



To: Newton School Committee  
From: Dr. Anna Nolin, Superintendent  
Re: District 1-Year Goals–  
Date: August 30, 2024 for September 9, 2024 School Committee meeting  
September 19, 2024 for September 23, 2024 School Committee Meeting - REVISED

## Newton Public Schools Bridge Year (2024-2025) District Goals

[Goal 1: Foster Supportive and Joyful Learning Environments](#)

[Goal 2: Provide Culturally Responsive, High Quality, Rigorous Instruction for All](#)

[Goal 3: Ensure Equitable Access to Effective Educators](#)

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[Link to School Improvement Plans](#)

### Goal 1: Foster Supportive and Joyful Learning Environments

*Desired Outcome: Create a welcoming and inclusive learning environment where all students and staff feel valued, connected, nourished, and prepared to learn.*

### **1.1 Enhance instructional practice, multi-tiered systems of support (MTSS) and student intervention plans to support student mental health and wellness, the Newton Portrait of a Graduate, and social-emotional learning competencies.**

#### **● Responding to Prior Year Data (from state of the schools analyses) and Ensuring Consistency**

Create a data MTSS team at every school for tracking of student achievement and mental health trends and for the development of support or enrichment plans to address student academic support needs or the needs of academically advanced learners (see also goal 2, Instruction/Academics).

- Implement regular intervals of data review/reports on state of the schools, Panorama, and Sown to Grow surveying for effectiveness in assessing student wellness and easy proactivity and intervening capabilities.
- Research and create a scope and sequence of advisory curriculum at all secondary schools that is responsive to Panorama and Sown 2 Grow data (or any other survey data related to student mental health (YRBS, Connectedness, etc.).

#### **Success Measures:**

- Identified teams at every building, with named representatives
- Agendas/minutes from MTSS meetings
- Educlimber intervention tracking reports and plans
- Twice a year state of the schools data analysis process at all schools led by all principals
- MS Advisory scope and sequence
- HS Advisory agreed upon plan for alignment

#### **Policy and the Learning Environment in Partnership with Families**

- Create a set of community engagement experiences in partnership with the Newton PTOC about the impact of internet-enabled devices on students.
- Implement a consistent internet-enabled device policy and set of procedures for the district in all schools.

#### **Success Measures:**

- School Committee adopted policy on internet-enabled devices
- Survey data, inclusive of parent, staff and student surveys of effectiveness and experience/impact to culture, climate and

student/staff wellness (Office of Data and Research)

- Community meeting agendas/flyers (with PTOC, SEPAC, ELPAC)

### **Intensifying Mental and Behavioral Health Needs of Our Students (Office of Student Services)**

#### **1.2 Address student chronic absenteeism within the district in accordance with soon-to-be released DESE guidance.**

#### **1.3 Strengthen student connection to school and district culture.**

- Research and define district need and models for creation of a building-based high school step-down and intervention program at each high school (intensive, comprehensive supports for students with mental health disruptions including medical absences). **(Office of Student Services)**
- Needs assessment, inclusive of parent and SEPAC feedback, research and proposal developed for special education public day school for middle school similar to Central High School **(Office of Student Services)**
- Review of attendance officer role, effectiveness and resources **(Office of Student Services)**
- Revision of health and wellness curriculum to align with new DESE expectations at each grade level )
- Development of and training around the use of civil rights tool kits for teachers. Develop a manner and process to collect cohesive documentation of district's discipline and behavior infractions.
- Audit athletics program student/family and coach experience through surveys and focus groups with an eye toward expansion and improvement.
- Document student participation in extracurricular activities and athletics at all secondary levels with an eye toward expansion and improvement.

#### **Success Measures:**

- Budget proposals and rationale for step-down program and MS version of Central High School
- Summary of role of the attendance officer and work in the district
- Revised health and wellness curriculum documents
- Toolkits and staff trainings
- District collection system for tracking behavioral infractions (Office of Data and Research) in collaboration with Student

Services?

- Athletics program audit report and surveys from families and students
- Report on student engagement in extracurriculars and expansion proposal

#### 1.4 Build trust, understanding and engagement with community groups and organizations around teaching and learning expectations and outcomes.

- Engage and lead trust/community work in partnership with Mayor Fuller’s office, and city council (neighborhood conflict discussion toolkit and community read) to implement city-wide restorative sessions on high conflict and collaborative work across the city.
- Communicate regular joint updates and learning opportunities with the Newton Teachers’ Association (NTA) on our 10 working groups which emerged from last year’s contract negotiations to the community at large in partnership with Mr. Zilles.
- Create a community education forum calendar on key issues facing the district and themes emergent from the superintendent's entry planning process.
  - State of the Schools overview community session
  - EL program overview
  - Anti-ableism curriculum (“Getting to know you and me”) and Office of Student Services overview (**Office of Student Services**)
  - MTSS, systems of support and PLC and pre-special education support process (called SIT) overview
  - New IEP process (**Office of Student Services**)
  - Internet-Enabled Devices and Impact to Student Well-Being (Partnership with PTOC, SEPAC, and ELPAC)
- Develop staff and student advisory groups (parallel to the PTOC parent advisory and the SEPAC advisory to Office of Student Services) to advise the superintendent of schools.
- Design family-friendly processes and definitions to ensure pre-SIT (what does MTSS look like and mean at all schools in our district) team educator and building consistency across district.
- Design MTSS reporting structures and communication procedures to allow for parent education and partnership on supports, interventions and enrichment.

- Train all staff on the new state IEP form and process roll out and provide education for the parent community. **(Office of Student Services)**

**Success Measures:**

- A centralized communication portal (Parent Square) that will allow families, and the larger Newton community, to stay informed, connected and engaged with the district (Family Engagement and Info Tech/Library Services)
- Community education forum calendar on key issues facing the district and themes emergent from the superintendent's entry planning process
- ThoughtExchange satisfaction survey results, other survey results. Focus group themes. (Office of Data and Research)
- School Committee/PTO/Superintendent school visits and collaborative tours with government partners
- Neighborhood toolkits developed for residents to facilitate restorative conversations within their neighborhoods
- State of the School presentation at Senior Center specifically for seniors
- Senior citizen tour of schools/engagement and outreach related to future school budget needs
- Designed mission, vision and budget needs for Office of Family Partnerships and Communication
- Parent notification plan for communication of benchmark assessment data K-8
- Parent-friendly media/educational tools to explain MTSS, benchmarking, Educlimber, student intervention design and pre-SIT process (Office of Data and Research can support).
- Parent experience survey data via Panorama community survey, ThoughtExchange on school experiences and “top of mind” feedback/pulse checks (Office of Data and Research)
- Parent education session on the new IEP and procedures
- Creation of a digital NPS family knowledge base and/or Parent & Family Institute/Education Site
- Summary/notes for [successful collaborative work conducted through contractually mandated working groups with the NTA \(which are described on this link\)](#) *(Elementary Education, Secondary Education, Office of Student Services)*

**1.5 Cultivate a welcoming, inclusive and affirming educational environment for all students, staff, and families by collaborating with diverse stakeholders (including superintendent, elementary and secondary education, student services, teaching and learning, and office of family partnerships and communication) and accompanying resources to support coordinated instruction and support.**

**Responding to Prior SEL Data and Gaining Community Baseline Data About School Experiences (Office of Student Services)**

- Execute Panorama survey year two data K-5 for staff and students
- Execute Panorama community baseline survey
- Execute connectedness survey data at middle/high school levels
  - Compare/analyze results on Panorama community survey in an update to the school committee and as part of strategic planning committee review of district needs.
  - will work with the SEPAC to think about community education events sponsored by SEPAC and the Office of Student Services.
- Select curriculum and define the scope and sequence for community block (monthly scope and sequence, bullyproof), classroom circles (morning meetings), CARES blocks, experiences K-5, aligned with EL curriculum.
- Present to the school committee and community an overview of anti-ableist and disability-affirming practices and curriculum, and an overview of the work of the student services office. (Office of Student Services)
- Audit current advisory block structures and experiences for middle school with an eye toward future scope and sequence agreed upon for all schools. (Office of Secondary/Director of MTSS)
- Research age-appropriate MS and HS response toolkits related to civil rights, inclusion and ensuring equitable access to safe research, and develop a district framework for restorative discipline practices to meet the expectation of DESE standard in discipline statutes. (Offices of Student Services and Secondary)
- Identify professional development needed for restorative practices to meet DESE standard in discipline statutes.
- Monitor student attendance and plan appropriate intervention for historically marginalized populations, with a focus on accelerating attendance outcomes for identified high incident subgroups and grade levels.
- Develop a communication and outreach plan for high-incident absentee students and their families.
- Narrow disparities reflected in 23–24 data analysis in school experience and achievement trends for low income, English-

language Learning, SLIFE, and racial subgroups. Within the racial subgroup, examine METCO student performance, supports and experiences.

**Success Measures:**

- Reduction in absenteeism for identified populations: grade 2 and 9, and student subgroups with the highest absenteeism at each school
- Identified plans and interventions for reduction of student absenteeism
- Panorama survey results from staff, students and community (Office of Data and Research)
- Connectedness data from all students grade 6-9 and Grade 10 (Office of Data and Research)
- Summary report and plan for advisory grades 6-12
- Identified frameworks for restorative practice and plan for staff training
- Deployment of 4 lessons per grade per year – K-5 this year (anti-ableism curricula) (eventual vision 8 x a year)
- Implement an 8-lesson pilot at Angier for 8 lessons with an eye toward district expansion in 25-26
- Development of elementary toolkits for civil rights protected areas: ethnicity, religion, disability, race, and gender (civil rights categories) for use in classrooms when educators need to address emergent needs and issues
  - Elementary training for staff to use toolkits
  - Public sharing of toolkits on parent curriculum website

## Goal 2: Provide Culturally Responsive, High Quality, Rigorous Instruction for All

***Desired Outcome: Ensure all students engage in grade-level work that is culturally relevant, real-world connected, interactive, and guided by high expectations.***

**Strategic Objectives:**

**2.1 Using the 5-D expectations for student engagement, reduce gaps in opportunity for all students and accelerate learning for all students by developing vision and shared understanding of high expectations/high support for teacher pedagogy, assessment, curriculum use and data analysis.**

**2.2 Build the capacity and alignment of instructional leaders to provide effective and aligned instructional leadership, including specific and targeted feedback to support teacher growth.**

**2.3 Implement educator/employee evaluation training, vision and accountability related to teaching and learning.**

**Success Measures:**

- Participation by all administrators PK-12 in the Instructional Leadership Academy facilitated by Center for Educational Leadership (Sponsored by NSF) (*Offices for Elementary and Secondary Education*)
- Record/calendar of instructional rounds and trainings conducted at all schools (*Offices for Elementary and Secondary Education*)
- Use of agreed-upon rounds tool among administrators documented in central office-led visits (*Offices for Elementary and Secondary Education*)
- Aligned and defined high expectations for instructional practice in the district as defined through the Instructional Leadership Academy (*Offices for Elementary and Secondary Education*)
  - Shared definitions and classroom observation “look-fors” in the 5-D rubric for expectations for high-quality instructional practice (this year’s focus will be on the student engagement expectations)
- Principal and Central Office evaluations inclusive of feedback on work / instructional rounds and links to teacher evaluation and consistency (reviewed by superintendent) (*Offices for Elementary and Secondary Education*)
  - [5 Dimensions of Teaching](#): used for calibration and training among instructional leaders (*Offices for Elementary and Secondary Education*)
  - [K-5 EL literacy curriculum implementation/fidelity tool for use with elementary leaders and teams](#)
- Training and professional development for all district leaders on leadership designed to promote culturally responsive instruction, supervision and tuning through Instructional Leadership Academy (Center for Educational Leadership). (*Offices*)

*for Elementary and Secondary Education)*

- Successful collaborative recommendations emergent from elementary school day working group with the Newton Teachers' Association to redesign the school day for elementary schools (*Office for Elementary Education*)
- Design and execute reliable data cycle reviews of curriculum and assessment outcomes in partnership with the MTSS committees at each school and our NTA partners as we assess the newly revamped elementary school day schedule and procedures. (Office of Data and Research & MTSS)

### **Strategic Objectives**

**2.4 Develop, implement and communicate district-aligned academic curriculum with connections to students' lives, cultures, and commensurate learning outcomes.**

#### **Audits**

Conduct comprehensive audits and mapping of strengths and needs for curriculum expectations:

- Audit by outside auditor of mathematics education program grades K-12 with commensurate PD for district leaders on conducting curriculum audits, developing curriculum, common assessments, common scope and sequences and pacing guides
- Self-study review of writing assessments grades 6-12 with an eye toward planning an English Language Arts vertical audit in 25-26 SY
- Athletics programs audit 6-12 and financial audit (see also goal 4, under financial planning)
- Review preschool curriculum needs and existing curricula

#### **Response to Data Analysis**

- Analyze disparities reflected in 23-24 data analysis in school experience and achievement trends for low income, English-language Learning, SLIFE, and racial subgroups. Within the racial sub group, examine METCO student group experience, support and performance.
- Re-train staff on Sheltered-English Immersion state requirements and in response to self-assessment dictated by our Tiered Focus Monitoring Review (TFM) with DESE (from the 24-25 SY review).

## Communicate and Engage Community

- Develop foundational Family Engagement and Communication Office design, long-range plan, practices and resources.
- Develop budget and organizational structure for Office of Family Partnerships.

## Success Measures:

- Completed math audit/analysis of existing curriculum shared at the district and school committee level in a public meeting (Office of Teaching & Learning)
- Math Action Plan for Phase II: Curriculum Design and Pilots for Math PK-12 (Office of Teaching & Learning))
- Report of attendance rates/improvement (Office of Data and Research)
- Chronically absent students identified and supported with family outreach and school support plans (Office of Family Partnerships and Communications)
- Budget proposal for curriculum repair and implementation in math, ELA and science (based on audit findings) (Office of Teaching & Learning)
- Report of athletic program student, family and coach feedback (Office of Secondary Education)
- Documentation/summary of current preschool curriculum (Office of Teaching & Learning)
- Written review of preschool curricular needs (Office of Teaching & Learning)
- Revision of ELL curriculum scope, sequence and units to meet new Next Generation English as a Second Language (NGESL) rubric expectations from DESE (ELL Office)
- Documentation of existing common curriculum assessments and benchmark assessments to determine student progress and curriculum alignment grades PK-12 (Office of Secondary Education)
- Create curriculum PK-12 vision and mission (Office of Teaching & Learning)
- Review of the EL curriculum launch grades K-5 (Office of Teaching & Learning)
- Development of support plans and Educlimber tracking (K-8) use for identified students and groups based on analysis of FY24 and 25 student experience and outcomes

## 2.5 Establish collaborative partnerships with students and families by enhancing modes of communication and opportunities through the development of an Office of Family Partnerships and Communication.

### Success Measures:

- Completion of the Portrait of a Graduate/Learner process and creation of a profile for the district
- Map/diary of community meetings and community engagement experiences for the district for the 24-25 school year (audit recommendations)
- Panorama survey data baseline collected and analyzed/shared with community (Office of Data and Research)
- Survey of community on experience with schools/school culture (Panorama community survey) (Office of Data and Research)
- Launch of the Office of Family Partnerships framework design, philosophy and services
- Foundational alumni development strategy created and initial alumni experiences and development campaigns piloted (Office of Family Partnerships and Communications)
- Curriculum pilot long-range calendar and funding plan developed and published (Office of Teaching & Learning)
- Curriculum pilot and review schedule revised from last year (Office of Teaching & Learning)
- Curriculum audit structure developed and communicated to all stakeholders (Office of Teaching & Learning)
- Revision of the Teaching and Learning webpage in all areas: staff, community and parent facing pages (Office of Teaching & Learning)
- Curriculum page for families updated regularly as the curriculum work unfolds and revises/augments current curriculum documents (Office of Teaching & Learning)

## 2.6 Implement MTSS Steering Committee plan developed in 2023-24 to establish and support consistent multi-tiered systems of support through aligned scheduling, resources, practices, and coaching across all 15 elementary schools toward improved academic and social emotional outcomes for all students.

- Create a data MTSS team at every school for tracking of student achievement and mental health trends and for the development of support or enrichment plans to address student academic support needs or the needs of academically advanced learners.
- Identify a district data analysis framework and cycle to be used at all buildings and programs.

- Identify a district instructional coaching framework to be used at all buildings and programs by all of our district coaches: literacy, MTSS, math, and digital learning/instructional technology.

**Success Measures:**

- Development of possible revised scenarios and staffing for inclusion in FY 26 budget
- District steering committee agendas/minutes
- Document common pre-SIT PLC process related to achievement data and instructional practice across all elementary schools
- Common intervention tracking tool (Educlimber) used November - June of this year to track all intervention services provided to students (baseline data collection)
- Building data team meeting notes and state of the union presentations from every school to detail the success of tier one practices and intervention services at each school site
- MTSS district assessment rubric updated with documented progress or setbacks
- Review of the new MTSS Director's role and impact to determine next areas of focus
- MTSS Director's review/reflection and recommendations on the year 1 implementation (SC presentation)
- June state of the school data analysis presentations and recommendations/documentation of progress (Office of Data and Research)
- Identified data analysis and cycle framework and training plan for FY 26 SY and budgetary planning (Office of Data and Research & MTSS)
- Identified coaching framework and training plan for FY26 SY and budgetary planning

**2.7 Review Middle School (grades 6-8) MTSS structures, routines and needs to develop a unified MTSS system vision aligned with K-5.**

- Work artifacts detailing expectations, timelines, and support plans (including map of existing interventions, etc.)
- Individual middle school audits of MTSS readiness using same tools from elementary audit last year
- Identification of universal screening and assessment tools for academics and mental health/social emotional capacity of students
- Development of budget recommendations for implementation of reliable MTSS structures and support at all middle schools

- Review of schedule and support staff/use of resources
- Evaluate and redesign intervention/ enrichment/extension and advisory use of time
- Complete audit of secondary advisory curriculum and develop a plan and budget to establish a district-wide library of advisory resources.
- Prepare high school leadership for subsequent MTSS analysis and planning (analysis of study halls, WIN blocks and flagging systems).

## 2.8 Implement new academic curricula

- Deploy new elementary literacy curriculum grades 3-5, train staff, and prepare (EL Literacy).
- Explore/pilot/audit use of All Block and Skills block curriculum in K-2 from EL Literacy (weigh vs. current tools and structures).
- Implement new social studies units in grade 5.
- Pilot new science curriculum (OPEN-SCI Ed curriculum) in grades K-5 and begin Self Study for K-12 Science.
- Implement revised health and wellness frameworks K-12 based on revised DESE guidance.

### Success Measures:

- Presentation to the community on the EL elementary literacy curriculum implementation final roll out (Office of Teaching & Learning)
- Implementation/fidelity walks to review implementation of new literacy curriculum (Assistant Superintendent of Elementary and Assistant Superintendent of Teaching and Learning will document/review) (Office of Teaching & Learning)
- Summary of new Open-Sci Ed Pilot, new social studies units and All Block Skills pilot and findings from Office of Teaching and Learning (Office of Teaching & Learning)
- Presentation to the school committee of teacher training executed during the year from the Office of Teaching and Learning and district at-large and reflections from staff on the efficacy of the training, next steps for elementary literacy instruction and training. (Professional Development Update) (Office of Teaching & Learning)

## 2.9 Develop age-appropriate rigorous technical and pedagogical standards for students K-12 in NPS

- All secondary staff will be trained in the Center of Educational Leadership's Instructional Leadership Academy (Office of

Secondary Education).

- All extended administrative council members will be trained on the use of the 5-D instructional look for rubric .
- All extended administrative council members will participate in year-long professional development to train around instruction “look-fors” (high expectations for instruction and engagement) in all buildings.
- All principals will be trained on unified educator evaluation expectations and common feedback structures, identifying high leverage instructional/pedagogical strategies highlighted to increase student engagement.
- Revise and expand educator capacity and training in pedagogical approach to include mandatory Sheltered English Immersion training and expected outcomes.
- Revise role and use of instructional technology/IT coaching staff and library/research integration into classroom instruction and courses in the intervention/extension blocks at MS and ELE.

**Success Measures:**

- Unified tracking of educator evaluation completion
- Increased number of educator observations for Professional Teacher Status (PTS) staff
- Unified evaluation report structure and meeting minutes sharing observation report writing strategies
- [Vision statement and reframing of Digital Learning](#) in the Newton Public Schools (Info Tech/Library Services)
- Mapping of current state, best practices, and responsibilities for the MA Digital Learning and Computer Science Standards in the Newton Public Schools (Info Tech / Library Services & Office of Teaching and Learning)
- Updated model for 1:1 technologies at each grade level considering needs, instructional best practices, and financial sustainability (Info Tech / Library Services)
- SEI training required for all staff as part of mandatory opening of year trainings (ELL Office)
- Professional development trainings led by the Office of ELL on SEI expectations and strategies

**2.10 Develop and host district-wide professional development for leaders and teacher leaders (train-the-trainer) to support culturally responsive instruction aligned with our 5-D expectations and the district’s profile of a graduate/learner.**

**Success Measures:**

- Completion of revised new teacher training and orientation (Office of Teaching & Learning)
- Completion of revised math and ELA new teacher training for K-5 educators (Office of Teaching & Learning)
- Completion of a full day of professional development for all units of educators and support staff in NPS on November 5, 2024
- Educator feedback surveys on professional development day, November 2024
- Revised educator evaluation training for all principals and evaluators
- Completed culturally responsive instructional training for all three levels (E-M-HS)

### **2.11 Develop and communicate the routine and accountable work of the Data and Research Office and District and School/Curriculum leadership in the area of data and accountability.**

#### **Success Measures:**

- Create dashboards for elementary, middle, and high school levels in Open Architects (OA) based on data collected from stakeholders at these levels. (Office of Data and Research)
- Develop and implement professional development for OA and Educlimber data tools. (Office of Data and Research)
- Develop a data cycle framework for the district in concert with the Office of Teaching and Learning and Director of MTSS. (Office of Data and Research & MTSS)
- Work with IT to add human resources dashboard for internal use only. (Office of Data and Research & IT)
- Support implementation of Educlimber (district intervention tracker for K-8). (Office of Data and Research)
- Annual performance report detailing the progress of the district and reporting on agreed-upon success measures shared with all stakeholders. (This report will now include the district DEI report.) (Office of Data and Research & Family Communications?)
- Based on outcomes from Profile of a Graduate/Learner, investigate development of a public-facing dashboard for public tracking the identified outcomes. (Office of Data and Research)

# Goal 3: Ensure Equitable Access to Effective Educators

**Desired Outcome: Develop and maintain a diverse, culturally responsive, well-prepared educator workforce committed to continuous improvement.**

*Human Resources Management and Development Indicator*

- **Recruitment and Hiring Strategies** - utilize new applicant tracking resources, develop in district pipeline program, expand college recruitment, engage METCO parents and families.
- **Induction** - (diversify the mentor pool, train mentors on supporting bipoc educators and active allyship from underrepresented subgroups and active allyship for other non-bipoc educator colleagues.
- **Professional Development, and Career Growth Strategies** - (pipeline development for administrators and teachers)
- **Dashboard** (create a data collection cycle to monitor progress.)
- HR will partner with school-based hiring managers to create specific plans for hard to fill positions in Special Education and other content areas.
- Establish partnerships with diversity-serving institutions
- Employ new TalentEd suite of services to support and accelerate advertising, application, onboarding and training of new staff.

## Expectations/Accountability

**3.1 Focus on unified teacher evaluation training, procedures, reports, analysis and documentation PK-22 by all educators, schools, programs, and departments.**

### Strategic Objectives:

#### **Success Measures:**

- Tuning alignment and modeling sessions on evaluations with all district evaluations
- Review of principal evaluation routine documents, reports and samples of feedback
- Superintendent audit of evaluation cycle/process in concert with NTA partners
- Staff churn and retention reports to school committee

**3.2 Track and report teacher attendance trends to principals and central staff in anticipation of DESE teacher attendance reporting expectations.**

**3.3 Develop coordinated methods for reduction of staff absenteeism at all schools and in all educator units in partnership with the NTA.**

- Work through labor relations committee to identify root causes, address increased medical leaves, and reduce burnout
- Use MUNIS tracking to flag heavy absenteeism and track use of time/impact to student time on learning

**3.4 Implement multipronged training and support and retain diverse staff in all units.**

- Interview staff to determine conditions and plans for retaining diverse staff, particularly those from alternative pathways, as well as our experienced and effective staff.
- TalentEd training and implementation (new hiring software suite reduces old contracts)
- Initiating regular employee feedback sessions to identify areas for improvement
- Continued support for mentoring and induction needs of our new hires, includes. DEI and Teaching and Learning departments to provide access to support groups and affinity spaces for our employees
- On demand educator and leader training through Schoology for all building leaders on hiring and retention\*
- Explore programs such as wellness and stress reduction programs to address increased educator health issues and burn out.

\*Ongoing training on processes will occur during HR's Friday Virtual Hour through February 2025.

#### **Retention and Support**

- Create support networks for educators, including affinity groups and regular check-ins with administrators.

#### **Success Measures:**

- Number of support groups formed; frequency of meetings; teacher retention rates
- Clear published pathways for career advancement and leadership opportunities within the school system.

- Number of advancement opportunities created; percentage of educators pursuing advanced roles
- Staff Retention Report
- MUNIS attendance tracking

## **Recruitment and Hiring**

### **3.5 Diversify Recruitment Channels to attract diverse candidates to NPS educator roles in all units**

- Establish partnerships with Asian, Pacific Islander, Hispanic-serving institutions (HSIs), Historically Black Colleges and Universities (HBCUs), and other minority-serving institutions.

#### **Success Measures:**

- Number of partnerships established; percentage increase in diverse applicants; percentage increase in diverse hires
- Implement bias training for hiring committees and use blind recruitment processes where feasible.
- Increase in hiring of Asian and Hispanic staff members (to reflect our student body composition)
- Number of committee members trained; diversity tracking of new hires, audit of process followed

## **Development**

### **3.6 Develop a systematic professional development program that responds to educator needs and addresses skills and learning required by our district goals and strategic plans.**

- Training for Mentors on supporting BIPOC and Active Allies in the District
- In coordination with the DEI Office, develop and implement ongoing training programs for all mentors.
- Creation of a full day of professional development for all staff for the entire district, all units
- Train principals on key legal and procedural trainings missing from regular instruction.
- Offer HR office hours on a regular basis to support principal development and personnel management.

#### **Success Measures:**

- Number of training sessions conducted; participant feedback; changes in employee satisfaction/ belonging collected

- Number of mentorship pairs established; retention rates of new teachers; mentee satisfaction surveys
- Organize workshops and training focused on investigations, personnel matters and difficult HR issues.
- Success: Attendance rates; pre- and post-workshop assessments
- Principal evaluation roster prioritization of staff training needs, bright spot teachers and struggling teachers
- Design and execution of a full day of professional development for all staff members in the district on November 5, 2024.
- Revised and coordinated professional development and leadership calendar for all professional learning meetings and training options
- Staff survey data on professional development experiences, quality and impact (Office of Data and Research? We support)
- Instruction and training sessions on looking at student writing work, notes from these sessions, identified recommendations for training, curriculum and practice
- Instruction for principals and curriculum leaders on curriculum development, scope and sequence and pacing guides
- Development of and training on benchmark assessments (administration and analysis of results)in mathematics K-12
- Analysis training on district data tools and a district state of the schools presentation for principals to share with their faculties in the opening weeks of school (Office of Data and Research)
- Identification of a common district instructional coaching framework for digital learning coaches, math and reading specialists
- Identification of collaborative teacher framework such as PLCs, GLDs, etc for use in future teaching team coaching
- Attendance baseline reporting and principal reflections on building staff priorities
- Creation of a vetting process for unpaid leave requests (currently does not exist)
- Creation of talking points and coaching/difficult conversations for staff with chronic attendance issues/trends

## Goal 4: Optimize District Planning, Technical and Business/Financial Operations

*Desired Outcome: Develop strategic, financial, operational, and data models that support the school district within the City of*

*Newton's municipal processes and ecosystem.*

**Strategic Objectives:**

**4.1 Execute a district Portrait of a Graduate process to guide decision-making and funding use.**

**Success Measure:**

- Completed Portrait and Accompanying Public Stakeholder Process

**4.2 Execute a district strategic planning report to guide district goals and spending for the next five years.**

**Success Measures:**

- Strategic Planning Engagement meetings completed by June 2025 so the plan can be finalized Summer 2025
- Completion of long-range facilities and planning report to assist school committee in decision-making on elementary philosophy, feeder patterns, enrollment planning and facilities planning
- Revise and update the FY26 budget document to reflect the recommendations of the Meritorious budget award through ASBO (Association of School Business Officials), which will entail changing the format of the budget document to further achieve an accessible and accurate budget to build trust and clearly communicate with stakeholders. Link to the ASBO MBA information: [https://www.asbointl.org/web/Web/Awards/MBA/MBA\\_Apply.aspx?hkey=fb361aeb-d5ec-47bf-a29d-258029ea3f97](https://www.asbointl.org/web/Web/Awards/MBA/MBA_Apply.aspx?hkey=fb361aeb-d5ec-47bf-a29d-258029ea3f97).

**4.3 Evaluate the success of Chartwells (our new food service vendor) and enhance culturally responsive and healthy food service options, sustainability practices, and growth in our participation of meals served.**

**Success Measures:**

- Growth of total participation in meals served by 5% points (from 40% to 45%) from FY24 to FY25

#### 4.4 Build trust, partnership and collaboration with family and community groups to serve the needs of NPS students and programs which are unfulfilled by the district budget and grants at this time.

- Collaborate with PTOC on policy, fundraising and community engagement experiences to meet the district goals both financially and in terms of attendance and volunteerism.
- Revise equity PTO spending policies in concert with SC policy subcommittee and the PTOC.
- Partner with NSF to execute a giving/development campaign to fund key initiatives in service to the strategic plan.
- Start a Newton Alumni Association and Alumni/Development Giving Campaign Strand of District Development initiative.
- Parent forums on the state of teaching and learning department and plans for strengthening district curriculum, instruction and assessment (see goals 1 and 2 above under Family Partnerships and Engagement)

##### Success Measures:

- Alumni social media network created for community sharing and participation
- Revised PTO equity policy
- Completed 1-year giving campaign results summary
- State of the Schools presentations at various locations

#### 4.5 Execute identified building projects in designated phases.

##### Success Measures:

- Lincoln-Eliot Project: Addition and renovations complete. Sitework and playground installation complete. Technology, furniture and equipment delivery and installation complete. Staff at 191 Pearl packed and moved to 150 Jackson Road, complete for the start of the 2025/2026 school year.
- Countryside: Construction is roughly 10% complete, on track for completion of the new school in the winter of 2027, and the demolition of the existing building and all site work complete by the summer of 2027.
- Franklin: Construction documents complete, project bid and construction contract awarded. Construction staging and start of

construction in progress. On track for completion of the new school in the winter of 2027, and the demolition of the existing building and all site work complete by the summer of 2027.

- Horace Mann: Construction documents complete, project bid and construction contract awarded. Construction staging and start of construction in progress. Staff packed and moved to 191 Pearl Street, complete, for the start of the 2025/2026 school year. On track for completion of the project by the summer of 2026 at which time Horace Mann will move back into 225 Nevada Street.

#### 4.6 Develop strategies to address district-wide enrollment and facility conditions.

##### Success Measures:

- Long-range facilities presentations, reports and strategy designed in partnership with school committee/government partners.
  - [District Website - Long Range Planning and Building Projects](#) - Project updates to website,
  - [FY 26-30 Capital Improvement Plan \(CIP\)](#) - Update CIP in collaboration with City partners.
  - [Perkins Eastman 8 Elementary School Facility Report](#) (completed in FY24)
  - [Perkins Eastman 8 Elementary School Facility Presentation](#) (completed in FY24)
  - NPS Annual Enrollment and Class Size report & comparison to [McKibben Report: Demographics and Enrollment](#) - Annual review of NPS enrollment projections and comparison to McKibben Report to inform planning. (Office of Data and Research)
  - Raymond Design Associates (RDA) Secondary School Facility Report and Presentation to School Committee
  - Update Long Range Plan
  - Review buffer zones and student assignment areas for new building projects. (Office of Data and Research)
  - Maintenance: Continuing to meet facilities maintenance demands and address more than 4000 work orders annually. [Work Order Report May 2024](#) (need to attach updated list)

#### 4.7 Facilities: Prioritize Energy Efficiency and Sustainability practices

##### Success Measures:

- Seek energy efficiency projects to help reduce utility costs and lower our carbon footprint where possible.
- Study ways to reduce potential building hours to help lower energy usage.
- Partner with our new Green Captains on building occupant education to reduce energy consumption and waste reduction.
- Training of custodians on proper waste and recycling practices.
- Assist and plan for final Phase 3 solar installations and interconnections by Fall 2025
- Plan and implement electric vehicle charging stations.

#### 4.8 Assess and upgrade technology infrastructure to ensure systems are reliable, functional, and secure.

##### Success Measure:

- Annual written report on projects completed, projects that could not be completed, and severity of need for future projects (Info Tech / Library Services)

#### 4.9 Excel in creation of systems and policies to guide exceptional legal management and governance.

##### Success Measures:

- Revised school district policies for timely updates. The majority of revised policies have been presented to the School Committee for adoption. A new set will be rolled out each summer
- Policy completions suggested for the year: Labor Day policy, gender support, equity PTO reboot, Title IX, cell phone/internet enabled devices policy
- Training with participant-impact feedback on student and staff investigations, including discrimination and Title IX
- Training with participant-impact feedback on student discipline, including recent legal updates. (same as above)
- Completion of [successful collaborative work conducted through contractually mandated working groups with the NTA](#)
- District school records retention and destruction process communicated to staff and stakeholders with full implementation



*FROM 23-24 SY: Areas chosen by Newton School Committee for Superintendent's Evaluation: (to be updated for 24-25 on 9/23)*

Selected areas from the superintendent rubric below:

<p><i>Standard I: Instructional Leadership</i></p> <p><i>B: Instruction Indicator</i></p> <ol style="list-style-type: none"> <li>1. <i>Student Engagement</i></li> <li>2. <i>Quality of Effort and Work</i></li> <li>3. <i>Meeting Diverse Needs</i></li> </ol> <p><i>E. Data-Informed Decision-Making Indicator</i></p> <ol style="list-style-type: none"> <li>1. <i>Data-Informed Decision Making</i></li> <li>2. <i>Plans and Goals</i></li> </ol>	<p><i>Standard II: Management and Operations</i></p> <p><i>A. Environment</i></p> <ol style="list-style-type: none"> <li>1. <i>Plans, Procedures, and Routines</i></li> <li>2. <i>Operational Systems</i></li> <li>3. <i>Social and Emotional Well-Being</i></li> <li>4. <i>Student Health and Safety</i></li> </ol> <p><i>B. Human Resources Management and Development Indicator</i></p> <ol style="list-style-type: none"> <li>1. <i>Recruitment and Hiring Strategies</i></li> <li>2. <i>Induction, Professional Development, and Career Growth Strategies</i></li> </ol>
<p><i>Standard III: Family and Community Engagement</i></p> <p><i>A. Engagement Indicator</i></p> <ol style="list-style-type: none"> <li>1. <i>Family Engagement</i></li> <li>2. <i>Community and Stakeholder Engagement</i></li> </ol> <p><i>C. Communication Indicator</i></p>	<p><i>Standard IV: Professional Culture</i></p> <p><i>A. Commitment to High Standards Indicator</i></p> <ol style="list-style-type: none"> <li>1. <i>Commitment to High Standards</i></li> <li>2. <i>Mission and Core Values</i></li> <li>3. <i>Meetings</i></li> </ol> <p><i>E. Shared Vision Indicator</i></p>

1. *Culturally Proficient Communication*

1. *Shared Vision Development*

## *The Role of the Superintendent:*

- Develop guidance, policy, and procedures for education laws, effective teaching, and administrative practices.
- Promote quality, compliance, assessment, and accountability.
- Provide funding, professional learning, technical assistance, and partnerships.
- Communicate with stakeholders and engage in statewide collaboration.

## *Goals Chosen by Dr. Nolin for her evaluation*

- Student Learning Goal (not completed until June 24)
  - Year 1: Engage in Instructional Leadership Academy with all secondary administrators to develop a coordinated manner of
- Professional Practice Goal (I'd like this to be at least a 2-year goal)
  - Develop a Newton Profile of an Educator Process and Aligned Hiring Expectations
- To learn the Newton District's vision for culturally responsive instruction I will attend (4) focused coaching lessons from the office of DEI. (Completed)
- To learn about Newton's most successful teachers, I will examine student growth data and interview the teachers who have consistently demonstrated the capacity to move student growth.
- Reflection on Interviews and analysis of the work of these teachers (Completed by June 24)

Success Measures:

Year 1: Creation or identification of a high-quality instructional walk through evaluation tool for use in training leaders to identify high quality instruction expected in Newton Schools.

Year 1: A set of interview questions developed to be used in next year’s hiring season–designed to find staff with the qualities most like those interviewed who are experiencing success in student growth.

Year 2: Design and execute a Profile of a Newton Educator Process and align interview questions to it for all future hiring.

## Link to School Improvement Plans

Elementary

Elementary School Improvement Plans 2024-25	
<a href="#">Angier Elementary School Improvement Plan 2024-25</a>	<a href="#">Mason-Rice Elementary School Improvement Plan 2024-25</a>
<a href="#">Bowen Elementary School Improvement Plan 2024-25</a>	<a href="#">Memorial-Spaulding Elementary School Improvement Plan Template 2024-25</a>
<a href="#">Burr Elementary School Improvement Plan 2024-25</a>	<a href="#">Peirce School Improvement Plan 2024-25</a>
<a href="#">Cabot Elementary School Improvement Plan 2024-25</a>	<a href="#">Ward Elementary School Improvement Plan 2024-25</a>
<a href="#">Countryside School Improvement Plan 2024-25</a>	
<a href="#">Franklin Elementary School Improvement Plan 2024-25</a>	<a href="#">Williams School Improvement Plan 2024-25</a>
<a href="#">Horace Mann School Improvement Plan 2024-25</a>	<a href="#">Zervas Elementary School Improvement Plan 2024-25</a>
<a href="#">L-E Elementary School Improvement Plan 2024-25</a>	

Secondary

Secondary School Improvement Plans 2024-25	Secondary School Implementation Plans 2024-25
<a href="#">2024-2025 Bigelow School Improvement Plan</a>	<a href="#">Bigelow School Improvement 90-Day Planning Document Template 2024-25</a>
<a href="#">Brown Middle School Improvement DRAFT Plan 2024-25</a>	<a href="#">Brown MS School Improvement 90 day Planning Document DRAFT 2024-25</a>
<a href="#">Updated Bridge F.A. Day Middle School Improvement Plan 2024-2025</a>	<a href="#">F.A. Day School Improvement Planning Document Template 2024-25</a>
<a href="#">Oak Hill - School Improvement Plan (only) - 2024-2025</a>	<a href="#">Oak Hill - Work in Progress - School Improvement Plan and 90 Day Action Plan - 2024-2025</a>
<a href="#">Newton North High School Improvement Plan 2024-25 and 2023-24</a>	<a href="#">Newton North School Improvement Planning Document 2024-25</a>
<a href="#">Newton South High School Improvement Plan 2023-24</a>	<a href="#">Newton South School Improvement Planning Document 2024-25</a>