Strategic Plan Status Report 2025-2026 [Year 1]

Focus Area #1: Teaching and Learning				
Initiative	**Action Steps**	**Years**	**Led By**	**Status**

Curriculum: Examine Structures of Coherence, Horizontal, and Vertical Alignment	• Continue to refine as curriculum cycles evolve in conjunction with academic subjects	Ongoing	Director of Teaching Learning and Technology (TLT), Curriculum Coordinators, and Principals	• Elementary Curriculum Committees established and met
				• Instructional Leadership Team Meetings focused on vertical alignment and horizontal coherence
				• Leadership team walkthroughs leveraged common look-fors aligned with UDL and best practice
				• All schools conducted learning walks
				• Peer observations completed at both elementary schools
				• K-12 Literacy:
				  ○ Focus on writing coherence K-5 during Elementary Early Release Days
				  ○ ELA department adjusted grammar expectations grades 6 - 8 to better align to state standards.
				  ○ Examined writing approach 6-12 and prioritized areas for increased vertical alignment and coherence

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				○ High School English department to increase cohesion, horizontal alignment and increase common assessments with a focus on 9th and 10th grade classes. ● Reviewed pacing guides for middle school exploratory classes to ensure they aligned with standards and counterparts on grade level teams.
Curriculum-related technology	● Identify, monitor, and evaluate assessment tools used	1-2	Director of TLT	● Identified and inventoried curriculum-related technology, with the intent to evaluate current assessment tools ● Conducted survey to better understand app usage and value ● Launched a digital literacy tool to make appropriate modifications to lessons, assignments and assessments to meet individual student needs at the middle school

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Assessment and Grading	● Define, communicate, integrate, and implement Tier 1, 2, and 3 instruction and support at all levels	1-4	Dir. of TLT, Dir. of Student Services (SS), building principals, coordinators at all levels	● Norwell Tiered Systems of Support (NTSS) was a recurring topic on leadership team, student support team, elementary instructional leadership team, and high school faculty meetings, elementary Tier II, faculty, and data meetings, and middle school grade-level teams ● Completed the American Institutes for Research Integrated Multi-Tiered Fidelity Rubric as a leadership team; principals completed the rubric with each respective faculty ● Established NTSS committees at the middle and high school to define current practices, resources, and interventions ○ Middle School: revised NTSS document, surveyed staff, received feedback, reviewed at staff meetings and grade level meetings to align procedural understanding and support. ○ High School: NTSS committee met regularly to identify tier 1, 2 and 3 instructions for both academic and

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				social emotional support. Updates were provided at faculty meetings and teachers had the opportunity to provide feedback.
	● Review Common Assessments options and implementation ○ K-5 and 6-12 options	1-3	Dir. of TLT, building principals, coordinators at all levels	● Elementary screeners and diagnostics analyzed for tiered intervention; K-3 *Fundations* unit tests ● Created and updated common assessment to ensure vertical alignment by subject; 6-12 coordinators oversaw and utilized data to inform instruction

Focus Area #2: Safety, Belonging, and Well-Being				
Initiative	**Action Steps**	**Years**	**Led By**	**Measure of Success**
Student Well-Being/Social Emotional Support	• Establish communications and procedures to inform teachers about specific student needs • Review and articulate current NTSS systems at each level • Identify gaps and opportunities for data collection, interventions, and training for all staff • Recommend evidence-based interventions	1-3	Directors of SS, TLT, support services staff	• Established NTSS committees at each level to define current practices, resources, and interventions • NTSS was a recurring topic on leadership team, student support team, elementary instructional leadership team, and high school faculty meetings, elementary Tier II, faculty, and data meetings, and middle school grade-level teams • Draft document articulating Tier I/II/III systems at each level, to be public-facing and to be shared in the fall of 2026 • Implemented K-5 SEL Curriculum (Second Step) • Reviewed data from Fastbridge and MCAS at all team level meetings, as well as social emotional data (Panorama, MySAEBRS, VOCAL). • Staff Meetings 2025-2026 at Vinal with focus on Office Referral Forms • School Improvement Plan at Cole with focus on SEL and student behavior in

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				2026-2027 ● NMS – Revised NTSS document, surveyed staff, received feedback, reviewed at staff meetings and grade level meetings. ● Reviewed data from Fastbridge and MCAS at all team level meetings, as well as social emotional data (Panorama, MySAEBRS, VOCAL). Utilizing the NTSS document as a guide to create student plans and support. ● Established a new Child Study Team (CST) referral process at the high school ● Initiated the RULER Study: Yale Department of Emotional Intelligence.
Student Technology Wellness	● Do a Screen Time Audit at each level (Elementary, Middle, High) ○ Create a committee to gather data ○ Develop a system to assess how much	1-3	Central Office administrator, principal from each level, teacher representation	● Completed Screen Time Audits at all schools. Data gathered was analyzed to ensure the intentional, meaningful use of screens in the classroom. ● Pilot a management platform that monitors usage by application

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	time students are spending on screens by subject ○ Communicate results to pertinent stakeholders			
	● Monitor and evaluate digital education apps for efficacy, usage, and student privacy	1-3	Director of TLT	● Established an inventory of current apps, platforms, and assessments ● Pilot a management platform that monitors screentime use by application and has a repository of data privacy agreements (DPA) ● Researched and identified the *Student Data Privacy Alliance*, engaged in initial discussion about their services

Focus Area #3: Learning Opportunities				
Initiative	**Action Steps**	**Years**	**Led By**	**Measure of Success**
Planning/Scheduling	● Develop a task team to review start times and bus schedule options in order to: ○ unify MS and HS Meeting time after school ○ Streamline PD scheduled hours on Half Day PD days	1-4	Dir. of Operations, Finance, and Technology (OFT), Principals all levels	● Created a process to address this with plans to continue the work in the future ● Investigated professional development schedule throughout the year, dependent on school start schedules
Portrait of a Student Graduate/Learner	● Create a committee to consider what this looks like for NPS ○ Schedule meetings ○ Actualize the “portrait”	1-5	Leadership Team, Coordinators, and teachers at all levels	● Renamed Portrait of a Student to *Vision of a Learner* ● Developed a process and structure to engage stakeholders in developing a Vision of a Learner, including representatives from elementary, middle, and high school. Timeline of implementation established for 26-27 school year ● Representatives from the leadership team

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				attended a training on developing a Vision of a Learner ● Multiple high school faculty participated in the DESE MyCAP conference, related to DESE Vision of a Learner goal
Time on Learning	● Form a teacher committee from all levels to identify events that may impact classroom learning time; ● Make recommendations to building principals for review and possible adjustments	1-2	Teacher Committee	● NHS Faculty Senate reviewed and made recommendations to administrative team as it relates to schedules, special events and time on learning ● Adjusted beginning-of-year activities schoolwide assemblies as well as student leadership opportunities
Professional Development	● Establish a standing committee to determine the specific roll out of PD topics on a yearly basis	1-5	Dir. of TLT, building admin, teacher representatives from all building levels	● All teachers invited to participate in the district's Professional Development Committee (PDC). ● PDC conducted an annual needs assessment and reported findings back to all faculty and staff. ● The districtwide professional development initiative focused upon the

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Initiative	**Action Steps**	**Years**	**Led By**	**Measure of Success**
				implementation of Universal Design for Learning (UDL) for all district staff. Four half days devoted to all faculty training by LessonCast, a nationally recognized UDL professional developer. ● Teachers were given time to enhance lessons and units, collaborate with one another, and share how implementation was working in their classrooms. ● Initial plans were developed to show how UDL strengthens the Tier I aspect of our Norwell Tiered System of Support (NTSS). For more information please visit the Universal Design for Learning (UDL) Guidelines™ version 3.0. ● The high school organized a teacher-led professional development session on artificial intelligence (AI).

Focus Area #4: Finance, Facilities, and Human Capital				
Initiative	**Action Steps**	**Years**	**Led By**	**Measure of Success**
Facilities	● New High School ○ Complete Module 1 MSBA ○ Complete Feasibility Study ○ Make recommendations to Town for approval	1-4	School Building Committee	● Module 1 complete. Massachusetts School Building Authority (MSBA) has been approved. ● The feasibility study phase has now begun with the Owners Project Manager (OPM) Request for Services (RFS) process.
	● Furniture cycle ○ All district furniture was updated in 2000-2002 ○ Create a cycle to address outdated furniture	1-5	Dir. of OFT Principals	● An article was approved in the May ‘25 town meeting to start the furniture cycle. ● Budget lines for instructional equipment were increased to facilitate the cycle moving forward. ● Elementary purchased additional bookshelves and classroom furniture as needed ● Norwell Middle School ordered additional student desks and chairs to accommodate enrollment increase (class of 2032)

Focus Area #4: Finance, Facilities, and Human Capital				
Initiative	**Action Steps**	**Years**	**Led By**	**Measure of Success**
Human Capital	● Conduct a Human capital review ○ Succession Planning ○ Review organizational chart ○ Examine expectations of Teacher Leaders and Curriculum Coordinator roles ○ Identify University Partnerships beneficial to attracting high-quality staff	1-3	Superintendent, Directors, and union leadership	● Proposed increase for secondary curriculum coordinators from 0.2 to 0.4 full-time equivalent (FTE). However following the failed town override, positions were maintained at the current 0.2 FTE. ● Structure digital folder framework to support succession and capture institutional systems