

Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

# District and Superintendent's Goals 2022-23

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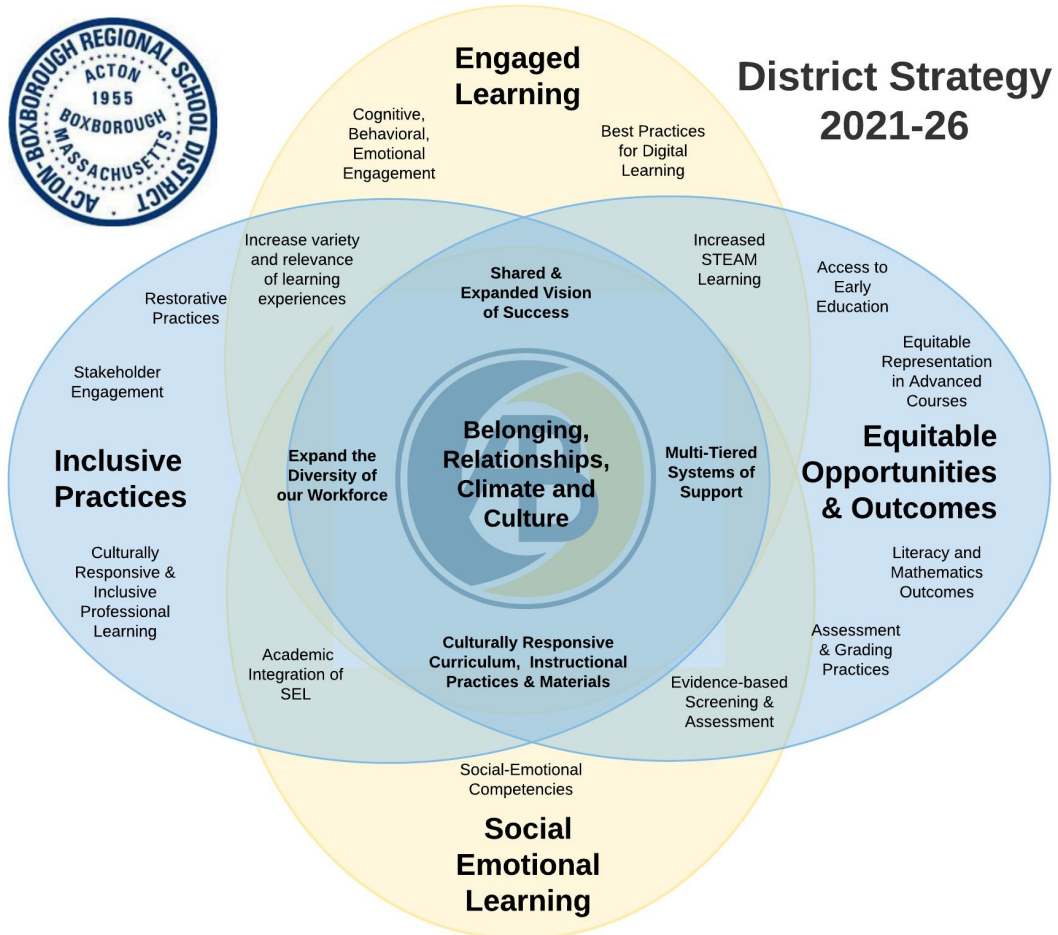
Acton-Boxborough Regional School Committee  
October 20, 2022

# Notes

- 3 District Goals
  - ◆ Continuation of prior work aligned with District Strategy
- Begin gradual shift to **outcome-oriented** (vs. output-oriented) goals
- 3 Overarching areas
  - ◆ SEL/ Mental and Behavioral Health
  - ◆ Multi-Tiered Systems of Support to improve Literacy/Math outcomes
  - ◆ Culturally Responsive Practices
- 1 additional Professional Practice Goal (for Superintendent only)



# District Strategy 2021-26



# Goal #1

**Goal:** Improve **social-emotional and mental and behavioral health** outcomes for students by shifting our environments, practices and supports so that students can more effectively access learning and cultivate constructive relationships.

**Outcomes:**

- Creation of a long-term and short-term strategic plan for systemic implementation of social emotional learning and mental and behavioral health supports within the MTSS framework
- Identify a shared understanding and definition of social-emotional learning and the overarching framework from which to identify target skills and developmental trajectories across the grades
- Build capacity of educators and building staff to respond to social-emotional and mental and behavioral health concerns through a series of professional learning and consultation opportunities for educators, administrators, and district mental health providers
- Increase access points for targeted mental health intervention for students in grades 5-12 through community partnerships and telehealth opportunities

## Goal #2

**Goal:** Increase the number of students on a pathway to proficiency in Literacy and Mathematics through implementation of a multi-tiered system of supports (MTSS).

**Outcome:** Increased number of students meeting their stretch goals (from baseline 2021-22), with particular emphasis on students performing one or more grade levels below benchmark on their baseline (Fall) assessment.

2021-22 Grades 1-3 % Students Meeting Annual "Stretch Growth" Goals by baseline (Fall) placement

Grade 3			Grade 2			Grade 1		
Baseline Placement	% Met	Students Assessed	Baseline Placement	% Met	Students Assessed	Baseline Placement	% Met	Students Assessed
Mid or Above Grade Level	51%	167	Mid or Above Grade Level	49%	108	Mid or Above Grade Level	35%	62
Early On Grade Level	43%	86	Early On Grade Level	45%	51	Early On Grade Level	44%	32
One Grade Level Below	61%	56	One Grade Level Below	50%	139	One Grade Level Below	41%	197
Two Grade Levels Below	44%	39	Two Grade Levels Below	21%	33	Two Grade Levels Below	18%	17
Three or More Grade Levels Below	9%	11	NA			NA		

# Goal #3

**Goal:** Improve students', staff, and families' sense of belonging by strengthening school culture and climate, diversifying the professional staff, and intentionally implementing culturally-responsive instructional practices and materials.

**Outcomes:**

- To Improve students', families' and staff sense of belonging and engagement through:
- Continuation and expansion of existing DEI initiatives as noted above.
- Establishment of Culturally Responsive Teacher Leaders at each school.
- Comprehensive, district-wide survey of students, staff and families twice per to collect feedback about belonging and relationship, as well as school and district climate and culture.
- Coordinated professional learning opportunities for culturally responsive practices at each school.
- Explore the development of a community welcome center in partnership with community organizations.
- Continuation of DEI Family Advisory Committee

# Other Initiatives & Planning

## **Evaluate course levels at the high school**

Evaluate the appropriateness of the current course leveling structure at the high school, examine student course selection pattern and students' success current environments, and articulate a plan moving forward.

## **STEAM visioning**

Engage students, educators, families, professionals and university partners in creating a Vision for STEAM education that capitalizes on prior work and continues to articulate a vision for STEAM engagement through grade 12.

## **NEASC/ Portrait of a Graduate**

Use the STEAM Visioning process to launch a broader community-wide visioning process for the District to articulate a vision for a Portrait of a Graduate.

# Superintendent's Goals

1. Student Learning → District Goal #2
2. District Goal #1
3. District Goal #3
4. Professional Practice →

**Goal:** Increase the number of ways in which we engage with families and our broader community to enlist and sustain support for the school District and to develop a broader community understanding of our goals

**Outcome:** I will engage with a broad range of stakeholders within the schools and broader community including boards and committees, senior citizens, different cultural groups and organizations, and parent organizations.