

Goal 1: ADVANCE LEARNING FOR ALL STUDENTS

To refine and continue to put into practice a system of student-centered curriculum, instruction, and assessment that empowers each student to be engaged in challenging, creative, and rigorous learning experiences that are grounded in clearly defined standards.

Objective #1: All students will grow and achieve as a result of experiencing curriculum and programs that are innovative, aligned to state standards, and coherent within and between all grade levels and courses.

Objective #2: All students experience student-centered instructional practices that: Reflect current research on best practice; Are responsive and differentiate to meet individual learning needs; Incorporate 21st century skills; & Promote active, innovative and interdisciplinary learning.

Objective #3: All students participate in a range of opportunities to demonstrate learning through formative and summative assessments that generate meaningful data for teachers to analyze.

Objective #4: Educators and administrators engage in a range of high quality personalized professional learning experiences that enable them to: Implement effective curriculum; Understand and use a range of research based instructional practices; and Collaborate with colleagues to analyze data to inform instruction.

Goal 2: DEVELOP SOCIAL, EMOTIONAL, WELLNESS, AND CITIZENSHIP SKILLS

To ensure students develop the knowledge, skills, and mindset that empower healthy, resilient, and culturally proficient citizens who contribute to others with integrity, respect, and compassion.

Objective #1: Students will acquire social emotional knowledge and skills as a result of curriculum, instruction, and practices that are culturally sensitive, evidence-based, and aligned to the District's Framework for student social and emotional learning (SEL).

Objective #2: Assessments of students' growth and development of SEL competencies is used to inform instruction, enabling students to develop skills they need to be successful in school, career, and life.

Objective #3: Educators engage in a range of high quality professional learning experiences that enable them to incorporate culturally proficient and social emotional learning practices for all students.

Goal 3: ENSURE INFRASTRUCTURE SUPPORTS LEARNING GOALS

To implement a sustainable plan for financial, capital improvement, technological, and personnel resources that supports learning for all students.

Objective #1: School leaders engage in long-range planning that strengthens school operations and infrastructure.

Objective #2: Staff implement efficient information systems and training programs to enhance learning, manage school and district operations, improve communication, and ensure student safety.

Objective #3: Educators and administrators collaborate to strengthen school programs and elevate student learning.

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<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none"> • Review K-12 English Language Arts (ELA), Math and Science curricula to ensure alignment with MA Curriculum Frameworks. • Continue to align and implement the Common Core Literacy standards for reading and writing in the content disciplines (Science, History/Social Studies, and Technical Subjects) • Vertically articulate STEAM Curriculum Experiences K-12. • Ensure resources that are included in our curriculum and libraries reflect the range of cultural, racial and ethnic differences that exist within our school community. • Implement writing units of study at Elementary Level across the district. 	<ul style="list-style-type: none"> • K-12 ELA & Math Curriculum maps and pacing guides revised and updated; teachers are familiar with and implement changes/modifications. • K-12 Science Curriculum maps and pacing guides revised and updated; teachers are familiar with and implement changes/modifications. • Department/grade level meeting agendas provide time for teachers to understand literacy standards and practices within their discipline. • Teachers pilot and evaluate model lessons that include literacy practices that are integrated into content area curriculum. • K-12 STEAM curriculum experiences identified and analyzed to determine areas needing further development. • Selection practices are updated so that new curriculum and library materials, books, and lessons reflect diversity and are culturally sensitive. • Two units of writing successfully implemented in grades 1-5. Assessments show growth in student learning.

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Objective #2: All students experience student-centered instructional practices that: Reflect current research on best practice; Are responsive and differentiate to meet individual learning needs; Incorporate 21st century skills; & Promote active, innovative and interdisciplinary learning.

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none"> • Develop a common definition and articulate a set of practices that characterize student-centered learning. • Expand and strengthen inclusionary and culturally sensitive instructional practices preK-12. • Align instructional practice to ensure that ELA, Math, and Science <i>practice standards</i> are incorporated into instruction in the respective disciplines in all K-12 classrooms. • Identify interdisciplinary learning and 21st century skill experiences for all students grades K-12. • Ensure staff has the necessary skills to effectively engage students in a technology infused classroom. 	<ul style="list-style-type: none"> • A common definition of student-centered learning is developed and shared. • DCAP is shared broadly with staff and families. SIPs reflect implementation plans. • Data from co-teaching pilot shows positive growth for students. • ELL program assessed and recommendations implemented. • School SIPs reflect programming that strengthens inclusionary and culturally sensitive practices. • Teachers develop and share model lessons that incorporate ELA, Math & Science practice standards into their lessons. • Definition of 21st century skills developed and shared. • Teachers develop and share model lessons, including those that incorporate Digital Citizenship skills.

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Objective #3: All students participate in a range of opportunities to demonstrate learning through formative and summative assessments that generate meaningful data for teachers to analyze.

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none"> • Develop and further revise formative and summative assessments so that they are better able to yield meaningful data to inform instruction and enable students to demonstrate their learning in multiple ways. • Promote the use and analysis of data by grade level and vertical teams to target instruction to student learning needs. • Ensure equitable assessment practices are in place at all levels through the use of rubrics, scoring guides, and common test administration protocols. • Students have multiple opportunities to use digital tools to demonstrate their learning in the 1:1 environment. 	<ul style="list-style-type: none"> • Increased assessment options available in each disciplinary area for teachers to use to inform instruction and determine student growth. • Collaboration & Planning Time (CPT), grade level, & department meeting agendas include opportunities for data analysis. • Increase in the number of students who have met DESE target expectations for ELA, Math, and Science. • All assessment documents include rubrics, scoring guides, and common test administration protocols. • Technology Strategic Planning survey results indicate how the 1:1 environment has impacted teaching and learning practices.

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Objective #4: Educators and administrators engage in a range of high quality personalized professional learning experiences that enable them to: Implement effective curriculum; Understand and use a range of research based instructional practices; and Collaborate with colleagues to analyze data to inform instruction.

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none"> • Provide staff with opportunities to engage in focused job-embedded personalized learning that enables them to: <ul style="list-style-type: none"> ▪ use data informed practices targeted at improving learning; ▪ teach the curriculum; ▪ support the needs of all learners. • Promote the growth of teacher leaders to strengthen their capacity to support each other's professional learning. 	<ul style="list-style-type: none"> • Professional learning plans developed with teacher input and implemented at the school and district level. Plans allow for personalized focus on strengthening instructional practice in selected areas that include: <ul style="list-style-type: none"> ▪ data informed practices targeted at improving learning; ▪ teaching the curriculum; ▪ supporting the needs of all learners; ▪ using technology to support teaching and learning & personal productivity ▪ digital citizenship skills ▪ culturally sensitive classroom practices ▪ other areas outlined in Goal #2 • Increased number of teachers leading the professional learning that is outlined in the school and district professional learning plans. • Increased number of teachers participating in coaching cycles

Goal 2. DEVELOP SOCIAL, EMOTIONAL, WELLNESS, AND CITIZENSHIP SKILLS

To ensure students develop the knowledge, skills, and mindset that empower healthy, resilient, and culturally proficient citizens who contribute to others with integrity, respect, and compassion.

Objective # 1: Students will acquire social emotional knowledge and skills as a result of curriculum, instruction, and practices that are culturally sensitive, evidence-based, and aligned to the District’s Framework for student social and emotional learning (SEL).

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none"> • Align social emotional learning curriculum, instruction, and practices to the District’s framework for student social and emotional learning. • Complete equity audit to ensure all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, or disability, have equal access to a high quality, inclusive and supportive educational program. • Ensure Service Learning activities complement and strengthen SEL programs. 	<ul style="list-style-type: none"> • Social Emotional Competencies/ Standards updated and incorporated into practice • Four Pillars of evidence based SEL program used to examine and strengthen SEL practices across all schools. • SEL guidance documents clearly articulate the importance and use of practices that are culturally sensitive and linguistically appropriate • Equity audit completed and broadly shared with the community. • SEL and Service Learning meeting notes reflect collaborative efforts and programs.

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Objective #2: Assessments of students' growth and development of SEL competencies is used to inform instruction, enabling students to develop skills they need to be successful in school, career, and life.

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none">• Align elementary report cards to District SEL Framework• Review MetroWest Adolescent Health Survey results to understand and respond to trends in adolescent health behavior.• Administer District survey to measure and understand the impact of school-wide SEL practices.	<ul style="list-style-type: none">• Elementary report cards updated with plans to implement in SY2018/19• Survey results and district priorities shared broadly with the district and community• Recommendations to advance prevention efforts initiated• 2018 Survey administered and results broadly shared.

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Objective #3: Educators engage in a range of high quality professional learning experiences that enable them to incorporate culturally sensitive and social emotional learning practices for all students.

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none">• Provide opportunities for professional learning that will support the implementation of the District SEL Framework.• Provide opportunities for professional learning that enable teachers to support and respond to students' social emotional and mental health needs.	<ul style="list-style-type: none">• Process guides and supporting documents developed by District SEL Committee and shared with school principals• Train-The-Trainer model of professional development completed by SEL Committee in preparation for training at the school-based level• School based consultation and presentations provided by SEL Committee Members• Consultation and coaching provided to support implementation of a systematic behavior support model• General education and special education teachers, counselors, and therapists participated in conferences, workshops, and classes focused on social emotional learning and mental health.

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Objective #1: School leaders engage in long-range planning that strengthens school operations and infrastructure.

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none"> • Work collaboratively with Permanent Public Building Committee, Town Boards and external funding agencies (MSBA, etc.) to complete ongoing capital improvement projects. • Develop robust and detailed financial enrollment and capital projections. • Develop and maintain comprehensive relevant and updated financial, human resource and administrative policy and procedure. • Conduct targeted review of key programs and implement operational improvements. • Develop plan for implementation of Full Day Kindergarten (FDK). 	<ul style="list-style-type: none"> • FY19-23 Capital Improvement Plan submitted. • Technology Strategic Plan submitted and broadly shared. • FY19 Financial Forecast completed with updated enrollment projections. • Sunita L. Williams Elementary School construction commences; Needham High School expansion commences. • Full Day Kindergarten Advisory Team convened and begins planning. • Key School Committee policies for Finance, Human Resources, Civil Rights, and Technology updated. • Corrective Action Plan for 2017 Coordinated Program Review submitted. • Guidance/Mental Health Review findings completed and shared broadly. • Plan for MA Pay Equity and job description database complete. • Transportation Review completed and shared broadly.

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<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none">• Implement information and management systems to streamline and improve operational service delivery in key areas.	<ul style="list-style-type: none">• Learning Management System recommendation made.• District website update launched.• New Grade book implemented.• Phase I of electronic time keeping completed.• Electronic onboarding for new employees implemented.• Secure and unified electronic access to school buildings implemented.

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Objective #3: Educators and administrators collaborate to strengthen school programs and elevate student learning.

<i>Key Activities</i>	<i>Evidence that demonstrates progress</i>
<ul style="list-style-type: none">• Continue to build a strong culture of collaboration that empowers teacher voice and responsibility.• Engage consultant to provide support, mentoring, and guidance for principals and their teacher leadership teams.	<ul style="list-style-type: none">• Staff surveys indicate meaningful increase in participation in school-based decision-making.• School Improvement Plans reflect teacher, parent, and student voice and responsibilities for action.• Principals introduce teacher leadership teams at each elementary school.