</p>
<p>Study proposed history and social science standards and plan to begin revision and realignment of curriculum. (C, P)</p>	<p>Develop a comprehensive understanding of new standards and articulate the process for creating standards aligned curriculum.</p>	<p>Our high school history departments have begun the process of aligning our curriculum with the new standards. This fall, they developed a history curriculum development guideline to assist in the process, and over the next two to three years, will draft new course outlines. The new course sequences will be aligned with the principles for effective history and social science education.</p>
<p>Continue to revise and refine the high school curriculum accommodation plan. (P, I)</p>	<p>All teachers will understand the high school curriculum accommodation plan and be able to provide educational best practices and appropriate accommodations to all students.</p>	<p>The high school curriculum accommodation plan was completed and professional development provided to high school educators on the universal practices that are offered to support all students' academic success.</p>
<p>Identify and implement a data analytics package and train staff in its use to enable immediate data analysis at the school level. (P, I)</p>	<p>Accessible and consistent process for collecting and analyzing data.</p>	<p>A Data Analytics Team, subset of the District Data Team, spent the year exploring various options and packages available. This included examining the benefits and limitations of each product. Next steps are to more fully develop capacity with our current products (especially among building and district administration) while piloting some additional platforms to assist with data analytics.</p>

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

<b>Objective B: Foster a cycle of continuous instructional improvement.</b>		
<b>Select Improvement Strategies</b>	<b>Anticipated Outcomes</b>	<b>Progress Towards Outcomes</b>
<b>In all of our schools:</b>		
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.	Not yet, planning data work this year.
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.	The PreK-12 Discussion Guide for SIT for all students was developed and introduced to stakeholders. Data from an initial pilot at Memorial Spaulding was positive. Training will be offered to SIT facilitators.
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.	At the elementary level, the Discussion Guide above will be a key to improving and aligning our work. At the secondary level, each school has dedicated staffing and meeting time to improving the SIT team structure and support of culturally responsive instruction.
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.	Teacher leaders in place in math and science this year. Process underway to identify teacher leaders in history, world language, and English for 2019-2020.
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.	During the 18-19 academic year, the IT/ Library Services Dept. offered the following online (some were hybrid offerings) technology related courses to faculty and staff (total enrollments throughout the year are included):  Digital Storytelling in a Digital Era (28) Chrome and G-Suite for Education (73) Google Sites and Calendars (84) Schoology Advanced (27) Schoology for Beginners (29) Project Based Learning with Technology (13)

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

		<p>This summer, course offerings will also include “mini-modules” on G Suite and in-person workshops on Google Sites and Google Chrome to support the transition away from FirstClass and expanded use of G Suite as the primary mode of communication in the district.</p> <p>Instructional Technology Specialists in the school buildings continue to work with faculty and staff on technology integration through 1:1 trainings, small group instruction, and lesson modeling.</p>
<p>Continue to strengthen inclusive practices and general education supports through more flexible utilization of resources. (I)</p>	<p>A continuum of embedded general education supports.</p>	<p>Work proceeding as teams update systems and Student Services' staff are available for consultations outside of the special education referral process.</p>
<p>Meet in an ELL/Special Education working group to address interventions for ELLs. (P, I)</p>	<p>Create a protocol to ensure that ELLs are not over-referred, nor under-referred for evaluation.</p>	<p>The PreK-12 Discussion Guide for SIT for all students (not only ELLs) was developed and introduced to stakeholders. Data from an initial pilot at Memorial Spaulding was positive. Training will be offered to SIT facilitators. This strategy will be included in the select improvement strategies for PLCs.</p>

## Systemwide Goals 2018-2019 - Progress towards Outcomes

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

### 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.**

Select Improvement Strategies	Anticipated Outcomes	Progress Towards Outcomes
-------------------------------	----------------------	---------------------------

#### In our elementary schools:

Support dual language learners in our preschool. (I)	Students' emerging language skills will be assessed and proficiency levels identified.	Completed; Increasing staffing to support identified students.
Using the recommendations for the full-day kindergarten committee, begin planning for implementation (P, I)	Implementation of full-day kindergarten.	Planning nearly complete. Professional development underway and will continue into 2019-2020.
Continue to support inclusive kindergarten and first grade staffing pilot. (I)	High-quality, less restrictive educational environment for all students expanded to all kindergartens.	Students continue to be effectively supported in first grade through staffing. With full-day K, assistants are allocated to each classroom.

#### In our middle schools:

Ensure that culturally responsive language and practices are explicit in professional development. (I)	Create a respectful and inclusive environment for each and every student.	Responsive Classroom training is including more culturally responsive language, and presenters at all levels are striving towards this goal.
Continue the Calculus Project. (I)	Consistent participation and increased achievement in middle school math courses for participating students.	Program at capacity with five active cohorts of rising 8th to 12th graders. There are 150 students enrolled with 99 attending the summer session. 78% of rising seniors are enrolled in Calculus or Intro to Calculus for the fall.

#### In our high schools:

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.	Support available, twice weekly, in J/X block. First class graduating June 2019, with seven in AP Calculus. Twenty rising seniors enrolled in AP Calculus 2019-20
Continue to implement strategies to increase enrollment of underrepresented groups in higher-level courses across content areas, including clustering, move-up support,	Careful review of data, leading to increased enrollment and achievement in a range of upper level courses for traditionally underrepresented subgroups.	Each high school department has actively developed supports for students who are moving up levels from under-represented groups, and we are currently creating a report on progress in this area.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

and multi-level and unlevelled courses. (I)		
Expand 1:1 pilot to all grade 10 students by January 2019. (P, I)	All 10th grade students assigned and utilizing a one-to-one device, with appropriate support, staff and student training, and policies and procedures in place.	In January of 2019, prior to the start of term III, the district issued a Chromebook to all 10th grade students. In the fall of 2019, the district will have issued a Chromebook to all students in grades 9-11, and by the fall of 2020 all students in grade 9-12 will have a device. See Goal 1, Objective A for more information on the 1:1 rollout and training for teachers.

**In all of our schools:**

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.	Six sessions delivered to all Newton administrators on the intersection of Race and Achievement, Social Emotional Learning, and Supporting struggling students with explicit focus on improving instruction.
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.	Conference planned for June 20 and 21. Educational Equity specialist and members of the Race and Achievement Leadership Team (RALT) consulted and supported school-based work all year.
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 a better school climate and creating strategies to close achievement gaps.	Educational Equity specialist and members of the Race and Achievement Leadership Team (RALT) consulted and supported school-based work all year.
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.	During the year, the IT specialists (ITS) worked to create, implement, and modify lessons in social media for grade 2 students expanding the work that has already been in place for grades 3-5. At the middle school level, the ITS drafted and piloted lessons for grades 6-8 on Digital Citizenship. Lessons include: Digital Citizenship: Avoid Oversharing, Safe Talk Online, and Social Media and Digital Footprints.  Lessons on the district's Acceptable Use Policy and Guidelines for technology are part of the Library Teachers and Instructional Technology Specialists practice on a yearly basis.

### Systemwide Goals 2018-2019 - Progress towards Outcomes

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

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.	All 20 SLIFE students were engaged in an ongoing goal setting process. All students who were flagged as struggling made academic progress. Two SLIFE students from NNHS reached their goal of being accepted to four-year universities. This work was presented at the international TESOL conference in March and will be presented at the Race and Achievement Institute in June.
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.	Three courses and four workshops delivered for educators. SIT process now includes specific questions about students' cultural background.
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.	Committee formed to align this work with other social emotional learning and to review our current curriculum.
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.	A Data Analytics Team, subset of the District Data Team, spent the year exploring various options and packages available. This included examining the benefits and limitations of each product. Next steps are to more fully develop capacity with our current products (especially among building and district administration while piloting some additional platforms to assist with data analytics.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

**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.**

**Select Improvement Strategies**

**Select Improvement Strategies**

**Select Improvement Strategies**

**In our elementary schools:**

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.	The PreK-12 Discussion Guide for Student Intervention Teams (SIT) for all students was developed and introduced to stakeholders. Data from an initial pilot at Memorial Spaulding was positive. Training will be offered to SIT facilitators. This strategy will be included in the select improvement strategies for PLCs.
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.	47 educators trained in a Responsive Classroom course and 24 in Advanced Responsive Classroom course.
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.	A cross-disciplinary, cross-level working group has been developing supports and protocols. This work will be ongoing.
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.	A team has been formed to develop educators' skills and to assist teachers' daily classroom practice,

**In our middle schools:**

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.	The PreK-12 Discussion Guide for Student Intervention Teams (SIT) for all students was developed and introduced to stakeholders. Data from an initial pilot at Memorial Spaulding was positive. Training will be offered to SIT facilitators. This strategy will be included in the select improvement strategies for PLCs.
---	---	---

### Systemwide Goals 2018-2019 - Progress towards Outcomes

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

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.	51 trained in Middle School Responsive Classroom course including summer session.
Pilot professional development for select 6th 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.	One middle school teacher team, including special education teachers and English language learner teachers, completed training in each middle school and have piloted the integration of executive function support into the general education classroom. Ongoing coaching has been provided to the participating educators.
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.	Our partnership with the ADL has continued with a cohort of peer leaders in each middle school, who provide training to their peers and receive ongoing development and educational opportunities.
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.	Responsive Classroom training for elementary and middle school educators continues.

#### In our high schools:

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.	Our administrator professional development at all levels, including the high schools, has focused on understanding and applying a multi-tiered system of instruction and supports for all students.
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.	Our high school connectedness working group completed the high school connectedness survey, which was administered for the first time in the spring of 2019. The group also completed focus groups with students of color to better understand connectedness gaps and will present findings to high schools staff this summer and next fall.
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.	The redesigned schedule was completed and presented to the school committee this winter, which allows for a more efficient school day with support for social and emotional as well as academic learning. The schedule facilitates a future shift to a later start time.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

Provide additional mental health support accessible to all students. (I)	Broadly accessible mental health supports.	Staffing was added at both high schools to support student mental health needs.
--	--	---

**In all of our schools:**

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.	Education Equity specialist working with school-based teams to support colleagues and school-wide systems.
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.	School Connectedness Survey Grades 3 - 8 administered in Dec 2018. Similar high school survey developed and implemented in the spring of 2019.
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)	A cross-disciplinary, cross-level working group has been developing supports and protocols for school-based teams working on this goal. This work will be ongoing.
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.	A Data Analytics Team, subset of the District Data Team, spent the year exploring various options and packages available. This included examining the benefits and limitations of each product. Next steps are to more fully develop capacity with our current products (especially among building and district administration while piloting some additional platforms to assist with data analytics.

## Systemwide Goals 2018-2019 - Progress towards Outcomes

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

### 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 A: Continue to update Teaching and Learning Facilities

Select Improvement Strategies	Anticipated Outcomes	Progress Towards Outcomes
<ul style="list-style-type: none"> <li>Confirm Long-Range Plan for next five years including mid-range renovation needs and major building projects.</li> <li>Ensure that financial planning is coordinated: Review and coordinate for FY20-FY24 five-year Capital Improvement Plan (CIP) with City. (I)</li> </ul>	<ul style="list-style-type: none"> <li>Develop consensus on FY19 Updated Long-Range Plan including funding plans</li> <li>Feasibility Study for Lincoln-Eliot/NECP/150 Jackson. Continued planning progress on next school building projects: Countryside, Franklin and Ward.</li> </ul>	Recommended Long Range Plan was reported to School Committee in September 2018. Feasibility study phase for site plan approval (NECP) and schematic design (LE). Submitted Statement of Interest for Countryside in April, 2019.
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.	This was delayed due to budgetary considerations at City Hall.
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.	Report completed with joint presentation in April 2019
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.	STSG active all year with update to School Committee in May, 2019. Improved site circulation plans for Cabot in place by May. Conducted transportation efficiency and bell schedule analysis and report with consultant.
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	Coordinated a multi-department process to ensure successful transition for Cabot and Horace Mann as reported in Facility Updates all year. Improved site circulation plans for Horace Mann including new bus loop and crossing guard locations.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

	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. (1)	Approval of policy changes.	Policy Changes were approved in October 2018.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

<b>MANAGERIAL GOAL 2: Technology Infrastructure</b>		
Ensure reliable and efficient technology infrastructure.		
<b>Objective: Ensure reliable and efficient technology infrastructure.</b>		
<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>
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.	A Data Analytics Team, subset of the District Data Team, spent the year exploring various options and packages available. This included examining the benefits and limitations of each product. Next steps are to more fully develop capacity with our current products (especially among building and district administration while piloting some additional platforms to assist with data analytics.
Continue optimizing Aspen features. (I)	New and/or improved reports specific to user-identified needs.	<ul style="list-style-type: none"> <li>• Implemented the Special Education module of Aspen providing faculty and staff with IEP data directly within our SIS system.</li> <li>• Implemented Family contact information updates as well as student permission updates through the Aspen Family/Student Portal.</li> <li>• Refined elementary progress reports and high school transcripts in the Aspen environment.</li> <li>• Introduced various reports including attendance letters to increase communication and efficiency of administrative tasks.</li> <li>• Increased the data team's capacity and knowledge of using Aspen for state reporting, to develop reports useful to faculty, staff and administration, and continued to improve the overall usability of the SIS.</li> </ul>
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.	Significant progress has been made in this area to improve system security and redundancy. The next major project, depending on available funds, is the creation of a "disaster recovery site." Logging systems have not been implemented due to time limitations.
Continue work with city to build a second egress system. (I)	Reduce single points of failure.	A second egress is in place for internet services allowing for an alternate route to access the internet from within the NPS buildings. Fully completing the system will require a few final steps including installation of a DHCP server at the second point of egress to allow for this egress to act as a second point

### Systemwide Goals 2018-2019 - Progress towards Outcomes

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

		of entry into NPS from outside. The ability to complete this project will depend on available funding.
Continued implementation of Wide Area Network (WAN) and wireless infrastructure plan across the district. (I)	Increase bandwidth, capacity, and speed of internet connection.	Wireless Access Points upgraded at both high schools. Equipment is being repurposed to upgrade older WAN equipment at elementary schools.
Design and oversee Cabot technology infrastructure. (C, P, I)	Cabot opens with state of the art, fully functioning tech structures and systems.	The technology plan for Cabot is complete, equipment has gone through the procurement process and an installation timeline is in place for the Summer of 2019.
Develop a protocol for directing requests for data and network requests. (P, I)	Improved ability to identify and prioritize workflow.	In progress, but not complete.
Identify and implement a system for fee management and financial waivers. (C, P, I)	Improved user experience fee management.	This project is on hold given other projects currently underway.
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.	Completed as of January 2019 with expansions planned for FY'20 for all students in grades 9-11.
Improve equipment inventory system and review equipment refreshment plan. (P, I)	More accurate and accessible equipment tracking.	During the Fall and Spring of 2019, the IT Specialists and Technical Services Support team worked to update and increase the accuracy of our inventory database. This more updated inventory will be used over the summer of 2019 to organize and develop a long- and short-term equipment refreshment plan.
Install Uninterrupted Power Supply (UPS) at Ed Center. (I)	Prevent district-wide system failure by replacing aging equipment.	These systems have been purchased and will be installed on July 5, 2019.
Plan for converting from First Class to Gmail. (P)	Work plan developed including staff training on data migrations.	Progress is underway. FirstClass will be turned off as our email system and Gmail will be turned on for all users on July 1, 2019.
Plan for implementation of a more robust, user-friendly professional development scheduling and recording system. (P, I)	Improved user experience for educators.	Teachpoint was introduced under a pilot with I.T. offered PD during the Spring of 2019. The system will be expanded to all PD offerings and tracking in the summer of 2019.
Purchase and install call-logging software. (P, I)	Reduce the time it takes to identify the source of a 911 call.	Project on hold given time constraints.
Purchase and install UPS for each school. (P, I)	Prevent individual school system failure by replacing aging equipment.	This project is tied to the rollout of VOIP at each school. As VOIP installations are completed, UPS will be installed.

### Systemwide Goals 2018-2019 - Progress towards Outcomes

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

Refresh or replace telephone systems at additional schools. (I)	Uninterrupted telephone operations in additional schools.	<ul style="list-style-type: none"> <li>• During the summer of 2018, four elementary schools were upgraded to VOIP. An additional elementary school will be completed during the early summer of 2019.</li> <li>• Depending on budget needs, two-three additional schools will have their phone systems upgraded during FY'20.</li> </ul>
Support online MCAS 2.0 testing in all tested grades including high schools. (I)	Minimal tech failures during MCAS online testing.	Online MCAS testing successfully occurred at all schools and grade levels with the exception of Grade 9 science which was still a paper-based test this year. Support has been quick, and any initial issues were quickly addressed in order to provide a stable testing platform.
Train administrative assistants on Google suite. (I)	Improve administrative systems functionality.	Administrative Assistants were provided training on a PD Early Release day on aspects of G Suite in anticipation of the conversion from FirstClass to Gmail. Additional trainings (face-to-face and online) are planned for early in the summer of 2019.

### Systemwide Goals 2018-2019 - Progress towards Outcomes

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

#### **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.**

<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>
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.	This has been a combination of efforts including diversity job fairs, personal outreach on LinkedIn and follow-up with candidates of color who have previously applied for positions with NPS to keep the connections current. Other broad-based recruiting efforts are happening simultaneously, which also yields an overall increased number of candidates including 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.	The Diversity Committee has continued to focus on recruitment efforts and outreach; including focusing on educator of color programs within colleges and universities, including Lasell College, Lesley University, and William James College. We have discussed turnover results and strategized on implementing 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.	We have leveraged LinkedIn in different ways this year. We also tried a new tool of an Online Job Fair with Top School Jobs. We had more consistent online advertising with various tools, including Facebook and Instagram. Our online job application system has been reorganized to make a more user-friendly experience in the application process leading to an increased number of applicants in the pool.
Provide support to administrators in the hiring process. (I)	Increase awareness of unconscious bias.	The Diversity Committee has explored ways of increasing awareness of unconscious bias in the hiring process, however, this is still being explored as to what steps that we can take to increase unconscious bias with the hiring of educators of color and diverse staff.
Develop opportunities for educators of color affinity group meetings. (I)	Create schedule of meetings for the 18-19SY.	The Diversity Committee hosted one offsite affinity group and successful meeting this year for staff of color. There was a positive interest expressed in hosting additional affinity group meetings next year. Affinity group meetings create increased connectedness and can have a positive impact on employee retention.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

<b>COMMUNITY GOALS</b>		
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.		
<b>Objective A: Share information with families and the community aligned with goals of district. Respond to external events with impact to school communities.</b>		
<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>
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.	Sent messages to families related to history curriculum controversy, full-day kindergarten implementation, new food service partner, vaping forum, and high school start time. Responded to media requests from Globe, Tab, and WSJ.
Create information templates on district initiatives for principals to share with schools. (P)	Families/community hear uniform message from school and district.	Used templates when principals needed to respond to similar incidents across schools.
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.	Used internal "Share Your Story" Google Form to ask faculty/staff to share information/events/ activities in their classrooms.
Provide families with guidance on procedures and protocols using dynamic communication vehicles. (P/I)	Dynamic and engaging publications that families read and understand.	Developed FAQ document for "teaching challenging topics" related to history curriculum. Developed FAQ document for "responding to incidents of bias." Both are on website for easy reference.
Utilize social media to share information as well as timely updates on events. (I)	District social media becomes source for accurate and timely information.	Social media audience has increased on Facebook (up 35%), Twitter (up 25%), and Instagram (up 100%.) All platforms were used to share changes to schedules, calendars, new vendors, Supt. newsletter, and stories from classrooms and schools.
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.	Transportation page was revised and updated to provide information to families in a more easily accessible format. Current projects involve shifting internal only documents (forms for employees, for example) to a password protected portion of the website. This will help clean up the number of pages a visitor needs to navigate. Other ongoing projects involve auditing and increasing the accessibility of web-pages and posted documents.

**Systemwide Goals 2018-2019 - Progress towards Outcomes**

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

<b>Objective B: Engage families in school and district initiatives to increase involvement, connectedness and support.</b>		
<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>	<b>Select Improvement Strategies</b>
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.	School Committee used school-based Facebook pages to broadcast meetings via FB Live.
Conduct community forum aligned with district initiatives and goals. (I)	Identify speaker or trainer on topic that aligns with community interest and district goals.	Conducted forum on vaping with MA Attorney General Maura Healey.
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)	Education Equity Specialist working with FORJ leaders.
Utilize social media to engage families (share, post, like). (I)	Families take action in support of schools and know where to find district news.	Social media audience has increased on Facebook (up 35%), Twitter (up 25%), and Instagram (up 100%.) All platforms were used to share changes to schedules, calendars, new vendors, Supt. newsletter, and stories from classrooms and schools.
Host Newton Family Conference. (I)	Families network and develop relationships.	Conference held Dec. 1, 2018. Attended by 200+ with 18 workshops and parent panel.
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.	Workshops scheduled.
Meet with Calculus Project Families twice or more during the school year.	Improved partnerships between school and families to support and engage students.	One meeting for current and incoming families.
Establish an English Language Parent Advisory Council.	Engage ELL Families in a structured process in alignment with DESE Regulations	The council met five times throughout the year. By-laws were approved and a board was elected. Communication was established with the School Committee and SEPAC. Subcommittees were formed and action items were created.
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.	Rachael Kaplan, the ELL Social Worker, presented about her role and the role of family liaisons multiple times. The Guidance Departments at both high schools participated in this presentation. The district-wide group of social workers and psychologists received the information. We have family liaisons in these languages: Spanish, Portuguese, Russian, Hebrew, Korean, Mandarin, and Cantonese. Increasingly, staff across the district are seeking the support of Rachael and the liaisons to communicate with families who need support in understanding the culture of schooling in the U.S.