

**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. November focus was on equity and representation in the curriculum
 - c. DPS and DES are working with a literacy consultant to ensure the curriculum is meeting the needs of students. To date we have met on interactive read aloud and small group instruction
 - d. Books were purchased for DPS and DPS 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.
- 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
- 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. Three staff members have completed the first workshops required to obtain Wilson Language Training (intensive) certification to date.
 - d. One staff member has been accepted to the 2021-2022 practicum group for Wilson Level 1 certification
- 4. Promote and expand the Pathways Program at the High School**
 - a. New Pathways in Culinary, Child Care, and Art developed
- 5. Continue to implement PLTW at DHS and being the process at DES and DMS**
 - a. This will be addressed in the FY23 Budget
- 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 on how to use data from STAR assessments
 - c. High School had data analysis presentation in Staff Meeting, data analysis sessions in CPT

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. A plan will be developed in late January based on this partnership
 - b. DHS Students participating in BVCOP courses; spring offerings announced 11-29

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
- 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. DHS Student Advisory Council created Staff Member of the Month; HS Departments selecting Students of the Month
 - e. 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
 - 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

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 micro-aggressions, 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
- 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. DMS Student Council Food drive for the Douglas Food Pantry

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 working hard and never giving up
 - 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**

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, Judgement).

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.

This has been a priority of the District and highlighted in our Blueprint. Examples include but are not limited to:

The Well-Being of All

- 5. Expand after school opportunities for students**
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SMART Goal IV: FAMILY AND COMMUNITY ENGAGEMENT—Sharing Responsibility

By the end of the 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 is scheduled in January. Some preliminary recommendations include:

- Develop/refine the district's vision for parent/family engagement and for each school to make that their own.
- Develop a thoughtful strategy for gathering family input (parents/caregivers and students) - starting with why you want the input, how you will use it, and how you analyze it.
- Re-organize a study/workgroup on parent/teacher conferences
- Consider focusing PD on deepening staff/district readiness and capacity for family-school partnership
 - family engagement as a core practice not a program
 - valuing families as assets
 - family voice data transparency; collaborative data use (surveys, etc.)
 - more systematic/systemic approaches for building partnerships with hard to reach (the way we currently outreach) families
- Develop district systems for support and tools for family partnership

The School Committee also identified the following 4 indicators as part of the Superintendent's Evaluation:

Standard I Instructional Leadership

Instructional Indicator

Student Engagement
Quality and Effort of Work
Meeting Diverse Needs

Standard II Management and Operations

Environment

Plans, Procedures, and Routines
Operational Systems
Social and Emotional Well-Being
Student Health and Safety

Standard III Family and Community Engagement

Sharing Responsibility Indicator

Student Support
Family Support

Standard IV Professional Culture

Managing Conflict Indicator

Response to Disagreement and Conflict Resolution
Consensus Building

An overview of these will be reviewed at the School Committee Meeting on January 19, 2022.