



# The Public Schools of Northborough and Southborough

Ten Schools, Three Districts, One Community of Learners

## Vision 2026: Educate, Inspire, Challenge 2021-2022 Action Plan

<p style="text-align: center;"><b>2020-2026</b></p> <p><b>Strategic Objectives</b> <i>(coherent group of overarching goals and key levers for improvement that will achieve the future vision)</i></p>	<p style="text-align: center;"><b>2020-2026</b></p> <p><b>Strategic Initiatives</b> <i>(projects or programs that support and will help achieve the strategic objective, the "how")</i></p>
<p>1. <b><u>Empowering Learners:</u></b> <b>Implement</b> instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</p>	<p><a href="#">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.</a>  <a href="#">1.2 Collaborate within and across schools to implement high-quality instructional practices.</a>  <a href="#">1.3 Systematically promote opportunities for innovation in learning and teaching.</a>  <a href="#">1.4 Provide opportunities for students and educators to use technology to solve problems, learn and communicate.</a></p>
<p>2. <b><u>Equity of Opportunity:</u></b> <b>Provide</b> all students access to challenging and culturally responsive learning experiences that meet their individual needs.</p>	<p><a href="#">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.</a>  <a href="#">2.2 Develop and implement consistent systems to identify and address students' individual needs for the full range of learners.</a>  <a href="#">2.3 Foster culturally responsive and inclusive communities and environments that provide equal access.</a>  <a href="#">2.4 Ensure excellence in the continuum of educational programming for Student Support Services.</a>  <a href="#">2.5 Ensure quality, coherence, and equitable access for courses and programs.</a></p>
<p>3. <b><u>Healthy and Balanced Learners:</u></b> <b>Prioritize the</b> social, emotional, and physical well-being of students.</p>	<p><a href="#">3.1 Develop and implement a coherent and systematic approach to social and emotional learning (SEL) PreK-12.</a>  <a href="#">3.2 Develop a comprehensive approach to health education PreK-12.</a></p>
<p>4. <b><u>Educator Learning and Leadership:</u></b> <b>Demonstrate</b> continual growth through professional collaboration.</p>	<p><a href="#">4.1 Increase District leaders', school leaders', and teachers' capacity to improve teaching and learning.</a>  <a href="#">4.2 Develop and implement aligned District and school improvement plans including professional learning plans for educators.</a></p>
<p>5. <b><u>Finance and Operations to Support Teaching and Learning</u></b> - Develop, support, and operate sustainable, functional, and well-maintained schools.</p>	<p><a href="#">5.1 In collaboration with municipal police and fire, continue to improve school security infrastructure and preparedness.</a>  <a href="#">5.2 Engage residents in open dialogue about the qualities of school facilities that will support the next generation of Northborough and Southborough students.</a>  <a href="#">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.</a>  <a href="#">5.4 Adopt a new student information system, PowerSchool.</a>  <a href="#">5.5 Enhance our transportation system by improving efficiency and customer service.</a></p>



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<p><b>1. <i>Empowering Learners:</i></b> Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</p>
<p><b>Action Steps 2021-2022</b></p>
<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>Conduct community and educator forums to review Portrait of a Graduate attributes and use the forum feedback to incorporate into the articulation of high-quality teaching and learning.</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>Develop and articulate cycle and process for ongoing internal curriculum and program review and evaluation.</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"> <li>● enhancing structures and processes for high-performing collaborative teams</li> <li>● providing opportunities for peer-to-peer observational practices such as Instructional Rounds (second semester)</li> </ul>
<p>Review and refine educator evaluation processes to enhance feedback that supports improvement and growth.</p>
<p>Continue to implement consistent use of digital learning platforms as a tool to support student learning.</p>
<p>1.3 Systematically promote innovation in learning and teaching.</p>
<p>Make innovative practices visible to key stakeholders through communication practices (eg. website, newsletters).</p>
<p>Provide professional learning opportunities to support educators in developing effective approaches to learning and teaching.</p>
<p>1.4 Provide opportunities for students and educators to use technology to solve problems, learn and communicate.</p>
<p>Develop a shared understanding of the Digital Literacy and Computer Science (DLCS) standards</p>
<p>Assess how technology is being used and the degree to which Digital Literacy and Computer Science (DLCS) standards are integrated into curricula.</p>
<p>Identify opportunities to systematically integrate DLCS standards into the curriculum so that all students K-12 will engage in meaningful, high-quality, digital literacy and computer science curriculum and instruction.</p>



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2. **Equity of Opportunity**: Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.

### Action Steps 2021-2022

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.

Identify and collect data so that it can be systematically analyzed for all students

Develop and implement systems for how data is used to address the needs of individuals and groups of students.

Implement a universal early literacy screener for PreK - Grade 2 to identify students at risk for reading difficulties and plan instruction and interventions based on data.

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

Develop a plan for implementation of Multi-Tiered System of Support (MTSS) including professional learning for educators in the District for 2022-2023.

Review District Curriculum Accommodation Plan (DCAP) and identify areas of growth for how DCAP is used in the District

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.

Create opportunities for educators to inventory and assess curricular resources and instructional practices through the lens of cultural competency and inclusivity.

Launch World of Difference program from Anti-Defamation League at secondary schools to develop peer mentors to help implement the civic standards identified in the History and Social Science Framework.

2.4 Ensure excellence in the continuum of educational programming for Student Support Services.

Enhance partnerships with community and state agencies to provide resources that support all students ( transition services, FSP, Providers' Symposium, consultants)

Assess the implementation of inclusionary practices and identify opportunities to expand inclusionary practices.

2.5 Ensure quality, coherence, and equitable access for courses and programs.

Conduct an equity audit of policies and practices in partnership with MassInsight. The audit will include a focus on academic achievement gaps and course enrollment.



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3. **Healthy and Balanced Learners**: *Prioritize the social, emotional, and physical well-being of students.*

### **Action Steps 2021-2022**

3.1 Develop and implement a coherent and systematic approach to social and emotional learning (SEL) PreK-12.

Identify and collect baseline data about students' social-emotional health and physical well-being and then use this data to monitor progress

Introduce CASEL framework to educators to develop a shared understanding and vocabulary related to SEL

Inventory and assess current approaches and materials used for SEL

Identify effective approaches to SEL used in other systems.

Develop a plan for professional learning and implementation of a coherent approach to SEL.

3.2 Develop a comprehensive approach to health education Pre-K-12.

The Health and Wellness Committee reviews the role and functions of the Committee, redefines, and sets plans for the Committee's future work.

Inventory and assess current approaches and materials used for Health Education PreK-12 including physical education and health classes as well as extra-curricular health and wellness offerings.

Identify effective approaches to Health Education used in other systems.

Develop a plan for professional learning and implementation of a coherent approach to PreK-12 Health Education

Implement the plan for Start Time Initiative to support healthy sleep habits among students.



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4. **Educator Learning and Leadership**: *Demonstrate* continual growth through professional collaboration.

### **Action Steps 2021-2022**

4.1 Increase District leaders', school leaders', and teachers' capacity to impact teaching and learning.

Review and assess current leadership roles and responsibilities related to curriculum and instruction in order to define, and where needed, restructure the roles.

Provide opportunities for District and school leaders to further develop skills related to observation, feedback, and coaching of educators.

Provide professional development opportunities for educators throughout the District in alignment with the strategic plan, school improvement plans, and educator goals.

4.2 Develop and implement aligned District and school improvement plans (SIP) including professional learning plans.

Assess the implementation of year one of the SIP action plans and develop a consistent, systematic way to report progress



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5. **Finance and Operations to Support Teaching and Learning** - Develop, support and operate sustainable, functional, and well-maintained schools.

### Action Steps 2021-2022

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.

Expand use of camera systems and communications tools to support supervision of school buildings and response to incidents.

Review current District and school-based safety protocols and procedures.

Provide systematic training for safety protocols and procedures to District faculty, staff, and students.

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.

Complete a needs assessment of each school facility.

Research Massachusetts School Building Authority (MSBA) funding opportunities for prioritized school needs (Peaslee).

Develop and submit Statements of Interest (SOI) and develop Education Plans for Peaslee and Neary.

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.

Evaluate facility management systems including cleaning and maintenance protocols.

Procure resources and supplies utilizing the purchasing power of the three districts.

Develop contracts with vendors that maximize resources and utilize available technology.

Evaluate partnerships with collaboratives and identify plans to maximize efficiency.

Review food services operations including finances, menu, and administrative support with the goal of increasing student participation in the program.



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5.4 Adopt a new student information system, Powerschool.
Streamline and simplify scheduling procedures and new student registration to increase efficiency.
Provide parents and guardians with a platform and training to complete school forms online.
Promote family engagement with better communication and improve student accountability with convenient access to their grades and progress.
5.5 Enhance our transportation system by improving efficiency and customer service.
Utilize GPS routing software to streamline our bus routes to make them more efficient.
Promote community connection by offering customer service that includes improved response time and communication.