

# Tyngsborough Public Schools

## Strategy for District Improvement



### True North Statement

We value all people in our school

growth.

community and are committed to continuous

### Vision

The Tyngsborough Public Schools, in partnership with our community, strives to provide an inclusive, innovative and individualized experience that challenges all learners to maximize their potential and positively impact our world

Strategic Objectives	Strategic Priorities
<b>1. Meeting the needs of all students</b>  TPS will ensure that all students are provided high quality educational experiences that meet their individual social, emotional, and academic needs.	1.1 <a href="#">Ensure all students will have multi-tiered educational experiences focused on individual social, emotional, and academic growth.</a>  1.2 <a href="#">Provide targeted interventions and extensions, as well as specific programming that meet the individual needs of all learners</a>
<b>2. Providing comprehensive and inclusive learning environments</b>  TPS will proactively provide a continuum of support that will empower students and staff to maximize educational experiences.	2.1 <a href="#">Improve academic achievement outcomes by continuing work centered on curriculum alignment and development, and maintaining a focus on collaborative feedback and evaluation.</a>  2.2 <a href="#">Effectively use data and research to ensure that educational and operational decisions are grounded in best practice.</a>
<b>3. Prioritizing professional growth and development</b>  TPS will ensure that every educator is utilizing instructional practices to create an equitable and inclusive experience for all.	3.1 <a href="#">Develop and implement innovative and student-centered instructional and assessment practices consistently throughout the District</a>  3.2 <a href="#">Build capacity in the staff's knowledge of, and ability to effectively use various forms of data and feedback to inform curriculum, instruction, and assessment design and practices</a>

## Meeting the Needs of All Students

**Priority 1.1:** Ensure all students will have multi-tiered educational experiences focused on individual social, emotional, and academic growth.

### TES

#### **Key Action 1.1**

By June 2025, TES will implement and monitor the effectiveness of the multi-tiered educational experiences available to students to meet their individual social, emotional, and academic growth.

#### **Output-Based Evidence**

- Continued professional development on principles of MTSS
- Identify and implement tiered supports
- Support student transition with ongoing communication and collaboration with TMS staff and administration

#### **Outcome-Based Evidence**

- Staff will apply the principles of MTSS by consistently implementing practices to support a response to students' needs
- Increased student growth on formal and informal district assessments

### TMS

#### **Key Action 1.1**

By June 2025, the administrative team will provide professional development opportunities to staff that emphasize multi-tiered equitable educational experiences focused on individual social, emotional and academic growth.

#### **Output-Based Evidence**

- Articulated WIN block expectations (i.e., entry/exit criteria) for student placement
- Create engaging opportunities for students meeting grade level expectations in order to enhance educational experience
- Increase opportunities for social emotional programming to include tiered counseling supports (individual vs. group) and SEL curricular opportunities
- Create professional development opportunities that develop and increase teacher proficiency in skills associated with Keys to Literacy
- Through professional development opportunities and coaching, teachers will demonstrate effective use of inclusive teaching practices in the tier I classroom setting.

#### **Outcome-Based Evidence**

- Data which indicates increased opportunities for students identified "below grade level" through diagnostic testing.
- Students identified for additional support will demonstrate growth as measured through diagnostic testing.
- Observational data and data submitted by teams regarding the use of Common Planning Time that informs changes to instruction and interventions to better meet learner needs.
- Increased number of groups and participants in established social emotional groupings by the counseling staff
- Observational and survey data based on feedback from students on the effectiveness of interventions including advisory.
- Observational data on teacher's implementation of learned skills and strategies that increase choice and multiple opportunities to demonstrate their learning in alignment with grade-level standards.

### THS

**Key Action 1.1**

During the 24-25 school year, the Administrative team in collaboration with THS staff, will create clear criteria for WIN Block (i.e, entry and exit criteria) based on data including the D/F list to increase student academic, social-emotional, and behavioral outcomes for all students.

**Output-Based Evidence**

- Continue procedure for multi-tiered student placement to include specific programming options for students requiring specialized instruction
- Provide opportunities for social emotional programming to include tiered counseling supports (individual vs. group) and SEL curricular opportunities
- Review opportunities for students requiring extension of their learning past the general education setting to enhance their learning experience

**Outcome-Based Evidence**

- Data providing feedback from students on the effectiveness of W.I.N.
- Data providing feedback from staff on the effectiveness of W.I.N.
- Reduced number of students who have a D/F in a course
- Improved educational outcomes for all students

## Meeting the Needs of All Students

**Priority 1.2:** Provide targeted interventions and extensions, as well as specific programming that meet the individual needs of all learners

### TES

**Key Action 1.2**

By June 2025, TES will provide interventions and extensions that meet the individual needs of all learners.

**Output-Based Evidence**

- Review effectiveness of intervention supports
- Peer and evaluator observations
- Assessment data, including ongoing progress monitoring data
- Monthly progress monitoring timelines and expectations
- Utilize related service providers as active partners with classroom teachers to ensure students are generalizing skills in the inclusion classroom
- Implementation of second WIN block

**Outcome-Based Evidence**

- Individual student growth on post-assessment data, progress monitoring data, and local and state standardized assessments
- Student growth in identified areas of need

### TMS

**Key Action 1.2**

By June 2025, the Administrative and Counseling teams will increase and improve interventions and extensions for students in need and will focus on the variability of all students. Administration will prioritize programs and effectively communicate with families in order to better meet the learning needs of all students.

**Output-Based Evidence****Outcome-Based Evidence**

<ul style="list-style-type: none"> <li>• Increase the number of opportunities for students through counseling programs.</li> <li>• Continue to provide targeted, goal based, interventions and extensions that foster skill development.</li> <li>• Increase instructional opportunities for MLL students to meet grade level standards.</li> <li>• Increase communication between administration, teachers and MLL staff.</li> <li>• With counseling staff, administrators will engage in building a school community which will focus on an inclusive and welcoming environment that students want to be a part of.</li> <li>• Communicate more effectively with families on the importance of attendance.</li> <li>• Establish a weekly counselor and administrative meeting to address absenteeism, monitor student achievement, and discuss the social and emotional needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling staff will target student level of need for placement with the appropriate service provider (i.e. school psychologist, school social worker, or school counselor).</li> <li>• Counselors and social worker continue in-class lessons with entire student body.</li> <li>• Counselors effectively advocate for student needs with colleagues as demonstrated in team meeting notes, SST notes and faculty meeting notes</li> <li>• Through observational data and lesson plans, focus on meeting the needs of our MLL students will increase.</li> <li>• MLL students will demonstrate measured growth on IXL diagnostics, WIDA, and MCAS testing.</li> <li>• ECP data will be utilized to identify increases in staff, student, and family measuring a feeling of increased comfort with the TMS community.</li> <li>• We will see a reduction in Chronic Absenteeism based on March 2024 and March 2025 DESE data</li> </ul>
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THS	
<b>Key Action 1.2</b> By June 2025, the Administrative team will support co-teaching pairs to transition from our model of strategic integration to evidence-based co-teaching that leverages co-planning, co-assessing, and the 6 co-teaching approaches based on data (one teach, one support; two teacher; parallel teaching; alternative teaching; station teaching).	
<b>Output-Based Evidence</b> <ul style="list-style-type: none"> <li>• Ongoing professional development for co-teaching teams on evidence-based co-teaching practice which may include, but is not limited to book studies, instructional rounds, administrator feedback, co-planning opportunities, etc.</li> <li>• A schedule that provides co-planning time for co-teaching teams.</li> </ul>	<b>Outcome-Based Evidence</b> <ul style="list-style-type: none"> <li>• Observational and documented improvement in co-teaching using the 6 co-teaching approaches</li> <li>• Increased educational outcomes for students in co-taught classrooms.</li> </ul>

Providing comprehensive and inclusive learning environments
<b>Priority 2.1:</b> Improve academic achievement outcomes by continuing work centered on curriculum alignment and development, and maintaining a focus on collaborative feedback and evaluation.

TES	
<b>Key Action 2.1</b> By June 2026, enhance accessibility to curriculum documents including pacing guides, units, lessons, and assessments in an effort to ensure equitable instructional practices.	
<b>Output-Based Evidence</b>	<b>Outcome-Based Evidence</b>

<ul style="list-style-type: none"> <li>Curriculum documents, including rubrics and assessments</li> <li>Develop rubrics that align to the standards based report card</li> <li>Monitor the efficacy of all core curriculum areas</li> <li>Evaluate the ELA curriculum in order to make informed decisions regarding implementation</li> <li>Continue the comprehensive plan for our content leaders which includes monitoring curriculum, grade level supplies and materials, and targeted job embedded professional development</li> <li>Outcome driven PLC and data meetings</li> <li>Educator observation feedback</li> </ul>	<ul style="list-style-type: none"> <li>Updated pacing guides accessible for all</li> <li>Grade-level and vertical team meetings will use a consistent process for reviewing student work samples and data to inform instruction and student learning</li> <li>Grade-Level Teams will ensure equitable timelines and alignment with instruction while utilizing flexible methods and means</li> </ul>
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TMS	
<b><u>Key Action 2.1A</u></b> By June 2025, Review and select instructional materials and high-quality texts that align with the Massachusetts Curriculum Frameworks and meet the criteria for high quality using the CURATE rubric for grades 6, 7, and 8.	
<b><u>Output-Based Evidence</u></b> <ul style="list-style-type: none"> <li>Expand choice of reading materials in ELA classes to better represent student interests and reading levels</li> </ul>	<b><u>Outcome-Based Evidence</u></b> <ul style="list-style-type: none"> <li>Increased student engagement based on student feedback</li> <li>Increased outcomes on IXL</li> </ul>
<b><u>Key Action 2.1B</u></b> By June 2025, the TMS Faculty will utilize common planning time to evaluate current levels of student performance to meet the individual needs of students and inform universally designed instructional practices.	
<b><u>Output-Based Evidence</u></b> <ul style="list-style-type: none"> <li>Continue to refine meeting norms and protocols by both administration and teachers that emphasize actionable items</li> <li>Maintain a record of common planning time to identify how teachers are utilizing data to inform instruction</li> <li>Create and update growth charts related to MCAS and IXL scores to inform teacher decision-making</li> <li>Support teachers/teams in identifying areas for instructional growth based on the UDL progression rubric and UDL Qualitative Look-fors to identify actionable next steps for implementation</li> </ul>	<b><u>Outcome-Based Evidence</u></b> <ul style="list-style-type: none"> <li>Increase in effective instructional practices within the classroom setting (general education, special education, WIN) as documented through common planning data, classroom observation and teacher evaluation</li> <li>IXL will be utilized with frequency identified by administration. Larger scale IXL testing will happen at the beginning of the year, middle of the year and end of the year</li> <li>Increase in the implementation of universally designed lessons that are identifiable through the UDL progression rubric /Qualitative UDL Look-Fors as measured through classroom observations</li> </ul>

**Key Action 2.1A**

By June 2025, the administrative team and the THS math department will redesign the high school math course offerings to ensure that all students have a pathway to high level mathematics courses.

**Output-Based Evidence**

- Collaboration between TMS/THS administration define pathways for learners to access advanced mathematics classes
- Department based time to complete curriculum work

**Outcome-Based Evidence**

- Revised curriculum for Algebra I (CP/H), Geometry (CP/H) and Algebra II (CP)
- Develop curriculum for Algebra II / PreCalculus (H) courses to be offered to students during their junior year.
- Long term: Increased performance of grade 10 math MCAS
- Increase equitable access to higher level math courses

**Key Action 2.1B**

By June 2025, the Administrative team and Content Leaders will identify clear expectations for the use of department time, including the use of agendas and meeting notes to determine the effectiveness of curriculum and instruction in each content area.

**Output-Based Evidence**

- Agendas and meeting notes
- Curriculum documents, including rubrics and universally designed lessons and assessments.

**Outcome-Based Evidence**

- Data provided to administration by the content leader outlining how topics discussed in department meetings and implemented within the classroom setting
- Observational & documented improvement and/or adjustments to instructional practices focused on MTSS and UDL.
- Decrease in students on D/F list in each department.

**Providing comprehensive and inclusive learning environments**

**Priority 2.2:** Effectively use data and research to ensure that educational and operational decisions are grounded in best practice.

**TES****Key Action 2.2**

By June 2025, grade level teams will use a structured literacy approach grounded in the Science of Reading to enhance instruction across all content areas.

**Output-Based Evidence**

- Curriculum documents, including rubrics and assessments
- Utilize internal and external professional learning opportunities to gather data and research on best practices
- Peer observations
- PLC notes and monthly meeting notes with content leaders and reading specialists

**Outcome-Based Evidence**

- Teachers will provide examples of adjustments made to their small group instruction that aligns to a structured literacy approach

## TMS

### **Key Action 2.2A**

By June 2025, as part of an ongoing process, grade level planning time will primarily focus on the collaborative development and implementation of curriculum documents including pacing guides, content maps, units, lessons, and assessment

#### **Output-Based Evidence**

- Increase the use of pacing guides in ELA and math and introduce pacing guides in all other content areas
- Development of a more formalized process for conducting grade level and content meetings
- Encourage teachers to share effective lesson plans, assessments, etc... to be available to all staff

#### **Outcome-Based Evidence**

- Pacing guides will be completed for 50% of all content throughout the year
- Creation of school-wide norms for grade level and subject specific meetings
- Highlight effective practice through staff meetings and through the creation of a shared “best practices” folder

### **Key Action 2.2B**

By June 2025, the administrative team in collaboration with TES and THS administration will develop and implement a transition plan to increase student retention rate in TPS.

#### **Output-Based Evidence**

- Develop and implement a targeted communication plan to inform elementary school students and families about the middle school's academic programs, extracurricular activities, and support services
- Develop and implement a targeted communication plan to inform middle school students and families about the high school's academic programs, extracurricular activities, and support services
- Organize events for middle school students to explore the high school facilities, meet with teachers and current high school students, and learn about the high school experience.
- Facilitate smooth collaboration between middle and high school staff to ensure a consistent and supportive learning environment for transitioning students.
- Address any specific concerns middle school students may have about entering high school.
- Conduct exit interviews with students and parents of students that choose a high school other than THS.

#### **Outcome-Based Evidence**

- In the spring of 2025 TMS will host families of incoming 6th grade students to provide information and answer questions
- In the spring of 2025 TMS will host families of incoming 6th grade students who are on IEPs to provide information and questions
- In the fall and in the spring THS and TMS will collaborate to host events to expose TMS students to the opportunities and staff available at THS
- Increased percentage of students transitioning from TMS to THS

## THS

### **Key Action 2.2A**

By June 2025, through continued work with DESE's Inclusive Instruction Academy we will identify and incorporate data

to drive instructional practices.

**Output-Based Evidence**

- Agendas and meeting notes
- Collection and analysis of data including
  - State accountability data
  - MCAS data
  - ACCESS data
  - SAT/ACT/AP data
  - Survey data

**Outcome-Based Evidence**

- Completion of Year 1 of Inclusive Instruction Academy
- Establishment of data protocols and data schedule
- Use of collected data to inform and create a PD plan for 2024/2025

**Key Action 2.2B**

By June 2025, the administrative team in collaboration with TMS administration will develop and implement a transition plan to increase student retention rate in TPS.

**Output-Based Evidence**

- Develop and implement a targeted communication plan to inform middle school students and families about the high school's academic programs, extracurricular activities, and support services.
- Organize events for middle school students to explore the high school facilities, meet with teachers and current high school students, and learn about the high school experience.
- Facilitate smooth collaboration between middle and high school staff to ensure a consistent and supportive learning environment for transitioning students.
- Address any specific concerns middle school students may have about entering high school.
- Conduct exit interviews with students and parents of students that choose a high school other than THS.

**Outcome-Based Evidence**

- In the fall of 2025 THS will host families of incoming 9th grade students to provide information and answer questions
- In the fall and in the spring THS and TMS will collaborate to host events to expose TMS students to the opportunities and staff available at THS
- Increased percentage of students transitioning from TMS to THS.

**Prioritizing professional growth and development**

**Priority 3.1:** Develop and implement innovative and student-centered instructional and assessment practices consistently throughout the District

**TES**

**Key Action 3.1**

By June, 2025, Professional Learning Communities will improve learning for students and allow for job-embedded professional development.

**Output-Based Evidence**

- Action oriented agendas and meeting notes
- Ongoing analysis of student learning goals and action plans
- Updated pacing guides

**Outcome-Based Evidence**

- Units and lessons will reflect flexible methods and materials
- Analyzing the common assessments administered to support customized learning experiences
- Expand assessment opportunities for self-reflection



## TMS

**Key Action 3.1** By June 2025, the Administrative team will facilitate the development and implementation of specific professional development offerings focused on providing students with multi-tiered and universally designed, student-centered learning experiences that provide students with choice and autonomy within the education.

### Output-Based Evidence

- Supported by professional development opportunities, TMS will create data teams at each grade level to look at student assessments and overall performance to establish a multi-tiered instructional approach that meets the needs of all students.
- Teachers and support staff will give timely and authentic feedback to students about their progress as well as assisting them to become more reflective about their learning

### Outcome-Based Evidence

- Observational and documented evaluation evidence of improvement and/or adjustments in instructional methodology resulting in improved student growth and achievement as demonstrated in school-based assessments; i.e. MCAS and IXL.
- Through documentation and teacher evaluation, teachers will demonstrate their collaboration with students in becoming more self directed learners and enhancing self-efficacy

## THS

### Key Action 3.1A

By June 2025, the Administrative team will facilitate the development and implementation of specific professional development offerings focused on providing students with multi-tiered and universally designed, student-centered learning experiences that provide students with choice and autonomy within the education and provide more equitable opportunities for student success.

### Output-Based Evidence

- Continue PD sessions pertaining to Universal Design for Learning
- Explore more equitable grading policies
- Identify early adopters of MTSS and UDL to help facilitate instructional change at THS
- Staff and department meetings: agendas and notes
- Continue work with Keys to Literacy with all staff
- Connect work being done with DESE Inclusive Instruction Academy

### Outcome-Based Evidence

- Continue the development of a collective understanding of MTSS, UDL and DCAP, as a means to ready staff to gradually increase UDL implementation in the years to come
- Encourage early adopters to share out UDL lessons and positive learning experiences in an effort to gradually and organically build capacity in the implementation of UDL
- Observable & documentation of teachers implementing techniques & strategies learned in specific PD
- Observable & documentation of students being actively engaged in their learning
- Decrease in D/F list
- Improved educational outcomes for all students

### Key Action 3.1B

By June 2024, the Administrative team will continue to provide professional development to staff on implementing W.I.N. including best practices focused on multi-tiered educational experiences.

### Output-Based Evidence

- PD sessions pertaining to WIN block expectations for student placement
- PD sessions pertaining to WIN block expectations for staff
- PD sessions pertaining to WIN block scheduling software

### Outcome-Based Evidence

- Observational data on implementation of MTSS
- Feedback from students and staff on the effectiveness of W.I.N.

## Prioritizing professional growth and development

**Priority 3.2:** Build capacity in the staff's knowledge of, and ability to effectively use various forms of data and feedback to inform curriculum, instruction, and assessment design and practices

### TES

#### **Key Action 3.2**

By June 2025, in collaboration with districtwide leadership team members, the TES Leadership Team provides teachers with action oriented feedback that is intended to improve or enhance their instructional practices.

#### **Output-Based Evidence**

- Monthly meetings with CO to prioritize key instructional practices to implement at TES aligned with MTSS
- Meetings with staff to present key instructional practices the leadership team is looking for and how they align with MTSS
- Classroom walkthroughs and observations

#### **Outcome-Based Evidence**

- Observations will cite specific action oriented feedback on instructional practices with an emphasis on the UDL principles
- Post-observation meetings with educators to provide feedback on instructional practices
- Post walkthrough debrief notes

### TMS

#### **Key Action 3.2**

By June 2025, TMS administration and coaches will provide action-oriented feedback to improve and enhance the instructional practices of all staff

#### **Output-Based Evidence**

- Create professional development opportunities that develop and increase teacher proficiency in skills associated with Keys to Literacy
- Through professional development opportunities and coaching, teachers will demonstrate effective use of inclusive teaching practices in the tier I classroom setting.
- Highlight effective engagement strategies in line with the building specific expectations for instruction and assessment.

#### **Outcome-Based Evidence**

- Observational and documented evaluation evidence of improvement and/or adjustments in instructional methodology resulting in improved student growth and achievement as demonstrated in school-based assessments; i.e. MCAS and IXL.
- Through documentation and teacher evaluation, teachers will demonstrate their collaboration with coaches to help students in becoming expert learners and enhancing self-efficacy
- TMS admin will create supporting documents to provide staff with ideas and strategies to boost student engagement

### THS

#### **Key Action 3.2**

By June 2025, the Administrative team will provide professional development to staff on utilizing multiple forms of data, including student grades, - to inform WIN Block student recommendations and interventions that focus on multi-tiered educational experiences.

#### **Output-Based Evidence**

#### **Outcome-Based Evidence**

<ul style="list-style-type: none"><li>• Determine available data currently utilized within the high school setting</li><li>• Provide a criteria for teachers to utilize data to support recommendations for student placement in W.I.N. as well as interventions and extensions</li><li>• Inclusive Instruction Academy focusing on use of data</li></ul>	<ul style="list-style-type: none"><li>• Documentation from department meetings demonstrating the use of data to support and inform decision making regarding W.I.N. block assignments</li><li>• Specific and goal-oriented WIN instruction</li></ul>
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