

**ARRSD District Strategic Plan
October 8, 2021**

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.

Draft District Objectives

<p>1. Design rigorous and culturally responsive classrooms, using Harvard’s Reimagining Integration Diverse and Equitable Schools (RIDES) model where individual students needs are the center of the work while ensuring students achieve at or above the state standard</p>	<p>2. Continuously develop positive and safe school environments and classrooms through promoting belongingness, embracing equity, diversity, and inclusion for all students and staff</p>	<p>3. Create and strengthen partnerships with families and community stakeholders for the purpose of improving student’s academic achievement and social/emotional growth</p>	<p>4. Develop and maintain clean and fully operational facilities and technologies that allow our students to learn and thrive</p>
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Initiatives

<p>1.1 Improve student engagement by ensuring that all students access and achieve high expectations through rigorous learning tasks grounded in standards</p>	<p>2.1 Create learning environments where student needs are met, and classroom disruptions and distractions are minimized</p>	<p>3.1 Establish and utilize student committees to enhance connections with businesses, nonprofits, and community organizations that allow students to explore and determine their role in the community now and in the future</p>	<p>4.1 Design and implement standards for safety and cleanliness for all buildings</p>
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<p>1.2 Strengthen a tiered system of support and inclusion practices in classrooms, optimizing data-driven decision making, progress monitoring, and the use of evidence-based supports and strategies, with a focus on mathematics and special education</p>	<p>2.2 Provide education and training for employees and community members to develop a shared language and understanding around inclusivity and diversity</p>	<p>3.2 Develop the Family and Community Center to foster relationships between families, businesses, and nonprofits that meet the needs of all students</p>	<p>4.2 Develop a long-range plan for state-of-the-art athletic fields and facilities</p>
<p>1.3 Create classrooms where students have increased writing opportunities which include modeling, analyzing, and revising opinion/argument writing</p>	<p>2.3 Continue development of Social Emotional Learning classes with a focus on belongingness through building all students' understandings of inclusion and diversity</p>	<p>3.3 Establish a method of communication that is consistent throughout the district so families, students, community members, and staff can access information relevant to the schools</p>	<p>4.3 Facilitate the process for updating technology across the district for the purpose of meeting individual student's needs</p>
<p>1.4 Recruit, train, and retain highly qualified staff</p>	<p>2.4 Collect, maintain and utilize data to monitor and adjust for the safety and well-being of students in classrooms</p>	<p>3.4 Develop partnerships among schools, families, the community, and law enforcement to improve communication and education around bullying</p>	<p>4.4 Improve the district website effectiveness to enhance communications with families, staff, students, and community</p>
<p>1.5 Develop and implement a long-term plan that realigns resources to best meet student needs</p>			

Strategic Objective 1 :

Design rigorous and culturally responsive classrooms, using Harvard’s Reimagining Integration Diverse and Equitable Schools (RIDES) model where individual students needs are the center of the work while ensuring students achieve at or above state standards

Strategic Initiatives	Educator and Student Outcomes
<p>1.1 Improve student engagement by ensuring that all students access and achieve high expectations through rigorous learning tasks grounded in standards</p> <p>1.2 Strengthen a tiered system of support and inclusion practices in classrooms, optimizing data-driven decision making, progress monitoring, and the use of evidence-based supports and strategies, with a focus on mathematics and special education</p> <p>1.3 Create classrooms where students have increased writing opportunities which include modeling, analyzing, and revising opinion/argument writing</p> <p>1.4 Recruit, train, and retain highly qualified staff</p> <p>1.5 Develop and implement a long-term plan that realigns resources to best meet student needs.</p>	<p>Early Educator Outcomes</p> <ul style="list-style-type: none"> ● By the spring of 2022, 80% of classes will fully implement indicators 3, 5, 6, & 10 as measured on the District’s Learning Walk Tool. ● By the spring of 2022, 61% of students receiving special education services will meet/exceed their project growth on NWEA Map for reading. ● By the spring of 2022, 53% of students receiving special education services will meet/exceed their project growth on NWEA Map for math. ● By the spring of 2022, 58% of all students will meet/exceed their project growth on NWEA Map for math. ● By spring of 2022, 90% of teachers and staff on a survey will indicate their satisfaction with working in the district. <p>Early Student Outcomes</p> <ul style="list-style-type: none"> ● By spring of 2022, in 80% of classes, students will be engaged in critical thinking discussions or tasks at high levels of Blooms during district learning walks. ● By spring of 2022, in 80% of classes, students will apply and transfer knowledge and skills to demonstrate deep learning during district learning walks.

Initiative 1.1

Improve student engagement by ensuring that all students access and achieve high expectations through rigorous learning tasks grounded in standards

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
During common planning time and professional development, ensure teachers are planning units and lessons grounded in the standards and provide professional development by Nancy Love and Academic Coaches on planning for application and transfer to support rigor of the standards.	Director of Curriculum	August 2021	June 2022
During August & September, professional development sessions provide teachers with the district definition of rigor that is aligned to Zaretta Hammond's framework.	Director of Curriculum	August 2021	September 2021
Share positive examples of rigor and deep learning in our classrooms through district curriculum newsletter and professional development.	Director of Curriculum	October 2021	May 2022
Provide teachers with professional development on student engagement and feedback to all staff from district walk-throughs concentrating on the student voice indicator from the work of Zaretta Hammond. (<i>Provide appropriate challenges in order to stimulate brain growth to increase intellectual capacity. Help students process new content using methods from oral traditions. Connect new content to culturally relevant examples and metaphors from students' community and everyday life. Provide authentic opportunities to process content. Teach students cognitive routines using the brain's natural learning systems. Use formative assessment and feedback to increase intellectual capacity.</i>)	Principals	September 2021	June 2022
Teacher teams conduct classroom learning walks to see standards-based and rigorous teaching and learning in action.	Principals	September 2021	May 2022
All staff will engage in support over the course of the school year that will embed aspects of rigor into instructional practices. (Selected PD tracks, coaching support, and faculty meetings)	Director of Curriculum	August 2021	May 2022

Initiative 1.2

Strengthen a tiered system of support and inclusion practices in classrooms, optimizing data-driven decision making, progress monitoring, and the use of evidence-based supports and strategies, with a focus on mathematics and special education

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Train staff in the Child Study Team (CST) process.	Director of Intervention and Acceleration	August 2021	October 2021
Special Education teachers will review and receive PD on inclusive practices during CPT.	Director of Pupil Services	August 2021	June 2022
During special education common planning time, Special Education Coordinators will lead teachers to review data to identify students not making growth and establish a plan to collaborate with general education teachers to support student growth.	Special Education Coordinators	September 2021	June 2022
Monitor and provide feedback on instructional practices through district learning walks and SSOS 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 2021	June 2022
The Principal and Academic Coach will work with math teachers monthly to review students identified as partially meeting or not meeting on MCAS math to determine current achievement and develop and implement intervention time to support students. (before/after school support, small group interventions in classrooms, and added support from interventionists)	Principals & Academic Coaches	September 2021	June 2022
SSoS Math Content Specialist will review current math programming and support and make recommendations for changes at ARMS.	SSoS Math Content Specialist	August 2021	May 2022
Identify a vendor to support math teachers at ARMS in planning, teaching, and assessing standards areas-based mathematics.	Director of Curriculum	August 2021	September 2021
Lesley University to lead AHS common planning meetings and provide coaching support to the math teachers at AHS.	Director of Curriculum	September 2021	June 2022

Initiative 1.3

Create classrooms where students have increased writing opportunities which include modeling, analyzing, and revising opinion/argument writing

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Roll out and train all teachers on the 2021-2022 writing portfolio process during September 22nd full-day PD.	ARMS Academic Coach	September 2021	September 2021
Create a PD/support calendar for the year listing sessions to provide support to teachers on using the Google platform for collecting student writing samples.	Technology Assistant	September 2021	October 2021
Implementation and oversight of student writing portfolio to include teaching, collection, and analyzing of student writing.	Teachers Principals	October 2021 (monthly)	June 2022
Review, assess, and provide feedback to teachers quarterly, highlighting successes and areas to improve.	Principals	September 2021 (quarterly)	June 2022
Gather student and staff feedback in January and May for reflection.	Writing Portfolio Team	January 2022	May 2022

Initiative 1.4

Recruit, train, and retain highly qualified staff.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Conduct salary reviews for teachers, paraprofessionals, and substitutes, of surrounding Districts, compared to ARRSD and report to the School Committee.	Business Office	October 2021	January 2022
Create guiding questions and gather information from teachers and staff regarding belongingness (what do folks need in order to be connected and feel like a part of our community), then create next steps.	ARMS Principal	October. 2021	December 2021 Next steps outlined in January 2022
Create public relations materials, such as a video, with voices of stakeholders telling what we value about teaching in the ARRSD in order to attract new staff, particularly staff that reflect our students.	Parent Engagement Coordinator	September 2021	June 2022
Review and revise recruitment and retention plan for the District.	Superintendent of Schools	September 2021	November 2021

Initiative 1.5

Develop and implement a long-term plan that realigns resources to best meet student needs

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Analyze and adjust the allocation of intervention resources for individual student supports and provide recommendations for changes.	Director of Intervention and Acceleration	August 2022	January 2022
Identify positions and funding sources so that principals and directors can evaluate budgets for the FY23 school year.	Business Manager	October 2022	December 2021
Review social studies curriculum materials in grades 5-12 to ensure we're meeting the criteria outlined in Harvard's RIDES Progress Assessment. (<i>Curriculum is rigorous, challenging, and culturally relevant. It represents high expectations for all students and requires critical thinking and problem solving. It is well supported to ensure all students have an opportunity to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.</i>)	Social Studies Lead Teacher	September 2021	June 2022
Review the long-term technology plan with the directors and principals and revise to ensure it supports the focus of the Strategic Plan around equity and rigor.	Superintendent of Schools	September 2021	January 2022

Strategic Objective 2: Continuously develop positive and safe school environments and classrooms through promoting belongingness, embracing equity, diversity, and inclusion for all students and staff

Strategic Initiatives	Educator and Student Outcomes
<p>2.1 Create learning environments where student needs are met, and classroom disruptions and distractions are minimized</p> <p>2.2 Provide education and training for employees and community members to develop a shared language and understanding around inclusivity and diversity</p> <p>2.3 Continue development of Social Emotional Learning classes with a focus on belongingness through building all students' understandings of inclusion and diversity</p> <p>2.4 Collect, maintain and utilize data to monitor and adjust the safety and well-being of students in classrooms</p>	<p>Early Educator Outcomes</p> <ul style="list-style-type: none"> ● By October 2021, 100% of behavioral concerns referred to CST will have documented implementation of PRIM strategies by teachers. ● By October 2021, each school will have a clear vision and mission for PBIS team meetings published on their school website. ● By June 2022, 80% of classrooms will demonstrate proficiency in Indicators 6, 7, and 8 on the District Walkthrough tool. ● By January 2022, a Safe and Supportive Schools handbook (or additional section to the existing staff handbook) will be completed and distributed to all staff. ● By June 2022, 80% of ARRSD Special Education staff will demonstrate inclusive practices focused on “teaming” inclusion strategies during monthly special education learning walks. ● By January 2022, 1 event will be held to educate families and community members about inclusive practices in ARRSD schools. ● By January 2022, 100% of guidance staff will have assessed student feelings of safety and well-being through surveys and focus groups. <p>Early Student Outcomes</p> <ul style="list-style-type: none"> ● By June 2022, positive responses on the MCAS VOCAL Survey will increase by 50% for questions related to classroom atmosphere and belongingness. ● By May 2022, 80% of students surveyed will report a feeling of belongingness and understanding of positive academic and behavioral expectations. ● By May 2022, ARRSD students will be able to demonstrate learning with 80% mastery of CASEL strategies as assessed in guidance units on self-management and the RIDES definition of belongingness.

Initiative 2.1

Create learning environments where student needs are met and classroom disruptions and distractions are minimized.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Assistant Principals/Deans will work directly with teachers to introduce the Pre-Referral Intervention Manual (PRIM) and use it to support positive student behaviors.	Director of Pupil Services	August 2021	October 2021
Review purpose and vision of school PBIS teams and ensure teams are meeting to improve student behaviors.	Director of Intervention and Acceleration	August 2021	Ongoing
Assistant Principals/ Deans will provide classroom management strategies and support with instructional routines that are intended to limit distractions and support students through differentiation.	Assistant Principals,	August 2021	Spring 2022
Assistant Principals/ Deans will create and distribute a handbook to all staff and ensure implementation that defines common language, expectations, and classroom management strategies that will support students to achieve a sense of belongingness and decrease distractions and disruptions in classrooms.	Director of Pupil Services	August 2021	January 2022

Initiative 2.2

Provide education and training for employees and community members to develop a shared language and understanding around inclusivity and diversity

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Create a section in ARRSD staff handbook and provide education and training, through special education coordinators, to all staff who work with special education students to create shared language and understanding of inclusive practices.	Director of Pupil Services	August 2021	June 2022
Special Education Coordinators will work with special education staff in CPT meetings to build their capacity and understanding of the six inclusion models with emphasis on teaming, and how each model can be applied in classrooms.	Director of Pupil Services	August 2021	June 2022
Utilize the Family and Community Center as an avenue for outreach and to provide education and training for community members around special education inclusion. Special Education Coordinators will lead training in conjunction with Family Center staff.	Family and Community Center Director	March 2022	June 2022

Initiative 2.3

Continue development of Social Emotional Learning classes with a focus on belongingness through building all students' understandings of inclusion and diversity.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Guidance staff will train teachers each month during common planning time on strategies to implement in classrooms on Belongingness and the core CASEL competencies.	Guidance Director	Fall 2021	Ongoing
Guidance counselors will utilize "Character Strong" program materials to ensure the district creates SEL lessons that align with RIDES Assessment Tool on Belongingness and the CASEL competencies.	Guidance Director	Aug. 2021	Ongoing
Use the RIDES Assessment Tool to define, self-assess and monitor student belongingness progress during DILT meetings.	Superintendent	Fall 2021	Spring 2022

Initiative 2.4

Collect, maintain, and utilize data to monitor and adjust the safety and well-being of students in classrooms

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Collect data from students in the form of surveys and focus groups regarding their feelings of safety and well-being at school.	Director of Intervention and Acceleration	September 2021	October 2021
Based on the data from focus groups and surveys, reallocate resources and adjust programming to address student safety concerns with building admin. Review and plan with teachers	Director of Intervention and Acceleration	October 2021	June 2022
PBIS team will utilize discipline data to identify and address areas of safety concern within school buildings.	Principals	October 2021	June 2022

Strategic Objective 3:

Create and strengthen partnerships with families and community stakeholders for the purpose of improving student’s academic achievement and social/emotional growth

Strategic Initiatives	Educator and Student Outcomes
<p>3.1 Establish and utilize student committees to enhance connections with businesses, nonprofits, and community organizations that allow students to explore and determine their role in the community now and in the future</p> <p>3.2 Develop the Family and Community Center to foster relationships between families, businesses, and nonprofits that meet the needs of all students</p> <p>3.3 Establish a method of communication that is consistent throughout the district so families, students, community members, and staff can access information relevant to the schools</p> <p>3.4 Develop partnerships among schools, families, the community, and law enforcement to improve communication and education around bullying</p>	<p>Family Center Outcomes</p> <ul style="list-style-type: none"> ● The student group will be established and running by October 21 ● By November 2021, complete district-wide parent survey data that identifies the preferred communication strategies for families to receive information and inform parents about their child, schools, and district. ● During the 2021-2022 school year, collect data on the frequency of how often families access the Family and Community Center and the reasons for their contact. ● By December of 2021, anti-bullying programs will be running in all schools ● By June of 2022, a survey tool agreed with the union will be used to survey teachers and parents about family engagement. <p>Parent and Community Outcomes</p> <ul style="list-style-type: none"> ● By November 2021, use student focus group data to determine how they better access community resources or become more involved with the community. ● Track family use of the center services with the goal of having 50% of families in the district use the center between September and June. ● By June 2021, 100% of students will be offered service learning opportunities. ● Survey students and families in October and May on how bullying impacts them within the school. Use baseline data to track improvement over the next five years.

Initiative 3.1

Establish and utilize student committees to enhance connections with businesses, nonprofits, and community organizations that allow students to explore and determine their role in the community now and in the future.

Activities to Achieve the Outcomes for the Initiative

Who will Lead?

When will it Start?

When will it be Complete?

Gather data about student-based groups or committees in schools that currently seek advice from students on the culture and climate of the school. Meet with groups and administration to hear directly from the students on what is working and what is not in the building. Use the information to create a plan for improvement with the students and building administration. If the school does not have a group work to establish one with the principal by no later than October. Group will meet each month with the principal and family center staff.

Family and
Community Center
Director

September 2021

October 2021

Randomly select a group of students each month to meet with the assistant principals to discuss how they are doing in school and solicit suggestions from students on how the school can help them to feel safe, connected, and accepted by peers, teachers, and staff. Assistant principals will work with students to create a solution to concerns and implement them. By the end of the school year, the assistant principals should have met with all students.

Assistant Principals

October 2021

June 2022

Meet with local businesses, nonprofits, and community organizations to determine how they would partner with our students to help achieve the strategic plan objectives listed in this document. Set a plan with our business partners to begin work.

Family and
Community
Engagement Team

October 2021

June 2022

Meet with students to determine their current involvement with the community and how they will contribute to it in the future to begin

Parent Liaison

January 2022

June of 2022

collating or expanding a list of opportunities available for students within their community to be civically involved.			
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Initiative 3.2			
Develop the Family and Community Center to foster relationships between families, businesses and nonprofits that meet the needs of all students			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Meet and survey families to gather information about topics of interest and areas they may need support/guidance or areas they can help the district.	Family and Community Engagement Team	November 2021	April 2022
Meet and survey with the staff to determine what they need to enhance their relationships with their students and their families. Utilize existing district-wide committees and their data regarding parent involvement.	Family and Community Engagement Team	November 2021	April 2022
Meet and survey local businesses and nonprofits to gather information about topics of interest and areas they may need support/guidance or areas they can help the district.	Family and Community Engagement Team	November 2021	April 2022

Initiative 3.3

Establish a method of communication that is consistent throughout the district so families, students, community members and staff can access information relevant to the schools.

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Meet with building principals about how classroom, school-based, and district-wide information is shared with families. Use the information to help decide on a communication guide that is amenable to all schools.	Family and Community Center Director	September 2021	November 2021
Survey and or create focus group meetings with parents to determine how they access information about the school district, events occurring in their child's school, who to contact regarding concerns about their child and how to become more involved with their child's education or learn about extra-curricular opportunities. Use the information to provide to principals to create a communication plan for the district and the individual school.	Family and Community Engagement Team	October 2021	June of 2021

Initiative 3.4

Develop partnerships among schools, families, the community and law enforcement to improve communication and education around bullying

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Meet with local police, state police and community agencies to identify the methods to communicate with one another to better support our students and families surrounding bullying incidents. Set a protocol with police department on how bullying incidents will be handled and what their role will be in the process.	Family and Community Engagement Team	September 2021	January 2021
Collect data reports regarding bullying incidents that occurred within the school district. Use data to determine patterns with assistant principals and set protocols up to try to put together a proactive approach to avoid these incidents. The team will inform parents of the protocols and seek feedback.	Family and Community Engagement Team	September 2021	June 2021
Work with parent liaison, parents, and principals at each school to identify and/or select bullying prevention programs for the school. Ensure by December; the program is up and running. Parents will be notified of the program and calendar of events for their school.	Family and Community Center Director	September 2021	December 2021
Sponsor an evening event/parent forum tied to how the district addresses bullying.	Family and Community Center Director	Fall 2021	Fall 2021

Strategic Objective 4 : Develop and maintain clean and fully operational facilities and technologies that allow our students to learn and thrive

Strategic Initiatives	Outcomes
<p>4.1 Design and implement standards for safety and cleanliness for all buildings</p> <p>4.2 Develop a long-range plan for state-of-the-art athletic fields and facilities</p> <p>4.3 Facilitate the process for updating technology across the district for the purpose of meeting individual student's needs</p> <p>4.4 Improve the district website effectiveness to enhance communications with families, staff, students, and community</p>	<ul style="list-style-type: none"> • The Director of Facilities and Transportation will have written documentation of standards for safety and cleanliness for all buildings by October of 2021. This document will be given to custodians and reviewed by the union. • Long-range plans for fields and facilities will be completed and submitted to the school committee by June of 2022 • The Director of Technology will collect from 10 similar school districts the technology plans and review them with the superintendent. • The Director of Technology will complete a long-range technology plan and submit it to the school committee by June 2022. • A parent, teacher, and student committee will be formed to discuss the current state of the district's website. Recommendations will be made for changes. Agreed upon changes will occur pending funding by June of 2022.

Initiative 4.1: Design and implement standards for safety and cleanliness for all buildings

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
4.1.1 Develop training based on industry cleanliness standards to be held at least once a year and additionally as needed for custodial staff	Facilities Director	August 15, 2021	January 15, 2022
4.1.2 Create a procedure (in conjunction with ATA) for how to report, track, delegate and close cleaning and maintenance requests at district buildings	Facilities Director	August 15, 2021	June 30, 2022
4.1.3 Update job descriptions in conjunction with the ATA to ensure they outline the standards for safety and cleanliness	Facilities Director	August 15, 2021	June 30, 2022
4.1.4 Create guidance for building cleanliness => "Take Pride in Your School" initiative	Building Administrators	August 15, 2021	October 31, 2021

Initiative 4.2: Develop a long-range plan for state-of-the-art athletic fields and facilities

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
4.2.1 Form a committee to develop an athletic facility plan based on industry standards and results of community feedback survey	Athletics Director/Business Manager	October 1, 2021	November 1, 2021
4.2.2 Create athletic facilities plan that aligns with community input and industry standards; share the plan with community and School Committee	Athletics Director	November 1, 2021	April 30, 2022
4.2.3 Seek School Committee approval to find funding and develop a timeline for athletic facility plan	Athletics Director	May 1, 2022	May 31, 2022
4.2.4 Determine funding sources based on facilities requirements	Business Manager	June 1, 2022	December 31, 2022
4.2.4 Develop a timeline, if approved, for work to be completed	Athletics Director	June 1, 2022	December 31, 2022

Initiative 4.3: Facilitate the process for updating technology across the district for the purpose of meeting individual student's needs

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
4.3.1 Review inventory list and ten other similar school district technology plans to develop a preliminary long-range district technology plan	Technology Director	September 20, 2021	October 29, 2021
4.3.2 Share the preliminary plan with and incorporate feedback from technology staff, district administrators, building leaders, and school committee	Technology Director	November 1, 2021	December 3, 2021
4.3.3 Develop calendar for a yearly review of the long-range technology plan	Technology Director	February 1, 2022	March 1, 2022
4.3.4 Review long-range technology plan yearly with technology staff, district administrators, building leaders, and school committee	Technology Director	November 1	November 30

Initiative 4.4: Improve the district website effectiveness to enhance communications with families, staff, students and community

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
4.4.1 Develop district guidance on ARRSD website usage	Technology Director	August 15, 2021	October 31, 2021
4.4.2 Remove all non-official school district information from the website	Technology Director	January 1, 2022	June 30, 2022
4.4.3 Train staff on using X2 and google sites for posting homework yearly	Technology Director	August 15	October 31
4.4.4 Centralize links to teacher websites on one page on ARRSD website	Technology Director	November 1, 2021	February 1, 2022
4.4.5 Create a proposal for a new website layout and obtain feedback from the community and School Committee	Technology Director	January 15, 2022	March 31, 2022
4.4.6 Leverage feedback to update ARRSD website	Technology Director	April 1, 2022	June 30, 2022