Strategic Plan
July 1, 2018- June 30 2021
Updated October 2018

PREPARED BY THE ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT

Mission Statement

The Athol-Royalston Regional School District is committed to providing challenging educational experienced that inspires students to acquire the knowledge and skills to become responsible citizens in the global community.

Guiding Principals

We Believe:

In establishing high standards and challenging expectations for all students;
Every member of the school-community deserves to be treated with respect and courtesy;
All decisions are made in the best interest of the student;
Education is a shared responsibility among home, school, and community;
All students are entitled to excellent facilities, technology, materials, and instruction;
All students should learn in a safe, secure, and healthy environment that respects diversity;
A quality educational system is the foundation of a strong community;
In providing an opportunity for all students to achieve their full potential and to become lifelong learners;
In school-site and district management; adhering to federal, state, and local laws, regulations, policies, and guidelines;
Partnerships with local businesses and community organizations are critical to accomplishing our district's mission;
In fostering the physical, intellectual, social, emotional, and artistic development of our students;
Professional development is essential for effective instruction, active learning, and improved student performance;

Vision Statement

The Athol-Royalston Regional School District in partnership with the community provides a safe, innovative, and vibrant learning environment for all students. We foster academic excellence by implementing best practices, improving facilities, appreciating diversity, and requiring accountability. Our graduates are life-long learners and discerning users of technology who exercise social and civic responsibility and adapt to an ever-changing world.

Goals and Objectives

DISTRICT CLIMATE, CULTURE, AND COMMUNICATION
To foster an atmosphere of mutual respect and cooperation.

Promote a culture where students are consistently the focus of the Athol-Royalston School Department

Create a non-threatening, inclusive climate where ideas can be exchanged and debated.

Establish forums and other strategies to explain and promote implementation and progress of the strategic plan.

Develop and implement an aggressive public relations plan

Foster open and honest communication among the administration, school committee, and the leaders of the local teachers' association to further our district's strategic plan.

TEACHING AND LEARNING

To improve academic achievement by engaging all students through best practices and challenging programs that will meet their individual needs.

Design classrooms where student literacy skills are consistently the focus of daily instruction.

Create and use a tiered system of social, emotional, and behavioral supports to improve overall student engagement in classrooms.

Use data to drive decision-making in the areas of curriculum, instruction, student learning and social emotional supports.

FINANCE AND DISTRICT OPERATIONS

To obtain equitable, predictable, and sustainable funding for all educational programs, services, facilities, and other district operations.

Continuously inform local, state, and federal officials of the need for sufficient and predictable financial support based on the identified needs of the district

Increase opportunities for community leaders and the community-at-large to participate in the budget process

Acquire the funding to attract, develop, and retain staff to increase student programming

Revise and implement the technology plan to increase staff and student access as well as utilization of appropriate technology.

Provide the necessary resources to support student achievement

Secure adequate funding to comply with federal, state, and regional mandates

FACILITIES

To provide appropriate school facilities

Secure Funds to build new high school track

Remodel tile inside high to a more modern look

Remediate Middle School carpet to tile

Remodel High School Office area

Revise the master facilities' plan

COMMUNITY PARTNERSHIPS

To promote and enhance mutually beneficial relationships and partnerships with individuals and groups in the community

Establish a district-wide committee to effectively communicate our schools' successes and challenges

Provide more opportunities for members of the community to participate in the life of our schools

Identify, develop, and foster diverse opportunities for students to engage in active learning with businesses and the community

Increase parental involvement in the schools

Develop in our students an awareness of their responsibilities to participate in their community

Expand the use of school facilities and related resources for the benefit of the wider community

Mission
The Athol-Royalston Regional School District is committed to providing challenging educational experiences that inspire students to acquire the knowledge and skills to become responsible citizens in the global community.

Vision
The Athol-Royalston School District in partnership with the community provides a safe, innovative, and vibrant learning environment for all students. WE foster academic excellence by implementing best practices, improving facilities, appreciating diversity, and requiring accountability. Our graduates are life-long learners and discerning users of technology who exercise social and civic responsibility and adapt to an ever-changing world.

Core Values
• Every member of the school community deserves to be treated with respect • All decisions are made in the best interest of the student • Education is a shared responsibility among home, school and community • All students are entitled to excellent facilities, technology, materials, and instruction • All students should learn in a safe, secure, and healthy environment that respects diversity • A quality educational system is the foundation of a strong community • In providing an opportunity for all students to achieve their full potential and become lifelong learners • In school-site and district management; adhering to federal, state, and local laws, regulation, policies, and guidelines; • Partnership with local business and community organizations are critical to accomplishing our district mission • foster the physical, intellectual, social emotional, and artistic development of our students; • Professional Development is essential for effective instruction, active learning, and improved student performance

Theory of Action
IF we implement turnaround strategies including Positive Behavior Intervention System (PBIS), literacy across the curriculum and use data to drive decision making that focuses on better student outcomes THEN teachers and administrators will build their knowledge of good instruction and students will become more successful in meeting the state standards.

Priority Strategic Objectives and Initiatives		
1. Design classrooms where student literacy skills are consistently the focus of daily instruction.	**2. Create and use a tiered system of social, emotional, and behavioral supports to improve overall student engagement in classrooms.**	**3. Use data to drive decision-making in the areas of curriculum, instruction, student learning and social emotional supports.**
Implement Wonders reading program in grades Pre-K-5.	*Review, design and implement best practices in counseling and teaching to support students with social emotional needs.*	*Review ELA, math and science curriculum each year to ensure it aligns with the state curriculum frameworks through an analysis of MCAS test questions.*
Implement 3-5 year literacy plan.	*Realign morning meeting and/or advisory at the secondary level to support programming designed by guidance in zones of regulation, strength based instruction and/or PBIS.*	*Provide PD to teachers in supporting all students' needs in an inclusive environment through the analysis of common assessments, benchmark tests and state MCAS data. Along with designing student support from analysis.*
Review district math supports for numeracy, design tiered supports across the district and implement programming	*Create and use a data decision-making system around student discipline and chronic absences to evaluate and improve student attendance and safety*	*Create quarterly data meetings for schools to present assessment data, discipline, attendance and culture data to propose and implement mid-course corrections*

Assess each year current supports for literacy using data then allocate additional district funds in gap areas.	Select, train and set expectations for teachers and paras in the use of student engagement strategies.	Instruct administration in the process of using data to drive the decision-making process and set expectations and monitoring of the work.

Outcomes
1. By August of 2021 the gap between the number of students meeting or exceeding MCAS at the state level and the school district in the ELA and math Next Generation MCAS will close to 10 points or under. 2. By June of 2021 the district will improve their overall implementation of the educator evaluation focus areas in student engagement to 80% implementation during district walkthroughs. 3. By June of 2021 the school district will ensure suspension rates are below the state average at all levels. 4. By August of 2021 the school district will decrease the number of students chronically absent from 23.8 to 18.0 or increase attendance rate from 92.7 to 94.3

Priority Strategic Objectives with Activities and Early Evidence of Change

Strategic Objective 1 : *Design classrooms where student literacy skills are consistently the focus of daily instruction.*	
Strategic Initiatives	**Educator and Student Outcomes**
1. Implement Wonders reading program in grades Pre-K-5. 2. Implement 3-5 year literacy plan. 3. Review district math supports for numeracy, design tiered supports across the district and implement programming 4. Annually analyze literacy data to assess effectiveness of supports and	**Early Educator Outcomes** ● From the initial district walkthrough in the fall to the spring walkthrough, there will be a 30% increase in all buildings for literacy indicator 10 ● Class success data from benchmark tests and common assessments will by the spring 2019 term show 70% of students at proficiency. **Early Student Outcomes** ● Student success data sheets will show a continual increase for individual students towards proficiency from fall to spring. ● NWEA MAP benchmark assessments for literacy and math will show 100% of students making academic growth, as demonstrated by RIT scores from 1st test to 3rd test

prioritize the allocation of district funds.	

Initiative 1.1 Implement Wonders reading program in grades Pre-K-5.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Ensure everyone has appropriate Wonders program materials grades Pre-K to 6	Director of Elementary Curriculum	May 2018	October 2018
Provide a Wonders program overview professional development from McGraw Hill (3 sessions) for teachers, principals, and assistant principals.	McGraw Hill Consultant	August 27, 2018	By March 2019
During common planning times provide grade-level coaching around routines, strategies and program components for Wonders implementation	Director of Elementary Curriculum	September 2018	June 2019
Provide individual coaching, co-teaching and modeling in classrooms as identified through walk-through and student data for teachers identified as in need of support	Director of Elementary Curriculum, Principals & Special Ed Coordinator	September 2018	June 2019

During common planning time, following each unit, reflect on Wonders curriculum	Director of Elementary Curriculum	September 2018	June 2019

Initiative 1.2 Implement 3-5 year literacy plan.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
<mark>Link to literacy plan</mark>			

Initiative 1.3 Review district math supports for numeracy, design tiered supports across the district and implement programming

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Hire a math coach	Superintendent	May 2018	July 2018
During common planning time provide grade-level coaching to review and refine routines, strategies and curriculum for math based on foci areas for department	Math Coach	September 2018	June 2019
Provide individual coaching, co-teaching and modeling in classrooms as identified through walk-through and student data for teachers identified as in need of support	Math Coach, Principals &	September 2018	June 2019
Oversees regular data analysis meetings and implementation of math to identify needs of students and placements for intervention	Math Coach & Principals	Sept 2018	June 2018

Attend state meetings to learn how to prioritize and schedule a tiered system of support for math	Math Coach	Sept 2018	June 2018

Initiative 1.4 Annually analyze literacy data to assess effectiveness of supports and prioritize the allocation of district funds.			
Activities to Achieve the Outcomes for the Initiative	**Who will Lead?**	**When will it Start?**	**When will it be Complete?**
Review district benchmark data three times per year	Superintendent	November 2018	June 2019
Review common formative assessment data every six weeks	Principals & Curriculum Coordinators	October 2018	June 2019
Review MCAS and ACCESS data annually	Superintendent, Curriculum Coordinators, Principals	July 2018	October 2018
Budget review and recommendations for literacy supports for 2019-2020 based on data collected	Superintendent	January 2019	May 2019

Strategic Objective 2 : *Create and use a tiered system of social, emotional, and behavioral supports to improve overall student engagement in classrooms.*	
Strategic Initiatives	**Educator and Student Outcomes**
Review, design and implement best practices in counseling and teaching to	**Early Educator Outcomes**

support students with social emotional needs. *Realign morning meeting and/or advisory at the secondary level to support programming designed by guidance in zones of regulation, strength based instruction and/or PBIS.* *Create and use a data decision-making system around student discipline and chronic absences to evaluate and improve student attendance and safety.* *Select, train and set expectations for teachers and paras in the use of student engagement strategies; both social emotional and engagement strategies*	One-hundred percent of teachers are using district wide pre-referral process and procedures by January of 2019 One-hundred percent of teachers are trained in the pre-referral process by October of 2019 District walkthrough data demonstrates increase in teachers use of SEL engagement strategies each quarter to 75% implementation by end of year **Early Student Outcomes** Decrease in office referrals and nurse referral by 20% from the end of the 2018 school year to the end of 2019 school year Decrease in school suspensions at secondary level to below state averages Balanced number of students being supported for Social Emotional Issues at tier 1, 2 and 3 based on state expectations ● Tier 1 -80% (Teacher and Guidance whole class instruction) ● Tier 2- 15%- 17% (Small group and individual support guidance) ● Tier 3 3-5% (Small group and Individual support adjustment counselor and outside agencies)

Initiative 2.1 *Review, design and implement best practices in counseling and teaching to support students with social emotional needs.*

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Select SEL team to design 3-5 SEL plan for district	Director of Pupil Services	September 2018	October 2018
Set dates and times for SEL planning team to meet throughout year	Director of Pupil Services	October 2018	October 2018

Complete 3-5 year strategic plan for SEL that includes, objectives, initiatives and activities that speak to improving district climate, attendance, dropout and career readiness data through addressing students social emotional needs.	Director of Pupil Services	November 2018	May 2019
Guidance Director creates an overview of Guidance services at each school.	Amanda Pagar-Wein	August 2018	August 27, 2018
All Guidance staff will be trained in the Guidance service continuum.	Amanda Pagar-Wein	August 2018	August 27, 2018
All staff will be trained in the Guidance service continuum.	School Based Guidance	August 2018	September 2018
New elementary guidance curriculum will be implemented with fidelity at the Elementary level.	Elementary School Based Guidance	August 2018	June 2019
Review middle school schedule for viability including social and emotional learning time and put forth schedule for the 19-20 school year. Arms- Dates and times meeting need to see	Middle School Principal	August 2018	February 2019
Research and design middle school SEL/Advisory Curriculum.	Guidance/Admin	August 2018	May 2019
Provide pop-up PDs regarding best practices for behavioral management, social emotional, and strength-based strategies.	Admin/Guidance/ Teachers	August 2018	May 2019
Define student engagement as it relates to academic learning in the classroom	Curriculum Directors/ District Curriculum Team	September 2018	September 2018

Provide PD to teachers around academic engagement in the classroom	Curriculum Directors	September 2018	June 2019
Measure and provide feedback to schools on teacher's implementation of academic engagement strategies through use of district walkthrough tool and debrief sessions from walkthroughs.	Curriculum Director	Quarterly 2018-2019	June 2019

Initiative 2.2 *Realign morning meeting and/or advisory at the secondary level to support programming designed by guidance in zones of regulation, strength based instruction and/or PBIS.*

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Finalize HS and MS schedule to include Advisory/SEL time	AHS Assistant Principal	July 2018	August 2018
Design a plan to provide social emotional practices in the classroom to implement in 19-20 school year.	Director of Pupil Service	September 2019	February 2019
Develop a schedule for elementary guidance to share with teachers, lessons being taught in Guidance, to support teacher planning for morning meeting.	Director of Pupil services	August 2018	September 2018
At high school level; Develops curriculum materials for teachers to use in advisory through Positive Coaching Alliance and PBIS resources/strategies. AHS- Racial curriculum being added	AHS PBIS Team/Asst. Principal	August 2018	May 2019
PBIS team at ACES researches engagement strategies to implement in the classroom. PBIS team how to reengage with students on the work gave teachers strtergies	ACES PBIS Team/Asst. Principal	August 2019	September 2018

Middle School PBIS team implements hallway expectations curriculum in grade level meetings and designing visual supports.	ARMS PBIS Team	August 2018	September 2018
Middle School PBIS team trains and supports staff in how to implement SEL engagement strategies for students	ARMS PBIS Team	August 2018	June 2019
Walkthrough tools are used for monitoring social emotional and instructional engagement strategies in the classroom.	Principals	September 2018	June 2019
12 minutes daily for Advisory at the high school, which focuses on Academics, Social Issues and College/Career Readiness.	Teachers	August 29, 2018	June 2019

Initiative 2.3 *Create and use a data decision-making system around student discipline and chronic absences to evaluate and improve student attendance and safety.*

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Calibrate data collection process across district	Asst. Principal/Pupil Services Director	July 2018	July 2019
Establish attendance team (Guidance, Adjustment Counselor, SRO, Nurse, Admin) to fit the needs of each school.	Principals/Assistant Principals	September 2018	September 2018
Quarterly data reviews at district data meetings	Superintendent	August, 2018	June 2019

Develop and implement a district wide pre-referral process and procedures to working with	Asst. Principals/Pupil Service Director	September 2018	October 2019

Initiative 2.4 *Select, train and set expectations for teachers and paras in the use of student social-emotional and academic and engagement strategies.*

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Select 3-5 strategies teachers will use to engage students who are having difficulty behaviorally in class and provide PD	Assistant Principals	August 2018	January 2019
Share social emotional data at faculty meetings quarterly and troubleshoot potential solutions in areas of concern that will improve data in next iteration	Assistant Principals	October 2018	June 2019
Offer 4 PD's to paras on engaging students who have social emotional needs in the classroom. These strategies must be the same as the 3-5 shared with teachers	Assistant Principals	October 2018	June 2019

Strategic Objective 3: Use data to drive decision-making in the areas of curriculum, instruction, student learning and social emotional supports.

Strategic Initiatives	Educator and Student Outcomes

1. Review ELA, math and science curriculum to ensure alignments with state frameworks through analysis of MCAS questions. 2. Provide PD to teachers in supporting all students' needs in an inclusive environment through analysis of common assessments, benchmark tests and MCAS data. Along with designing student support from analysis. 3. Create quarterly data meetings for schools to present assessment data, discipline, attendance and culture data to propose and implement mid-course corrections. 4. Instruct administration in the process of using data to drive the decision-making process and set expectations and monitoring of the work.	**Early Educator Outcomes** ● PK-12 will follow consistent scope and sequence in ELA, math and science curriculums as indicated by observation of objectives written on classroom board and documented on walkthrough tool in1st indicator ● 100% of curriculum maps in science, math, social studies and ELA are aligned to frameworks in Atlas **Early Student Outcomes** ● NWEA Benchmark testing increased proficiency in math and ELA to an overall average of 70% by spring ● MCAS results show student growth in all areas to state average or above ● Results of common assessments show 70% student proficient in all areas by spring of 2019 using normed reference criteria.

Initiative 3.1: Review ELA, math and science curriculum each year to ensure it aligns with the state curriculum frameworks through an analysis of MCAS test questions.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Review MCAS data, report out on areas of weakness to teachers and suggest realignment of maps based on findings	Curriculum Directors and Department Chairs	September 2018	November 2018
Hire consultant to review all secondary curriculum maps in ELA, Math and Science to evaluate that curriculum is aligned to state frameworks . Provide report on state of maps to superintendent and Curriculum Directors	Curriculum Directors	September 2018	June 2019
Review reports with Curriculum Directors and set plan to ensure maps are aligned to frameworks by July of 2019	Curriculum Directors	October 2018	July 2019
Review common assessment data and realign maps based on common assessments and benchmark tests	Curriculum Directors	Summer 2018	June 2019

Initiative 3.2: Provide PD to teachers in supporting all students' needs in an inclusive environment through the analysis of common assessments, benchmark tests and state MCAS data. Along with designing student support from analysis.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Use faculty meetings and CPT meetings to review assessments and create plans of action for struggling learners.	Curriculum Directors	September 2018	June 2019

Use Inclusion walkthrough tool bi-monthly to identify during classroom visits that all students' needs are being met in an inclusive environment.	Director of Pupil Service and Assistant Principals	September 2018	June 2019
Principals, Superintendent and Curriculum Directors observe remediation time at each school , collect evidence, analyze evidence and use it to provide support to teacher on planning for individual students needs	Superintendent	September 2018	June 2019

Initiative 3.3: Create quarterly data meetings for schools to present assessment data, discipline, attendance and culture data to propose and implement mid-course corrections.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Schedule and hold quarterly data meetings to gather assessment data, discipline, attendance and culture data.	Superintendent	Fall 2018	Quarterly & Through June 2019
Review and analyze data and identify areas for targeted improvement.	Principals & Teachers	Fall 2018	Quarterly & Through July 2019
Create an action plan for mid-course corrections to address identified targets.	Principals & ILT	Fall 2018	Quarterly & Through July 2019

Complete an end of year analysis on the effectiveness of plans created to address identified targets.	Principals, ILT Curriculum Coordinators	Fall 2018	Quarterly & Through July 2019

Initiative 3.4: Instruct administration in the process of using data to drive the decision-making process and set expectations and monitoring of the work.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Provide PD on the data based decision making to district leadership team.	Curriculum Directors	September 2018	June 2019
Implement building walkthroughs that focus on teachers' use of data to drive instruction and provide feedback to building administration.	Superintendent	September 2018	June 2019
Provide feedback to building administrators in the use of data to drive instruction during building walkthroughs and quarterly data meetings	Superintendent	September 2018	June 2019