

## Approved Systemwide Goals 2013-2014

### EDUCATIONAL GOALS

	Goal	Select Improvement Strategies	Anticipated Outcomes 2013-2014
1.	<b>Improve achievement for all students, including narrowing achievement gaps for identified student groups.</b>	<ul style="list-style-type: none"> <li>• Continue to refine Tier 1 instructional strategies for all students at all grade levels with support for differentiated instruction.</li> <li>• Continue to refine Tier 2 intervention strategies for students at risk of not meeting benchmarks.</li> <li>• Expand participation of under-represented student groups in high-level courses.</li> <li>• Identify instructional technology that supports student achievement.</li> <li>• Continue to support the middle school reading initiative through literacy coaching and intervention in 6<sup>th</sup> grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a high level of growth (60 or above) as measured by median SGPs.</li> <li>• Increase the median SGP by 0.5 points above the previous 4-year average for each high need group.</li> <li>• Track and increase student enrollment and achievement in upper level courses at our high schools and in “pipeline” courses and programs. (data collection)</li> <li>• Improve reading proficiency among identified sixth graders by 5% as measured by MCAS and local assessments.</li> </ul>

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2.	<p>Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.</p>	<ul style="list-style-type: none"> <li>• Continue to align Newton's curriculum to the Common Core State Standards.</li> <li>• Study the Next Generation Science Standards and develop a plan to align NPS curriculum at all grade levels.</li> <li>• Continue to nurture teacher collaboration to better understand the Common Core, improve instructional practice, and enhance student performance.</li> <li>• Introduce two units from the Teachers' College <i>Units of Study in Opinion, Information, and Narrative Writing</i> at each elementary grade.</li> <li>• Expand common assessments in identified grades and curriculum areas.</li> <li>• Establish guidelines for the design of common assessments.</li> <li>• Identify digital tools that support student learning at each grade level and curriculum area.</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics curriculum K-8 will be fully aligned to Common Core State Standards as evidenced by curriculum documents.</li> <li>• English Language Arts curriculum K-8 will be substantially aligned to Common Core State Standards as evidenced by curriculum documents.</li> <li>• High Schools will make significant progress towards alignment with Common Core State Standards in Mathematics and English Language Arts with a projected completion by September 2016.</li> <li>• A plan for alignment of NPS science curriculum to the Next Generation Science Standards will be ready for beginning implementation in September 2014.</li> <li>• Elementary teachers deliver two Teachers' College writing units with support from Literacy Coaches as documented through principal observations.</li> <li>• Elementary student writing improves as measured by prescribed unit assessments.</li> <li>• Common assessments conforming to NPS guidelines will be ready for use in identified grades and curriculum areas in September 2014.</li> <li>• Several additional grade specific digital tools will be identified and ready for consistent use in curriculum areas beginning in September 2014.</li> </ul>

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3.	<p><b>Ensure that instruction cultivates curiosity and incorporates critical thinking, communication, collaboration, and opportunities for students to create and invent.</b></p>	<ul style="list-style-type: none"> <li>• Support principals and teachers in working towards their common professional practice goal: “To increase our use of effective practices that promote both genuine curiosity and high engagement in our faculty meetings and our collaborative educator groups.”</li> <li>• Extend the “Making Thinking Visible” (MTV) initiative at the middle schools to “Making Learning Visible,” and continue to implement “Making Thinking Visible” strategies at the elementary level.</li> <li>• Leverage CCSS Math Practices and ELA Anchor Standards, as well as Next Generation Science Standards Practices, to develop student ability to apply discipline-based skills and concepts to the innovation process.</li> <li>• Continue to support, nurture and expand initiatives that foster innovation.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of practices to promote engagement, including Making Thinking Visible routines, will be evident in data collection from classroom visits and instructional rounds.</li> <li>• Middle School professional development and collaborative meeting times will include discussion of strategies for increased student engagement as evidenced through meeting agendas and notes.</li> <li>• Establish Innovation Advisory Board to recommend initiatives for NSF and district funding.</li> </ul>

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4.	<b>Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide focused and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.</b>	<ul style="list-style-type: none"> <li>• Continue to provide job-embedded, just-in-time professional development (teachers working with coaches) focused on student learning.</li> <li>• Provide opportunities for all instructional coaches (Math, ELA, and IT) to improve their practice through professional development and “coaching for coaches.”</li> <li>• Continue to expand summer professional learning and in-service credit opportunities with an emphasis on educator collaboration and curriculum alignment and articulation.</li> <li>• Use the results of the district-wide survey on Professional Learning Communities to further strengthen and support PLCs at all grade levels.</li> <li>• Explore options for increasing time available for professional development and collaboration within the existing school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish baseline data of the number of teachers being coached in their classroom from skilled instructional coaches as evidenced by review of coaches’ schedules.</li> <li>• A report of summer professional learning opportunities will document both more extensive and better aligned district goals.</li> <li>• Opportunities for PLC work are maximized, and teachers are supported in the effort to focus meetings on student learning as indicated in building and teacher schedules.</li> <li>• Identify resources to enhance the capacity of instructional coaches to support teachers.</li> </ul>

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5.	<b>Effectively Implement new Educator Evaluation System with a focus on teaching and learning.</b>	<ul style="list-style-type: none"> <li>• Use experiences from the 2012-2013 launch of the Educator Evaluation System to observe and evaluate teachers effectively and efficiently in 2013-2014.</li> <li>• Support new administrators in use of the Educator Evaluation system.</li> <li>• Based on feedback from stakeholders, review, manage and amend the evaluation process and the tools as needed through the Educator Evaluation Implementation Committee.</li> <li>• Survey non-aligned evaluators regarding use of the Educator Evaluation System</li> <li>• Explore the incorporation of student performance data into the Educator Evaluation System.</li> <li>• Explore the use of electronic recording devices for observation, feedback, and data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators and teachers will complete evaluation in accordance with negotiated schedule, resulting in greater teacher satisfaction.</li> <li>• New administrator training will include training in the Educator Evaluation system.</li> <li>• Educator Evaluation Implementation Committee will meet periodically to assess progress and needs as reported by meeting schedules, agendas and notes.</li> <li>• In preparation for the incorporation of student performance data into the Educator Evaluation Implementation Committee, curriculum leaders will begin work on District Determined Measures (DDMs) as determined by DESE guidelines.</li> <li>• Digital software will be used by a pilot group of administrators. Based on feedback, a program will be implemented in 2014-2015.</li> </ul>

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6.	<p><b>Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.</b></p>	<ul style="list-style-type: none"> <li>• Continue to refine implementation of bullying prevention curriculum at the high schools and continue annual anti-bullying staff and parent training.</li> <li>• Analyze findings from Youth Risk Behavior Survey (YRBS).</li> <li>• Pilot new intervention models for students with social or emotional needs at the elementary level.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement revised anti-bullying curriculum at high schools.</li> <li>• Develop action plan to address YRBS findings by analyzing data from survey in areas such as bullying and mental health.</li> <li>• Analyze results of new social and emotional program models at the elementary level. Identify next steps for FY15.</li> </ul>

## MANAGERIAL AND OPERATIONAL GOALS

	Goal	Select Improvement Strategies	Anticipated Outcome(s) 2013-14
1.	<p><b>Continue to develop and refine plans to address long-term facilities across the system.</b></p>	<ul style="list-style-type: none"> <li>• Refine long range plan, update with current and projected enrollment, MSBA information, add pre-school plan, options for 2<sup>nd</sup> swing space, buffer zone and redistricting planning and timing options for concurrent projects with updated cost projections, and middle schools' assessment.</li> <li>• Work with MSBA on Angier final design and construction plans for a new school by early 2016.</li> <li>• Work with MSBA to begin Cabot School feasibility and schematic design phases for a new or renovated school.</li> <li>• Proceed with Zervas School planning for enlarged new or renovated school including feasibility and design options as well as swing space planning if needed.</li> <li>• Manage construction completion and furnishing of Carr School to meet goal of opening as Angier swing space by August 2014.</li> <li>• Determine next priority for SOI submission to MSBA in 2014 per Long Range Plan.</li> <li>• Determine plan for mid-range projects including cost and timing of project design.</li> </ul>	<ul style="list-style-type: none"> <li>• Long Range Facilities Plan will be adjusted to include swing space options, projected school sizes, Education Center feasibility review for use as educational programming space.</li> <li>• Middle school enrollment, capacity, and facilities review will be incorporated into Long Range Facilities Plan.</li> <li>• Angier School design will be complete and construction will begin by July 2014.</li> <li>• Continue to work with MSBA for next school project and next SOI submission for future project(s).</li> <li>• Carr School renovation will be completed and the school will be ready for Angier students to begin in September 2014.</li> <li>• Transportation plans will be complete including neighborhood traffic planning for Carr School/Angier School communities.</li> <li>• Zervas School planning through a working group and a Zervas School Building Committee will proceed with feasibility study, site review and options, and initial design proposals during 2014.</li> <li>• Long Range Facilities Plan will be incorporated into City's Long Range Capital Plan by October 2013.</li> </ul>

	<b>Goal</b>	<b>Select Improvement Strategies</b>	<b>Anticipated Outcome(s) 2013-14</b>
2.	<b>Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.</b>	<ul style="list-style-type: none"> <li>• Use current enrollment as of September/October 2013 to project and determine space needs across elementary schools reflecting the addition of 10 modular classrooms in 2013.</li> <li>• Use current enrollment as of September/October 2013 to project and determine any middle school space needs reflecting the addition of six new classrooms and other spaces at Day Middle School, the modular classroom addition at Oak Hill and current renovations at Brown and Oak Hill to add instructional spaces.</li> <li>• Review pre-school enrollment trends and facility options.</li> <li>• Review kindergarten enrollment trends as part of enrollment projections and updates to capital plans.</li> <li>• Utilize GPS and other software tools to consider options for buffer zones or redistricting plans to match the planned expansion of Zervas Elementary School as well as future school expansion projects.</li> </ul>	<ul style="list-style-type: none"> <li>• By mid-year, assessment of current space solutions and future needs related to enrollment will be complete.</li> <li>• Pre-school enrollment and space needs review will be presented in time to incorporate into Long Range Capital Plan.</li> <li>• Preliminary review of options to expand Zervas population will be presented as part of the Zervas planning process and feasibility study.</li> <li>• Buffer zone adjustments, if needed for enrollment management, will be proposed by mid-year to allow time for discussion and review.</li> </ul>

	<b>Goal</b>	<b>Select Improvement Strategies</b>	<b>Anticipated Outcome(s) 2013-14</b>
3.	<b>Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.</b>	<ul style="list-style-type: none"> <li>• Update financial projections for a five year period using current enrollment data and projections and expected costs. Include short term facilities needs including renovation costs, FF&amp;E (furniture, fixtures, and equipment) for new classroom spaces or programs.</li> <li>• Continue the analysis of the growing enrollment at middle and high schools as well as at elementary and pre-school levels and all associated costs of this growth building on the analysis of the 2013-14 school year needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Projections to be completed by December 2013 and forecasts will be included in the FY15 budget proposal.</li> <li>• Enrollment growth costs will be detailed and reviewed from the prior year and expanded as needed in the future multi-year forecast. This includes the cost of providing instructional staff as well as other needed positions, facilities costs of renovations, materials and supplies for additional students, students' special needs services, and technology and other equipment costs.</li> </ul>
4.	<b>Examine the effectiveness of the restructuring of elementary special education.</b>	<ul style="list-style-type: none"> <li>• Assess the impact of the Team Specialist position on the functioning of the elementary special education department, including service delivery, communication, compliance, and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and review data from a range of sources.</li> <li>• Make recommendations for FY15 regarding any adjustments.</li> </ul>

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5.	<b>Continue to build the network infrastructure throughout the district and the hardware capacity in each building.</b>	<ul style="list-style-type: none"> <li>• Continue to improve the capacity of technology infrastructure to support learning.</li> <li>• Increase access to technology equipment and resources by working to meet the established technology standard for all levels.</li> <li>• Provide support and professional development to ensure our educators can leverage the technology available for teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Replacement of the city's wide area network will begin, providing high speed communication systems between all schools.</li> <li>• Teachers will have greater access to incorporate technology into their classrooms including digital projection, cameras, and multimedia sound systems.</li> <li>• Continue to develop the district's learning platform and implement supporting systems for delivery and collection of digital content.</li> </ul>
6.	<b>Increase the diversity of faculty and staff</b>	<ul style="list-style-type: none"> <li>• Examine the recruiting strategies that led to diversity hiring for this year.</li> <li>• Continue to develop partnerships with universities.</li> <li>• Review and analyze employee turnover results for 2012-13.</li> <li>• Follow the recommendations of the Commissioner's Task Force to support and retain a diverse educator workforce.</li> </ul>	An increase in the diversity of new hires, including leadership positions. (The target goal for MA DESE is to increase minority educators to 10% by 2017. Currently it is 7%, similar to the percentage of minority new hires in Newton for this year.) Build structures that support and retain existing staff of color.
7.	<b>Complete contract settlements with all collective bargaining units.</b>	<ul style="list-style-type: none"> <li>• Create effective negotiating teams to work strategically toward settlements with bargaining units.</li> <li>• Conduct a thorough analysis of all items relevant to contract negotiations.</li> </ul>	<ul style="list-style-type: none"> <li>• New contracts with all collective bargaining units.</li> </ul>

## COMMUNITY GOALS

	Goal	Select Improvement Strategies	Anticipated Outcome(s) 2013-14
1.	<b>Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies</b>	<ul style="list-style-type: none"> <li>• Conduct a parent meeting in each school over the course of the school year to both share relevant information and hear ideas, questions and concerns.</li> <li>• Continued communication with stakeholders by both digital and traditional means including an updated district website, frequent and accessible District News, continued collaboration with local media and government, newsletters and opportunities for community involvement and discussion.</li> <li>• Examine options to glean information from stakeholders through two-way communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater community understanding of NPS goals, accomplishments and challenges.</li> <li>• Enhanced opportunities to collect and access community feedback.</li> </ul>