

James Adams
Superintendent of Schools
Ashland Public Schools



Superintendent's Goals: 2021/2022

District Vision

The Ashland Public Schools is a forward thinking district that cultivates the academic and social-emotional growth of each student through a supportive, collaborative, innovative and challenging environment. Students will develop into self-motivated, resilient, life-long learners, who embrace their role as responsible contributors to a global community.

Mission

We are committed every minute, every hour, every day, to every student.

Cultivate Well-Being of All: We will ensure student, faculty, and staff well-being by teaching strategies, skills, and competencies necessary to maintain and support social-emotional health.

Promote Academic Excellence: We will improve achievement for all students by providing individualized, equitable, and challenging opportunities in an environment that fosters growth and skill acquisition for each student.

Engage Students, Families and Community as Partners in Learning: We will continuously model a district environment based on collaboration, respect, and open lines of communication through partnerships with students, caregivers, community-members, businesses, community-based organizations, and educational institutions.

Champion Educator Excellence: We will attract, develop, and retain highly qualified, passionate educators who are committed to the vision of the Ashland Public Schools.

The following goals are directly tied to **Ashland's Blueprint for Continuous Student Improvement Priority Areas and the Ashland School Committee Goals.**

Goal #1: Student Learning Goal and District Improvement Goal

Throughout the 2021/2022 school year, an implementation procedure will be established and utilized in order to screen all students in grades K-5 using the DESSA Comprehensive SEL System from Aperture Education.

Standard I: Instructional Leadership

- B. Instruction Indicator: Meeting Diverse Needs
- C. Assessment Indicator: Variety of Assessment Methods
- E. Data-Informed Decision-Making Indicator: Data-Informed Decision Making
- E. Data-Informed Decision-Making Indicator: Plans and Goals

Standard II: Management and Operations

- A. Environment: Social Emotional Well-Being
- A. Environment: Student Health and Safety

Standard III: Family and Community Engagement

- B. Sharing Responsibility Indicator: Student Support
- B. Sharing Responsibility Indicator: Family Support
- D. Family Concerns Indicator: Family Concerns

Standard IV: Professional Culture

- C. Communications Indicator: Communication Skills
- D. Continuous Learning Indicator: Continuous Learning of Staff
- E. Shared Vision Indicator: Shared Vision Development

District Alignment:

Cultivate Well-Being of All: We will ensure student, faculty, and staff well-being by teaching strategies, skills, and competencies necessary to maintain and support social-emotional health.

School Committee Goal:

1. Prioritize the adoption and integration of Social-Emotional Learning into our school culture, curriculum, and supports
2. Provide an excellent, equitable and current academic curriculum infused with social-emotional growth competencies

Stage:

- Planning
- **In Progress**

Start Date: (Sep., 2021)
End Date: (June, 2022)

Action Items:

- Director of SEL and Department of Technology will participate in DESSA training - September 2021
- Director of SEL and DESSA implementation teams from Warren and Mindess will participate in a training session on the DESSA Comprehensive SEL System by October 31, 2021
- All students will be screened as a Tier 1 practice by the end of November 2021 in order to identify those who are in need of further instruction in one or more areas of social and emotional competence.

- Students who score in the area of Needs Further Instruction will complete the full DESSA exam by classroom teachers by the end of December 2021
- Director of SEL and DESSA implementation teams from Warren and Mindess will review results of students who scored in the area of Needs Further Instruction and develop action plans for these students by the end of January 2022. Evidence-based, targeted SEL strategies will be implemented in the areas of need.
- All students in Grades K-5 will be re-screened using the DESSA-Mini, by their classroom teacher, by the end of May 2022, in order to measure progress in their social and emotional competence and to identify those in need of further instruction.
- Director of SEL and DESSA implementation teams will create a plan for utilizing the DESSA Comprehensive SEL System during the 2022-2023 school year.

Indicators of Success:

1. Completion of initial DESSA Training
2. Screening of K-5 students
3. Implementation of SEL strategies for students identified as needing additional instruction
4. Rescreening to develop plans for 2022-2023

Goal #2: Student Learning Goal and District Improvement Goal

Educators at the middle and high school will explore the data from the Developmental Relationships Survey that was administered to students in grades 6-11 in June 2021, in order to create a plan for strengthening developmental relationships between staff and students, by June of 2022.

Standard I: Instructional Leadership

- B. Instruction Indicator: Meeting Diverse Needs
- C. Assessment Indicator: Variety of Assessment Methods
- E. Data-Informed Decision-Making Indicator: Data-Informed Decision Making
- E. Data-Informed Decision-Making Indicator: Plans and Goals

Standard II: Management and Operations

- A. Environment: Social Emotional Well-Being
- A. Environment: Student Health and Safety

Standard III: Family and Community Engagement

- B. Sharing Responsibility Indicator: Student Support
- B. Sharing Responsibility Indicator: Family Support
- D. Family Concerns Indicator: Family Concerns

Standard IV: Professional Culture

- C. Communications Indicator: Communication Skills
- D. Continuous Learning Indicator: Continuous Learning of Staff
- E. Shared Vision Indicator: Shared Vision Development

District Alignment:

Cultivate Well-Being of All: We will ensure student, faculty, and staff well-being by teaching strategies, skills, and competencies necessary to maintain and support social-emotional health.

School Committee Goals:

1. Prioritize the adoption and integration of Social-Emotional Learning into our school culture, curriculum, and supports
2. Provide an excellent, equitable and current academic curriculum infused with social-emotional growth competencies

Stage:

- Planning
- **In Progress**

Start Date: (June, 2021)
End Date: (June, 2022)

Action Items:

- Establish a core team at AMS and AHS.
- Review and analyze the data from the Developmental Relationships Survey.
- The core teams from AMS and AHS will receive training in developmental relationships.
- The core teams will identify evidence-based practices regarding the development of relationships between staff and students.

- The core teams will create a plan for strengthening developmental relationships between staff and students, utilizing evidence-based practices.

Indicators of Success:

1. The completion of a comprehensive plan for strengthening developmental relationships between staff and students, utilizing evidence-based practices.

Goal #3: District Improvement Goal:

By June of 2022, in collaboration with Dr. Kris Taylor and Dr. Des Floyd, we will establish a shared language, mindset, and skills necessary to improve our capabilities to be a more equitable education system for students and families. We will practice/exercise as an administrative team how to design and monitor equity in our school system, explore racial identity lenses and make connections to antiracist awareness and action.

Standard I: Instructional Leadership

- B. Instruction Indicator: Meeting Diverse Needs
- C. Assessment Indicator: Variety of Assessment Methods
- E. Data-Informed Decision-Making Indicator: Data-Informed Decision Making
- E. Data-Informed Decision-Making Indicator: Plans and Goals

Standard II: Management and Operations

- B. Human Resources Management and Development Indicator: Recruitment and Hiring Strategies

Standard III: Family and Community Engagement

- A. Engagement Indicator: Family Engagement
- A. Engagement Indicator: Community and Stakeholder Engagement
- B. Sharing Responsibility Indicator: Student Support
- B. Sharing Responsibility Indicator: Family Support
- C. Communication Indicator: Culturally Proficient Communication
- D. Family Concerns Indicator: Family Concerns

Standard IV: Professional Culture

- A. Commitment to High Standards Indicator: Mission and Core Values
- B. Cultural Proficiency Indicator: Policies and Practices
- C. Communications Indicator: Communication Skills
- D. Continuous Learning Indicator: Continuous Learning of Staff
- D. Continuous Learning Indicator: Continuous Learning of Administrator
- E. Shared Vision Indicator: Shared Vision Development

District Alignment:

Cultivate Well-Being of All: We will ensure student, faculty, and staff well-being by teaching strategies, skills, and competencies necessary to maintain and support social-emotional health.

Promote Academic Excellence: We will improve achievement for all students by providing individualized, equitable, and challenging opportunities in an environment that fosters growth and skill acquisition for each student.

Engage Students, Families and Community as Partners in Learning: We will continuously model a district environment based on collaboration, respect, and open lines of communication through partnerships with students, caregivers, community-members, businesses, community-based organizations, and educational institutions.

School Committee Goals:

1. Develop, update, and maintain policies that support an equitable education for all students
2. Engage in an equity audit to assess issues of equity and inequity across all policy, academic, and operational aspects of the district and commit resources to implement recommended changes or

initiatives

Stage:

- Planning
- **In Progress**

Start Date: (Aug. 2020)
End Date: On-Going

Action Items:

- The administrative team will meet with Dr. Taylor and Dr Floyd four times: August, October, January, and March
 - Work collaboratively to establish a shared language, mindset and skills. Identify the conceptual and declarative knowledge all leaders should possess.
 - Practice/exercise as a team how to design and monitor equity in school systems Ex. Use of data and benchmarks. Identify the procedural knowledge all leaders should possess.
 - Explore racial identity lenses and the connections to antiracist awareness/action. Identify the personal challenges that could impede progress
- Dr. Floyd and Dr. Taylor will meet with AHS and AMS administration bi-monthly to support principal and team with professional development for faculty
- The CARES team will continue to lead and facilitate discussions and professional learning opportunities for the AHS staff.
- Dr. Floyd and Dr. Taylor will lead two whole faculty professional learning opportunities for the AMS staff.
- The CARES team will lead a series of discussions using books, movies and other media as a guide about race, equity, and social justice
- Continue to partner with community organizations such as AREA and Ashland Is United
- Partner with Agogos to improve upon hiring practices and to become more accessible to minority candidates.

Indicators of Success:

1. Admin meetings with consultants throughout 2021-2022
2. The identification of improvement opportunities

Goal #4: District Improvement Goal:

Throughout the 2021-2022 school year, the administrative team will collaborate with our newly hired Director of Communications to streamline a system of communication to ensure consistency in the manner in which building principals communicate with families. In addition, we will continue to work with community groups and organizations (PTO, ASHPAC, AREA, AEFI, AIU, etc.) to build and foster relationships with community groups and improve communication.

Standard I: Instructional Leadership

B. Instruction Indicator: Meeting Diverse Needs

Standard III: Family and Community Engagement

A. Engagement Indicator: Family Engagement

A. Engagement Indicator: Community and Stakeholder Engagement

C. Communication Indicator: Culturally Proficient Communication

D. Family Concerns Indicator: Family Concerns

Standard IV: Professional Culture

A. Commitment to High Standards Indicator: Mission and Core Values

B. Cultural Proficiency Indicator: Policies and Practices

C. Communications Indicator: Communication Skills

E. Shared Vision Indicator: Shared Vision Development

District Alignment:

Engage Students, Families and Community as Partners in Learning: We will continuously model a district environment based on collaboration, respect, and open lines of communication through partnerships with students, caregivers, community-members, businesses, community-based organizations, and educational institutions.

School Committee Goals:

1. Collaborate with Director of Communications on how to develop and improve School Committee communications

Stage:

- Planning
- **In Progress**

Start Date: (Oct. 2021)
End Date: (March, 2022)

Action Items:

- Develop a district-wide communications plan
- Engagement of the Ashland Community

Indicators of Success:

1. Communication analysis and plan presented by March 2022

Goal #5: Professional Practice Goal:

Through a comprehensive approach a newly created multi-year Blueprint for Continuous Student Improvement will be created and approved by the Ashland School Committee no later than June of 2022.

Standard I: Instructional Leadership

Standard II: Management and Operations

Standard III: Family and Community Engagement

Standard IV: Professional Culture

*All indicators are touched upon in the development of a new Blueprint for Continuous Student Improvement

District Alignment:

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Stage:

- **Planning**
- In Progress

Start Date: (Nov. 2021)
End Date: (June, 2022)

Action Items:

- Engage an outside agency (ie. NESDEC) to assist in creating a plan
- Engage community in data collection

Indicators of Success:

1. Hiring of outside agent - December 2021
2. Data gathering January-March 2022
3. Draft of Blueprint to Ashland School Committee- April 2022
4. School Committee approves Blueprint June 2022

Goal #6: Student Learning Goal and District Improvement Goal:

Start Date: (Sept, 2021)
End Date: (On Going)

During the 2021-2022 school year, the Lucy Calkin's Units of Study will be fully implemented in Grades K-5 and 80% students will show one full-year of growth in reading as measured by the Fountas and Pinnell Benchmark System (BAS) and 80% of students who are required to participate in MCAS testing will show at least 50% Student Growth (SGP) on the 2022 MCAS.

Standard I: Instructional Leadership

*All indicators are touched upon in the development of a new Blueprint for Continuous Student Improvement

District Alignment:

Promote Academic Excellence: We will improve achievement for all students by providing individualized, equitable, and challenging opportunities in an environment that fosters growth and skill acquisition for each student.

School Committee Goals:

1. Provide an excellent, equitable and current academic curriculum infused with social-emotional growth competencies
 - a. Develop a plan for periodic reporting on curriculum, including the basis for curriculum decisions, how the curriculum aligns with our School Committee and district goals, and how curriculum is impacting student outcomes

Stage:

- In Progress

Action Items:

- Professional development on the readers' and writers' workshop model and the Lucy Calkins Units of Study
- Implementation of the Foundations Program
- Hiring of a Literacy Coach to work towards full implementation of the Units of Study
- Continued investment in appropriate materials and provide educators with resources on evidence based practices
- BAS testing throughout the year
- Identify appropriate Dyslexia Screening tool to be implemented in the 2022-2023 school year
- Identify additional diagnostic tools to assess student growth in literacy at the K-5 level for future implementation for the 2022-2023 school year.

Indicators of Success:

1. Full implementation of Lucy Calkin's Units of Study - On Going
2. Initial BAS testing K-5 by the end of December 2021
3. Analysis of BAS testing identifying student needs
4. April BAS testing K-5 to gauge progress of literacy goal
5. June BAS testing K-5
6. Results from the 2022 ELA MCAS for Grades 3-5

Goals Approved by Ashland School Committee on November 18, 2021