

District Priorities 2019-20 (DRAFT 6-7-19)

To ensure N-MUSD neighborhood schools are the first choice of students and parents, we are committed to “**Inspire Students and Enrich Communities.**” These district priorities were developed within a comprehensive and aligned system of initiatives that support student **learning** from Pre-Kindergarten to beyond graduation. These priorities and action plans will be systematically monitored and evaluated to determine effectiveness, foster continuous improvement and address the evolving needs of our students.

*** Goal: All students will master grade-level English language arts and math content standards at milestone (3, 6, 8, 10, 12) grades.**

ACADEMICS

A1. N-MUSD students will be guaranteed a challenging Pre-Kindergarten-12th grade curriculum aligned to the CA State Standards that prepares them for success in college and careers.

- Define, implement, and continuously adjust our core curriculum.*
- Utilize a comprehensive, transparent adoption process to select standards-aligned instructional materials for TK-12 core content.*
- Implement targeted training on effective use of standards and framework-aligned instructional materials.*
- **Review and refine course sequences to align to the CA ELD standards and EL Roadmap to provide English learners access to rigorous grade level standards while achieving English proficiency. ***

A2. N-MUSD students will receive the highest quality instruction based on meaningful lessons that incorporate creativity, critical thinking, communication, and collaboration.

- Implement research-validated elements of lesson design for effective instruction.*
- Incorporate strategies for differentiation to meet each student’s instructional needs **including English learners and students with special needs.***
- Deliver best first instruction within a tiered system of support for diverse student learners.*
- **Implement integrated and designated ELD instructional structures aligned to the CA ELD standards and EL Roadmap to amplify the California Content Standards for English learners.***
- Implement a structured system of formative assessments that guides teacher instruction and student learning.*

A.3 NMUSD will continue to support and expand rigorous, relevant, high-interest programs and coursework aligned to prepare and support students to meet the demands and rigor of college and industry standards beyond graduation.

- Use a variety of objective measures to identify, create, expand and maintain relevant, high-interest courses, programs and academies.
- Continue to build Career Technical Education (CTE) pathways and sequential coursework in high-wage, high-demand sectors.*
- **Continue support of dual immersion programs (Mandarin and Spanish) and biliteracy development.***
- Provide extended year/extended day programs to meet student enrichment and remedial needs.*
- Support early childhood education programs to prepare students for kindergarten.*
- Implement comprehensive school counseling program including career exploration and college preparatory activities.

A4. N-MUSD students will be educated in safe, attractive, functional and contemporary facilities.

- Identify and implement industry-standard best practices to maintain safe facilities.
- Establish facilities standards that are focused on supporting core curriculum.
- Develop an inventory of existing facilities assets and facility's needs.
- Develop a long-term funding strategy to meet facility needs.

A5. N-MUSD students will harness the power of technology and innovation through core academic subjects, career technical education, arts, athletics and extra-curricular activities.

- Increase access to technology and expand the Chromebook Initiative to all zones.*
- Create **and maintain** a sustainable plan for technology-infused classrooms.
- Promote innovation and creativity in all classrooms through research-based methodology, physical learning spaces, instructional tools, and site-based coaching and mentorships.

BEHAVIOR

B1. N-MUSD will support the emotional, behavioral and mental health needs of students through relationship-driven school communities.

- Sustain responsive school-based systems.
- Expand and enhance early intervention services **with emphasis on proactive practices, approaches and resources.**
- Recruit specialists and service providers to complement existing resources and partnerships.
- Expand suicide prevention and crisis response systems.

B2. N-MUSD will utilize intervention systems to provide learning opportunities that promote the holistic development of all students.

- Develop and disseminate early identification systems to support students and link them to appropriate services.
- Train staff and monitor discipline practices to promote student resilience and high quality decision-making.

B3. N-MUSD will encourage all students to become responsible thinkers and problem solvers by providing them the opportunity to learn from the impact of their choices.

- Expand systemic practices embedded in Restorative Culture paradigms.
- Foster character development by promoting healthy relationships, self-reflection and problem solving skills.

B4. N-MUSD will hold all students to the highest expectations for positive behavior, **kindness, compassion and civic responsibility.**

- **Support the Superintendent's Human Relations Task Force in promoting safe, respectful and inclusive school environments.**
- Expand systemic practices embedded in Positive Behavior and Intervention Supports.
- Implement evidence-based approaches to improve school wide attendance and behavioral expectations.

- Provide students with meaningful opportunities to participate in a democratic society and engage in service to the community.
- **Promote the responsible use of technology and digital citizenship.**

COMMUNITY

C1. N-MUSD will build and foster meaningful partnerships and shared commitment with stakeholders including students, parents, employees, employee associations and community partners in the development of the whole child.

- Solicit input and build two-way communication with advisory councils for students, parents, certificated and classified employees.
- Collaborate with internal organizations. (ex. school-connected organizations - Harbor Council Parent Teacher Association (HCPTA), foundations, boosters, etc.)
- **Support parent education programs that builds understanding of our educational system, and meaningful involvement and leadership.**
- **Promote and build leadership from within the organization through high quality leadership training for classified, certificated and management employees.**
- Expand partnerships with community organizations and industry.
- Enhance and implement comprehensive communication plan.
- Continue to build collaborative labor-management relationships.

C2. N-MUSD students will have opportunities to apply their learning and skills in real world settings while serving and enhancing our community.

- Increase project-based learning opportunities that address real-world issues at all grade levels.*
- Expand Career Technical Education (CTE) pathways that engage industry, post-secondary education, and community leading to internships, industry standard certifications and articulated credit with post-secondary institutions.*
- Engage students with leadership opportunities through nationally recognized organizations, co-curricular and extra-curricular activities.