

Strategic Plan

July 1, 2018- June 30 2021

Updated September 2019

PREPARED BY THE ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT

Mission Statement

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.

Guiding Principles

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, regulations, 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.

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.
<i>Monitor fidelity and impact of Wonders reading program in grades Pre-K-6. Focus on adjustments to practice and differentiating instruction</i>	<i>Train staff in creating a shared, safe and supportive school culture by using SEL best practices, through explicitly teaching the SEL competencies, and assessing student outcomes during CPT</i>	<i>Work directly with teachers ensuring they are trained and following the FAR cycle as their main strategy for improving student learning and develop a process to share benchmark data with families</i>
<i>Implement literacy plan by training teachers in teaching writing that uses evidence to support arguments</i>	<i>Monitor SEL Plan by explicitly looking for SEL best practices during school and district walkthroughs and providing feedback to administration and staff on implementation</i>	<i>Provide PD and ongoing support for the implementation of the FAR Data Cycle to teachers, leaders, and administrators</i>
<i>Train math teachers in AVMR courses and/or Collins math writing in order to increase conceptual understanding of mathematics in low-achieving areas</i>	<i>Create opportunities for families to learn and give feedback on SEL implementation in schools at scheduled events</i>	<i>Continue quarterly data meetings for schools to present assessment data, discipline, attendance, and culture data to propose and implement mid-course corrections</i>
<i>Establish goals for academic coaches and the coaching priorities they will follow when selecting teachers to support</i>	<i>Train all students in the five SEL competencies at appropriate development level and monitor students implementation of them</i>	<i>Develop protocols for high quality feedback from administrators/connect strategic plan to evaluations and teacher goals</i>
Outcomes		
<ol style="list-style-type: none"> 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 		

Strategic Objective 1 : Design classrooms where student literacy skills are consistently the focus of daily instruction.	
Strategic Initiatives	Educator and Student Outcomes
<ol style="list-style-type: none"> 1. <i>Monitor fidelity and impact of Wonders reading program in grades Pre-K to 6. Focus on adjustments to practice and differentiating instruction</i> 2. <i>Implement literacy plan by training teachers in teaching writing that uses evidence to support arguments</i> 3. <i>Train math teachers in AVMR courses and/or Collins math writing in order to increase conceptual understanding of mathematics in low-achieving areas</i> 4. <i>Establish goals for academic coaches and the coaching priorities they will follow when selecting teachers to support</i> 	<p>Early Educator Outcomes</p> <ul style="list-style-type: none"> ● 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. <p>Early Student Outcomes</p> <ul style="list-style-type: none"> ● 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.

Initiative 1.1 Implement Wonders reading program in grades Pre-K to 6.			
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	September 2019	October 2019
Review Wonders curriculum and formative assessments in 6 week cycles as part of after school CPT	Teacher Leaders/ Math & Literacy Coach	August 27, 2019	By June 2020

Provide individual coaching in use of Wonders by modeling in classrooms as identified as in need of support by school principal and or individual teacher	Literacy Coach	September 2019	June 2020
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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?
Design and introduce teachers to writing portfolio expectations for the 2020-2021 school year	Literacy Committee	September 2019	June 2020
Provide training to all teachers in the Collins writing	Curriculum Director K-8 and Academic Coach AHS	December 2019	May 2020
Complete literacy assessment schedule for testing and assessments to be used	Title 1	September 2019	September 2020
Present Literacy data to district data team each quarter and set plan of action to improve data points each quarter.	Title 1	October 2019	June 2020

Initiative 1.3 Train math teachers in AVMR courses and/or Collins math writing in order to increase conceptual understanding of mathematics in low-achieving areas.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
During common planning time provide grade-level coaching to review and refine routines, strategies and curriculum for math based on AVMR training for K-5	Math Coach	September 2019	May 2020
Provide individual math coaching, in classrooms as identified by principal or teacher as needed	Math Coach & Principals	September 2019	June 2020
Oversees regular data analysis meetings and implementation of math to identify needs of students and placements for intervention	Math Coach & Principals	Sept 2019	June 2020
Train math coach in AVMR	Math Coach	Sept 2019	June 2020

Train K-2 and 6-12 math teachers in use of Collins writing in mathematics	Math Coach & Math Department Head	December 2019	May 2020
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Initiative 1.4 Establish goals for academic coaches and the coaching priorities they will follow when selecting teachers to support.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Hire Literacy Coach at K-8 level and Academic Coach at High School and establish clear job descriptions for them	Superintendent	July 2019	August 2019
Review High Quality PD planning from the Department of Elementary and Secondary Education and write PD plan. From plan, establish priorities for coaches work for school year and how it will be operationalized	Director of Curriculum K-8 and Coaches	August 2019	September 2019
Review coaching request with all school level administrators, directors, and coordinators and establish processes	Director of Curriculum K-8	August 2019	September 2019
Continuously review impact of coaching on teacher success through monitoring teacher benchmark data throughout course of school year	Director of Curriculum K-8	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
<ol style="list-style-type: none"> 1. <i>Train staff in creating a shared, safe, and supportive school culture by using SEL best practices, through explicitly teaching the SEL competencies and assessing student outcomes</i> 2. <i>Monitor SEL Plan by explicitly looking for SEL best practices during school and district walkthroughs and providing feedback to administration and staff on implementation</i> 3. <i>Create opportunities for families to learn and give feedback on SEL implementation in schools at scheduled events</i> 4. <i>Train all students in the five SEL competencies at appropriate development level and monitor students implementation of them</i> 	<p>Early Educator Outcomes</p> <ul style="list-style-type: none"> ● 75% of teachers are using SEL strategies in classrooms to engage students by May of 2020 as indicated by district walkthrough data. ● 100% of schools have created time in their schedule to teach students the five competencies of SEL and have assigned guidance personnel to do so. <p>Early Student Outcomes</p> <ul style="list-style-type: none"> ● 80% of students will demonstrate an understanding of the five competencies of social emotional learning through an assessment that will be given to all students in the district. ● Survey of parents will demonstrate an increase in their satisfaction in regards to communication with individual schools and teachers by 5%.

Initiative 2.1 Train staff in creating a shared, safe, and supportive school culture by using SEL best practices, explicitly teaching SEL competences and assessing students outcomes.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Guidance will meet each month to create supportive tools for teaching the five SEL competencies and will prepare to present these ideas to teachers.	Department Chair Guidance	September 2019	June 2020
Each school will designate CPT time for guidance to train teachers in how to infuse the five SEL competencies into their classroom lessons	Director of Pupil Services/Departmen t Chair of Guidance	August 2019	October 2019
District will provide professional development to 10 people in the district in understanding SEL as a means for engagement. These individuals will support schools in delivering PD around SEL strategies	Director of Pupil Services	September of 2019	June of 2020

Initiative 2.2 Monitor SEL Plan by explicitly looking for SEL best practices during school and district walkthroughs and providing feedback to administration and staff on implementation.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Review district walkthrough tool to ensure the five SEL competencies are part of the look for document	K-8 Curriculum Director/ Pupil Service Director	August 2019	September 2019
Schedule monthly walkthroughs in all schools to monitor for implementation of explicit instruction of the five competencies to students in each school building and provide feedback to school building administration on implementation	Director of Pupil Service/Department Chair of Guidance	September 2019	June 2020
Present as part of quarterly data meetings walkthrough data on the explicit instruction of students in the five competencies and troubleshoot areas of concern for resolutions that will improve outcomes	Principal/Guidance	October 2019	May 2020

Initiative 2.3 Create opportunities for families to learn and give feedback on SEL implementation in schools at scheduled events.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Create four events each year to inform parents and the community about the five SEL competencies and seek parent feedback on how their children have been using the competencies at home and in school	Assistant Principals/ Deans of Students/ Guidance	October 2019	May 2020
Create a brochure of the five SEL competencies to be distributed to all families. Include in the brochure practical things parents can do at home to reinforce students' use of the five competencies	Principals/ Assistant Principals/ Deans of Students	September 2018	September 2018
Create each month a flyer to go out to parents with a practical ideas of how they can reinforce the five competencies with their children at home	Assistant Principals/ Pupil Service Director/Guidance	September 2019	June 2020
Create a survey to be distributed to parents at the end of the year getting feedback on their understanding of the five competencies	Assistant Principals/ Pupil Service Director/Guidance	May 2020	May 2020

Initiative 2.4 Train all students in the five SEL competencies at appropriate development level and monitor students implementation of them.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Each school will create in schedule a designated time at least once a week to train all students in the five SEL competencies	Principals	August 2019	September 2019
Each week students will receive explicit instruction in the five SEL competencies and will be prompted to use the competencies throughout the school day	Guidance/Teachers	October 2019	June 2020
Each school will hold assemblies for students on bullying at least once a term. The focus of the assemblies will be on preventing bullying within the schools	Principals/ Assistant Principals/ Guidance	September 2019	June 2020
Each school will create a rewards program for students in using the five competencies and implement it throughout the school year	Principals/ Assistant Principals/ Guidance	August 2019	June 2020
Each school will monitor implementation of the five SEL competencies by observing explicit teaching in classrooms and giving teachers/guidance feedback on their instruction	Principals/Department Chair of Guidance	October 2019	June 2020

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
<ol style="list-style-type: none"> 1. <i>Work directly with teachers ensuring they are trained and following the FAR cycle as their main strategy for improving student learning and develop a process to share benchmark data with families</i> 2. <i>Provide PD and ongoing support for the implementation of the FAR Data Cycle to teachers, leaders, and administrators</i> 3. <i>Continue quarterly data meetings for schools to present assessment data, discipline, attendance, and culture data to propose and implement mid-course corrections</i> 4. <i>Develop protocols for high quality feedback from administrators/connect strategic plan to evaluations and teacher goals</i> 	<p>Early Educator Outcomes</p> <ul style="list-style-type: none"> ● 100% of all after school CPT agendas will align with FAR cycle. ● Teacher implementation of the FAR cycle will result in an increase in the learning walk indicators 5 and 6 of 30% at each school as compared to the June 2019 data. <p>Early Student Outcomes</p> <ul style="list-style-type: none"> ● 100% of students will be able to review benchmark test results with parents and return signed copy to their teacher. ● 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% of students proficient in each area tested by spring of 2019 using teacher selected criteria.

Initiative 3.1 Work directly with teachers ensuring they are trained and following the FAR cycle as their main strategy for improving student learning and develop a process to share benchmark data with families.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Establish CPT schedule after school for 80-minute blocks in order to have designated time for teachers to be trained and begin work on the FAR cycle	K-8 Curriculum Directors & AHS Academic Coach	August 2019	August 2019
Monitor CPT to ensure FAR cycle is being followed to fidelity	Curriculum Director/ Academic Coaches	September 2019	June 2020
Monitor classrooms through district learning walks and SOSS walks at focus schools to ensure indicators 5 and 6 on the learning walk tool are being implemented across all classrooms	District Learning Walk Team	September 2019	June 2020

Initiative 3.2 Provide PD and ongoing support for the implementation of the FAR Data Cycle to teachers, leaders, and administrators.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Train all directors, principals, assistant principals, teacher leaders, department chairs, and academic coaches in the FAR cycle through Nancy Love from RBT so they can train teachers	K-8 Curriculum Director/RBT	June 2019	October 2020
Have all elementary ELA grade 4 teachers, secondary teachers, and unified arts teachers trained by RBT in the first stage of the FAR cycle developing clear learning targets that align to classroom activities	K-8 Curriculum Director & AHS Academic Coach	September 2019	October 2019
Contract with Nancy Love to come in three times to observe work in district during CPT around implementing the FAR cycle. Mrs. Love will give feedback to administrators and teacher leaders on effectiveness of implementation	K-8 Curriculum Director/RBT	September 2019	December 2019

Initiative 3.3 Continue 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 SEL data	Superintendent	August 2019	May 2020
Review and analyze data and identify areas for targeted improvement	Principals & Teachers	October 2019	June 2020
Create an action plan for mid-course corrections to address identified targets	Principals & ILT	October 2019	June 2020
Complete an end of year analysis on the effectiveness of plans created to address identified targets	Principals, ILT Curriculum Coordinators	May 2020	June 2020

Initiative 3.4 Develop protocols for high quality feedback from administrators/connect strategic plan to evaluations and teacher goals.			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Provide PD during Administrative Institute and principals' meetings on giving quality feedback	Superintendent	August 2019	June 2020
Establish criteria for high quality feedback and monitor observation reports in TeachPoint each month to see if observations match criteria	Superintendent	September 2019	June 2020
Provide feedback to administrators on written feedback in TeachPoint during site visits at schools	Superintendent	September 2019	June 2020
Survey teachers quarterly about observation feedback they received and use results to work with principals on improvements in observations	Superintendent	September 2019	June 2020

