



MSD of New Durham Township Learning Prioritization Plan

MSD of New Durham Township partnered with Equitable Education Solutions (EES) to identify key priorities to create a district-wide systemic approach for student learning. Through this process, EES engaged educational partners in the creation of a 3-year plan. Our process ensured input was taken from administrators, teachers, support staff, parents, students, community members, and other stakeholders. EES utilized inventories, student data, focus group interviews, instructional observations, and surveys for stakeholder groups to provide a foundation to help develop an overall detailed snapshot of the district’s teaching and learning landscape.

District key priority areas were identified to build areas of exceptionality that will be monitored throughout implementation. This process ensures that schools keep priorities at the forefront to ensure depth within systemic capacity-building as a mechanism to enhance student learning outcomes and opportunities. MSD of New Durham Township’s key priority areas are:

Coherent Curriculum, Assessment, & Data Collection High-leverage Instructional Strategies Graduates Prepared to Succeed Alignment

Key Priority Areas:

1. Coherent Curriculum, Assessment, & Data Collection	
K-12 Curriculum Development	Complete mapping of English language arts and math curriculum with identified priority standards to establish a guaranteed and viable curriculum.
K-12 Assessment System	Create common assessments with proficiency scales that are aligned to the priority standards identified in curriculum maps in order to ensure that data and grading are focused on learning.
Data Collection System	Develop a systematic collection system and fluent use of data to analyze student achievement gains. With the coherent corporation-wide curriculum serving as the foundation, educators will set measurable and specific goals and pinpoint data sources.
Learning-focused Communities	Establish academic collaborative talks with a robust data analysis protocol to provide educators the process necessary to act upon the data and enhance a commitment to continuous improvement.





2. High-leverage Instructional Strategies



Enhance Core Instruction

Establish an instructional priorities model that provides clarity and focus. Ensure professional development opportunities are aligned with the schools' instructional goals. A collaborative commitment centered around instructional priorities allows for a shared understanding and ensures resources are used in the most effective way.

Multi-tiered System of Supports

Utilize common formative assessments aligned to the priority standards to identify skill deficits. Establish Tier II high-quality, focused instruction and continued, frequent progress monitoring. Align Tier II priorities and Enrichment opportunities with Tier I instruction.

Project-based Learning

Train personnel in project-based learning (PBL) in order to provide all students with a PBL unit of study quarterly, giving them the opportunity to develop the skills they will need to collaborate, think critically, and enhance real-world connections.

3. Graduates Prepared to Succeed Alignment



Employability Skills Micro-credentialing

Provide students with opportunities to progressively develop and demonstrate employability skills within the K-12 work-based learning continuum. A micro-credentialing system allows students to gather credentials they can use to highlight their transferable skills across a variety of postsecondary opportunities and pathways.

Financial Literacy

Provide students with opportunities to gain the knowledge and skills they need to make informed decisions when it comes to managing their personal finances, preparing for college, and planning for their future. Students will learn the basics of budgeting, saving, investing, taxes, insurance, credit, consumer rights, making large financial decisions, and connecting career paths and potential income to short and long-term financial goals.

Community Partnership Expansion

Enable students to be ready to enroll in college, enlist in the military, or start a job after completing high school by forging community collaborations that open up work-based learning experiences.