

Vision 2026: Educate, Inspire, Challenge

Action Plan 2022-2023

<p>1. <u>Empowering Learners:</u> Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</p>	
Action Steps 2022-2023	Person(s) Leading
<p>1.1 Cultivate a shared understanding and common vision of high-quality instructional practices that develop all students toward the profile of our ideal graduate.</p>	
<p>Identify frameworks based on current learning theory to be used to define the District's definition of high-quality instructional practices.</p>	<p>Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team</p>
<p>Establish required PD pathways for the 2022-2025 academic years, which center on high-quality, evidence-based instructional practices beginning with Universal Design for Learning.</p>	<p>Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA Working Group</p>
<p>Engage all NASA team members and representatives from schools in building a foundational knowledge of UDL.</p>	<p>Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, NASA Working Group</p>
<p>Develop a plan for 2023-24 that engages all educators in required professional learning related to Universal Design for Learning.</p>	<p>Assistant Superintendent of Teaching & Learning, District Teaching and Learning Team, Associations</p>
<p>Communicate and pilot a five-year plan for Curriculum and Instruction Review Cycle.</p>	<p>Assistant Superintendent of Teaching & Learning, District Teaching and Learning Team, Curriculum Leaders (E.g., Subject Matter Leaders, Department Chairs, Curriculum Leaders)</p>
<p>1.2 Collaborate within and across schools to implement high-quality instructional practices.</p>	
<p>Further develop systems for professional collaboration to support high-quality, evidence-based instructional practices:</p> <ul style="list-style-type: none"> ● enhancing structures and processes for high-performing collaborative teams. ● providing opportunities for peer-to-peer observational practices such as instructional rounds (second semester). 	<p>Assistant Superintendent of Teaching and Learning, NASA Leadership Team</p>
<p>Engage educators in professional learning that support effective peer observation practices including the topics of the ladder of inference, non-judgemental observations, and Instructional Core.</p>	<p>Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA</p>

Vision 2026: Educate, Inspire, Challenge

Implement revised educator evaluation process and seek evaluator and evaluatee feedback in the spring of '23.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Continue to implement consistent use of digital learning platforms as a tool to support student learning.	Director of Instructional Technology and Digital Learning and Digital Learning Committee
1.3 Systematically promote innovation in learning and teaching.	
Make innovative practices visible to key stakeholders through communication practices (E.g., website, newsletters).	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Launch rebranded website, District communication tool, and communication plan. Seek feedback and input from stakeholders on new communication tool (Spring 23).	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
1.4 Provide opportunities for students and educators to use technology to solve problems, learn and communicate.	
Deepen understanding of Digital Literacy and Computer Science Standards through ongoing development and implementation of lessons that integrate the standards.	Director of Instructional Technology and Digital Literacy and Digital Learning Committee
Assess how the required and shared implementation of DLCS standards is working. Evaluate support systems, resources, and PD that will guarantee continued and successful implementation of the standards	Director of Instructional Technology, Digital Literacy and Digital Learning Committee, and NASA
Identify opportunities to systematically integrate DLCS standards into the curriculum so that all students PreK-12 will engage in meaningful, high-quality, digital literacy and computer science curriculum and instruction. Plan for year 2 of the implementation of the DLCS standards, which would require identifying the remainder of the DLCS standards that were not addressed in 22-23	Director of Instructional Technology and Digital Literacy and Digital Learning Committee

2. <u>Equity of Opportunity:</u> Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.	
Action Steps 2022-2023	Person(s) Leading
2.1 Develop and implement coherent systems for collecting and using student learning data to better understand the needs of individuals and groups of students.	
Develop a data management plan, key performance indicators, and practices to create an equity-centered data-informed culture throughout the District.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA

Vision 2026: Educate, Inspire, Challenge

Implement ELlevation, a student management system for English Learners and Former English Learners.	Director of English Learners and Equity
Review policies and handbooks for equitable practices around student discipline.	Superintendent, Assistant Superintendent of Teaching and Learning, and NASA
2.2 Develop and implement consistent systems to identify and address students' individual needs for the full range of learners.	
Inventory and assess school-based systems for how educators respond to students' individual and group needs.	District Multi-Tiered System of Support (MTSS) Committee
Develop an equitable advanced academics eligibility and placement policy that is implemented consistently across districts.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Monitor the impact of advanced academic policies on student eligibility, enrollment, and success.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
2.3 Foster culturally responsive and inclusive communities and environments.	
Build capacity of the system and school leaders to facilitate conversations about cultural competency and bias.	Director of English Learners and Equity and Cultural Competency Committee
Develop a shared foundational understanding of bias and -isms through professional development led by the AntiDefamation League for educators PreK-grade 5.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Inventory and assess curricular resources and instructional practices through the lens of cultural competency and inclusivity.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
A World of Difference (year 2) in Secondary Schools to develop peer mentors to help implement the civic standards identified in the History and Social Science Framework.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Explore No Place for Hate (Antidefamation League) at all elementary schools for SY24 implementation. One or two schools will pilot the program in SY23.	
Work individually and collectively to better understand the lived experiences of marginalized students.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
2.4 Ensure excellence in the continuum of educational programming for Student Support Services.	

Vision 2026: Educate, Inspire, Challenge

Enhance partnerships with community and state agencies to provide resources that support all students (transition services, FSP, Providers' Symposium, consultants).	Directors of Student Support Services, District Wellness Coordinator and Nurse Leader, SEL Coordinator
Assess current practices for service delivery and ensure service delivery grids align with evidence-based practices.	Directors of Student Support Services
Assess current implementation of evidence-based inclusionary practice, Identify areas for improvement and ensure that these practices are being implemented across our schools.	Directors of Student Support Services
Develop and implement a system-wide approach to supporting students with social and emotional goals on their Individualized Education Plans (E.g. Behavior Specialist's role, School Psychologist's roles, BCBA's role).	Director of Student Support Services, and SEL Coordinator

3. <u>Healthy and Balanced Learners:</u> Prioritize the social, emotional, and physical well-being of students.	
Action Steps 2022-2023	Person(s) Leading
3.1 Develop and implement a coherent and systematic approach to social and emotional learning (SEL) Pre-K-12.	
Analyze baseline data about students' social-emotional health and physical well-being.	SEL Coordinator and District SEL Committee
Establish and implement a schedule for ongoing screening of all students' social-emotional competencies and use this data to identify individual and group needs.	SEL Coordinator and District SEL Committee
Identify a coherent approach to SEL that aligns with the CASEL framework and develop a plan for aligned professional learning and implementation.	SEL Coordinator and District SEL Committee
Support all stakeholders to safely and consistently identify and report acts of bullying and discrimination	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
3.2 Develop a comprehensive approach to health education PreK-12.	
Review the role and functions of the Wellness Committee in order to redefine and set plans for the Committee's future work.	District Wellness Coordinator and Nurse Leader

Vision 2026: Educate, Inspire, Challenge

Inventory and assess current approaches and materials used for Health Education PreK-12, including physical education, wellness and health classes as well as extra-curricular offerings.	PreK-5 Educators, Nurses, District Wellness Coordinator, and Nurse Leader and District Health Curriculum Committee, Elementary Nurses Grades 6-12 Health Educators, District Wellness Coordinator and Nurse Leader and District Health Curriculum Committee
Develop a plan for professional learning and implementation of a coherent approach to PreK-12 health education.	District Wellness Coordinator and Nurse Leader, and District Health Curriculum Committee
Continue to support students in the areas of sleep hygiene, technology habits, nutrition, stress reduction as an integral component of well-being.	

4. <u>Educator Learning and Leadership</u>: Demonstrate continual growth through professional collaboration.	
Action Steps 2022-2023	Person(s) Leading
4.1 Increase District leaders', school leaders', and teachers' capacity to impact teaching and learning.	
Refine teacher leadership roles to support school-based leadership teams in all schools to oversee school initiatives, including data-driven processes for implementing school improvement plans.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Provide opportunities for District and school leaders to further develop skills related to Universal Design for Learning as well as data analysis and data-informed decision-making.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Provide professional development opportunities for educators throughout the District in alignment with the strategic plan, school improvement plans, and educator goals.	Assistant Superintendent of Teaching and Learning
Continue professional learning opportunities about culturally responsive and linguistically sustaining teaching.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
4.2 Develop and implement aligned District and school improvement plans (SIP), including professional learning plans.	
Assess the implementation of year one SIP action plans and develop a consistent, systematic way to report progress	Superintendent, Assistant Superintendent of Teaching and Learning
Identify key performance indicators for District Strategic Initiatives and school improvement goals and develop a "report card" to continually assess progress.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA

Vision 2026: Educate, Inspire, Challenge

Continue to work to retain skilled staff by promoting a culturally proficient organization. Review turnover data and exit interview survey information.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, and NASA
Expand the District's recruitment network through outreach and partnership with community organizations and college and university schools of education with engaging all staff as recruitment ambassadors.	Executive Director of Human Resources
Create a Diversification Recruitment and Hiring Advisory and Action Committee to provide input and support to attract, recruit, cultivate, hire, and retain a more diverse and representative staff.	Executive Director of Human Resources
Develop homegrown pathways to increase staff diversity, particularly with paraprofessionals, current students, and career changers.	Superintendent, Assistant Superintendent of Teaching and Learning, District Teaching and Learning Team, Guidance, and NASA

5. <u>Finance and Operations to Support Teaching and Learning:</u> Develop, support, and operate sustainable, functional, and well-maintained schools.	
Action Steps 2022-2023	Person(s) Leading
5.1 In collaboration with municipal police and fire, continue to improve school security infrastructure and preparedness.	
Complete a needs assessment of safety and security infrastructure across the three districts in collaboration with municipal police and fire departments.	Superintendent and Assistant Superintendent of Operations
Review and update the use of camera systems and communications tools to support supervision of school buildings and response to incidents.	Superintendent, Assistant Superintendent of Operations
Evaluate the next steps regarding card access across the ten schools.	Superintendent, Assistant Superintendent of Operations, and NASA
Review current District and school-based safety protocols and procedures.	Superintendent, Assistant Superintendent of Operations, and NASA
Provide systematic training for safety protocols and procedures to District faculty, staff, and students.	Superintendent, Assistant Superintendent of Operations
5.2 Engage the school community in open dialogue about the qualities of school facilities that will support the next generation of Northborough and Southborough students.	
Partner with towns on long-term capital and master planning.	School Committees, Superintendent, and Assistant Superintendent of Operations

Vision 2026: Educate, Inspire, Challenge

Complete a needs assessment of Melican, Peaslee, and Trottier Schools.	Superintendent, Assistant Superintendent of Operations
Research Massachusetts School Building Authority (MSBA) funding opportunities for prioritized school needs (Peaslee).	Assistant Superintendent of Operations and Director of Finance
Develop and submit a Statements of Interest (SOI) for Peaslee and begin MSBA's eligibility phase for Neary.	Superintendent, Assistant Superintendent of Operations, and Director of Finance
Identify next steps for solar installation and identify key projects to implement.	Superintendent, Assistant Superintendent of Operations, and Director of Finance
Bring ARHS Athletic Complex Project to the implementation phase.	Superintendent, Assistant Superintendent of Operations, and Director of Finance
5.3 Identify a systematic strategy to: Increase energy efficiency, decrease costs, increase reliability and security, improve facility management and optimization through data and analytics, and meet carbon footprint and sustainability goals.	
Conduct energy audits at each school building to identify potential savings and capture energy efficiencies.	Assistant Superintendent of Operations and Director of Finance
Evaluate facility management systems, including cleaning and maintenance protocols.	Assistant Superintendent of Operations and Facility Managers
Review food services operations, including finances, menu, and administrative support, with the goal of increasing student participation in the program.	Assistant Superintendent of Operations and Food Services Managers
5.5 Enhance our transportation system by improving efficiency and customer service.	
Promote community connection by offering customer service that includes improved response time and communication.	Assistant Superintendent of Operations and Transportation and Registration Assistant/ Specialist

Progress on Strategic Plan Initiatives

2020-2026 Strategic Objectives <i>(coherent group of overarching goals and key</i>	2020-2026 Strategic Initiatives <i>(projects or programs that support and will help achieve the strategic objective, the</i>	Progress

Vision 2026: Educate, Inspire, Challenge

<i>levers for improvement that will achieve the future vision)</i>	<i>“how”)</i>	Status*		
1. <u>Empowering Learners:</u> Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.	1.1 Cultivate a shared understanding and common vision of high-quality instructional practices that develop all students toward the profile of our ideal graduate.	20-21	21-22	22-23
	1.2 Collaborate within and across schools to implement high-quality instructional practices.	20-21	21-22	22-23
	1.3 Systematically promote opportunities for innovation in learning and teaching.	20-21 Not Started	21-22	22-23
	1.4 Provide opportunities for students and educators to use technology to solve problems, learn and communicate.	20-21	21-22	22-23
2. <u>Equity of Opportunity:</u> Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.	2.1 Develop and implement coherent systems for collecting and using student learning data to better understand the needs of individuals and groups of students	20-21	21-22	22-23
	2.2 Develop and implement consistent systems to identify and address students’ individual needs for the full range of learners.	20-21 Not Started	21-22	22-23
	2.3 Foster culturally responsive and inclusive communities and environments that provide equal access.	20-21	21-22	22-23
	2.4 Ensure excellence in the continuum of educational programming for Student Support Services.	20-21 Not Started	21-22	22-23
	2.5 Ensure quality, coherence, and equitable access to courses and programs.	20-21 Not Started	21-22	22-23
3. <u>Healthy and Balanced Learners:</u> Prioritize social, emotional, and physical well-being of students.	3.1 Develop and implement a coherent and systematic approach to social and emotional learning (SEL) Pre-K-12.	20-21 Not Started	21-22	22-23

Vision 2026: Educate, Inspire, Challenge

<p>3. <u>Healthy and Balanced Learners:</u> <i>Prioritize social, emotional, and physical well-being of students.</i></p>	<p>3.2 Develop a comprehensive approach to health education Pre-K-12.</p>	<p>20-21 Not Started</p>	<p>21-22</p>	<p>22-23</p>
<p>4. <u>Educator Learning and Leadership:</u> <i>Demonstrate continual growth through professional collaboration.</i></p>	<p>4.1 Increase District leaders', school leaders', and teachers' capacity to improve teaching and learning.</p>	<p>20-21</p>	<p>21-22</p>	<p>22-23</p>
	<p>4.2 Develop and implement aligned District and school improvement plans, including professional learning plans for educators.</p>	<p>20-21</p>	<p>21-22</p>	<p>Complete</p>
<p>5. <u>Finance and Operations to Support Teaching and Learning:</u> <i>Develop, support and operate sustainable, functional, and well-maintained schools.</i></p>	<p>5.1 In collaboration with municipal police and fire, continue to improve school security infrastructure and preparedness.</p>	<p>20-21</p>	<p>21-22</p>	<p>22-23</p>
	<p>5.2 Engage residents in open dialogue about the qualities of school facilities that will support the next generation of Northborough and Southborough students.</p>	<p>20-21</p>	<p>21-22</p>	<p>22-23</p>
	<p>5.3 Identify a systematic strategy to increase energy efficiency, decrease costs, increase reliability and security, improve facility management and optimization through data and analytics, and meet carbon footprint and sustainability goals.</p>	<p>20-21</p>	<p>21-22</p>	<p>22-23</p>
	<p>5.4 Adopt a new student information system, PowerSchool.</p>	<p>20-21</p>	<p>21-22</p>	<p>Complete</p>
	<p>5.5 Enhance our transportation system by improving efficiency and customer service.</p>	<p>20-21</p>	<p>21-22</p>	<p>22-23</p>

***Progress Continuum**

20%	40%	60%	80%	100%
<p>Leader(s) have begun action planning. Teams and stakeholders have been identified to help achieve the strategic initiative.</p>	<p>Key stakeholders have organized and begun to work on the action steps. Data collection processes have been planned. Common Frameworks have been developed to achieve the strategic initiative.</p>	<p>Key stakeholders have begun their work and have gained momentum in achieving the strategic initiative.</p>	<p>Key stakeholders are engaged in implementing the action steps, and significant progress has been made toward completing the strategic initiative.</p>	<p>The strategic initiative has been accomplished, and it is evident when observing the work.</p>

Vision 2026: Educate, Inspire, Challenge