

East Longmeadow Public Schools
2022-2023 SMART Goals

What are SMART Goals?

Specific (states what is to be accomplished)

Measurable (objectively assessed)

Attainable (yet challenging)

Relevant (essential to improving student achievement)

Timely (clear timelines are set)

Every student is reflected in the SMART goals

District Mission

Our mission in the East Longmeadow Public Schools is to promote achievement and accountability in all endeavors as we educate today for the challenges of tomorrow.

District Theory of Action

If WE strengthen core instruction within a safe, nurturing, and respectful learning environment and develop collaborative leadership across the school district,

Then...

WE will prepare students who possess strong 21st Century Skills: our students will leave ELPS with effective communication skills, the ability to work collaboratively, think critically, and problem solve.

District SMART Goal - Supporting the Whole Child:

Focusing on Universal Design for Learning, Social & Emotional Ed., Cultural Responsiveness, and Belonging

All ELPS staff will create a safe, nurturing, equitable and inclusive learning/working environment in which students are supported in developing the knowledge, skills (academic , social and emotional), and the mindset to become expert learners and culturally-proficient citizens.

★ Aligns with DESE Acceleration Roadmap Priority 1



End of Year Benchmarks:

- 90% or higher of students will respond favorably to questions about their own well-being
- 80% or higher of students will report in end-of-year surveys that their learning community/classroom is supportive and engaging
- 95% or higher of staff will report in end-of-year surveys that they felt supported
- 80% of staff will report there has been an effective use of collaborative time
- The District Chronic Absenteeism rate will be below 3%



SUPPORTING THE WHOLE CHILD

KEY ACTION STEPS:

Key Action Steps:	Evidence:
<p>1. We continue to use the <u>District Equity Audit</u> recommendations as well as the MASS REDI Guide to act on the High Leverage Action Steps for Educator Capacity to teach all students.</p>	<ul style="list-style-type: none">● Learning Community Survey data● District Professional Development● Documented processes created/revised with CLEE



SUPPORTING THE WHOLE CHILD

KEY ACTION STEPS:

Key Action Steps:	Evidence:
<p>2. Continue to build an instructional environment that integrates social, emotional, and academic support and instruction.</p> <p>3. Utilize School-Based MTSS team times to analyze Panorama Survey data to identify overall trends and students who may need additional support.</p>	<ul style="list-style-type: none">● Scheduled Professional Development, Building MTSS Work, and Coaching/Consulting● Panorama Student Surveys● MTSS team agendas/minutes● Staff Feedback/Surveys



SUPPORTING THE WHOLE CHILD

KEY ACTION STEPS:

Key Action Steps:	Evidence:
<p>4. Continue partnership with River Valley Counseling at all Five Schools</p>	<ul style="list-style-type: none">● Number of ELPS students working with River Valley Counseling

Connected Action Steps at Schools

Elementary:

- Continue to Provide Second Step Social/Emotional Curriculum
- Engage in Community Circles/Morning Meetings in every classroom
- Access River Valley Counseling Services for students
- Engage in activities where staff and students feel that they belong to a community where we know and trust each other

Connected Action Steps at Schools

Secondary:

BPMS Action Steps:

- Thursday 30-minute advisories weekly for SEL instruction. Thus far we've been focused school wide on self-regulation and being an "upstander." SEL Panorama Surveys will also drive advisory lessons.
- Students receiving counseling through River Valley Counseling and we work closely with the therapists.
- Partnership with Innocent Classroom and school-based ABAR Committee focused on continually improving equity practices.
- We are improving our SAM Process (Student Assistance Meetings) to more effectively balance the academic and emotional needs of our students.
- Club Offerings continuing to diversify and expand (Pride Club and NCCJ Bridges Club).
- Continuing to strengthen our ability to support LGBTQ+ students.
- A continual focus on positive relationships being the bedrock of the middle school experience!

ELHS Action Steps:

- Continue to refine the roles and structure of our MTSS team:
 - Utilize resources we have and identify what we may need to support students
 - Streamline data to track student progress, need, and intervention
 - Collect and analyze schoolwide data and implement school-wide interventions
 - Expand the MTSS team to include academic teachers
- Administer PSATs to students in grades 9 through 11 to help students develop their 4-year plan
- The Guidance Department will push into ELA classes four times per grade per year to deliver their curriculum
- Work with central office staff to develop and coordinate wellness, climate, and academic surveys
- Continue to expand our relationship with RVCC

Student Services

Early Childhood Education

Our school district will continue to improve our early childhood programming for students in East Longmeadow ages 3-5

1. **Integrated Preschool:** 3 Full-Day programs, 2 Half-Day Programs
 - a. Staffing
 - i. Teachers: 4 Licensed Teachers, Early Childhood Coordinator
 - ii. Paraprofessionals assigned to support all our classes
 - iii. Related Services: OT, PT, SLP, TVI, APE, AT/AAC
 - iv. Nursing: Full Time RN (Shared Position)
 - b. Students (65)

2. **Milestones Program:** Substantially Separate Program for children ages 3-5
 - a. Staffing
 - i. Teacher: 1 Licensed Special Education Teacher, Early Childhood Coordinator
 - ii. Paraprofessionals assigned to support all of our students
 - iii. Nursing: Full Time RN (Shared Position)
 - b. Students (6)

3. **Walk-In Program** w/high school services
 - a. Staffing
 - i. Two Speech and Language Pathologists (Staff Member, Part-time Contract)
 - b. students (14)

Student Services Con't

Transition to Adulthood Programming

Our school district will provide and continue to improve special education programming for East Longmeadow residents ages 18-22 with significant and complex disabilities.

- a. Staffing
 - i. Teachers: 1 Licensed Special Education Teacher
 - ii. Related Services: OT, PT, SLP, TVI, APE, AT/AAC, BCBA
 - iii. Nursing: RN, LPN, 2 CNAs
- b. Students
 - i. 4

District SMART Goal - Instructional Practice:

ELPS will continue to support its staff to provide standards-based, 21st Century learning experiences throughout all grade levels that are rooted in Universal Design for Learning and Culturally Sustaining Pedagogy in order for all students to achieve.

★ Aligns with DESE Acceleration Roadmap Priority 3



End of Year Evidence:

- Finalized Elementary ELA Scope and Sequence for new ELA curriculum
- Finalized World Languages Scope and Sequence 6-12
- Finalized Math Scope and Sequence for Grades K-8; draft 9-12
- Draft of Social Studies Scope and Sequence for grades 6-12
- Finalized Science Scope and Sequence 6-8



INSTRUCTIONAL PRACTICE KEY ACTION STEPS:

Key Action Steps:

1. The ELPS Leadership Team will continue to work with the Center for Leadership and Educational Equity participating in Instructional Rounds to Observe Instruction and Provide Useful Feedback.

- ◆ We continue to use the [District Equity Audit](#) recommendations and act on the High Leverage Action Steps for Educator Capacity to teach all students

Evidence:

- Learning Community Survey data
- Documented processes created/revised with CLEE



INSTRUCTIONAL PRACTICE KEY ACTION STEPS:

Key Action Steps:	Evidence:
<p>2. The District/Schools will implement standards-based curriculum in all academic subjects aligned to current MA Curriculum Frameworks (or national standards where applicable). All members of the ELPS Leadership Team will continuously monitor revisions made by the Dept. of Elementary and Secondary Education. This will drive the ongoing collaborative work with ELPS Dept. Heads, Academic Coaches, and Teachers to revise curricular scope and sequences.</p>	<ul style="list-style-type: none">● Scheduled work with the Elementary Implementation Committee and Departments to improve existing report card and develop future professional development on standards-based instruction and grading● Professional Development for implementing new curricular materials● Finalized Scope and Sequences at the identified grade levels



INSTRUCTIONAL PRACTICE

KEY ACTION STEPS:

Key Action Steps:	Evidence:
<p>3. The ELPS Leadership Team will continue to support all staff in using technology to differentiate instruction in order to allow all students, at all grade levels to engage the curriculum at their current skill level.</p>	<ul style="list-style-type: none">• Personalized learning data in district applications (Lexia, i-Ready, Learning Ally, ST Math, etc.)

Connected Action Steps at Schools

Elementary:

- All three elementary schools are implementing newly adopted literacy curricula
 - Foundations
 - Wit and Wisdom
 - Heggerty
- All three elementary schools have begun phasing in newly adopted math curricula
 - Illustrative Math
 - ST Math

Connected Action Steps at Schools

Secondary:

BPMS Action Steps:

- Utilizing Enrichment time to target students who need intervention but can't access it during their specials, as well as provide engaging and innovative learning to students.
- 60 minutes per week, built into the schedule, for students to work in iReady My Path for math and ELA.
- New curriculum in Science: Open Sci Ed.
- New curriculum in Math: Illustrative Math and Reveal Algebra.
- Math Department focused on standards-based learning and driven by our standards-based report cards
- A school wide professional development focus on Student Engagement and practices of UDL. Four staff workshops completed thus far.

ELHS Action Steps:

- Staff will identify a UDL area of interest and begin expanding their UDL "tool box" to incorporate those practices into their classes
- Continue the work of our building-based Professional Development Committee to support our staff's UDL work
- Continue the work of our building-based Equity and Inclusion Committee
- The Mathematics, History and Social Sciences, and Classical and Modern Language Departments will engage in professional development that will support their integration and utilization of their new curricular resources

District SMART Goal - Continuous Learning & Achievement

Teachers will collaboratively use assessment data to support all students in achieving a high standard of academic performance and growth

★ Aligns with DESE Acceleration Roadmap Priority 2



End of Year Benchmarks:

- Maintain Aggregate Student Growth on MCAS within the Typical Growth Range of 40% - 60%
- ELPS will achieve above the State average in ELA, Math, and Science in the categories of Meeting and Exceeding Expectations
- 40-60% of students will achieve annual typical growth on i-Ready
- 30-40% of students will meet annual stretch growth on i-Ready



CONTINUOUS LEARNING & ACHIEVEMENT

KEY ACTION STEPS:

Key Action Steps:	Evidence:
<p>1. Continued support for Department Heads, Administrators, and Common Planning Time Facilitators in leading Common Planning Time collaboration</p> <p>2. Use Collaborative Planning Time to increase capacity of educators to discuss and address with colleagues practices related to instruction (e.g., planning for equitable instruction; using learning targets and success criteria; designing and analyzing formative assessments to drive instruction).</p> <p>3. School and District-based MTSS teams will review of number of students receiving intervention, monitor growth, and review for ELHS student enrollment in AP/Honors classes (esp. for traditionally marginalized groups)</p>	<ul style="list-style-type: none">● Agendas of PD offered● MTSS/CPT Meeting agendas and logs● Growth data● AP/Honors enrollment data

Connected Action Steps at Schools

Elementary:

- All three elementary schools are utilizing common planning time to unpack and support the implementation of the new literacy curricula
- All three elementary schools are utilizing data (iReady and various other screening tools) to identify students in need of intervention

Connected Action Steps at Schools

Secondary:

BPMS Action Steps:

- iReady Mastery Checks and iReady Growth Checks in Math and ELA working to ensure re-teaching is cyclical and targeted.
- Weekly Collaboration Station and Counterpart Times for sharing of best practices, analysis of student work to inform instruction, and data cycle work.
- Our new Student Intervention Coordinator is running all MTSS programming and significantly improving our ability to ensure students don't slip through the cracks academically.
- iReady incentives and rewards as we strive to increase student motivation.
- ELA Department is focused on aligning the teaching and assessing of all 3 genres of writing.
- Mr. Pearson and the team analyzed iReady data to lead Professional Development focused on comprehending informational text.

ELHS Action Steps:

- All staff and departments will identify and utilize programs and teaching strategies that provide them formative feedback about students in their classes
- The Math, Science, and English departments will identify the best targeted approach to collect formative data in commonly taught MCAS-related courses
- Departments will revise curricular scope and sequences where applicable in order to align to full-year programming
- Individual departments (i.e. Mathematics, History and Social Sciences) and Classical and Modern Languages, will work to adopt and utilize and implement their new curricular resources into their classes

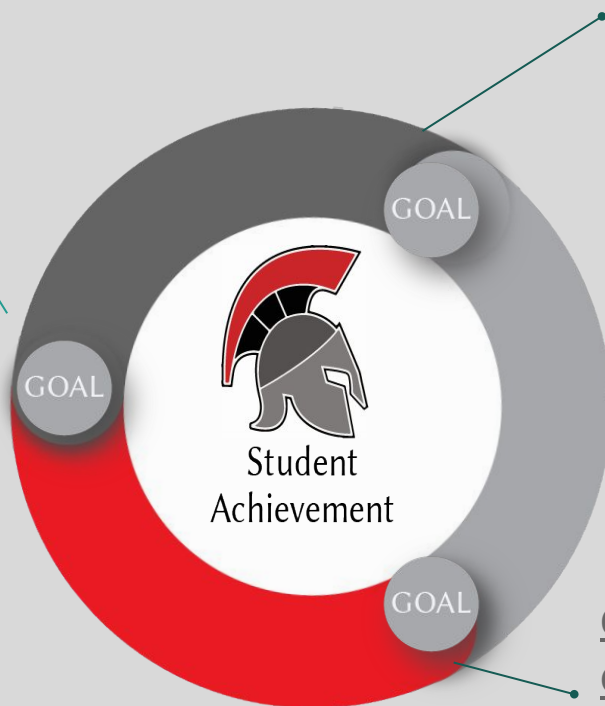
ELPS SMART Goals for 2022-2023

Instructional Practice:

Supporting the Whole Child:

Focusing on Universal Design for Learning, Social & Emotional Ed., and Cultural Responsiveness

All ELPS staff will create a safe, nurturing, and equitable and inclusive learning/working environment in which students are supported in developing the knowledge, skills (academic, social and emotional), and the mindset to become expert learners and culturally-proficient citizens.



100% of ELPS teachers will provide standards-based, 21st Century learning experiences rooted in Universal Design for Learning and Culturally Sustaining Pedagogy in order for all students to achieve.

Continuous Learning & Achievement Goal

Teachers will collaboratively use formative assessment data to support all students in achieving a high standard of academic performance and growth