

Superintendent's Report

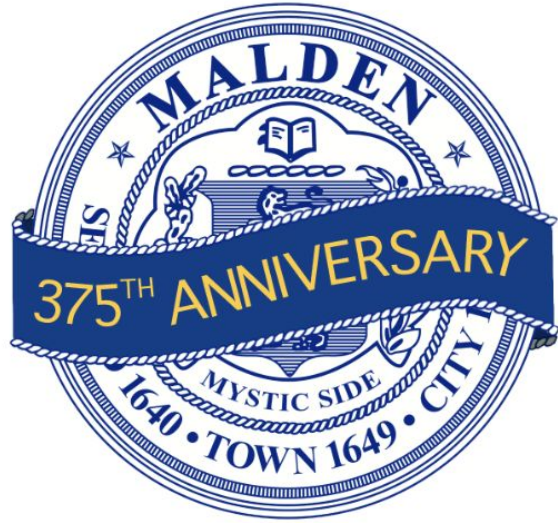
Every School, Every Classroom, Every Student, Every Day!

*Dr. Noriega-Murphy, Superintendent
June 6, 2024*

Agenda

- Welcome and Introduction
- Happy 375th Anniversary Malden!! Essay Reading
- Program of Studies / Student / Families & Caregivers Handbook SY 2024-2025
- School Improvement Plans SY 2024-2025
- Celebrations
 - June 19th Ferryway School Park
 - Early Release Day
 - Celebrations: Multiple Activities in all our Schools PreK-12
 - Nature's Classroom Field Trips
 - Class of 2024
 - Updates
 - Enrollment
 - Welcome Center
 - Human Resources
 - MOST Survey Data
 - Highlights
 - Happy Summer Video





Finalists

Dagny Boswell
Sophie LeBlanc
Andy Liu
Raphael Orcino
Thy Duong Pham
Kelly Ye

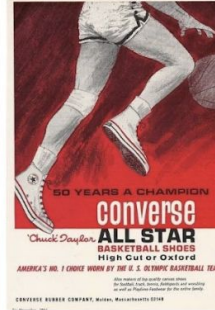
ESSAY CONTEST

Over \$2,000
in cash and
other prizes



Industrious Malden

Exploring the Industrial Revolution



Entry Deadline
May 24 @ 3 PM

Sponsored by the
Malden Historical Society
www.maldenhistoricalsociety.org

Mentor Day w MHS Members
@ Malden Public Library
May 8 - 2-4 PM



PROGRAM OF STUDIES

2024-2025 SCHOOL YEAR



STUDENTS, FAMILIES & CAREGIVERS HANDBOOK

2024-2025 SCHOOL YEAR



School Improvement Plans

The primary purpose of our School Improvement initiative is to cultivate an inclusive, equitable educational environment that maximally benefits all students, with an intensified focus on those who traditionally face the most significant barriers: BIPOC students, Multilingual Learners (MLLs), students in Special Education programs and their families. By implementing targeted strategies to elevate these groups, our intended outcomes are twofold: internally, to enhance academic achievement and emotional well-being among these groups, and externally, to foster a stronger, more supportive community that reflects the diversity and potential of its members.

At the core of this initiative is the aim to bolster students' sense of belonging. Recognizing that a genuine sense of inclusion can profoundly impact academic motivation and engagement, our strategies include culturally responsive teaching practices, support for MLLs through both language development and content mastery, and tailored resources for Special Education that are both accessible and challenging. This holistic approach ensures that every student feels valued and understood within the school environment, thereby increasing their engagement and reducing disparities in educational outcomes.

Through these focused efforts, we anticipate not only improved academic results but also stronger, more connected communities that champion the potential of every student, regardless of their background. By addressing the specific needs and challenges of our most vulnerable populations, we are committed to lifting the entire school community, creating a ripple effect that benefits all.

School Improvement Plans

Priorities, Problem of Practice, Data Sources, SMARTIE Goals, Critical Actions Steps with Timelines, Progress Indicators, and Interventions.

Cross-Functional Team:

District Wide-Goals, School Improvement Plans, Personal Goals

- **Define** your goals: as a team - Center of the work are the students
- **Prioritize** your tasks: Manage your time: Less is More - One Call/Text Message Away
- **Maximize** all our Resources
- **Communicate** effectively
- **Learn and grow** together to support our students and staff

[Beebe School K-8](#)

[Early Learning Center](#)

[Ferryway School K-8](#)

[Forestdale School K-8](#)

[Linden STEAM Academy K-8](#)

[Malden High School 9-12](#)

[Salemwood School K-8](#)



Thursday, June 13, 2024

Early Dismissal

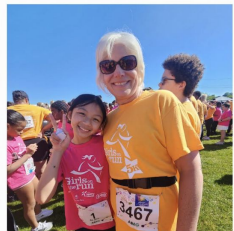
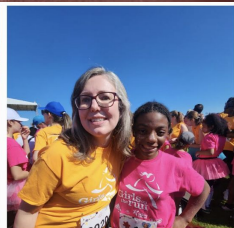
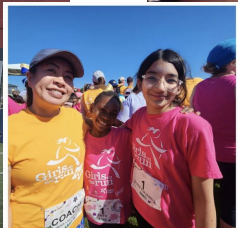
11:00am



**June 19th
Ferryway K-8 School
Field**



Celebrations



Celebrations



Celebrations

This year students from *The Blue and Gold* have received some awards for their work that I would like to share and celebrate.

For the past three years, we have been lucky enough to work with [Tiana Woodard](#) from *The Boston Globe*. As you will see from her link, Tiana is *The Boston Globe's* "inaugural Report for America corps member." She covers "the city's Black neighborhoods" and is "also a part of the *Globe's Money, Power, Inequality* team, writing stories on the racial wealth gap in Greater Boston and the many solutions groups have offered to the problem." Besides being an amazing journalist, as well as a resource and teacher, she has introduced us to many other journalists working for *The Globe*. Her membership in [Report for America](#) has allowed students to apply for [nationwide journalism awards](#). [We are honored to have placed in four categories](#).

Jaslie Fang, class of 2025, placed first in the **Best News Story** category for her story: "[New AP History Rubric: What Does Malden High Think?](#)": The award was for "reporting of a single story that demonstrates the student's ability to inform the public about a complex and important topic. A winning story should be newsworthy, include multiple sources and be written and structured in a way that is easy for the reader to follow."

You can [watch her being interviewed for the awards ceremony here](#). Her award is presented from 2:55 - 3:45 and clips from her interview appear at 10:54 and 18:08.

Jaslie Fang also placed third in the **Best Feature Story**, which is "a long-form non-fiction story that covers a single topic in detail. A winning story should demonstrate a student's storytelling ability and be written and structured in a way that is easy for the reader to follow. It should capture a reader's attention and illuminate the topic." She won this for her story "[Chinese Culture Connection Hosts 15th Annual Lunar New Year Celebration at Malden High](#)".

Daniel O'Toole, class of 2024, who was also accepted into the prestigious all-expenses-paid [New England High School Journalism Collaborative Summer Program](#), was a finalist for this year's [Massachusetts Journalist of the Year](#), which he was awarded at The New England Scholastic Press Association Spring Convention at Boston University on May 3rd of this year.

Hadjar Yousfi, class of 2024, was also a finalist for this year's [Massachusetts Journalist of the Year](#), and she placed second in the **Best Profile** in the [Report for America National Awards](#) for her [profile on last year's Valedictorian, Ryan Li](#). The award was given to a story "that demonstrates a student's ability to portray someone of interest to the audience. A winning profile should show the reader something unexpected or illuminating about the person profiled. A winning story should be descriptive, with great use of interview(s)."

Finally, **Jessica Li, class of 2025**, placed second in the Best Photo in the [Report for America National Awards](#) for her photo of [Alex Rodriguez from Junior Varieties](#).

Nature's Classroom



FERRYWAY SCHOOL'S NATURE'S CLASSROOM TRIP



Date: May 28th-31st
Location: Camp Cody 9 Cody Rd, Freedom NH, 03836
Cost: \$350
Transportation: Bus
6th Grade Students Only

Immerse yourself in the wonders of the great outdoors with us! Our Nature's Classroom School Field Trip promises an enchanting journey, brimming with hands-on learning opportunities, collaborative teamwork, and transformative personal growth.

Forestdale School

Date: April 8-10, 2024

Location: Camp Cody, NH

Cost: \$250

Transportation: Bus

130 students: 6th and 7th graders,
Fundraisers Fall Festival (Estimate income \$3000)

- * Election Day Bake Sale (\$900)
 - * Prize Calendar (Estimate income \$5000 based on past years)
 - * Candy Bingo (Estimate income \$500)
 - * Sponsor a Student (25 students, \$6,250)
 - * Penny Wars in February (\$1,200 based on past years)
 - * Restaurant nights (\$600)
 - * Grant (Pending approval \$10,000)
 - * Current funding between the grades (\$4,000)
 - * Hat day (Estimate income \$300 based on past years)
- Total potential fundraising: \$31,750*



Salemwood School:

Date: March 26- March 28, 2024

Location: Charlton, MA

Cost: \$275

Transportation: Bus

- 120 students in Gr 6, hoping all can attend or close to all
- Fundraisers like Movie Night, Open Gym, Selling water bottles, etc.



Nature's Classroom Ferryway

“46 Students attended.
Amazing time”



Nature's Classroom Forestdale!



79 kids and 15 staff members attended!

Nature's Classroom Salemwood

“62 students attend
Nature's
Classroom..first
time after COVID”
Ms. Van



Celebrations



- Graduation
- Haitian Flag Day
- Pride Flag raising
- Red Carpet

Congratulations!

Class of 2024

Graduates: 423

4 year colleges:	60%
2 year colleges:	16%
Military:	0%
Tech/Trade school/Union	8%
Workforce:	12%
Other (family/travel/gap)	4%

**Total amount of Scholarship money
through Malden - \$172,450**





MHS Class of 2024!



- 96 members of the Class of 2024 earned a GPA of 4.0 or better.
- Over 50% of the graduates earned a GPA of 3.0 or better.
- 27 members of the Class of 2024 in the National Honor Society
- Raised the most money of any class in the past 10 years.
 - Decreased the cost of Prom
 - Decreased the cost of Cap and Gown
 - Decreased the cost of the Senior Cookout
- Started new traditions for MHS
 - Sophomore Soiree (now know as Summer Serenade)
 - Back to School Fest
- Senior Officers of the Key Club and NHS strengthened connections with community partners.



MHS Class of 2024!



Amazing acceptances for the Class of 2024:

Among them - Harvard, MIT, Brown, Howard, Emerson, Bryn Mawr, Boston College, Northeastern, Tufts, BYU, Centre, WPI, Union, UMASS Amherst, MassArt, UMASS Boston, Quinnipiac, Merrimack, Rutgers, UMaine, NJ Institute of Tech, U of Florida - **Just to name a few!!!**

Incredible Scholarships as well:

- Two Questbridge Scholars
- Five Posse Scholars
- 113 Adams Scholars



More Updates



District Enrollment

Malden Public Schools

District Enrollment

Page 1

June 4, 2024

District Enrollment

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	SP	Total
Beebe	Beebe School	0	101	105	115	109	100	102	95	102	95	0	0	0	0	0	0	924
ELC	Early Learning Center	307	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	307
Ferryway	Ferryway School	0	101	101	109	101	100	100	100	100	94	0	0	0	0	0	0	906
Forestdale	Forestdale School	0	55	59	64	65	59	65	60	75	79	0	0	0	0	0	0	581
Linden	Linden School	0	83	81	94	96	93	95	88	90	95	0	0	0	0	0	0	815
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	504	467	474	444	0	12	1901
OutDst	Out of District	0	1	6	1	5	5	3	4	4	8	13	5	7	8	0	9	79
Salem	Salemwood School	0	104	101	137	91	105	107	121	125	126	0	0	0	0	0	0	1017
Services	Services Only - Private School	28	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	32
Totals		335	446	454	520	469	462	472	468	496	497	517	472	481	452	0	21	6562

Welcome Center

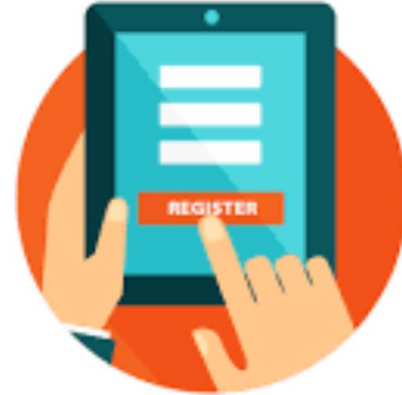
Enrollment

Number of students in the queue :

Kindergarten	(2023-2024)	0
Grades 1-12:	(2023-2024)	0
Kindergarten	(2024-2025)	321

Schools /Grades with no seats available:

Beebe	Grades K, 4, 5, 7
Ferryway	Grades 4, 5, 6, 7
Forestdale	Grade 3
Salemwood	Grades 7, 8

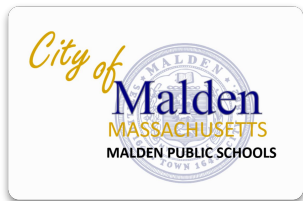


OnLine REGISTRATION

Human Resources & Licensure Support

There are a total of 76/160 staff who have one or more license related issue to resolve.

Content Licensure Attention Needed		
Item	5/29/24	5/29/2024
Expiring licenses	11	9 License Expired 1 License will expire prior to 6/13/2024 1 Temporary License
Emergency Licenses	30	30 temporary DESE granted license
No License	24	18 Waivers 6 No License
Staff needing ONLY SEI	11	8 Needs SEI-Teacher 3 Needs SEI-Admin
TOTALS:	76	



Malden Out of School Time (MOST)

Survey Data

Toni Mertz, Director of Business and Finance
Jennifer McGoldrick, Director of MOST

After School Programs (as of 6/3/24)

Location	# of Students
Beebe (MOST)	45
Beebe (CCC)	37
Ferryway (YWCA)	126
Forestdale (MOST)	53
Linden (MOST)	49
Salemwood (MOST)	45
YMCA (Non School Based)	134
Total	489

After School Programs Survey Results

Survey launched on March 21, 2024

Survey link shared with all K-6 families

Response rate:

225 out of 3,291 students whose families completed the survey

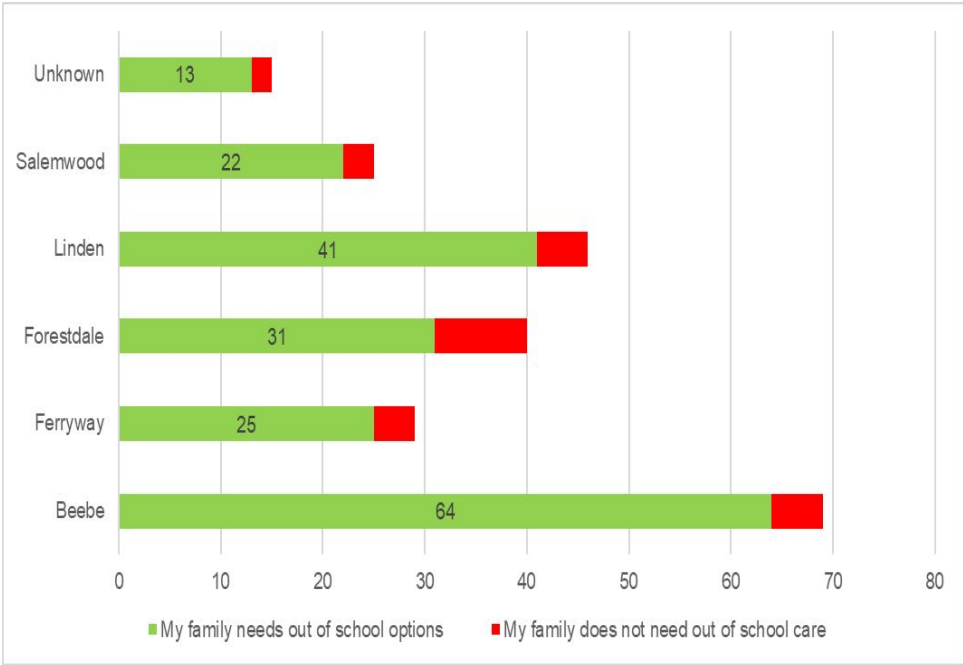
After School Programs Survey Results

Almost 200 families reported needing some form of out-of-school care across all K-8 schools:

- Before School
- After School
- Vacations/Summer Programs

Of those who need care, nearly half need comprehension care:

- All three options (41%)
- Before & After only (8%)



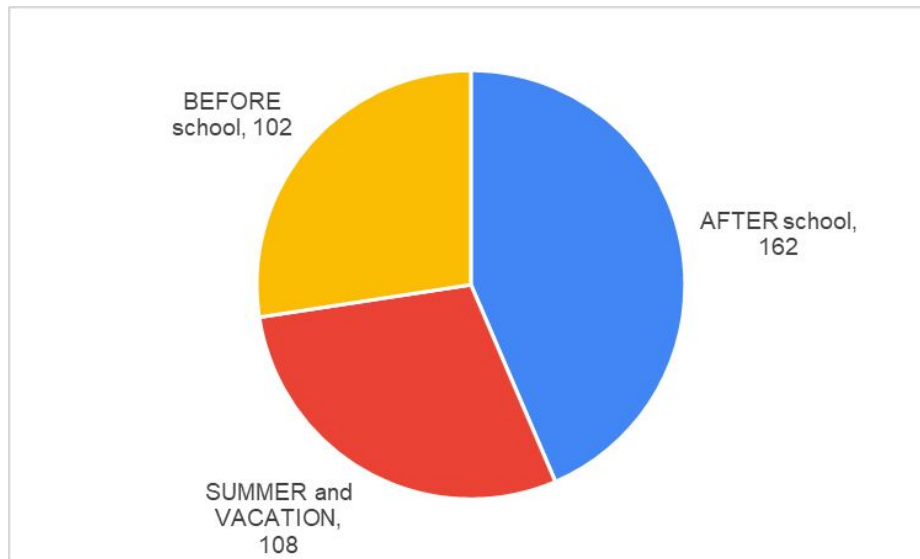
After School Programs Survey Results

After school care has a greater need among those who need only one option:

- **After school only (34%)**
- **Vacation and Summer only (14%)**
- **Before school only (3%)**

When taking into consideration those who need comprehensive care, after school care is still the reported as the one with the greatest need.

While some families need care a few days a week, two-thirds of the families (66%) reported needing care 5 days a week.



Highlights

We are very proud of all the work that we have done as a team in the district!

The Massachusetts State Seal of Biliteracy

The Massachusetts State Seal of Biliteracy, in partnership with the [World Languages Department](#) and [Office of Multilingual and Multicultural Education](#), is an opportunity brought to Massachusetts as part of the [LOOK Act](#), awarded to high school graduates who attain a high level of proficiency in English and another language. It helps students recognize the value of their academic success and see the tangible benefits of being bilingual. The MA State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.



Biliteracy

Seal of Biliteracy by the Numbers



9,427

Massachusetts high school graduates who have earned the Seal since 2019



213

Massachusetts schools and districts authorized to award the Seal in 2023

[List of authorized districts](#)



11

Massachusetts public institutions of higher education offering credit and/or advanced course placement to Seal-earners

Malden Public Schools
29 Students

Greater Boston

- Boston
- Boston Collegiate Charter
- Cambridge
- Chelsea
- Community Charter School of Cambridge
- Dedham
- Edward M. Kennedy Academy for Health Careers (Horace Mann Charter)
- Everett
- Excel Academy Charter
- Malden
- MATCH Charter Public School
- Medford
- Mystic Valley Regional Charter
- Needham
- Neighborhood House Charter
- Newton
- Prospect Hill Academy Charter
- Quincy
- Revere
- Roxbury Preparatory Charter
- Somerville
- Watertown
- Winthrop

Honors Pathway SY 23-24 Going Strong!!

SY 2022-2023: 366 Students were recognized

This year, **686 students** are reported by principals as participating in the Honors Pathway Recognition, meaning students:

- Have grades of 89 or higher
- Working on 10 hours of community service
- Completing above-grade-level academic lessons/activities



Graduation Data

School Year	Seniors	4 years	Students	Adjusted 4 Years
2017-2018	520	80.0%	395	84.8%
2018-2019	513	79.5%	372	84.4%
2019-2020	488	78.1%	343	84.0%
2020-2021	473	81.0%	338	88.8%
2021-2022	469	87.4%	349	90.8%
2022-2023	466	83.9%	350	88.6%

Historical Dropout Data

School Year	Total Enrollment High School	% Grade 9	% Grade 10	% Grade 11	% Grade 12	Total Dropouts All Grades 9-12
2017-2018	1,810	3.4	4.2	3.1	3.1	3.4%
2018-2019	1,832	3.6	3.9	3.0	3.8	3.2%
2019-2020	1,758	2.9	4.0	3.2	3.4	3.4%
2020-2021	1,716	2.3	4.8	4.5	2.5	3.6%
2021-2022	1,738	1.9	3.4	3.7	3.5	3.1%
2022-2023	1,844	3.7	1.8	3.7	2.9	3.0%
2023-2024						

End-of-Year Growth

Fall to Spring
2023-24

Nationally-Normed Assessments

- DIBELS (Early Literacy Skills)
- i-Ready (Reading)
- IXL (Math)

Testing window ended May 31, 2024 (K-12)

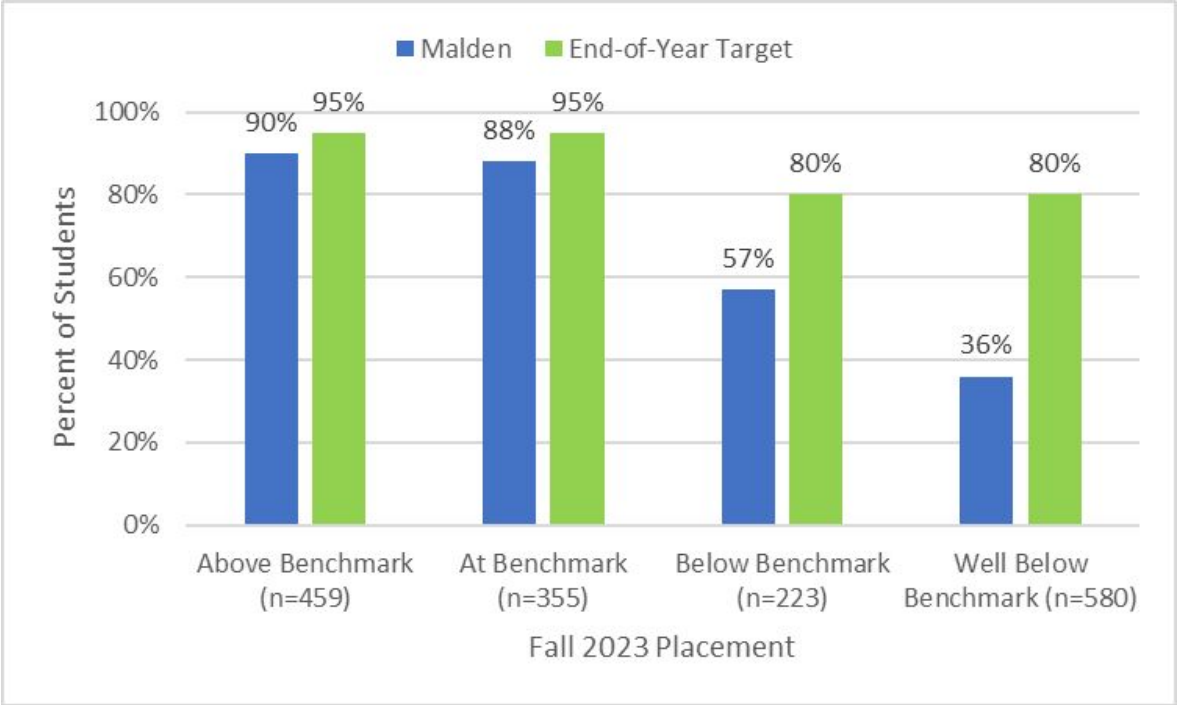
Data pulled May 24 (i-Ready, DIBELS) & May 29 (IXL) for analysis

DIBELS (Early Literacy Skills), K-3

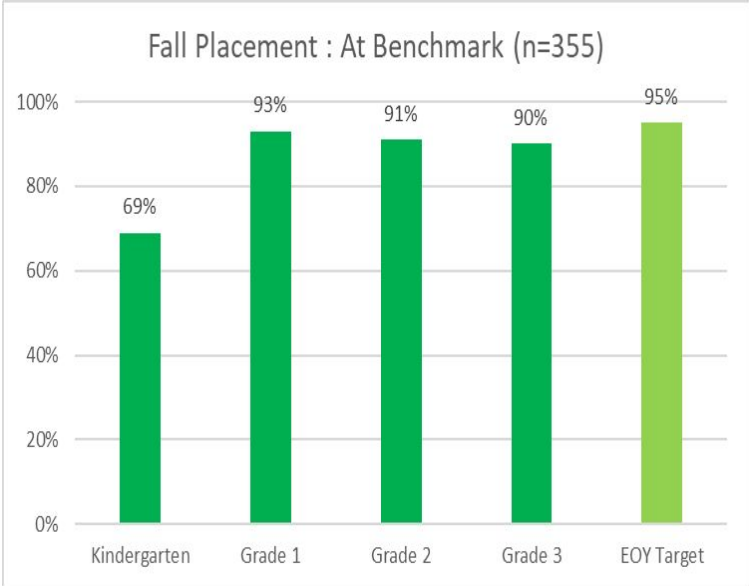
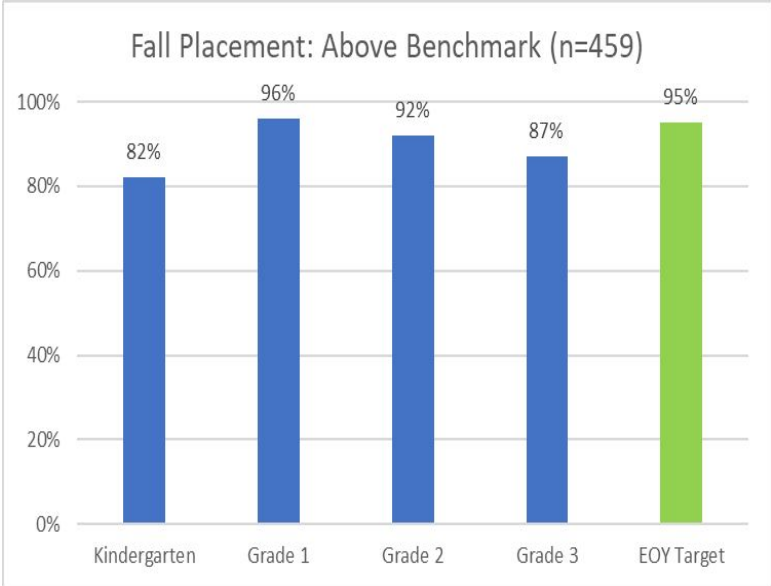
Expected growth is computed by DIBELS based on current grade level and baseline (Fall) placement. For example:

- Annual Growth Expected
 - Student **at or above benchmark** are expected to remain in that category, respectively, at the three time points (Fall, Winter, and Spring)
- Catch Up Growth Expected
 - Students **below benchmark** are expected to be at benchmark by the end of the school year
 - Students **well below benchmark** are expected to no longer be well below by the end of the school year

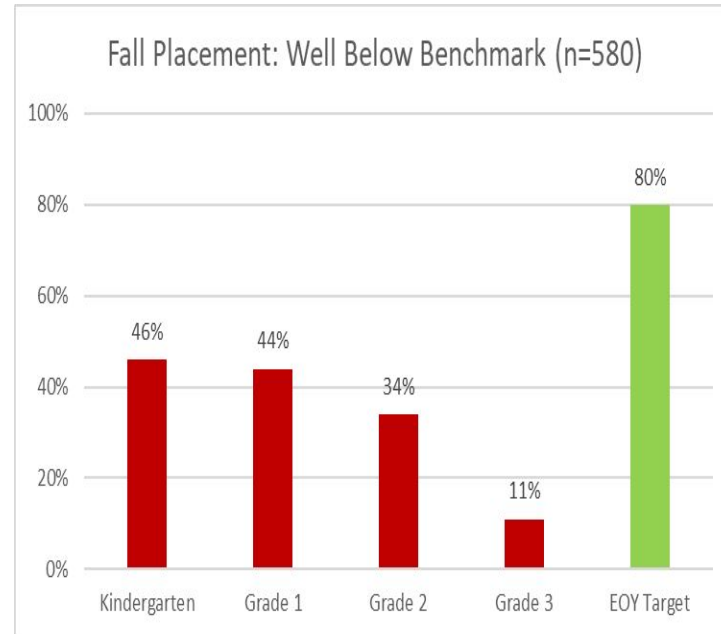
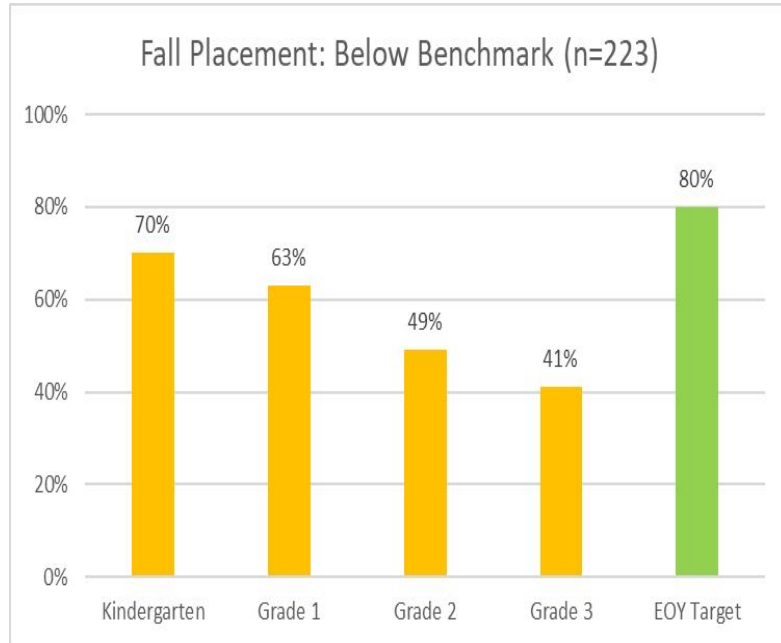
DIBELS Summary of Effectiveness (K-3)



DIBELS: Expected Annual Growth (K-3)



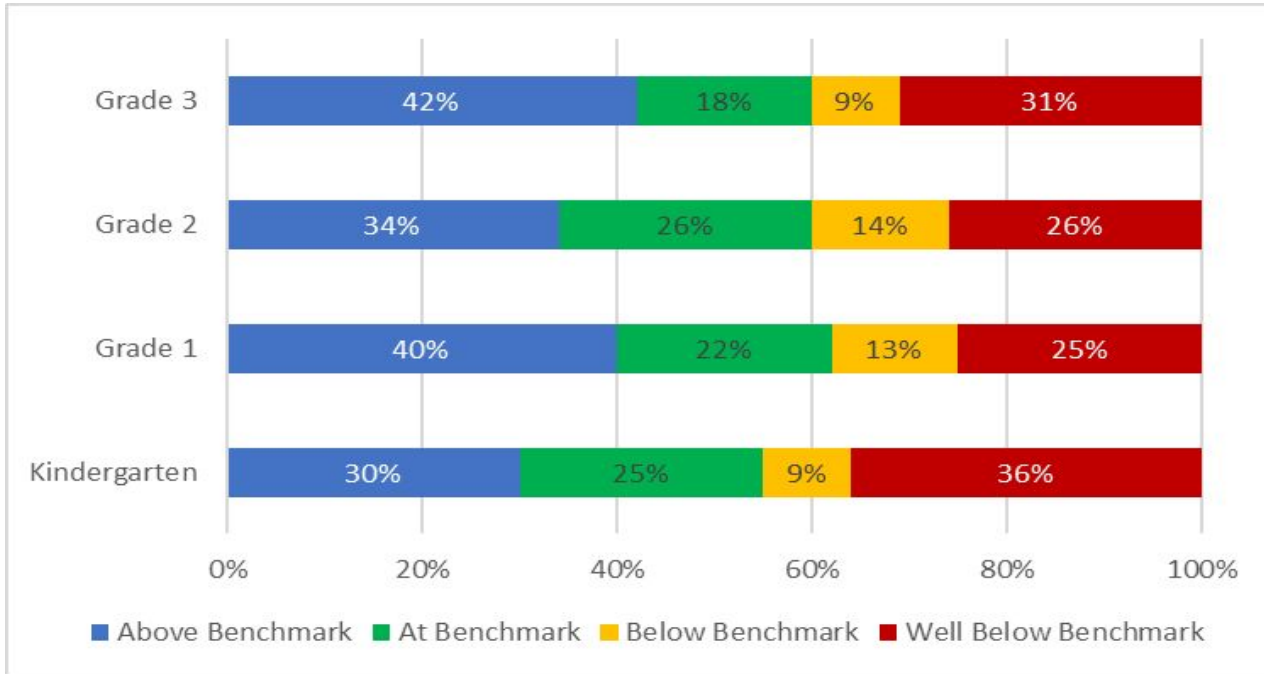
DIBELS: Expected Catch Up Growth (K-3)



Where did our students end the year?

DIBELS, K-3 /

Next Layer of Work



Note: 1,617 out of 1,898 students

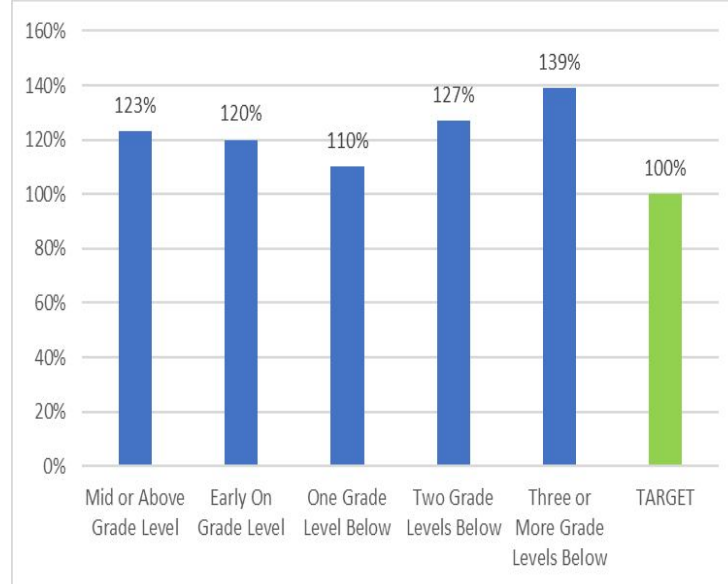
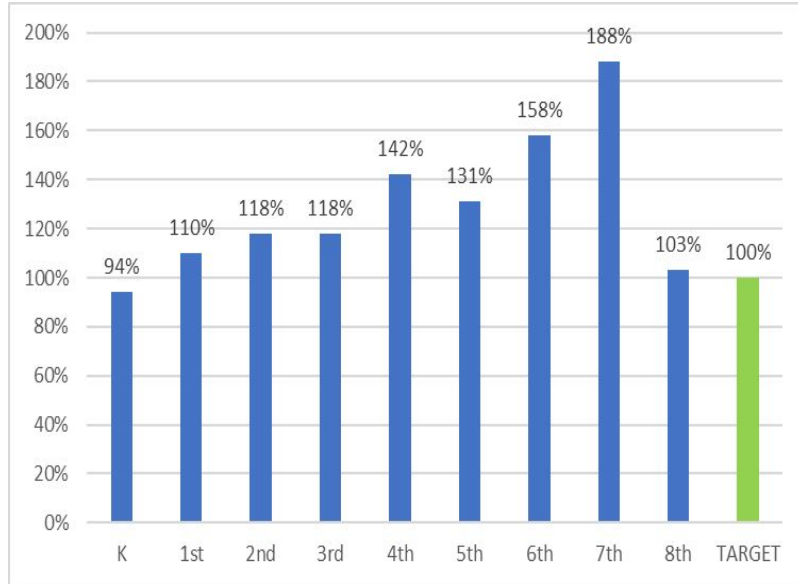
i-Ready Annual Typical Growth Definition

Expected growth is computed by i-Ready for each student based on current grade level and baseline (Fall) placement level. For example:

- 3rd grade students whose Fall placement level is Grade 2 are expected to grow 26 points by the end of the school year
 - 26 points is determined by i-Ready because this is the typical annual growth nationally for students with this profile
- If they improve 30 points from fall to spring, their growth is $30/26 = 115\%$.
- When growth percentages are combined for a school, grade level, or class, the median (middle value for the group) is shown in i-Ready reports.

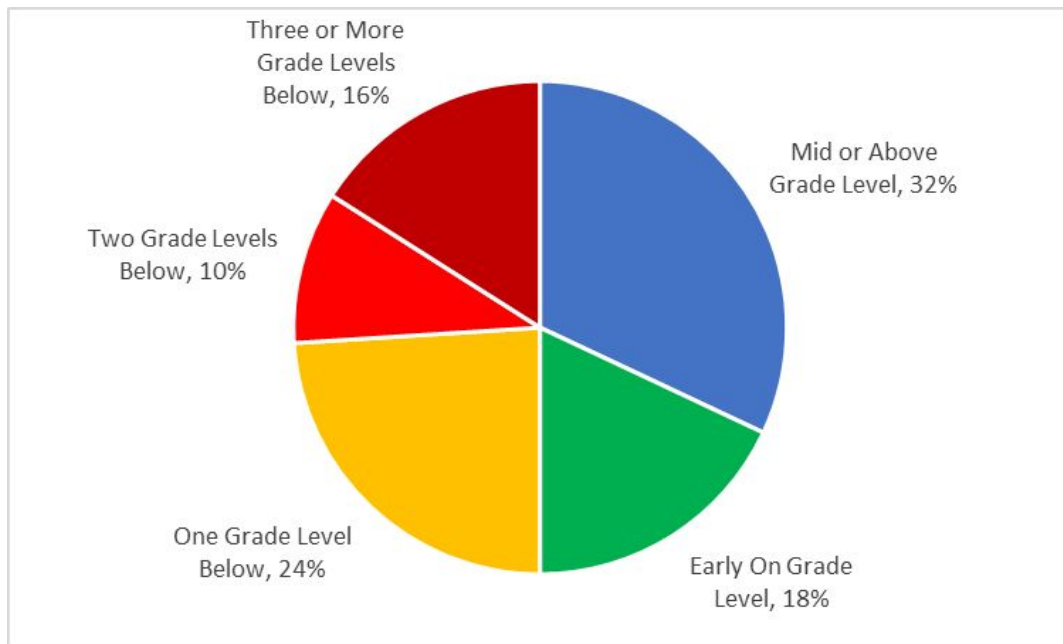
i-Ready K-8 Annual Typical Growth (Reading)

Fall to Spring (2023-24)



Where did our students end the year?

i-Ready Reading, K-8



Note: 3,946 out of 4,246 students

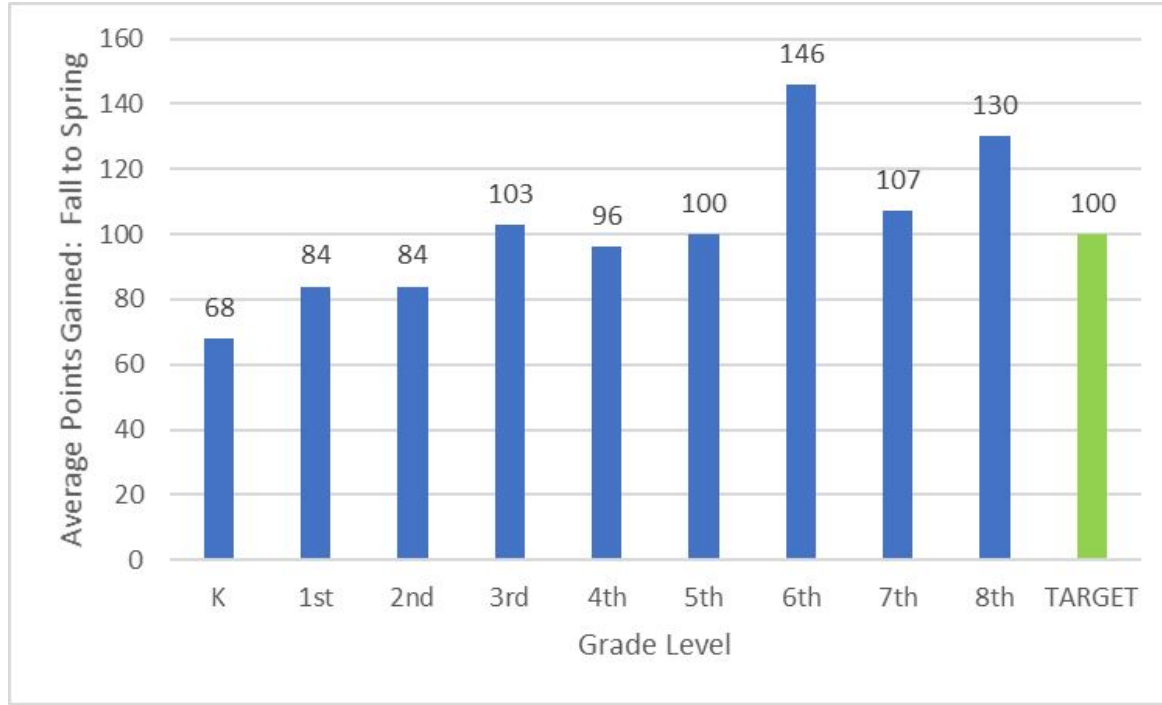
IXL Annual Growth Definition (MATH)

Expected annual growth is computed by IXL as 10 points each month. Therefore, annual growth would be 100 points over the course of the school year.

- For example, a 3rd grade student who is performing on grade level in September would earn a score of 300. Therefore, a score of 400 by the end of the school year represents annual growth.
- A 5th grade student who is performing below grade level (e.g., a score of 350 in September which represents mid-third grade) and earns a score of 450 at the end of the school year made annual growth. Ideally, a student below grade level would earn more than 100 points in a single school year to be on a trajectory for catch up growth.

IXL Average Growth (Math) K-8

Fall to Spring (2023-24)



Note: 3,741 out of 4,291

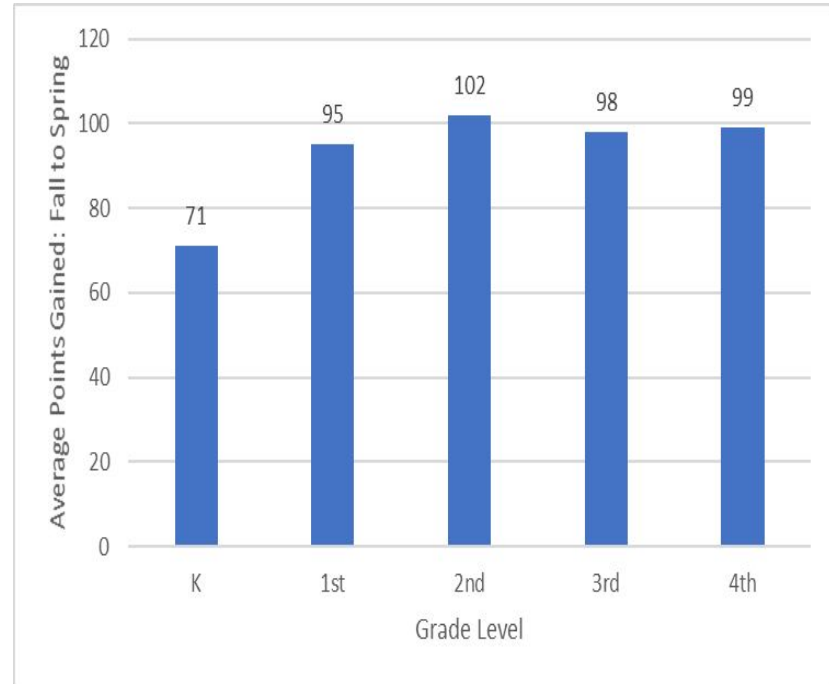
IXL Average Growth (Math): Gr K-4

Fall to Spring (2023-24)

Numbers & Operations

“Understand numbers, ways of representing numbers, relationships among numbers...understand meanings of operations and how they relate to each other, compute fluently and make reasonable estimates”

NCTM Standards



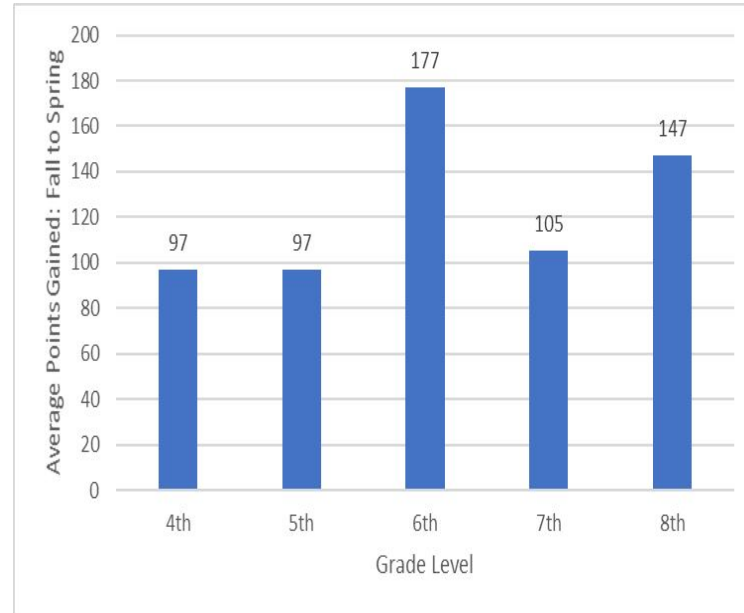
IXL Average Growth (Math): Gr 4-8

Fall to Spring (2023-24)

Algebra & Algebraic Thinking

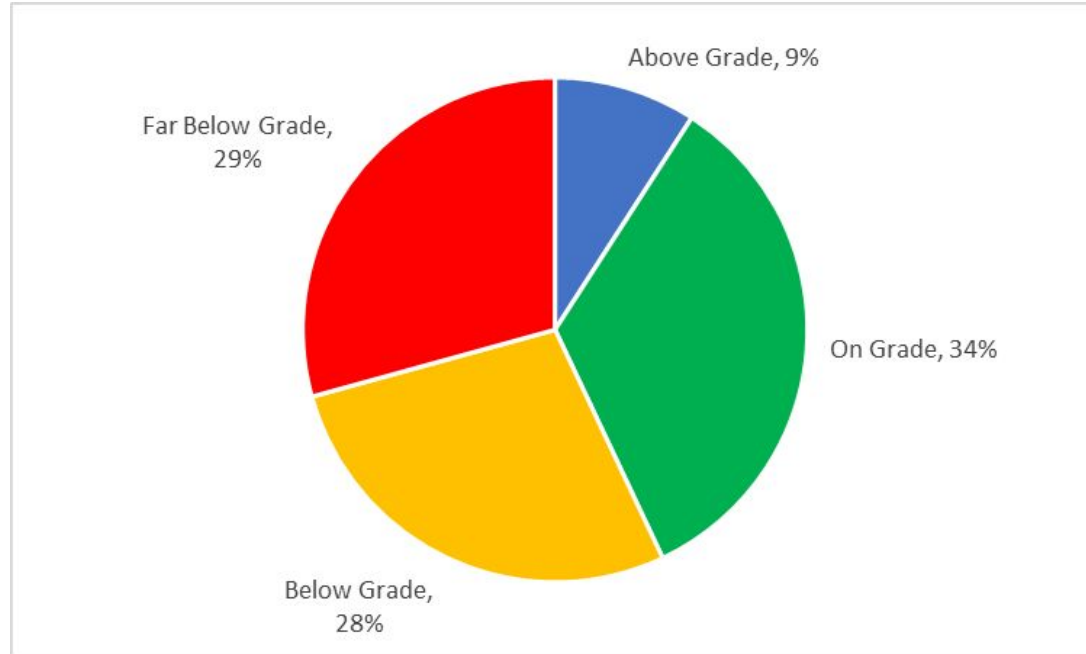
“...Recognizing and analyzing patterns, studying and representing relationships, making generalizations, and analyzing how things change.”

NCTM Bulletin, Sept 2004



Where did our students end the year?

IXL Math, K-8



Note: 3,741 out of 4,291 students

Contributing Factors to Growth

- **Collaboration**
 - PD which led to greater cross-building collaboration among grade level teams
 - Regular collaborative meetings with our partnerships to monitor implementation
 - Collaborative teams focused on fidelity to teaching with integrity using high quality, vetted curriculum materials
- **Targeted Feedback & Teacher Supports**
 - District Admin/Principal walkthroughs
 - Peer observations
 - Literacy, Math, & MultiLingual Coach support
- **Student Supports**
 - Literacy & Math Assistants
 - Parental support at home
- **Engaged and Curious Students**



Framing the Learning SY 21-24

Transformative, Strategic, and Intentional Leadership

Dr. Noriega-Murphy

Mission and Vision

MISSION

Malden Public Schools, in partnership with families and our diverse community, is committed to providing a welcoming and inclusive environment for all students to cultivate a lifelong joy of learning, achieve their academic potential, and engage as compassionate global citizens.

“We believe all children can meet challenging expectations through a partnership among home, school, and community.”

VISION

Malden Public Schools students will develop the skills, knowledge, and character necessary to become informed, compassionate, and engaged members of a diverse local community.

CORE VALUES

Respect

Equity

Integrity

Resilience

Theory of Change

If we...

- ❑ Provide an early childhood education that is aligned PK-12, connects with families, and builds lifelong joy of learning,
- ❑ Create and maintain a culturally responsive social-emotional climate of support for students, families, and staff,
- ❑ Develop PK-12 pathways based on a standards-aligned curriculum that offer opportunities for exploration, real-life learning, and partnerships with community,
- ❑ Create and maintain a welcoming climate for families, students, and staff that is culturally sensitive and inclusive, and
- ❑ Provide educators with the curricula and training they need to prepare all students for success,

then we will develop the skills, knowledge, and character our students need to become informed, compassionate, and engaged members of a diverse local community.

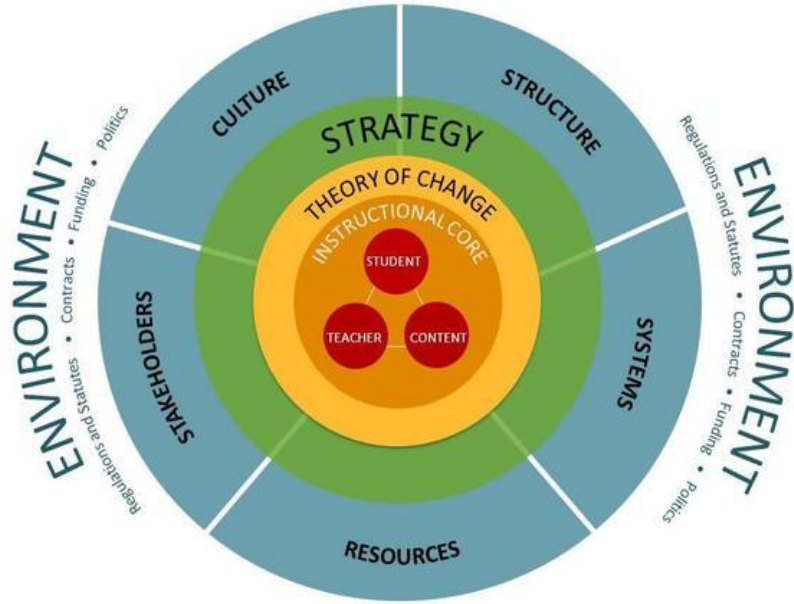
Every School - Every Classroom - Every Student- - Every Day

Curriculum alignment across grade levels and subjects providing opportunities for expansions, interventions, and supports.

- Malden Public Schools believes that ALL students have the right to a great education in every single school and in every single classroom
- Malden Public Schools believes all students deserve rigorous curriculum and instruction and strong relationships with peers and adults.
- Malden Public Schools believes in an inclusive school environment rather than creating exclusionary classroom settings.
- Malden Public Schools focus is on individual student growth. Each student must be making academic and social emotional progress.

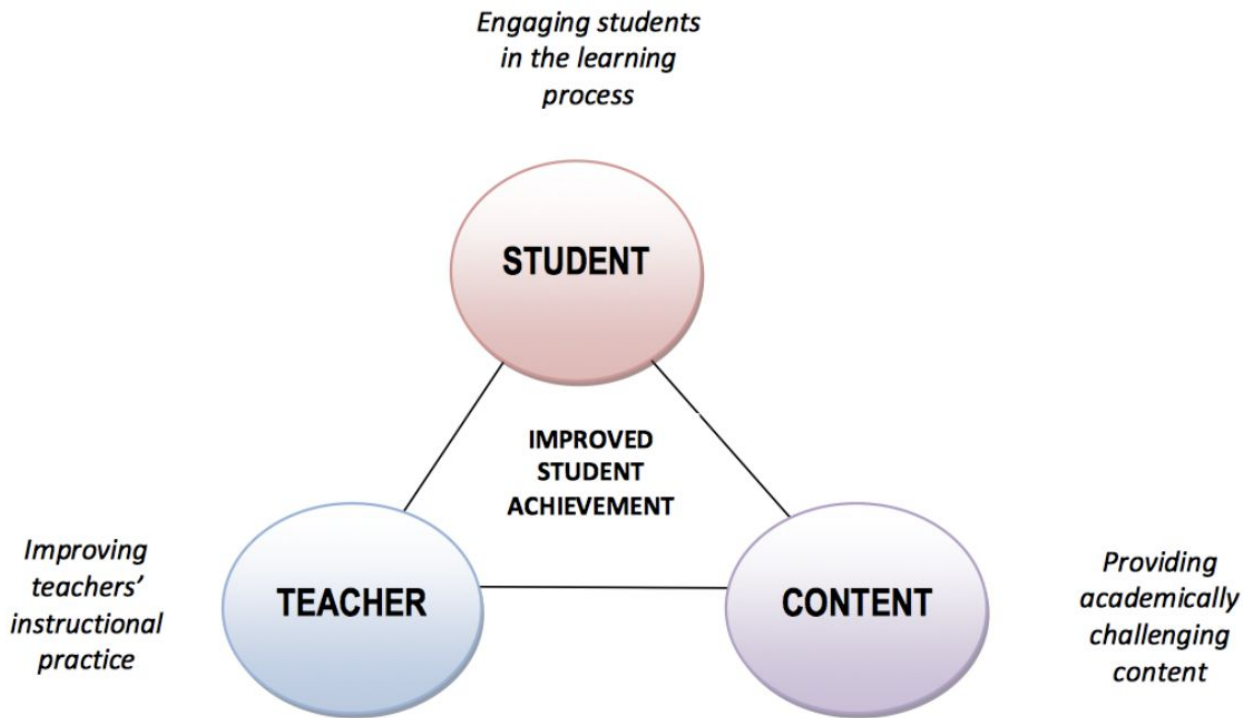


MPS Framework

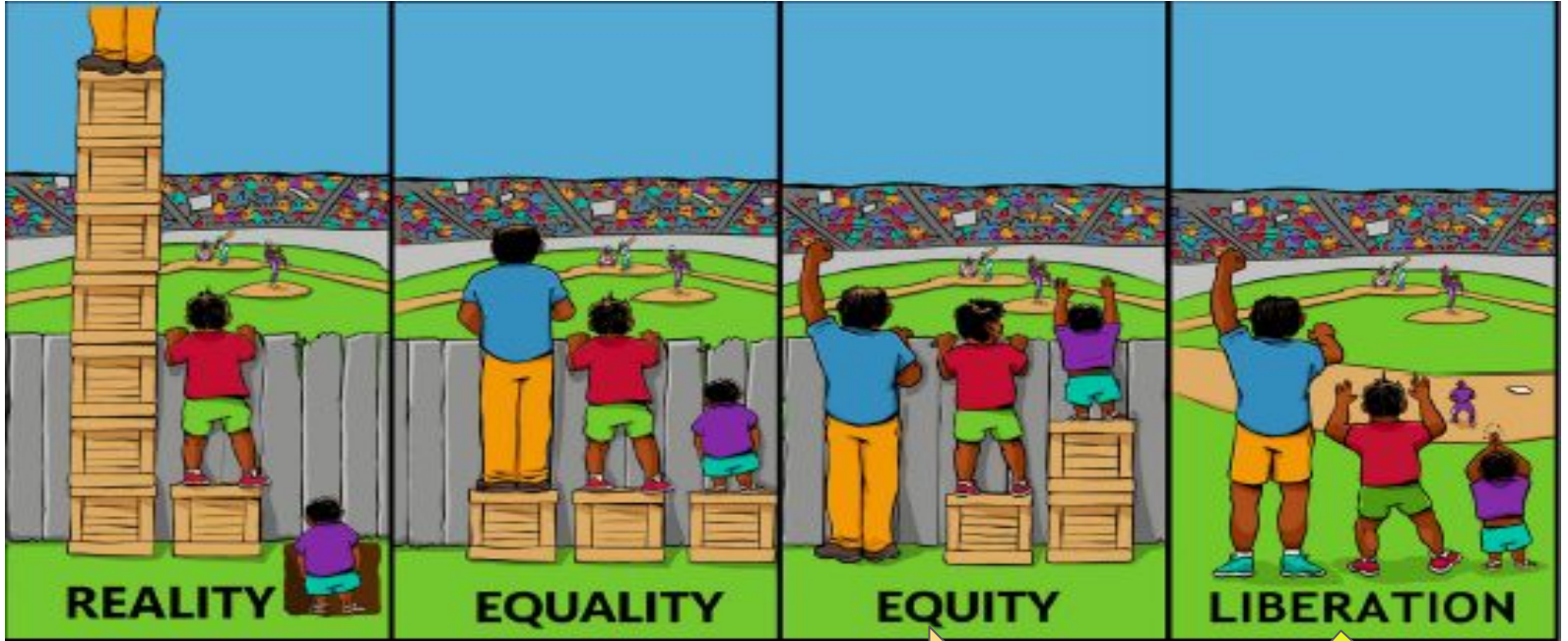


- **Instructional core:** The core includes three interdependent components: teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content.
- **Theory of Change:** Mission and Vision
- **Strategy:** A coherent set of actions a district deliberately undertakes to strengthen the instructional core with the objective of raising student performance district-wide. Gaining coherence among actions at the district, school, and classroom levels will make a district's chosen strategy more scalable and sustainable.
- **Stakeholders:** The people and groups inside and outside of the district - district and school staff, governing bodies, unions and associations, parents and parent organizations, civic and community leaders and organizations.
- **Culture:** The predominant norms, values, and attitudes that define and drive behavior in the district.
- **Structure:** Structures help define how the work of the district gets done. It includes how people are organized, who has responsibility and accountability for results, and who makes or influences decisions.
- **Systems:** School districts manage themselves through a variety of systems, which are the processes and procedures through which work gets done.
- **Resources:** Managing the flow of financial resources throughout the organization is important, but resources also include people and physical assets such as technology and data.
- **Environment:** A district's environment includes all the external factors that can have an impact on strategy, operations, and performance

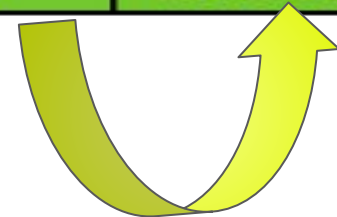
FY 22, 23, 2024 DISTRICT WIDE INSTRUCTIONAL CORE



FY 22, 23, 2024 DISTRICT WIDE WORK



Equity Trainings / workshops/
School Teams
Funding / Supports / MTSS



MPS Instructional Framework

5 CORE PRINCIPLES



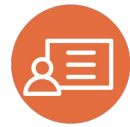
Success for ALL Students



Standards Aligned Curriculum & Instruction



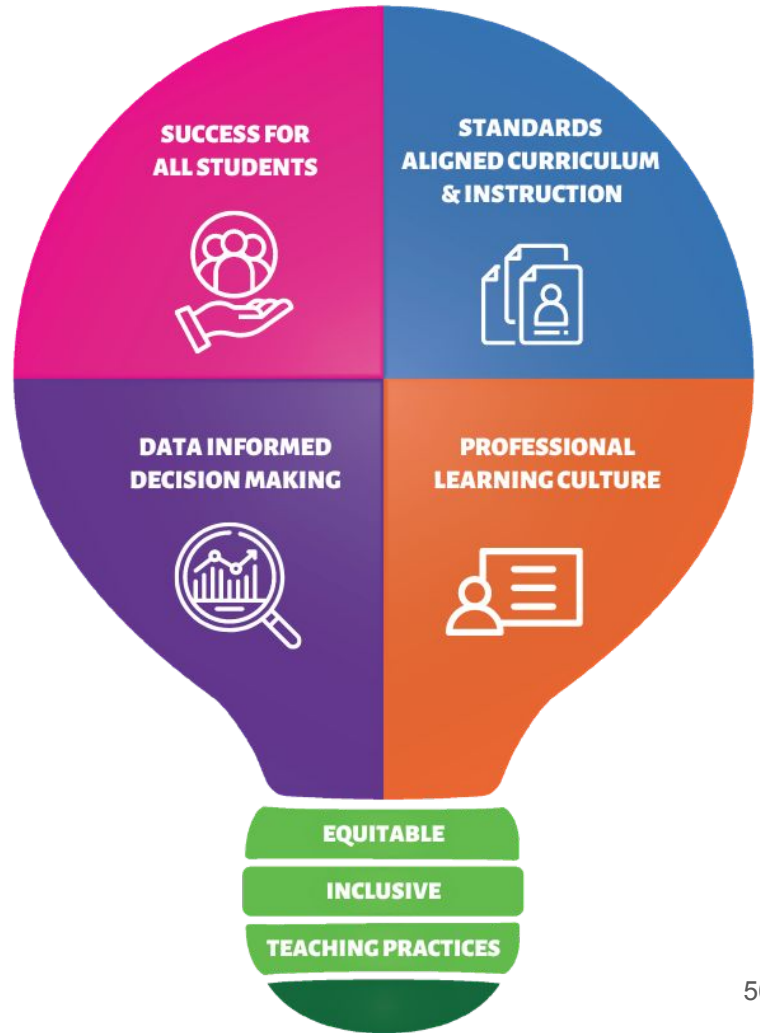
Data Informed Decision Making

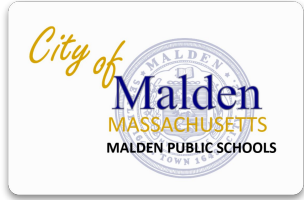


Professional Learning Culture

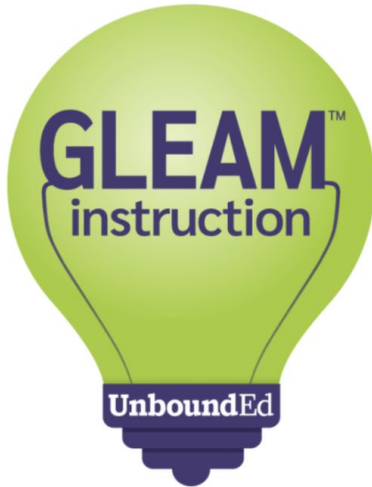


Equitable, Inclusive Teaching Practices





UNBOUNDED GLEAM



Instruction that is . . .

grade-level

engaging

affirming

meaningful

Literacy
Numeracy



Reduce Chronic Absenteeism



FY 22, 23, 2024 DISTRICT WIDE INSTRUCTIONAL GOALS

- GOAL 1** Increase Student Learning and Performance
- GOAL 2** Create Coherent, Aligned, Measurable, Accountable Structures and Systems
- GOAL 3** Mental Social & Emotional Needs to Create Safe Learning Environments
- GOAL 4** Transparency, Communication, and Calibration
- GOAL 5** Financial Planning - Life after Grants (ESSER III -ARP)
- GOAL 6** Gather Data To Inform Practice

FY24 DISTRICT WIDE INSTRUCTIONAL FOCI AND GOALS

GOAL 1 Increased Student Learning and Performance

- ✓ Delivered high levels of learning for all students with a culturally and linguistically equitable instructional core and establish high expectations for increased student performance outcomes
- ✓ **Ensured a high quality education:** The District will continue to ensure that all students have access to the experiences they need to develop academic and non-academic skills to enable them to meaningfully pursue their post-secondary goals
- ✓ **Eliminating Barriers:** The District affirms its commitment to culturally-responsive teaching practices and strategic professional learning in equity-based skill sets

GOAL 2 Created Coherent, Aligned, Measurable, Accountable Structures and Systems

- ✓ Ensured coherence and alignment in all programs and systems to support a comprehensive, consistent, and responsive learning environment for all students
- ✓ Curriculum Alignment: PreK-12 students experience the same level of education
- ✓ Increased Rigor
- ✓ Ensured a Vertical and Horizontal Alignment PreK-12

FY24 DISTRICT WIDE INSTRUCTIONAL FOCI AND GOALS

GOAL 3 Mental Social & Emotional Needs to Create Safe Learning Environments

- ✓ Implemented high-quality behavioral models and interventions to support the mental social and emotional needs of all student
- ✓ Ensured all students are engaged and connected to their school, peers, and community in a safe and secure educational setting.
- ✓ Developed a MPS Multi-Tiered System of Supports (MTSS)
 - Approach to Schools' Early Warning Indicators
 - Mental, Socio Emotional Supports
 - Attendance to Reduce Chronic Absenteeism
- ✓ Used a coherent Social Emotional Learning curriculum
- ✓ Collected data to inform practice

GOAL 4 Transparency, Communication, and Calibration

- ✓ Established open communication with all stakeholders
- ✓ Built strong partnerships and relationships with stakeholders
- ✓ Worked closely with families, caregivers, and community members
- ✓ Coherent communication to families and other stakeholders
- ✓ Used social media to promote events
- ⊖ -Revamp Website and information

FY24 DISTRICT WIDE INSTRUCTIONAL FOCI AND GOALS

GOAL 5 Financial Planning - Life after Grants

- ✓ Maximized our limited resources
- ⊖ Multi year budget aligned with the district's vision, mission, and goals that addresses the needs of all students
- ✓ Strategic Planning: Short term / Long Term
- ⊖ 2026 - Backwards budget mapping

GOAL 6 Gather Data To Inform Practice

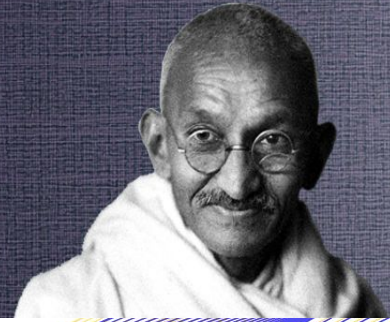
- ✓ Measured the impact of our work using the following guiding questions?"
 - How can we transform teaching and learning in our schools?
 - How do we know that what we are doing is having an impact on our students and educators' lives?
 - How do we support students' learning?
 - How do we work with teams of educators to revamp instructional practices?
- ✓ Followed the created Targets: Baseline - Benchmarks - Indicators - Inform Practice - Transform Practice
- ✓ Used data to inform our work described in the schools' individual School Improvement Plans
- ✓ Used district and schools' Leading and Lagging Indicators -EDWIN Analytics

Transformative, Strategic, and Intentional Leadership Practices

Lead with Grace - Equity- Respect - Love
Honor our communities
Embrace Diversity
Be Present
Work Together!
Empathy vs Sympathy

THE **FUTURE**
DEPENDS ON
WHAT WE DO IN
THE **PRESENT**

– MAHATMA GANDHI



NewtonDesk.com

WHY

- We want to serve our students and caregivers
- We believe that education transforms / saves lives
- Education is the best inheritance that a person can receive
- We want to serve and to work closely with all our educators, staff, and community
- We are team players and support each other
- We care about the present and future of our students and staff.

We want to leave this world better than how we found it.

Superintendent's Monthly Reports SY 2021-2024

SY 2021-2022

New Educator PD

August 30, 2021

September 13, 2021

October 4, 2021

November 8, 2021

December 6, 2021

January 10, 2022

February 7, 2022

March 7, 2022

April 4, 2022

May 2, 2022

June 6, 2022

SY 2022-2023

August 22-23, 2022 PD

September 12, 2022

October 3, 2022

November 14, 2022

December 5, 2022

January 9, 2023

February 6, 2023

March 6, 2023

April 3, 2023

May 1, 2023

June 12, 2023

SY 2023-2024

August 14-15, 2023 PD

September 11, 2023

October 2, 2023

November 13, 2023

December 4, 2023

January 8, 2024

February 5, 2024

March 4, 2024

April 1, 2024

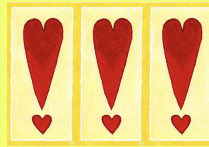
May 6, 2024

June 6, 2024

Thank you Malden



Thank you Malden



Ferryway's Nature's Classroom Experience 2024

Video