

**Strategic Plan**  
**July 1, 2018- June 30 2021**  
**Updated November 18, 2020**

**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, 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**

<p><b>1. Design classrooms where student literacy skills are consistently the focus of daily instruction.</b></p>	<p><b>2. Create and use a tiered system of social, emotional, and behavioral supports to improve overall student engagement in classrooms.</b></p>	<p><b>3. Use data to drive decision-making in the areas of curriculum, instruction, student learning and social emotional supports.</b></p>
<p>1.1 Continue to monitor the implementation and impact of the core ELA/literacy program (PreK-6 Wonders, 7-12 Literacy/novel based, district-wide Keys to Literacy Routines) at all levels while increasing diverse perspectives through curriculum materials, instructional routines, and data analysis. Focus on adjustments to practice and differentiating instruction based on student data.</p>	<p>2.1 Review, design and implement best practices in counseling and teaching to support students with social emotional needs with a particular focus on self-awareness, self-management/regulation and equity.</p>	<p>3.1 Continue working directly with teachers ensuring they are consistently using The FAR Cycle, focusing on formative assessments and specific groups data, through the use of an equity checker as their main strategy for improving student learning.</p>
<p>1.2 Providing PD/training on the implementation of the writing portfolio. Support the initial roll out for all teachers and collect feedback to monitor and adjust.</p>	<p>2.2 Develop and refine lessons for morning meetings and/or advisory at all schools to support programming designed by school counseling staff that will link self awareness and self management/regulation to issues surrounding equity.</p>	<p>3.2 Strengthen/develop an equitable process for sharing student data with families to make student outcomes and growth transparent via our Aspen X2 system.</p>

<p>1.3 Continue training K-5 math teachers in AVMR. In all math classes PK-12, monitor math writing in order to increase conceptual understanding of mathematics in low-achieving areas.</p>	<p>2.3 Create opportunities to include families of diverse backgrounds into discussion and decision-making bodies to express their thoughts and perspectives about students’ social emotional wellbeing and achievement.</p>	<p>3.3 Continue common planning time meetings and quarterly data meetings for schools by providing support and focusing on the FIRME action step of The FAR Cycle.</p>
<p>1.4 Adapt goals for academic coaches and supports when prioritizing K-8 needs for in-person and virtual teaching, learning and assessing. Utilize Lead Teacher, Department Chairs, and/or outside vendors (such as Lesley University and DESE SSoS supports) to support teaching and learning focus areas.</p>	<p>2.4 Select, train and set expectations for administrators, teachers, paras and staff in the use of student engagement strategies that incorporate culturally relevant pedagogy while reinforcing self awareness in relationship to understanding equity and a growth mindset.</p>	<p>3.4 With a focus on student engagement, continue to work with principals on providing quality feedback to teachers that will move student outcomes.</p>
	<p>2.5 Create professional development on SEL (Self-Awareness and Self-Management) and equity leadership for administrators that supports the continuous building of a diverse culture in schools.</p>	
<p><i>Outcomes</i></p>		
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. By June of 2021 the school district will ensure suspension rates are below the state average at all levels.</li> <li>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</li> </ol>		

<b>Strategic Objective 1 : <i>Design classrooms where student literacy skills are consistently the focus of daily instruction.</i></b>	
<b>Strategic Initiatives</b>	<b>Educator and Student Outcomes</b>
<p>1.1 Continue to monitor the implementation and impact of the core ELA/literacy program (PreK-6 Wonders, 7-12 Literacy/novel based, district-wide Keys to Literacy Routines) at all levels while increasing diverse perspectives through curriculum materials, instructional routines, and data analysis. Focus on adjustments to practice and differentiating instruction based on student data.</p> <p>1.2 Providing PD/training on the implementation of the writing portfolio. Support the initial roll out for all teachers and collect feedback to monitor and adjust.</p> <p>1.3 Continue training K-5 math teachers in AVMR. In all math classes PK-12, monitor math writing in order to increase conceptual understanding of mathematics in low-achieving areas.</p> <p>1.4 Adapt goals for academic coaches and supports when prioritizing K-8 needs for in-person and virtual teaching, learning and</p>	<p><b>Early Educator Outcomes</b></p> <ul style="list-style-type: none"> <li>● In January 2020 the district was at 49% fully implementing indicator 10 (literacy &amp; rigor). By the spring of 2021, there will be a 31% increase district-wide to 80% of classes fully implementing indicator 10.</li> <li>● Class success data from benchmark tests and common assessments will by the spring 2021 term show 70% of students at or above proficiency</li> <li>● Updates in Atlas indicate curriculum revisions that show an increase in texts, instructional materials and unit plans (including essential questions) to increase diverse perspectives, accurate historical perspectives, reviewed for bias and charters which represent windows and mirrors for ARRSD students.</li> </ul> <p><b>Early Student Outcomes</b></p> <ul style="list-style-type: none"> <li>● When walking classrooms, administrators will note the use of formative assessments and the teacher's response to data. There will be an increase in indicators 5 and 6 in the district learning walk indicators by 20% for the winter and spring walks.</li> <li>● FIRME action plans, developed in response to benchmark and common formative assessment data, demonstrate response to ongoing data collection, analysis, and adjustments.</li> <li>● NWEA MAP benchmark assessments for literacy and math will show 100% of students making academic growth, as demonstrated by RIT scores from 1<sup>st</sup> benchmark assessment to 3<sup>rd</sup> benchmark assessment</li> </ul>

assessing. Utilize Lead Teacher, Department Chairs, and/or outside vendors (such as Lesley University and DESE SSoS supports) to support teaching and learning focus areas.

**Initiative 1.1**

Continue to monitor the implementation and impact of the core ELA/literacy program (PreK-6 Wonders, 7-12 Literacy/novel based, district-wide Keys to Literacy Routines) at all levels while increasing diverse perspectives through curriculum materials, instructional routines, and data analysis. Focus on adjustments to practice and differentiating instruction based on student data.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Provide newly hired teachers with overview training on Keys to Literacy Comprehension routines and Keys to Literacy Vocabulary routines. Provide all teachers ( <i>with the exception of K-5 teachers enrolled in AVMR II</i> ) with a refresher on Keys to Literacy routines.	Director of Curriculum & New Hire Coordinators	September 2020	November 2020

Provide newly hired teachers, teachers requesting coaching, and teachers referred for coaching with individual coaching support in use of core programs through use of curriculum materials, instructional routines, data analysis, and modeling in classrooms	Literacy Coach, Department Chair, Principals, Mentors, Vendors	August 2020	June 2021
All teachers embed Keys to Literacy literacy practices into their daily lessons, as noted in Atlas unit and lesson plans, to increase student comprehension and/or vocabulary	Teachers	September 2020	June 2021
Classroom observations (formal and informal) will focus on providing feedback and support on the use of literacy programming (for core ELA/literacy teachers PK-12) and Keys to Literacy routines (all PK-12 teachers)	Principals, Assistant Principals, Deans	September 2020	June 2021
The Curriculum Department will develop and publish, to all staff, a quarterly newsletter highlighting positive examples from across the district of the implementation of literacy curriculum and Keys to Literacy Routines and providing resources to support further implementation	Director of Curriculum & Curriculum Leadership Team	November 2020	June 2021
Create curriculum review documents and procedures (added to the Curriculum Review Guide) to strengthen the selection/review of texts and instructional materials to ensure diversity, accurate historical perspectives, reviewed for bias and characters which represent windows and mirrors for ARRSD students.	Curriculum Leadership Team	October 2020	December 2020
All teachers review and update curriculum in Atlas to ensure texts, instructional materials and unit plans (including essential questions) include diverse perspectives, accurate historical perspectives, reviewed for bias and characters which represent windows and mirrors for ARRSD students.	Lead Teachers, Department Chairs, Teachers	October 2021	June 2021

### Initiative 1.2

Providing PD/training on the implementation of the writing portfolio. Support the initial roll out for all teachers and collect feedback to monitor and adjust.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Finalize the ARRSD Writing Portfolio Guide to include process, expectations for the collecting, analyzing and using writing samples across all grade-levels and subjects (based off of the work of the 2019-2020 Literacy Committee)	Literacy Committee, Literacy Coach & Director of Curriculum	October 2020	November 2020
Provide all teachers with an overview of the writing portfolio process (expectations, timelines, process) and expectations for this year's pilot	Literacy Committee & Literacy Coach	December 2020	December 2020
All teachers ( <i>not just ELA teachers, all subjects/grades</i> ) collect and analyze a writing sample from students as part of the pilot process and provide ongoing feedback on pilot	All Teachers	January 2021	June 2021
Revise and finalize the portfolio process, based on feedback from the pilot received from teachers	Literacy Committee, Literacy Coach	March 2021	April 2021
Finalized writing portfolio plan is presented to the School Committee	Literacy Coach & Curriculum Director	April 2021	April 2021

**Initiative 1.3**

Continue training K-5 math teachers in AVMR. In all math classes PK-12, monitor 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?
Train K-5 math teachers in AVMR II (if completed AVMR I last year) and have grades 3-5 math teachers complete Math Recovery Fractions Course	Math Coach, Director of Curriculum	August 2020	June 2021
Provide newly hired teachers, teachers requesting coaching, and teachers referred for coaching with individual coaching support in use of core programs through use of curriculum materials, instructional routines, data analysis, and modeling in classrooms	Math Coach, Department Chair, Principals, Vendors	August 2020	June 2021
Hire K-4 math interventionist teacher	ACES Principal	August 2020	August 2020
Develop K-4 math intervention system (operationalizing AVMR assessments and instructional resources, identifying students to receive intervention support, track progress and use of math supports)	Math Coach, Math Interventionist, SSoS Support	October 2020	June 2021

<p>Pilot and track the impact of Math 180 interaction program at ARMS in 6th and 7th grades</p>	<p>Director of Title I, ARMS Principal, ARMS Math Extensions Teacher</p>	<p>October 2020</p>	<p>June 2021</p>
<p>AHS math department is working to design and develop rigorous math lessons focused on developing students' conceptual understanding of mathematics through increasing student discourse and increasing written explanations and rationales for work. This is being done through PD, lesson modeling and ongoing coaching support. Unit/lesson updates will be documented in Atlas.</p>	<p>Vendor: Lesley University</p>	<p>July 2020</p>	<p>June 2021</p>

**Initiative 1.4**

Adapt goals for academic coaches and supports when prioritizing K-8 needs for in-person and virtual teaching, learning and assessing. Utilize Lead Teacher, Department Chairs, and/or outside vendors (such as Lesley University and DESE SSoS supports) to support teaching and learning focus areas.

<p><b>Activities to Achieve the Outcomes for the Initiative</b></p>	<p><b>Who will Lead?</b></p>	<p><b>When will it Start?</b></p>	<p><b>When will it be Complete?</b></p>
<p>Provide initial and ongoing professional development on virtual learning platforms (Google Classroom, Google Meet, Seesaw) and virtual teaching techniques/resources</p>	<p>Director of Curriculum &amp; Coaches</p>	<p>August 2020</p>	<p>March 2021</p>
<p>Provide structured opportunities during Common Planning Time meetings for learning together, taking action and/or reflection activities to support the implementation of teaching and learning platforms. Department Chairs and mentors provide non-evaluative observation and feedback to teachers.</p>	<p>Lead Teachers, Department Chairs &amp; Mentors</p>	<p>October 2020</p>	<p>June 2021</p>

<p>Provide all staff with a review of the coaching request/referral process and forms through a video review of the process and forms to be presented at faculty meetings &amp; shared via email</p>	<p>Director of Curriculum &amp; Coaches</p>	<p>October 2020</p>	<p>October 2020</p>
<p>Continuously review impact of coaching on teacher success through monitoring student data to support progress toward coaching goals throughout course of school year</p>	<p>Principals &amp; Director of Curriculum, Coaches</p>	<p>October 2020</p>	<p>June 2021</p>
<p>The Curriculum Department will develop and publish, to all staff, a quarterly newsletter highlighting positive examples from across the district of the implementation of literacy curriculum and Keys to Literacy Routines and providing resources to support further implementation (indicator 10 Literary &amp; Rigor)</p>	<p>Director of Curriculum &amp; Curriculum Leadership Team</p>	<p>November 2020</p>	<p>June 2021</p>

**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
<p>2.1 Review, design and implement best practices in counseling and teaching to support students with social emotional needs with a particular focus on self-awareness, self-management/regulation and equity.</p> <p>2.2 Develop and refine lessons for morning meetings and/or advisory at all schools to support programming designed by school counseling staff that will link self awareness and self management/regulation to issues surrounding equity.</p> <p>2.3 Create opportunities to include families of diverse backgrounds into discussion and decision-making bodies to express their thoughts and perspectives about students’ social emotional wellbeing and achievement.</p>	<p><b>Early Educator Outcomes</b></p> <ul style="list-style-type: none"> <li>● Set dates by November and develop a system to progress monitor the implementation of counseling and teaching practices that focus on the areas of self-awareness, self-management, and equity at the secondary level. (Aligns with Initiative 2.1)</li> <li>● District walkthrough data will demonstrate by January an increase in teacher use of SEL and PBIS engagement strategies. Walkthrough data collected throughout the 2020 school year should reflect an aggregate growth in SEL strategies in the focus areas of self-awareness, self-management, and equity as used in the classroom during the 2020-21 school year. (Aligns with Initiatives 2.1, 2.2)</li> <li>● Staff will identify, develop, and implement recruitment strategies by December that educators will use to expand outreach to parents and other community stakeholders. (Aligns with Initiative 2.3)</li> <li>● Staff will be trained in and implement use of a survey tool by November that will be used to collect baseline data on students in the areas of self-awareness, self-management, and equity. The use of this tool will aid staff in identifying strengths and challenges of students in addressing issues in those three areas. (Aligns with Initiatives 2.1, 2.4) an eventual outcome will be to use the survey tool to monitor the effectiveness of our practices and adjust accordingly.</li> <li>● By March, teachers and professional support staff will have participated in the SEL/MH Academy through the Supporting Students’ Behavioral and Mental Health and Wellness grant. (Aligns with Initiative 2.4)</li> <li>● Administrators will engage in training on how to support instruction on equity leadership, self-awareness, and self-management.</li> </ul> <p><b>Early Student Outcomes</b></p> <ul style="list-style-type: none"> <li>● Establish baseline data by November on students relevant to their understanding of equity, self-awareness, and self-management as measured by a Panorama survey. (Aligns with Initiatives 2.1, 2.4)</li> </ul>

2.4 Select, train and set expectations for administrators, teachers, paras and staff in the use of student engagement strategies that incorporate culturally relevant pedagogy while reinforcing self awareness in relationship to understanding equity and a growth mindset.

2.5 Create professional development on SEL (Self-Awareness and Self-Management) and equity leadership for administrators that supports the continuous building of a diverse culture in schools.

- By December, students will engage in a consistent daily routine where SEL focus areas of self-awareness, self-management, and equity are addressed in the classroom. (Aligns with Initiative 2.2)
- By January, parents will become more involved in district and individual discussions, which will help align efforts between school and home. (Aligns with Initiative 2.3)
- Disaggregate data by priority student groups to see if any priority student groups are being limited by over-notified practices that do not support equitable classroom engagement. (Aligns with Initiative 2.4)
- Principals will start to lay the groundwork for how teachers will apply instructional practices that will support future SEL focus areas of self-awareness, self-management and equity discussions in their schools that will affect student learning. (Aligns with Initiative 2.5)

<b>Initiative 2.1</b>			
Review, design and implement best practices in counseling and teaching to support students with social emotional needs with a particular focus on self-awareness, self-management/regulation and equity.			
<b>Activities to Achieve the Outcomes for the Initiative</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>
Set dates and times for SEL planning team to meet throughout year	Director of Pupil Services	October 2020	November 2020
<p>Identify SEL initiatives and activities that speak to improving the district climate through addressing student’s social emotional needs.</p> <p>Identify available curricula materials at each school that can be used by teachers and counseling staff for push-in and pull-out services for classrooms and small groups that promote prosocial behavior.</p> <p>Identify gaps in curricula materials and acquire new materials for use. Use a bias review model to examine materials, and focus on choosing materials that are culturally diverse. Emphasize that materials will support addressing issues of discrimination and addressing other societal challenges linked to equity, self-awareness, and self-management.</p>	Director of Pupil Services  Head of Guidance  School Counseling Staff	October 2020	January 2021
Through the use of materials aligned with CASEL and other research-based materials, embed efforts to enhance student agency in learning activities that support diverse ethnic, race, gender, and sociocultural exploration as they relate to the areas of equity, self-awareness, and self-management/regulation.	Assistant Principals and Deans  School Counseling Staff	October 2020	May 2021
Review the middle school and high school schedules for frequency of social and emotional learning time.	Principals  School Counseling Staff	October 2020	December 2021

Research and design SEL Curriculum that aligns with CASEL and with additional focus on equity.	Principals Assistant Principals & Deans School Counseling Staff	August 2020	May 2021
--	---	-------------	----------

**Initiative 2.2**

Develop and refine lessons for morning meetings and/or advisory at all schools to support programming designed by school counseling staff that will link self awareness and self management/regulation to issues surrounding equity.

<b>Activities to Achieve the Outcomes for the Initiative</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>
Provide models for what social emotional practices in the classroom will look like for the 2020-21 school year. Lessons should reinforce elements of classroom embedded topics on equity, self-awareness and self management/regulation and include Tier I daily academic instruction.	Principals Assistant Principals and Deans	November 2020	April 2021
Staff will utilize an adopted vertically aligned matrix to assist them in scheduling and coordinating between schools and grade levels, SEL, and equity topics that can be used as grade level guides in subsequent years.	Dir of Pupil Services School Counseling Staff Assistant Principals and Deans Head of Guidance	November 2020	May 2021
Select 3-5 strategies teachers will use to engage students who are having difficulty with behavioral issues in class and provide PD using Positive Behavior Interventions and Supports (PBIS) as the basis for picking those strategies.	Assistant Principals	August 2020	January 2021
PBIS teams research engagement strategies to implement in morning meetings or their equivalent.	PBIS Teams Principals	August 2020	June 2021

The PBIS team will re-engage with teachers during the course of this effort to establish and reinforce strategies reviewed from previous years and blend in new strategies for advancing new focuses for that given year.	Asst. Principals and Deans		
Middle School PBIS team trains and supports staff in how to implement SEL engagement strategies for students in and out of classrooms	PBIS Team Assistant Principals and Deans	November 2020	April 2021
Walkthrough tools are used for monitoring social emotional, and equity instructional engagement strategies in the classroom.	Principals	September 2020	May 2021

**Initiative 2.3**

Create opportunities to include families of diverse backgrounds into decision-making bodies to express their thoughts and perspectives about students’ social emotional wellbeing and achievement.

<b>Activities to Achieve the Outcomes for the Initiative</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>
Utilize family surveys to gauge perceptions on equity, self-awareness, and self management, and exploration of other topics of their choice. Assure that time is also spent on topics such as, curriculum differentiation, cultivating learning and hope into the whole school community. Other topics to cover will include, bullying, suicide prevention, anti-discrimination, tolerance, and expecting high performance standards from all students.	Principals Assistant Principals and Deans School Counseling Staff	October 2020	May 2021
Utilize and recruit new members to parent teacher groups such as the SEPAC and School Council to explore topics important to stakeholders, and create a forum of solidarity for their voices. Recruit stakeholders with mixed backgrounds in race, ethnicity, socio-economic status, educational background, gender/sexual identity, and other under represented groups in the community. Encourage recruitment to a population that represents a diverse citizenry of the community. Present to them a forum where they can share their voices, but also address specific topics such as, discussions on culturally responsive pedagogy, defining equity, emphasizing self-care, and cultural competence in classrooms to promote racial literacy and critical consciousness.	Parent Liaison Middle School Dir of Pupil Services Principals, Assistant Principals and Deans	November 2020	May 2021

	School Counseling Staff		
Calibrate data collection process across the district relevant to family engagement. Use the district data reviews established under earlier strategic planning to review this data.	Asst. Principal/Pupil Services Director	July 2020	June 2021
Identify cultural barriers that impede communications with parents to explore more effective ways of engaging family members who have not historically been successfully engaged with the district in addressing student concerns or district issues. Include discussions about but not limited to, working with students with declining achievement and/or high or prolonged absenteeism.	Assistant Principals and Deans School Counseling Staff	October 2020	May 2021

**Initiative 2.4**

Select, train and set expectations for administrators, teachers, paras and staff in the use of student engagement strategies that incorporate culturally relevant pedagogy while reinforcing self awareness in relationship to understanding equity and a growth mindset.

<b>Activities to Achieve the Outcomes for the Initiative</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>
Teachers and professional support staff will participate in PD for the SEL/MH Academy through the Supporting Students' Behavioral and Mental Health and Wellness grant.	Principals	November 2020	June 2021
Specific initiative for 2020-21 - focus on the three main areas of equity, self-awareness, and self management/regulation by establishing a baseline score using a prescribed survey tool focusing on the three areas. Utilize data collection as a continual means of gauging progress through use of formative and summative follow up surveying and compared to the baseline and/or previous survey data.	Assistant Principals Dir of Pupil Services School Counseling Staff	October 2020	June 2021

Share social emotional data at faculty meetings quarterly and troubleshoot potential solutions in areas of concern that will improve data in next iteration.	Principals	December 2020	June 2021
Data will be collected by two means; 1) Looking at data collected through the use of Panorama surveys, and 2) looking for trends in information shared through diverse groups of community stakeholders and priority student groups.	Assistant Principals School Counseling Staff	November 2020	May 2021
For the 2020-21 school year school counseling staff will work to develop a vertically aligned curriculum map that supports vertical alignment of SEL curriculum topics.	Assistant Principals School Counseling Staff	November 2020	May 2021
Use recognized curricula materials supported by CASEL that specifically addresses equity, self-awareness, and self-management/regulation in constructing in-class and group activities.	School Counseling Staff Assistant Principals and Deans	November 2020	May 2021

**Initiative 2.5**

Create professional development on SEL (Self-Awareness and Self-Management) and equity leadership for administrators that supports the continuous building of a diverse culture in schools.

<b>Activities to Achieve the Outcomes for the Initiative</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>
In 2020-21 principals will identify PD opportunities that they will participate in, in order to support building teacher PD in the following year. Administrators will focus on their own self awareness as it relates to cultural bias.	Sarah Fiarman	November 2020	May 2021
All school and district administrators will take part in leading Equity in schools PD.	Superintendent	January 2021	July 2021
Administrators will be given the opportunity to take part in equity leadership PD through Harvard University	Superintendent	June 2020	December 2020

Design professional development for all teachers and staff around equity plan to be implemented starting in September of 2021	Principals	January 2021	July 2021
---	------------	--------------	-----------

**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
<p>3.1 Continue working directly with teachers ensuring they are consistently using The FAR Cycle, focusing on formative assessments and specific groups data, through the use of an equity checker as their main strategy for improving student learning.</p> <p>3.2 Strengthen/develop an equitable process for sharing student data with families to make student outcomes and growth transparent via our Aspen X2 system.</p> <p>3.3 Continue common planning time meetings and quarterly data meetings for schools by providing support and focusing on the FIRME action step of The FAR Cycle.</p> <p>3.4 With a focus on student engagement, continue to work with principals on providing quality feedback to teachers that will move student outcomes.</p>	<p><b>Early Educator Outcomes</b></p> <ul style="list-style-type: none"> <li>● 100% of all after school CPT agendas will align with The FAR Cycle</li> <li>● Teacher implementation of The FAR Cycle will result in an increase in the learning walk indicators 5 and 6 of 30% increase from Winter 19/20 data.</li> <li>● In January 2020 the district was at 68% fully implementing indicator 5 (formative assessment/checking for understanding) and 46% fully implementing indicator 6 (differentiating instruction/interventions). By the spring of 2021, there will be a 30% increase district-wide in student engagement indicators 5 &amp; 6. Indicator 5 will increase to 98% fully implemented and indicator 6 will increase to 76% fully implemented.</li> <li>● At district data meetings, teams will present FIRME action step plans with data to support the presented plan.</li> </ul> <p><b>Early Student Outcomes</b></p> <ul style="list-style-type: none"> <li>● NWEA Benchmark testing increased proficiency in math and ELA to an overall average of 80% by Spring 2021</li> <li>● MCAS results show student growth in all areas to state average or above</li> <li>● In classrooms, students are able to identify individual learning goals and how they are working to achieve said goals through learning activities and interventions</li> <li>● Look at baseline NWEA data to establish a baseline and increase proficiency by 30% for specific groups (special education and low income).</li> </ul>

### Initiative 3.1

Continue working directly with teachers ensuring they are consistently using The FAR Cycle, focusing on formative assessments and specific groups (special education & low income) as their main strategy for improving student learning.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Update the district data portal and data meeting protocols/structures to include data collection and analysis of specific groups (special education & low income)	Director of Curriculum, Director of Pupil Services, Title I Director, ESL Coordinator	October 2020	June 2021
Common Planning Time meetings will focus on learning about, implementing and reflecting on the use of day-to-day formative assessment techniques	Lead Teachers & Department Chairs	September 2020	June 2021
Monitor and provide feedback on instructional practices through district learning walks, and SOSS walks at focus schools, to ensure adjustment to practice indicators (5 and 6) on the learning walk tool are being implemented across all classrooms	District Learning Walk Team	October 2020	June 2021
The Curriculum Department will develop and publish a quarterly newsletter highlighting positive examples from across the district of formative assessment and analyzing/using sub group data to support specific populations of students (indicator 5 and 6)	Director of Curriculum, & Curriculum Leadership Team	October 2020	June 2021

**Initiative 3.2**

Strengthen/develop an equitable process for sharing student data with families to make student outcomes and growth transparent via our Aspen X2 system.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Review and receive PD on the capacity of Aspen X2s gradebook system, parental access, and system usability in relation to sharing student data and providing access and transparency	Technology Department & Curriculum Leadership Team	November 2020	December 2020
Provide orientation training to teachers and administrators on using Aspen X2 as an electronic database system during the school year to provide access and transparency to standards-based grades on assignments and formal grades for families	Technology Department & Curriculum Leadership Team	January 2021	February 2021
Work to ensure all parents have access to Aspen X2 and resources are provided to parents to support how to access and navigate the Aspen X2 platform	Technology Department & Curriculum Leadership Team	March 2021	June 2021

**Initiative 3.3**

Continue common planning time meetings and quarterly data meetings for schools by providing support and focusing on the FIRME action step of The FAR Cycle.

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 academic, discipline, attendance and SEL data, focusing on all students and specific groups (special education & low income)	Superintendent	October 2020	May 2021
Reconfigure district data meetings to focus on FIRME action plans for schools and include equity pause protocols	Superintendent, & Director of Curriculum	October 2020	November 2020
Develop a common template to support ILT teams to develop and reflect on implementation of FIRME action plans based on data	Director of Curriculum, Coaches & DILT	October 2020	November 2020
Complete an end of year analysis on the effectiveness of data meeting process and FIRME action plans created to address identified targets through reflecting on the impact of FIRME action plans, as supported through data analysis, and DILT reflection on the process	Superintendent, Director of Curriculum & DILT	May 2020	June 2021

### Initiative 3.4

With a focus on student engagement, continue to work with principals on providing quality feedback to teachers that will move student outcomes.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Continue to provide PD during principals meetings on giving quality feedback around student engagement through an equity lens	Superintendent	October 2020	June 2021
Monitor observation reports in TeachPoint each month to see if observations match criteria for high-quality feedback (as defined in 2010-2020 through principal PD on quality feedback) specifically in relation to student engagement and cultural proficiency indicators	Superintendent	September 2020	June 2021
Provide feedback to administrators on written feedback in TeachPoint during site visits at schools	Superintendent	September 2020	June 2021
Review feedback observation feedback quarterly for each school and give feedback to principals	Superintendent	October 2020	June 2021