



# DOUGLAS PUBLIC SCHOOLS

SUPERINTENDENT'S GOALS AND EVALUATION UPDATE

MARCH 16, 2022

## 2021-2022 SCHOOL YEAR GOALS

### **SMART Goal I: STANDARD I– INSTRUCTIONAL LEADERSHIP, MANAGEMENT AND OPERATIONS, FAMILY AND COMMUNITY ENGAGEMENT, AND PROFESSIONAL CULTURE**

Through a comprehensive and team approach, the strategic actions identified by students, staff, community members, and the leadership team will be initiated and implemented throughout the 2021-2022 school year.

#### **Academic Excellence**

- 1. Review and revise curriculum across all grade levels to ensure it is accurate and meeting the needs of students**
  - a. Each school has CPT to discuss, review and align curriculum
  - b. CPT across core departments in High School. Focus has included equity and representation, revising course descriptions and alignment, and determining SEL priorities
  - c. DPS and DES are working with a literacy consultant to ensure the curriculum is meeting the needs of students. We have met on interactive read aloud and small group instruction and worked on ways to layer in multiple texts from our bookrooms with the Wonders stories each unit.
  - d. Books were purchased for DPS and DES to make certain that students and teachers have access to diverse, rich, and authentic texts
  - e. The Special Education Department has secured grant money for research-based curriculum for substantially separate programs/classes
  - f. Mid-year benchmarking data will be used to inform instruction to meet the needs of students
  - g. The high school has a curriculum day March 3rd for the Spanish department to unpack the new standards and revise curriculum. History will be following in April
  - h. Professional Development in January, Box Cars and One Eyed Jacks math training (DPS and DES)
- 2. Explore adding more courses across all grade levels**
  - a. New courses this year include Spanish Music and Dance, Marine Biology, Robotics II, Drawing and Painting II, Sculpture II, Modern Issues, Personal Finance Investing
  - b. In 2022-2023 we will be offering AP Physics II, AP Seminar, Honors Topics in Math, and Graphic Design
  - c. The primary and elementary school received an \$11,000 grant that will allow us to train staff, purchase equipment, and have access to digital resources for Project Lead the Way. K-5 students will have a STEM class using these materials starting in the 2022-2023

school year.

- d. DMS new electives offered this year: Debate, Space Odyssey, STEM 6,7,8, Mindfulness, Yoga, Drama, Gaming Unplugged
- 3. Continue to implement our literacy initiative across all grade levels**
  - a. Professional Development held the week of September 27 with Clare Landrigan focused on implementing Read Aloud in Classrooms
  - b. Teachers worked on the bookrooms during the PD Day on October 8
  - c. Professional Development held the week of December 6 with Clare Landrigan focused on implementing small group instruction
  - d. Three staff members have completed the first workshops required to obtain Wilson Language Training (intensive) certification to date
  - e. One staff member has been accepted to the 2021-2022 practicum group for Wilson Level 1 certification
  - f. Professional Development was held the week of Feb. 14 with Clare Landrigan focusing on small group instruction, read-alouds, and curriculum standards. Also book room discussions
  - g. DPS and DES PTO sponsored Read-a-thon in March
  - h. Primary Author Week, March 7-11
  - i. DMS: Grade 6 “Reading Across the Curriculum”; Grade 7 “Writing Across the Curriculum.”
- 4. Promote and expand the Pathways Program at the High School**
  - a. New Pathways in Culinary, Child Care, and Art developed and are part of the 2022-2023 Program of Studies
  - b. This was highlighted during our grade 8 open house meetings with students
- 5. Continue to implement PLTW at DHS and begin the process at DES and DMS**
  - a. PLTW unit “Design and Modeling” instituted in STEM classes this school year; Next year will also include “Automation and Robotics” and “Medical Detectives.”
  - b. Intro to Engineering is being offered in 2022-2023
- 6. Support and foster conducive learning environments that support all learners (co-teaching, remediation, Title 1, etc)**
  - a. For the 2021-2022 school year remediation programs were created to assist at risk students
    - i. DHS: Intervention blocks, after school tutoring program
    - ii. DMS: Instituted the Academic Development Center, a Tier II intervention.
  - b. The STARS Assessment was implemented in grades K-4 to help monitor progress and modify instruction
- 7. Use data to drive instructional practices**
  - a. Middle School held a PD session on October 8 on how to use data
  - b. Primary & Elementary Schools held a PD session on October 8 and March 7 (Primary) on how to use data from STAR assessments
  - c. High School had data analysis presentation in Staff Meeting, data analysis sessions in CPT
  - d. High School collected self-assessment data on student SEL skills
  - e. DMS NWEA testing triannually
  - f. Schoolwide SMART Goal at DMS of tracking Exit Tickets to provide data to drive student instruction
  - g. Data from the mid-year STARS assessment was analyzed during CPT time in January and February and used to update small groups and Title One groups

## **Community Partnerships**

### **1. Build and foster two way partnerships with: Higher Education, BVCOP, Families, and the public at large**

- a. DPS applied and was accepted into the Massachusetts Family and School Partnership Initiative
  - i. The following action plan was presented to the School Committee in March
    1. What is our Vision
      - a. Create a vision for what partnerships mean and should look like
    2. Collecting data via surveys
      - a. Use Panorama Survey for families, students, and staff to gather data on what we can be doing better
    3. Increasing volunteers in schools
      - a. How can we increase opportunities for parents and the community to be a part of the school day and community
    4. Revamping Open Houses and Conferences
      - a. Establish a committee to look at how we can revamp open house and conferences to better meet the needs of all
- b. DHS Students participating in BVCOP courses; spring offerings announced 11-29
- c. DHS joining programs offered by Nichols College:
  - i. Online courses (Criminal Justice in March 2022)
  - ii. Leadership Academy program starting with the class of 2026.
- d. DPS and DES Family Math Night March 23 online
- e. DES Garden Club working to create a school garden that can be used by the school and community. Connecting with local farms and businesses for supplies and knowledge
- f. DPS and DES Adventures in Reading Literacy Night on April 1st with author visit
- g. DPS and DES STAR benchmark assessment reports for parents
- h. Mental health clinician from Family Continuity Program working with DMS students once a week

## **The Well-Being of All**

### **1. Expand after school opportunities for students**

- a. At the October 6 School Committee Meeting a middle school enrichment program was approved (DMS after school enrichment program will line up at the same time as the DES programs moving forward.)
- b. The elementary school expanded its after school enrichment program offering more options increasing enrollment
- c. DECA and Robotics Clubs participated in intramural competitions

### **2. Create and promote school climate building activities for students and staff**

- a. Teen Truth Presentation at the High School. Followed up with a leadership training and curriculum for advisory
- b. DMS: Worcester County District Attorney's Office Internet Safety Presentation 10/26 grades 6-8
- c. The elementary school held monthly community meetings to celebrate success and have fun as a school
- d. The Primary School celebrated the winter olympics with a week of fun activities.
- e. DPS and DES Read-a-thon in March
- f. Primary ST Math weekly recognition, certificates
- g. DHS Student Advisory Council created Staff Member of the Month; HS Departments selecting Students of the Month
- h. DMS: Student of the Month celebrations with students and their families with awards for
  - i. High Academic Achievement

- ii. Good Citizenship
  - iii. Grit
- 3. **Foster an environment that is supportive of diversity, promote equity, and is inclusive of all**
  - a. DHS Equity Plan
    - i. LGBTQIA+ library
    - ii. Staff PD in January on being an effective ally and making a more inclusive curriculum
    - iii. Students participating in the 2022 Connections conference
  - b. Members of the Leadership Team attended Professional Development workshops with Dr. Kalise Wornum
  - c. A portion of the each building's staff meeting in December was focused on Equity and Equality
  - d. A portion of the January 14 PD will focus on DEI
- 4. **Continue to expand upon morning meeting, homeroom, and advisory to support the social emotional learning of students**
  - a. Teen Truth Presentation at the High School. Followed up with a leadership training and curriculum for advisory
  - b. DHS: 2021-2022 Advisory Curriculum planned and implemented. Focus is on college/career readiness and executive functioning skills
  - c. DHS: Tier II small-group interventions to teach students strategies for managing stress and anxiety
  - d. DES morning meetings on topics that come from identified areas of need from students and staff
  - e. Primary Social Thinking curriculum instructed by adjustment counselor, Tracy Purvis
  - f. "Non-Suicidal Self-Injury and Suicide Prevention" presented to DMS staff on 2/28/22 by Barent Walsh, Ph.D, the author of *Treating Self-Injury: A Practical Guide 2nd edition*, Guilford Press, (2014)

### **Local and Global Citizenship**

- 1. **Foster an environment that is supportive of diversity, promote equity, and is inclusive of all**
  - a. DPS has partnered with KW Diversity for the next two school years. Topics include:
    - i. By attending and participating in the following training Douglas Public School educators will gain a clear understanding of the definition and theory of cultural proficiency. Understanding theory is only useful if educators understand how the theory plays out in the classroom
    - ii. Participants will gain an understanding of the connection between theory and everyday practice
    - iii. Participants will be exposed to proven strategies to counter the negative effects of microaggressions, and or implicit bias
    - iv. Participants will gain an understanding of what it means to be a culturally proficient educator
  - b. Teen Truth Presentation at the High School. Followed up with a leadership training and curriculum for advisory
- 2. **Create and build upon inter and intra school connections**
  - a. 1st & 5th grade connected monthly to do activities together (reading stories, playing math games)
  - b. For the middle school "Spooktacular" choir concert, the 5th graders were invited to the middle school and the rest of the elementary school watched through Zoom
  - c. DMS Art Auction included art, music, and food from DHS programs
  - d. DMS-DHS Step Up Day March 4

3. **Review Core Values of schools to ensure that they are supportive of citizenship**
  - a. DHS School Council doing a (slightly abbreviated) Portrait of a Graduate, starting Dec 1
4. **Promote service project across all grade level locally and nationally**
  - a. Primary School and Douglas High School, held a Veteran's Day program to honor relatives of our students who are veterans
  - b. Primary School donated a Thanksgiving meal to a Primary School family whose parent is in the hospital
  - c. Snowflake Drive at Christmas
  - d. Students organized a coin drive to support St. Jude's at DES
  - e. Students organized a pet food, toy, and supply drive for Willy's Kitty Angels at DES
  - f. DMS Student Council Food Drive for the Douglas Food Pantry
  - g. DHS Community Service requirement re-instated
  - h. Several DHS Senior Projects are community-based service projects
  - i. DMS "Project 351" clothing drive scheduled for this spring

### **Growth Mindset**

1. **Work with students and staff in goal setting for the year**
  - a. Teen Truth Presentation at the High School. Followed up with a leadership training and curriculum for advisory
  - b. Each elementary classroom set a goal to work towards during the year which is displayed in the hallway
2. **Build a culture that promotes reflection and continuous improvement in students and staff**
  - a. Teen Truth Presentation at the High School. Followed up with a leadership training and curriculum for advisory
  - b. "The Machine" Jesse Green presentation for 4th at 5th graders and all DMS students promoting work ethic and resiliency
  - c. DHS: CPT in core departments with monthly themes include reflection on instruction, assessment, and curriculum
  - d. Weekly special education department meetings (by building) includes time for reflecting on effectiveness of targeted practices
3. **Use the model set forth in the Acceleration Road Map to build scaffolds for students to be successful**
  - a. Foster a sense of belonging and partnership among students and families
    - i.
    - ii. DPS applied and was accepted into the Massachusetts Family and School Partnership Initiative
      1. The following action plan was presented to the School Committee in March
        - a. What is our Vision
          - i. Create a vision for what partnerships mean and should look like
        - b. Collecting data via surveys
          - i. Use Panorama Survey for families, students, and staff to gather data on what we can be doing better
        - c. Increasing volunteers in schools
          - i. How can increase opportunities for parents and the community to be a part of the school day and community
        - d. Revamping Open Houses and Conferences
          - i. Establish a committee to look at how we can revamp open house and conferences to better meet the needs of all

- b. Continuously monitor students' understanding
  - i.
- c. Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.
  - i. DHS:
    - 1. Tier I included continuing to build capacity for FLEX students to be in inclusion classrooms
    - 2. Tier II included the revised intervention periods, after school tutoring center.
  - ii. DES
    - 1. Using STAR data to strategically group students for small group instruction in the general education classroom
    - 2. Increased Title One support through 2 additional paras allowing more students to receive services
  - iii. DMS
    - 1. Tier I included continuing to build capacity for FLEX students to be in inclusion classrooms
    - 2. Tier II support offered to students through the Academic Development Center

**SMART Goal II: STANDARD I--INSTRUCTIONAL LEADERSHIP (Instruction)**

By June 2022, the Leadership Team and I will have prioritized student engagement, fostering a safe learning environment, and clear objectives with purposeful instruction in classroom observations. Feedback to staff in observations will highlight at least one of these three areas.

This summer, at our leadership retreat, the Leadership Team went through a series of activities surrounding supervision and evaluation. Through these activities, we decided on three “must sees” in every classroom that we visit: student engagement, fostering a safe learning environment, and purposeful instruction. As a Leadership Team we have watched DESE calibration videos to help us as we visit classrooms and offer teachers meaningful feedback. Feedback to staff should be given following the CEIJ format (Claim, Evidence, Interpretation, Judgment). In addition to this we have scheduled learning walks between myself and the principals to be able to observe classrooms and discuss our takeaways. We will continue this work through the remainder of the school year. In the 2017-2018 school year a total of 118 formal observations were conducted. In the 2018-2019 school year 163 formal observations were conducted. This year we have conducted 112 formal observations and we are scheduled to complete over 200 by the end of the school year.

**SMART Goal III: MANAGEMENT AND OPERATIONS--Environment**

Throughout the 2021-2022 school year the district will prioritize and focus on the health, safety, and social and emotional well-being of students and staff by offering programs, providing resources, and supporting members of the Douglas Public Schools in these areas.

**The Well-Being of All**

**5. Expand after school opportunities for students**

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- DES programs moving forward.)
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    - i. LGBTQIA+ library
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    - iii. Students participating in the 2022 Connections conference
  - b. Members of the Leadership Team attended Professional Development workshops with Dr. Kalise Wornum
  - c. A portion of the each building's staff meeting in December was focused on Equity and Equality
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- 8. Continue to expand upon morning meeting, homeroom, and advisory to support the social emotional learning of students**
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  - c. DHS: Tier II small-group interventions to teach students strategies for managing stress and anxiety
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## **SMART Goal IV: FAMILY AND COMMUNITY ENGAGEMENT—Sharing Responsibility**

By the end of 2021-2022 we will increase our collaborative efforts with families to support student learning and development both at home and at school.

The Douglas Public Schools applied and was accepted into the Massachusetts Family and School Partnership Initiative. A report and action plan of this work will be presented in February. Our last meeting was in January and a presentation will be made to the School Committee in March. The highlighted takeaways of this project include:

1. What is our Vision
  - a. Create a vision for what partnerships mean and should look like
2. Collect data via surveys
  - a. Use Panorama Survey for families, students, and staff to gather data on what we can be doing better
3. Increase volunteers in schools
  - a. How can increase opportunities for parents and the community to be a part of the school day and community
4. Revamp Open Houses and Conferences
  - a. Establish a committee to look at how we can revamp open house and conferences to better meet the needs of all

The complete presentation was made to the School Committee On March 2. For the remainder of the school year we will focus on surveying all stakeholders and creating vision for the district.

## **2021-2022 EVIDENCE FOR STANDARDS**

At the start of the 2021 school year, the School Committee and the Superintendent agreed that the Superintendent would focus on the following 4 indicators for the evaluation process:

Standard I Instructional Leadership (Instructional Indicator)

Standard II Management and Operations (Environment)

Standard III Family and Community Engagement (Sharing Responsibility Indicator)

Standard IV Professional Culture (Managing Conflict Indicator)

What follows are some examples of evidence in each of these four standards. The School Committee received additional evidence in a Google Document.

### **Standard I Instructional Leadership**

***Instructional Indicator (Student Engagement, Quality and Effort of Work, Meeting Diverse Needs)***

**Proficient:** Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

**Exemplary:** Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging,



inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

## EVIDENCE

1. The Blueprint for Student Success was created and presented at various meetings throughout the year. It addresses the three areas in these indicators.
2. As part of our summer retreat we identified 3 focus areas for all classroom walkthroughs (Student Engagement, Purposeful Instruction, and Safe Learning Environment). When formal class observations are conducted, student engagement and meeting diverse needs will be a focus for feedback to staff. Learning walks were set up for the first two weeks of February between myself and the principals to discuss our three agreed upon “look fors” for this school year. We also spent parts of our leadership team meetings discussing ICEL (Developed by the PS/RtI Project, University of South Florida). The premise of this is before you can focus on the learner we need to address our instructional practices and curriculum. Student engagement is a part of this.
3. We have partnered with Literacy Specialist Claire Landrigan. One of the many things we are doing to engage students through this initiative is to build a book library to give students access to books that interest them. We are purchasing additional text books for grades K-5 to better meet the needs of students and teachers for the 21-22 school year with grant funds. Additionally, she has modeled interactive read aloud and small group instructional practices for staff to better meet the individual needs of students.
4. The Leadership Team participated in a 3 day PD workshop with Kalise Wornum to discuss diversity, equity, and inclusivity. Topics included cultural proficiency, implicit bias, and how to have the conversation with staff and students. Follow up discussions occurred at faculty meetings and during the January PD Day. This will be an ongoing theme in upcoming years.
5. Created a partnership with Nichols College and DHS to improve opportunities for students.

## Standard II Management and Operations

*Environment (Plans, Procedures, and Routines, Operational Systems, Social and Emotional Well-Being, Student Health and Safety)*

**Proficient:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by:

- orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;
- school and district buildings that are clean, attractive, welcoming, and safe; and
- safe and supportive learning environments for all students.

**Exemplary:** Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:

- orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;
- school and district buildings that are clean, attractive, welcoming, and safe; and
- safe and supportive learning environments for all students.

Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

## **EVIDENCE**

1. Principals have been allowed to create the policies and procedures in their buildings to ensure that their buildings run smoothly. I have supported and empowered them to do this. If there is an issue I assist them in this area. (Start of school year, masking, safety protocols)
2. Regularly scheduled safety meetings with Admin, Facilities, Police, Fire, and Building Inspector. We have scheduled and run ALICE drills, held PD sessions with the Fire Department, began updating our safety protocols, looked at online platforms for our safety protocols, and now have all staff wearing ID badges as a result of these meetings.
3. Most Mondays at 9AM, I meet with Cortney, Jeff, Raquel, and John to review what is going on in these 3 departments and offer help and assistance.
4. Each building has an SEL program in place for students. This was discussed and presented at various School Committee meetings.
5. Presented at the January 5 School Committee Meeting; Recharge weekend for the purpose of offering students and staff time to relax and disengage from school.
6. Set up monthly student meetings with students in grades 6-12 to better understand their needs and make for a better experience for them in schools.

## **Standard III Family and Community Engagement**

### ***Sharing Responsibility Indicator (Student Support, Family Support)***

**Proficient:** Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school, as evidenced by:

- the collaborative identification of each student's academic, social, emotional, and behavioral needs; and
- connecting families to the necessary resources and services within the school and the community to meet students' learning needs

**Exemplary:** Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access necessary services as needed within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

## EVIDENCE

1. The Blueprint for Student Success was created and presented at various meetings throughout the year. It covers both of these areas
2. All School Improvement Plans that were presented in November speak to adding supports to students and families
3. DPS applied and was accepted into the Massachusetts Family and School Partnership Initiative. The work that comes from this will allow us to better meet the needs of our families
4. Changed the structure of the November Conferences to allow for Zoom and in person meetings to meet the needs of families
5. Meet with principals on a regular basis to address needs as they come up and how to problem solve them (ex. Worked with Middle School to get speaker on mental health for staff, supported CPI training and de-escalation strategies for staff PD, etc)

## Standard IV Professional Culture

### *Managing Conflict Indicator (Response to Disagreement and Conflict Resolution, Consensus Building)*

**Proficient:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities, while maintaining a commitment to decisions that are in the best interest of all students.

**Exemplary:** Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

## EVIDENCE

1. We meet twice a month as a leadership team to address issues. Topics on conflict are often discussed
2. We have created a structure where principals meet once a week with building representatives to discuss building based issues
3. Principals submit a weekly report to me that highlights issues with students, staff, and families. We then meet to discuss if there are any issues
4. Over the course of the year, meetings have been held with various school and community members to address issues as they arise
5. Monthly meetings are held with DTA leadership to address and solve issues