

Newton Public Schools System Goals 2012-2015

EDUCATIONAL GOALS

	Background	Goal	Select Improvement Strategies	Anticipated Outcome(s) 2012- 13	Anticipated Outcome(s) 2013-15
1.	<ul style="list-style-type: none"> ▪ MCAS growth data for all grades from 2009-2012 indicates that Newton students are achieving at high levels. Specifically, in ELA the average of median Student Growth Percentiles (SGP) for all students over the last four years is 58.5, which is 8.5 percentile points above the state average. In math, the same average is 59.3, which is 9.3 percentile points above the state average. ▪ Over the last four years, on average 80.3% of all students grades 3-10 scored advanced or proficient on the math MCAS and 85.3% of all students K-12 scored advanced or proficient on the ELA MCAS. ▪ In ELA, the average median SGP over the last four years for low income, special education, black, and Hispanic students ranges from 3.8 to 8.0 points below the district average. In math, the same subgroups range from 5.8 to 10.0 points below the aggregate average. ▪ 62% of Newton teachers on the TELL Mass survey reported they would like more professional development on differentiating instruction. 	<p>Improve achievement for all students, including narrowing achievement gaps for identified student groups.</p>	<ul style="list-style-type: none"> ▪ Continue to refine instructional intervention strategies at all grade levels. ▪ Support expanded middle school reading initiative through literacy coaching and new 6th grade reading intervention. ▪ Expand participation of under represented students in high-level courses. 	<ul style="list-style-type: none"> ▪ Maintain a high level of growth for all students, as measured by SGPs. ▪ Increase the median SGP by .5 points above the previous 4-year average for each high need group. ▪ Develop an accurate count of the number of high needs and minority students taking upper level courses. 	<ul style="list-style-type: none"> ▪ Maintain a high level of growth for all students, as measured by SGPs. ▪ Continue to increase the median SGP by .5 point above the previous 4-year average for each high need group. ▪ Based on baseline data, increase the percentage of high needs and minority students taking upper level courses.

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2.	<ul style="list-style-type: none"> ▪ The Commonwealth of Massachusetts has adopted the Common Core State Standards (CCSS) as our new curriculum frameworks. ▪ The state will soon require district-wide assessments to be used as part of the new evaluation instrument. ▪ 63% of Newton faculty reported on the TELL Mass survey that they would like additional professional development on the Common Core and 49% wanted professional development on using student assessments. 	<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"> ▪ Continue to align Newton’s curriculum to the Common Core State Standards, including expanding common assessments across all grade levels and curriculum areas. ▪ Continue to nurture teacher collaboration to better understand the Common Core, improve instructional practice and enhance student performance. 	<ul style="list-style-type: none"> ▪ Determine a baseline of current common assessments and develop or refine guidelines for designing common assessments. 	<ul style="list-style-type: none"> ▪ Design and pilot district-wide common assessments at each level (elementary, middle, and high) in single grade or department, which engage students in applying their knowledge and skills. ▪ Analyze and report common assessment data to identify strengths and areas for growth across all grade levels.

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3.	<ul style="list-style-type: none"> ▪ Our nation’s schools need to “contribute significantly to this country’s capacity for creativity, imagination and innovation” (Wagner, 2010). ▪ “We Americans will have to work harder, run faster, and become smarter to make sure that more of us are able to connect and compete, collaborate and innovate on the flat-world platform” (Friedman, 2007). 	<p>Ensure that instruction cultivates curiosity, and incorporates, critical thinking, communication, collaboration, and opportunities for students to create and invent.</p>	<ul style="list-style-type: none"> ▪ Continue to support, nurture and expand initiatives that foster innovation. ▪ Continue to expand the senior year and other culminating projects at both high schools. ▪ Continue to expand flexibility and opportunities between both high schools to share student offerings. ▪ Continue “Making Thinking Visible” (MTV) initiative at the middle schools and begin to implement “Making Thinking Visible” strategies at the elementary level. 	<ul style="list-style-type: none"> ▪ Increase opportunities at Newton South and the middle schools for students and faculty to work with the Innovation Lab. ▪ Compile baseline data from the last five years of the number of high school seniors who chose alternative options in the senior year. ▪ Ensure that MTV routines are regularly used by middle school faculty as evidenced by classroom visits and instructional rounds. 	<ul style="list-style-type: none"> ▪ Increase opportunities at all levels for students and faculty to work within the Innovation Lab structure. ▪ Based on baseline data, increase the number of high school seniors who choose alternative options in the senior year. ▪ Expand MTV routines to the elementary level through targeted professional development.

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4.	<ul style="list-style-type: none"> ▪ “Building a school’s capacity to learn is a collective rather than individual task. People who engage in collaborative team learning are able to learn from one another and thus create momentum to fuel continued improvement” (DuFour, et. al., 2004). ▪ “Shared expertise is the driver of instructional change” (Elmore, 1999). ▪ According to TELL Mass survey, 36% of NPS teachers strongly disagree or disagree that, “Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.” 	<p>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.</p>	<ul style="list-style-type: none"> ▪ Provide job-embedded professional development (teachers working with coaches) focused on student learning. ▪ Continue to expand summer professional learning and in-service credit projects with an emphasis on educator collaboration and curriculum alignment and articulation. ▪ Implement professional learning for K-8 literacy specialists and coaches. ▪ Continue to develop, strengthen, and support PLCs. 	<ul style="list-style-type: none"> ▪ Implement a district-wide survey about Professional Learning Communities to assess the effectiveness of our PLCs and establish baseline data of faculty involved in PLCs at every level. ▪ Establish a baseline of curriculum units aligned to the CCSS. ▪ Increase amount of summer professional work by 10% over the last 3 year average. Much of it will involve aligning curriculum to the CCSS. 	<ul style="list-style-type: none"> ▪ Analyze baseline PLC data and refine our work to strengthen areas of concern. ▪ Increase the number of curriculum units aligned with the CCSS. ▪ Increase amount of summer professional development work.

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5.	<ul style="list-style-type: none"> As a <i>Race to the Top</i> district, NPS is required to implement a new evaluation instrument that incorporates State standards and indicators, beginning in 2012. 	<p>Effectively Implement new Educator Evaluation System with a focus on teaching and learning.</p>	<ul style="list-style-type: none"> Design and implement an evaluation professional development for both administrators and teachers to introduce the components of the new system and begin using it. The Educator Evaluation Implementation Committee continues to review, manage and amend the evaluation process and the tools as needed. In addition, it will explore how to incorporate student performance data into the evaluation procedures. The new evaluation professional development team continues to anticipate and respond to educator’s learning needs. 	<ul style="list-style-type: none"> Successful implementation of new educator evaluation system as evidenced by completed evaluations, administrator and teacher feedback. Attain State approval of our process and tools. 	<ul style="list-style-type: none"> Refine our evaluation process and tools based on teacher and administrator feedback. Refine our new evaluation professional development based on teachers and administrator feedback.

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6.	<ul style="list-style-type: none"> School based efforts that promote students' social and emotional learning enhance children's well-being and have a positive impact on their school performance. (Elias et.al., 1997; Zins & Elias, 2006). 	<p>Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.</p>	<ul style="list-style-type: none"> Continue to refine implementation of bullying prevention curriculum at each grade level and continue annual anti-bullying staff and parent training. Implement recommendations from self-assessment of the district's social and emotional tiered system of support and track data to measure success. Explore implementation of Positive Behavior Interventions and Supports (PBIS), across the district. Ensure that increased mental health staffing and new social/emotional programs address the emerging needs of students and families. 	<ul style="list-style-type: none"> Develop a baseline in the number of bullying incidents reported to our schools. Implement Youth Risk Behavior Survey (YRBS) at middle and high school; develop action plan to address findings. Increase consistency in implementation of anti-bullying curricula across all grade levels. Provide professional development to elementary staff in PBIS and systems of tiered intervention for social emotional learning. 	<ul style="list-style-type: none"> Reduction in the number of bullying incidents reported to our schools. Implement action plan related to YRBS findings. Increased tiered systems of support for social emotional learning at all schools.

MANAGERIAL AND OPERATIONAL GOALS

	Background	Goal	Select Improvement Strategies	Anticipated Outcome(s) 2012-13	Anticipated Outcome(s) 2013-15
1.	<ul style="list-style-type: none"> ▪ According to the TELL Mass survey, 35% of Newton faculty strongly disagree or disagree that “Teachers and staff work in a school that is environmentally healthy.” ▪ Both the MSBA and HMFH consultants have evaluated our school facilities. Twelve of fifteen elementary schools are rated below standard in both facility condition and in ability to meet program needs. 	<p>Continue to develop concrete plans to address long-term facilities across the system.</p>	<ul style="list-style-type: none"> ▪ Refine long-range plan, update with current enrollment, Massachusetts School Building Authority (MSBA) information, analyze swing space, buffer zones, large and mid-range projects. ▪ Integrate Long-Range Facilities Plan to the City’s Long-Range Capital Plan. ▪ Work with MSBA on the Angier School project to produce a renovated/new school, which meets all state and local standards by 2016. ▪ Submit Statement of Interest (SOI) to MSBA by January 2013 to indicate Cabot School as next priority for replacement/renovation. ▪ Renovate Carr School to meet standards for renovated elementary school to serve as “swing space” by 2014. 	<ul style="list-style-type: none"> ▪ City’s long range plan will incorporate NPS long range plan ▪ Continue to refine long-term facilities plan and submit SOIs as requested. ▪ Angier School Building Project to complete feasibility study and initial design phase. ▪ Carr School construction to begin in mid 2013. 	<ul style="list-style-type: none"> ▪ Cabot School to enter feasibility and design phase if invited by MSBA in 2013. ▪ Angier School construction to proceed with MSBA agreed funding. ▪ Carr School construction to be completed by summer 2014 in readiness for Angier students. ▪ Zervas School renovation and expansion plans to be completed.

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2.	<ul style="list-style-type: none"> ▪ Enrollment growth has continued over a ten-year period and is currently above recent projections due in part to one of the largest kindergarten populations in Newton's history. 	<p>Review enrollment trends and develop short-term facilities plans as needed.</p>	<ul style="list-style-type: none"> ▪ Use current enrollment to determine short-term space needs across elementary schools and develop interim options. ▪ Include options as needed in operating budget and CIP plans. ▪ Review projection model to account for current kindergarten trends as well as growth in high school populations. 	<ul style="list-style-type: none"> ▪ By mid-year, assessment of projected space needs related to enrollment will be completed. ▪ Determine needs for any facility expansion through classroom and space modification and possible modular classroom additions, if required. ▪ Review enrollment projections and propose expanded or additional buffer zones as needed to balance school populations. 	<ul style="list-style-type: none"> ▪ Continue to review enrollment trends and determine space needs. ▪ Continue to utilize buffer zones and initiate redistricting as new schools are on line. ▪ Continue to review and monitor feeder patterns to middle and high schools with changes as needed to balance populations.

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3.	<ul style="list-style-type: none"> For the past several years, the school and city financial officers have collaborated on multi-year budget projections. This has produced forecasts that assisted in long range planning as well as contract negotiations. A number of strategies have been used to reduce the gaps between revenue and expenses, city-wide. 	<p>Engage in multi-year financial planning in order to maintain educational excellence and support enrollment growth, while maintaining financial sustainability.</p>	<ul style="list-style-type: none"> Update financial projections using new enrollment forecast and associated costs. Include short-term facilities needs including renovation costs, furniture, fixtures and equipment (FF&E) for new classroom spaces. Expand the analysis of the cost impact of the growing enrollment and use this in budget planning. 	<ul style="list-style-type: none"> Projections to be completed by December, 2012. Enrollment growth costs will be reported in expanded detail. 	<ul style="list-style-type: none"> Multiyear projections will be continued through 2020 to show both needs and sustainability of operating and capital costs.
4.	<ul style="list-style-type: none"> For many years, NPS has had a structure for Elementary Special Education decision-making that includes two co-directors. With the departure of one of the co-directors, it is an opportune time to review the structure. 	<p>Restructure Elementary Special Education in a manner that effectively supports staff, students and families.</p>	<ul style="list-style-type: none"> Establish Committee to make recommendations to Superintendent. Conduct focus groups with a variety of stakeholder groups including principals, parents, teachers and special educators. Review numerous special education administrative structures designed to improve information flow and support for students, parents and school-based practitioners. 	<ul style="list-style-type: none"> Special Education administrative restructuring recommendations made to Superintendent. Budget implications considered in formulating 2013-14 budget. 	<ul style="list-style-type: none"> New administrative structure fully implemented. Ongoing assessment of its effectiveness.

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5.	<ul style="list-style-type: none"> ▪ A robust network infrastructure, appropriate hardware, technical services and data management are components that are the foundation for teaching, learning, and leadership in the 21st century. 	<p>Continue to build the network infrastructure throughout the district and the hardware capacity in each building.</p>	<ul style="list-style-type: none"> ▪ Continue to improve and develop functionality and capacity of our technology infrastructure to support learning. ▪ Increase access to technology equipment and resources both during and outside the school day. ▪ Provide support and professional development to ensure our educators can leverage the technology available for teaching and learning. 	<ul style="list-style-type: none"> ▪ Phase one of the replacement of the city’s wide area network will begin, providing high speed communication systems between all city buildings. ▪ Re-design of the district’s wireless networks will be completed with a goal of supporting 2.5 devices per human in our schools. ▪ Access for all teachers to a standard set of classroom based technologies that will support modern learning models including digital projection, cameras, and multimedia sound systems. ▪ Pilot new district learning platform. 	<ul style="list-style-type: none"> ▪ A robust network infrastructure that allows access to rich learning resources and collaboration both in and outside of the school day. ▪ Adequate access for students to devices which will allow them to leverage the district’s learning platform, digital content, and access to the Internet anytime and anywhere.

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6.	<ul style="list-style-type: none"> ▪ According to the Affirmative Action reports for the past 3 years, the percent of staff of color has remained constant from 9.59% in FY10 to 9.84% in FY12. ▪ Minority administrative leadership in the district has declined from 30.11% in FY10 to 16.67% in FY12. 	Increase the diversity of faculty and staff.	<ul style="list-style-type: none"> ▪ Develop written Strategic Recruitment Plan focusing on diversity. ▪ Review and modify recruitment sources placing stronger emphasis on diversity plan. ▪ Utilize other internal staff in addition to Human Resources to network and recruit a diverse workforce. ▪ Partner with professional diversity recruiters to impact hiring administrators and improve recruitment strategies. 	<ul style="list-style-type: none"> ▪ Complete and implement the Strategic Recruitment Plan. ▪ Cultivate networks via social media (i.e.: LinkedIn.com) and interpersonal relationship building with organizations, specifically directed towards diversity alliances. 	<ul style="list-style-type: none"> ▪ Annually review, update, and revise the Strategic Recruitment Plan and adjust it based on hiring results. ▪ Increase staffing diversity by at least 2%, while focusing on improving leadership diversity hires.

COMMUNITY GOALS

	Background	Goal	Select Improvement Strategies	Anticipated Outcome(s) 2012-13	Anticipated Outcome(s) 2013-15
1.	<ul style="list-style-type: none"> For many years, the School Committee has had a strong desire to enhance the system's capacity to communicate with both the parent community and the majority of Newton residents who do not have children in our schools. Additionally, the advent of the information age has made the need to engage with our multiple stakeholders even more of a necessity. 	<p>Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies</p>	<ul style="list-style-type: none"> Expand the frequency of open and responsive communication through both traditional and digital means with a range of stakeholders. Expand understanding of System's goals, challenges and opportunities. 	<ul style="list-style-type: none"> Work in partnership with the Mayor to communicate important and relevant information regarding the facilities and enrollment needs of NPS. More frequent 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. 	<ul style="list-style-type: none"> Redesign district and school websites to best serve stakeholders based on user surveys and web assessment. Increased opportunities for two way communication using survey tools and social media
2.	<ul style="list-style-type: none"> NPS has a long history of partnerships with a variety of outside organizations that provide both human and financial resources to support adult and student learning. 	<p>Continue to expand partnerships with outside entities to support system goals.</p>	<ul style="list-style-type: none"> Establish and maintain relationships with universities, corporations, professional organizations and other entities. 	<ul style="list-style-type: none"> Increased number of partnerships with outside entities. Identify areas of need that would benefit from support from outside entities. 	<ul style="list-style-type: none"> Increased number of partnerships with entities in designated areas of need Deepen work with existing partners.