

Mamaroneck UFSD District Goals 2022-23
10/11/22

Goals	2022-23 Initiatives	Eventual Expected Outcomes
Promote children’s social/emotional learning and development by...		
1. Launch elementary SEQuity framework	<ul style="list-style-type: none"> ● Familiarize teachers with framework and conduct needs assessment; plan and provide professional development. ● Develop age-appropriate language for the competencies at each grade level. ● Select, purchase, and distribute high quality texts to support competencies at each grade. ● Develop resource toolbox (including RULER, Responsive Classroom tools). 	<ul style="list-style-type: none"> ● Increase in prosocial student behaviors ● Increase in student-initiated conflict resolution ● Reduction of bias-related incidents
2. Refine Hommocks Advisory program.	<ul style="list-style-type: none"> ● Develop Advisory curriculum for Grades 6-8 comprising themes, units, lessons; equip teacher leaders to provide professional development for colleagues. ● Support implementation of Advisory through mini-observations and feedback. ● Conduct impact surveys of students and faculty. 	<ul style="list-style-type: none"> ● Increase in prosocial student behaviors ● Heightened sense of student belonging evidenced through climate surveys, focus groups ● Increase in student-initiated conflict resolution; reduction of disciplinary actions
3. Develop “Tiger Time” feature at Mamaroneck High School.	<ul style="list-style-type: none"> ● Develop and implement Tiger Time program including weekly MHS events schedule, MPR, and MHS Info segments. ● Develop Tiger Time web site to archive resources. https://sites.google.com/mamkschools.org/mhstigertime/home 	<ul style="list-style-type: none"> ● Heightened sense of student belonging evidenced through climate surveys, focus groups ● Increased attendance/participation in extracurricular clubs and activities overall and by subgroup
4. Implement restorative practices in conjunction with Code of Conduct	<ul style="list-style-type: none"> ● Ensure 1+ administrators in each school are trained in restorative practices. ● Report quarterly Restorative Practice trends; quantify/qualify impact of restored relationships. ● Evaluate consistency of restorative practices. 	<ul style="list-style-type: none"> ● Heightened sense of student belonging evidenced through climate surveys, focus groups ● Reduction in disciplinary incidents and suspensions including those related to bias and racism.

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Advance educational equity. Ensure all students are seen, known, and valued. Ensure all students have access to district programs and educational opportunities to achieve success by...

<p>1. Introduce Cobb and Krownapple Dignity Framework (Phase One) district-wide</p>	<ul style="list-style-type: none"> ● Implement Belonging Through Dignity Framework in all six schools: form school-based teams. ● Conduct baseline staff and student climate surveys/empathetic interviews. ● Develop an action plan to address factors impeding sense of belonging. 	<ul style="list-style-type: none"> ● Increase in staff and student sense of belonging and dignity as measured by four indicators: fair treatment, validation, acceptance, and feeling appreciated. ● Increase in participation by subgroup in professional activities (e.g., committees, school events)
<p>2. Continue to inventory and revise district curriculum using CR-S curriculum framework</p>	<ul style="list-style-type: none"> ● Implement revised Social Studies units at HMX and MHS. ● Continue to revise secondary Social Studies curriculum; begin to revise secondary English curriculum with consultants from CPET and Facing History and Ourselves. ● Resume 5th grade Social Studies CR-S unit development to align with NYS SS standards. 	<ul style="list-style-type: none"> ● Heightened cultural competency and racial literacy among Mamk graduates—responsible citizens of multicultural world per mission statement
<p>3. Launch and sustain student and parent affinity groups including elementary</p>	<ul style="list-style-type: none"> ● Schedule, advertise, and facilitate student and parent affinity groups. ● Collect participation data and exit feedback. 	<ul style="list-style-type: none"> ● Heightened sense of belonging for previously marginalized student subgroups
<p>4. Recruit, hire, support, and retain diverse faculty.</p>	<ul style="list-style-type: none"> ● Partner with minority recruitment organizations to identify and implement strategic, inclusive hiring practices. ● Collect and study baseline demographic data of applicants and newly hired employees. ● Administer and analyze belonging survey data. ● Conduct exit interviews of employees of color. ● Launch MUFSD Recruiting/Hiring Design Team. 	<ul style="list-style-type: none"> ● District faculty and staff demographics represent student population by subgroup ● Increased retention and professional growth of diverse staff

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Develop innovative, authentic curriculum, instruction, and leadership structures that result in high quality teaching and learning by...		
<p>1. Monitor and ensure consistency of implementation and communication of writing curriculum and provision of feedback in Grades 4-12</p>	<ul style="list-style-type: none"> ● Communicate existing writing curriculum clearly to parents via district website, Back-to-School Nights, and other district communications. ● Ensure teachers share evidence with parents of individual student progress 4-8. ● Administer and assess common writing assessments K-8 fall and spring. 	<ul style="list-style-type: none"> ● Continued high student performance on NYS ELA exams, Regents English, AP Language and AP Literature exams. ● Increase in parent confidence in writing curriculum ● Increase in student-initiated writing for meaningful purposes and audiences per district mission statement (learning for learning's sake, responsible citizenship)
<p>2. Develop and implement Dos Caminos Dual Language program at MHS</p>	<ul style="list-style-type: none"> ● Develop and implement DC Spanish 4+ and DC Global History curricula to lead cohort of DC students. ● Collect student attendance, grades, and proficiency data 	<ul style="list-style-type: none"> ● Multilingual, culturally competent graduates per district mission statement ● Increased school-wide understanding of a welcoming and affirming environment for our multilingual students whether in the program or not. ● Heightened participation and performance on AP Spanish Language and AP Spanish Literature exams
<p>3. Develop and launch Elementary STEM program</p>	<ul style="list-style-type: none"> ● Recruit and hire elementary STEM teachers. ● Build and outfit new elementary STEM labs in each school. ● Develop and implement STEM curriculum; collect student work samples and artifacts. 	<ul style="list-style-type: none"> ● Increased participation in STEM-related curricular and extracurricular programs in middle and high school including Collaborative Design pathway
<p>4. Implement Bridges in Mathematics at Grades 2-3</p>	<ul style="list-style-type: none"> ● Equip all teachers and classrooms at Grades 2-3 with curriculum materials and professional development necessary for implementation. 	<ul style="list-style-type: none"> ● Strong performance on NYS mathematics exams (Grade 3 in 2025 will be first cohort to have had

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	<ul style="list-style-type: none"> ● Support implementation via mini-observations and feedback. ● Collect and analyze student assessment results K-3 using an internal database. 	<p>Bridges in Math from K-3)</p> <ul style="list-style-type: none"> ● Evidence of strong problem-solving and critical thinking alongside procedural fluency
<p>5. Orchestrate smooth transition of MHS STEM courses to new MHS CoLab</p>	<ul style="list-style-type: none"> ● Develop course-by-course transition plan for STEM courses including curriculum content and instructional spaces. ● Provide professional development related to the use of new CoLab equipment. ● Explore new curricular models, including an integrated Introduction to STEM course. 	<ul style="list-style-type: none"> ● Full utilization of new MHS CoLab ● Increased interest and enrollment in STEM courses and extracurricular activities
<p>6. Support teacher growth by ensuring consistency of district-wide instructional supervision and evaluation practices. Induct new administrators in Research for Better Teaching framework.</p>	<ul style="list-style-type: none"> ● Support all new district administrators in taking Analyzing Teaching for Student Results course at Research for Better Teaching (7-day course) ● Develop and implement year-long professional development sessions for administrative council focused on skillful teaching and observation/feedback cycle. ● Monitor quality and specificity of feedback provided to teachers across the year via mini-observation reports and formal observation reports. . 	<ul style="list-style-type: none"> ● High caliber of day-to-day instruction resulting in strong student learning outcomes (per “teacher quality” research)

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Engage families and the community in supporting children’s learning by...

<p>1. Expand access to school-home communication for linguistically diverse families and those new to the district through ParentSquare.</p>	<ul style="list-style-type: none"> ● Enroll all families in ParentSquare and monitor participation and interactivity statistics. ● Collect parent and teacher feedback from pilot classrooms. ● Form a stakeholder group that evaluates effectiveness and impact of ParentSquare across schools and communities. 	<ul style="list-style-type: none"> ● Increased participation of Spanish-speaking families and families of color in two-way communication and participation in school events
<p>2. Heighten awareness of and access to district programs for BIPOC parents/families</p>	<ul style="list-style-type: none"> ● Make outreach to BIPOC families via Parent Square and other means. ● Increase BIPOC student participation data in targeted initiatives (e.g., Ramp Up math). 	<ul style="list-style-type: none"> ● Elimination of disproportionality in student participation by race in district programs per Singleton’s definition of equity (“eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories”)
<p>3. Increase BOE contact and communication with underrepresented stakeholders.</p>	<ul style="list-style-type: none"> ● BOE holds public meetings in alternate locations/times to heighten community engagement and participation. ● Board of Education and Director of Equity, Diversity, and Inclusion interview underrepresented stakeholders to surface voices, perspectives and feedback. ● Summarize qualitative data and present to the community as a baseline for developing an action plan for engagement, access and equity. 	<ul style="list-style-type: none"> ● Increase student access to programs as a result of harnessing family/student expertise and cultural capital. ● Increased family engagement as measured by survey data, attendance at school functions.