



MASHPEE PUBLIC SCHOOLS

SUPERINTENDENT PATRICIA DeBOER

SCHOOL YEAR 22-23 GOALS

October 19, 2022 (January 18, 2023 Progress Update) (April 5, 2023 Update)



MISSION

The Mashpee Public Schools ensure a student-centered, comprehensive program of rigor, scope, and depth that prepares all students to be college, career, service, and civic ready and teaches respect and acceptance of others.

VISION

Every student, every day, is safe, respected, and engaged to achieve academic and social growth in a personalized learning environment.

CORE VALUES

1. We value our students, staff, and community.
2. Every decision we make is learner-driven to improve student outcomes.
3. Our classroom instruction and interventions are informed through observations and data-informed problem-solving.
4. Our district academic and behavioral protocols are implemented with fidelity.
5. Our professional learning and collaboration improve educator practice by focusing on student learning and on teaching practices that are implemented with fidelity.
6. We establish and sustain partnerships to ensure that all students are college, career, service, and civic ready.

THEORY OF ACTION

If we fully implement the four strategic objectives listed below, then every student, every day, is safe, respected, and engaged to achieve academic and social growth in a personalized learning environment.

FOUR PILLARS OF SUCCESS

Portrait of the Graduate	Diversity, Equity, & Inclusion	Teaching & Learning	Mashpee: A Connected Community
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STRATEGIC OBJECTIVES

1. Fully implement the Mashpee Public Schools' Portrait of the Graduate	2. Honor diversity, provide equity, and ensure inclusion throughout the Mashpee Public Schools	3. Fully align teaching and learning PreK - 12 with our Multi-Tiered System of Supports (MTSS) framework.	4. Strengthen & grow positive & reciprocal relationships between the District & the community
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STRATEGIC INITIATIVES

1.1 Identify grade-level expectations for each Portrait of a Graduate competency SY 21-22 and SY 22-23	2.1 Analyze and expand district-wide systems to ensure all students, especially those from historically marginalized groups, can access the entire scope of opportunities SY 21-22 and SY 22-23	3.1 Renew our multi-tiered system of supports (MTSS) framework with all staff and ensure implementation thereof with fidelity SY 21-22 and SY 22-23	4.1 Create, implement and maintain an integrated website to increase accessibility for all users SY 21-22
1.2 Communicate our Portrait of a Graduate competencies to all stakeholders SY 22-23	2.2 Establish student voice opportunities to impact/influence outcomes SY 22-23	3.2 Develop a system that identifies instructional resources and strategies that are targeted to meet each student's needs within Tier 1 and Tier 2 SY 22-23	4.2 Renew and cultivate community partnerships with the intention of improving outcomes for all stakeholders SY 22-23

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STRATEGIC INITIATIVES

1.3 Reflect the Portrait of a Graduate competencies in PowerSchool and on report cards	2.3 Provide culturally responsive, audience-specific communication that addresses barriers	3.3 Provide relevant staff professional development. SY 21-22 and SY 22-23	4.3 Provide students with real-world opportunities for application of their skills/knowledge
1.4 Incorporate student voice and ownership through individual student electronic portfolios (i.e. Google sites) reflecting achievement of grade-level Portrait of a Graduate competencies.	2.4 Create and provide programming that honors the diversity represented in our community and beyond	3.4 Create an effective system for curriculum oversight, revision, and alignment	4.4 Showcase accomplishments and talents of our students and staff
	2.5 Recruit staff members who more closely reflect our students and provide a support system that nurtures long-term employment.	3.5 Utilize data collected through the educator supervision and evaluation process to inform whole school and individual professional development	4.5 Regularly gather information/feedback from stakeholders to inform future planning SY 21-22 and SY 22-23
	2.6 Provide training to ensure a district-wide culture of diversity, equity, and inclusion SY 21-22 and SY 22-23		4.6 Provide communications targeted to specific audiences

OUTCOMES

OBJECTIVE 1 (PORTRAIT OF A GRADUATE)

- By June 30, 2025, all Mashpee stakeholders (e.g. students, staff, school committee, parents/caregivers, municipal partners, business community, taxpayers) will understand and value our Portrait of a Graduate, as evidenced by the widespread use of the philosophy throughout all stakeholder groups.
- By June 30, 2025, all Mashpee educators will align curriculum, instruction, and assessments with the Portrait of a Graduate competencies as evidenced through classroom observations, lesson plans, and student work.
- By June 30, 2025, all Mashpee students will be able to demonstrate the competencies contained in the Portrait of a Graduate as evidenced through a variety of assessment tools.

OBJECTIVE 2 (DIVERSITY, EQUITY, AND INCLUSION)

- By June 30, 2025, all students will grow in their attainment of skills, knowledge, and self-confidence to access all learning opportunities, as evidenced by student participation and performance data.
- By June 30, 2025, our staff will more closely reflect our school community, and all students and staff will feel honored and valued for who they are, as evidenced by staffing data analysis and student/staff surveys.

OBJECTIVE 3 (TEACHING AND LEARNING)

- By June 30, 2025, all PreK - 12 teaching and learning will be fully aligned with our multi-tiered system of supports (MTSS) framework, resulting in all students meeting or exceeding academic and social-emotional learning grade-level expectations, as evidenced through a variety of assessment tools.

OBJECTIVE 4 (MASHPEE--A CONNECTED COMMUNITY)

- By June 30, 2025, all stakeholders will be able to articulate the value that the Mashpee Public Schools bring to our connected community, with growth measured through year-over-year stakeholder feedback.

DISTRICT IMPROVEMENT GOAL

During school year 22-23, in collaboration with district and school leaders, I will monitor, evaluate, and support year two of the implementation of the Mashpee Public School's Plan for Success. I will oversee the 10 strategic initiatives highlighted above and listed below.

Plan for Success Pillars 1 - 4; Rubric Standards I, II, III, and IV

Plan for Success–Initiative	Evidence of Implementation/Progress (APRIL 5, 2023 UPDATE)
1.1: Identify grade level expectations for each Portrait of a Graduate competency	Grade-level teams continue to work on this during some of the Monday afternoon PD time and during PLC time (9/26/22, 11/7/22, 12/5/22 , 2/6/23 , 4/3/23 . Examples of progress-to-date: Grade 2 POG , Grade 3 POG , Grade 10 POG
1.2: Communicate our Portrait of a Graduate competencies to all stakeholders	<ul style="list-style-type: none"> Teacher lesson plans and presentations to students are being explicitly connected to POG competencies/descriptors Quashnet Fifth Grade Presentation to School Committee–(Alysha Franklin and students) 12/21/22 Friday MPS Communication Portrait of a Graduate logo (with competencies) included on/in communications, including all letterhead Senior Project Night–Coordinator Celeste Reynolds explicitly referenced how the students' work demonstrated our Portrait of a Graduate competencies in her introduction to parents/students (4/3/23)
2.1: Analyze and expand district-wide systems to ensure all students, especially those from historically marginalized groups, can access the entire scope of opportunities	<ul style="list-style-type: none"> Leadership Team is referencing/exploring guidelines using https://www.massupt.org/redi/ Leadership Team is referencing/utilizing the Massachusetts Association of School Superintendents--REDI Guide (Racial Equity, Diversity, and Inclusion) as we work on this goal Massachusetts Superintendents' Advice on equity audits Collecting feedback/input from Superintendent's Student Advisory Council Audit has begun of student enrollment in programming provided by MPS
2.2: Establish student voice opportunities to impact/influence outcomes	<ul style="list-style-type: none"> Superintendent Student Advisory Council (SSAC) established–meeting schedule: <ul style="list-style-type: none"> Monday November 14, 2022 (Day 7)--Meeting Agenda/Minutes Thursday December 15, 2022 (Day 6)--Meeting Agenda/Minutes Monday, January 23, 2023 (Day 5)--Meeting Agenda/Minutes Thursday, March 2, 2023 (Day 7)--Meeting Agenda/Minutes Upcoming meetings: Friday April 28, 2023 (Day 7); Friday May 26, 2023 (Day 6) Students sharing during school presentations at School Committee meetings Students (Grades 5 - 12) sharing thoughts, feedback, ideas through the 2023 Student Opinion Survey Teacher candidates teaching a lesson to students–gathering student input regarding each candidate Quashnet School Student Council (5th and 6th graders)–interviewed three finalists for the Quashnet School principal and provided their feedback; a fifth grader was also part of the 11-member Quashnet School Principal interview committee
2.6: Provide training to ensure a district-wide culture of diversity, equity, and inclusion	<ul style="list-style-type: none"> Year 1 of three-year district partnership with Dr. Kalise Wornum <ul style="list-style-type: none"> Year 1 staff PD <ul style="list-style-type: none"> Convocation Keynote 8/29/22 Staff Trainings (MMHS–English, Science, Health/Wellness Departments; KCC–All Staff)--90 minutes on each of the following dates: 9/26/22, 11/7/22, 12/5/22, 1/9/23, 2/6/23, 3/6/23, 4/3/23 (Upcoming: 5/1/23) Parent/guardian workshops with Dr. Wornum:

	<ul style="list-style-type: none"> ○ 2/1/23: How to Talk to Your Children About Racism (6 - 7:30 PM) ○ 3/28/23: Defining and Interrupting Implicit Bias and Racial Microaggressions (6 - 7:30 PM) ● MMHS student assemblies with Dr. Wornum–March 2, 2023 ● Assistant Principals/Deans attended a 2-day Restorative Practices Workshop (12/1 and 12/2/22) ● Native American Heritage Month activities—all three schools, November, 2022 ● Black History Month activities February, 2023, including Cape Verdean history/culture assemblies at each school (2/17/23) ● Mashpee Wampanoag Tribe <ul style="list-style-type: none"> ○ Quarterly MPS-MWT Partnership Meetings (10/4/22, 12/13/22, 3/7/23, 5/30/23) ○ Orientation for New MPS Employees—½ day workshop to learn about Wampanoag history/culture ○ Learning & Unlearning for School Equity—Native Students, Trauma, and Resilience—full-day workshop for educators (8/23/22) ○ 10-week Culture-based course for Educators—began on March 13, 2023 (22 Mashpee educators)
3.1: Renew our MTSS framework with all staff and ensure implementation thereof with fidelity	<ul style="list-style-type: none"> ● New Employee Orientation—MTSS Presentation (8/17/22) ● Presentation to MMHS staff on 12/5/22 ● Working monthly with principals to ensure implementation of MTSS framework with fidelity <ul style="list-style-type: none"> ○ Tier 1 Intervention work (educator teams)—all schools on 3/17/23
3.2: Develop a system that identifies instructional resources and strategies that are targeted to meet each student's needs within Tier 1 and Tier 2	<ul style="list-style-type: none"> ● MPS Instructional Strategies/Best Practices Google Classroom (Code: bzlruei) <ul style="list-style-type: none"> Contents: <ul style="list-style-type: none"> ● Slide Deck from Jesssican Minahan and Sarah Ward's 2021 PD <ul style="list-style-type: none"> ○ <i>Practical Strategies for Increasing Student Engagement by Reducing Anxiety and Increasing Executive Function Skills</i> ● Jon Saphier's High Expectations Teaching (list) ● Marzano's 9 Instructional Strategies ● 4 Videos—Blended Learning (<i>The topics included: "I Can" Statements, Activators, Formative Assessment, and Feedback</i>) ● MPS Staff Resource Google Site—Curriculum & Instruction section ● Tier 1 Intervention Strategies—Work of educators on 3/17/23
3.3: Provide relevant staff professional development (MTSS)	<ul style="list-style-type: none"> ● New Employee Orientation—MTSS Presentation (8/17/22) ● Presentation to MMHS staff on 12/5/22
4.2: Renew and cultivate community partnerships with the intention of improving outcomes for all stakeholders.	<ul style="list-style-type: none"> ● Southport Falcons Informational Bus Tour (all three schools and #WeAreMashpee)--9/30/22 ● Selectboard Member Informational Tour (all three schools and #WeAreMashpee)--11/28/22 (Michaela Columbo, John Cotton) ● Mashpee Men's Club Meeting and High-Five Event--12/6/22 ● Monthly Check-ins (Superintendent, School Committee Chair, Town Manager, and Selectboard Chair) ● Mashpee Chamber of Commerce collaboration meeting--7/27/22 ● MPS-MWT Partnership meetings: 10/4/22, 12/13/22, 3/7/23, (5/30/23) ● Dedication ceremony for MMHS stadium project--10/24/22 ● MMHS Mock interview for seniors 10/25/22 and 10/26/22 ● Support work of MPS Outreach Coordinator ● Southport Falcons presentation--Day in the Life of a Superintendent--2/27/23 ● Girls Scouts Community Resources Night--3/10/23 ● NOAA Climate Change Discussion at MMHS with Dr. Spinrad and Upper Cape students--3/15/213

	<ul style="list-style-type: none"> ● Chamber of Commerce Annual Meeting–3/23/23 ● Housing Working Group Meeting–3/29/23 (Ann Schifffenhaus, Director Community Relations and Advocacy–Housing Assistance Corp. and others) ● 2023 Mashpee Magazine article about the district ● MMHS Senior Project Exhibition Night–4/3/23 ● Mashpee Commons Meeting–planning for growth/relocation–4/4/23
4.5: Regularly gather information/feedback from stakeholders to inform future planning	<ul style="list-style-type: none"> ● “No Place for Hate” staff PD at each school (3/17/23); steering committees being formed; planning activities for SY 23-24 ● MPS 2023 Family Opinion Survey and Student Opinion Survey (data share-out at July 2023 SC meeting) ● MPS-MWT Partnership meetings: 10/4/22, 12/13/22, 3/7/23, (5/30/23) ● Outreach working group provided input on 2023 survey questions on 12/7/22 <ul style="list-style-type: none"> ○ The Superintendent's Student Advisory Council provided input on 2023 survey questions–1/23/23 ○ A Parent/Guardian Focus Group provided input on our 2023 draft survey questions–1/23/23 ● Superintendent Listening Tours at each school: <ul style="list-style-type: none"> ○ Coombs–12/12/22, 1/20/23, 3/9/23 (Upcoming: May) ○ Quashnet–1/19/23, 3/20/23 (Upcoming: May) ○ MMHS–12/13/22, 1/27/23, 3/7/23 (Upcoming: May) ● Superintendent's Student Advisory Council (monthly meetings) ● Preparation of annual MPS budget

4/5/23 Narrative–District Improvement Goal:

The above ten initiatives from our MPS *Plan for Success* were chosen by the Administrative Leadership Team and School Committee as focus areas for SY 22-23, year two of the implementation of our strategic plan. Our team has worked hard to achieve each of these initiatives.

Initiative	Status
1.1	Significant progress
1.2	Significant progress
2.1	Some progress
2.2	Significant progress
2.6	Significant progress
3.1	Significant progress
3.2	Significant progress
3.3	Met
4.2	Met
4.5	Met

STUDENT LEARNING GOAL

For school year 2022 - 2023, in collaboration with district and school leaders, I will support educators in the consistent use of research-based instructional strategies to increase student engagement and to improve relationships with students resulting in increased student agency and achievement.

Plan for Success Strategic Pillar 3

Rubric Standards IA - C, IE; IIA - C; IIIA - C; and IVA, IVB, IVD, IVE

Action Steps	Evidence of Implementation/Progress (APRIL 5, 2023 UPDATE)
In collaboration with building administrators, I will provide resources to support educators in their use of research-based instructional strategies	<ul style="list-style-type: none">• MPS Instructional Strategies/Best Practices Google Classroom (Code: bzlrue) Contents:<ul style="list-style-type: none">• Slide Deck from Jesssica Minahan and Sarah Ward's 2021 PD<ul style="list-style-type: none">◦ <i>Practical Strategies for Increasing Student Engagement by Reducing Anxiety and Increasing Executive Function Skills</i>• Jon Saphier's High Expectations Teaching (list)• Marzano's 9 Instructional Strategies• 4 Videos–Blended Learning (<i>The topics included: "I Can" Statements, Activators, Formative Assessment, and Feedback</i>)• MPS Staff Resource Google Site–Curriculum & Instruction section
In collaboration with building administrators, I will plan, implement, and determine funding for professional development for educators that provides them with research-based instructional strategies that when implemented will allow them to achieve their student learning goal.	<ul style="list-style-type: none">• SY 22 - 23 PD Plan• FY 23 Budget• FY 24 Budget
I will support principals by reviewing their observations of educator practice and the growth feedback they provide to educators.	<ul style="list-style-type: none">• Weekly review of TeachPoint (Vector) forms–announced and unannounced observations of educator practice completed/submitted by the principals. These documents include growth feedback provided to the educator.• Participation in classroom walk-throughs with school principal–followed by discussion of observed “glows and grows”
In collaboration with district and school leaders, I will participate in quarterly educator evaluation calibration meetings.	Meeting dates: <ul style="list-style-type: none">• Educator Evaluation Review/Calibration Meeting with Evaluators (7/21/22)• November 18, 2022; March 30, 2023 (shared collection of completed unannounced observation write-ups–calibration of evaluators; next meeting: May 25, 2023)

PROFESSIONAL PRACTICE GOAL

For school year 2022 - 2023, I will work collaboratively with administrators to guide and support educators in the explicit incorporation of Mashpee's Portrait of a Graduate competencies and descriptors into their daily lesson plans, objectives, instructional practices, and assessments.

Plan for Success Pillar 1

Rubric Standards IA - ID, IIA, IVD, and IVE

Action Steps	Evidence of Implementation/Progress (APRIL 5, 2023 UPDATE)
I will continue to review and reinforce Mashpee's Portrait of a Graduate competencies/descriptors with all MPS educators.	<ul style="list-style-type: none">• I reinforce the expectation that teacher lesson plans and classroom activities will reference POG competencies/descriptors; I monitor this when I do classroom walk-throughs and when I have conversations with students during walk-throughs. (This is directly connected to the professional practice goal adopted by most MPS educators for SY 22-23: <i>I will explicitly incorporate Mashpee's Portrait of a Graduate competencies and descriptors into my daily lesson plans, objectives, instructional practices, and assessments.</i>)• I gather feedback from principals based on their review of educator lesson plans and collaborate on action steps to ensure that Mashpee's Portrait of a Graduate is reflected in teacher lesson plans and student learning activities.
I will communicate our Portrait of a Graduate competencies and descriptors to all stakeholders.	<ul style="list-style-type: none">• Weekly Friday communications to MPS community• Mashpee Enterprise articles published on 10/28/22, 12/23/22, and upcoming: 4/14/23 and 6/16/23• Portrait of a Graduate posters in school hallways/classrooms• I reinforce the expectation that teacher lesson plans and classroom activities will explicitly reference POG competencies/descriptors; I monitor this when I do classroom walk-throughs and when I have conversations with students during walk-throughs and with principals.
I will schedule adequate professional development and PLC time for educators to work on integrating Portrait of a Graduate competencies/descriptors into their lesson plans, instructional practices, and assessments.	<ul style="list-style-type: none">• SY 22-23 PD Plan• Grade-level teams continue to work on this during some of the Monday afternoon PD time and during PLC time (9/26/22, 11/7/22, 12/5/22, 2/6/23, 4/3/23. Examples of progress-to-date: Grade 2 POG, Grade 3 POG, Grade 10 POG
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