



Triton Regional School District

District Strategy for Improvement

Plan Year
2019 - 2020

Version 3.0

Revisions:

1. *Version 3.0 - September 11, 2019*

Respect, Integrity, and Excellence for All

Background:

In the Fall of 2016, the Superintendent of Schools embarked on an entry planning process to assess the current standing and progress of the Triton schools. The process included over 57 interviews of stakeholders from across the district, including students, families, community members, town officials, and faculty and staff from all roles across the district. These meetings were held both in group settings, as well as one on one conversations, with some being public while others were private. A comprehensive review of all existing plans and performance data was also conducted, and a survey of both faculty/staff and parents completed. The data collected was brought to the district's Teaching & Learning Leadership Team, which met throughout the 2016/2017 school year, focused on identifying key contributing factors to our future success of meeting the needs of all learners, regardless of ability.

As a result of the above work, a Report of Findings was prepared outlining all of the findings of the research, and was presented to the School Committee on March 15, 2017, later becoming the basis for Version 1.0 of the District Strategy for Improvement.

Strategy Overview:

The first version of the District Strategy was approved in September, 2017 as a result of, and responsive to, the findings reported on March 15, 2017. The second iteration of the strategy, continued those priorities as laid out in the original plan, but was revised to recognize changes during the 2017/2018 school year. Those changes include progress made on goals and actions, responses to actions that were not achieved, as well as amendments made to reflect items that we believe need to be added or removed. Whereas the original District Strategy for Improvement was born out of hours of discussions occurring locally at each school as well as through the various leadership teams in place, Version 2.0 (2018/2019) and this current plan for the the 2019/2020 school year are the result of continued discussion in schools and within the Leadership Team, along with an assessment of the progress we anticipated in our original planning. This updated document continues to be strategic in nature, focusing on all aspects that affect student learning rather than on just instruction itself. Adjustments to the plan for 2019/2020 have been confined to the Actions, with our Vision, Core Values, Theory of Action, and Objectives remaining unchanged.

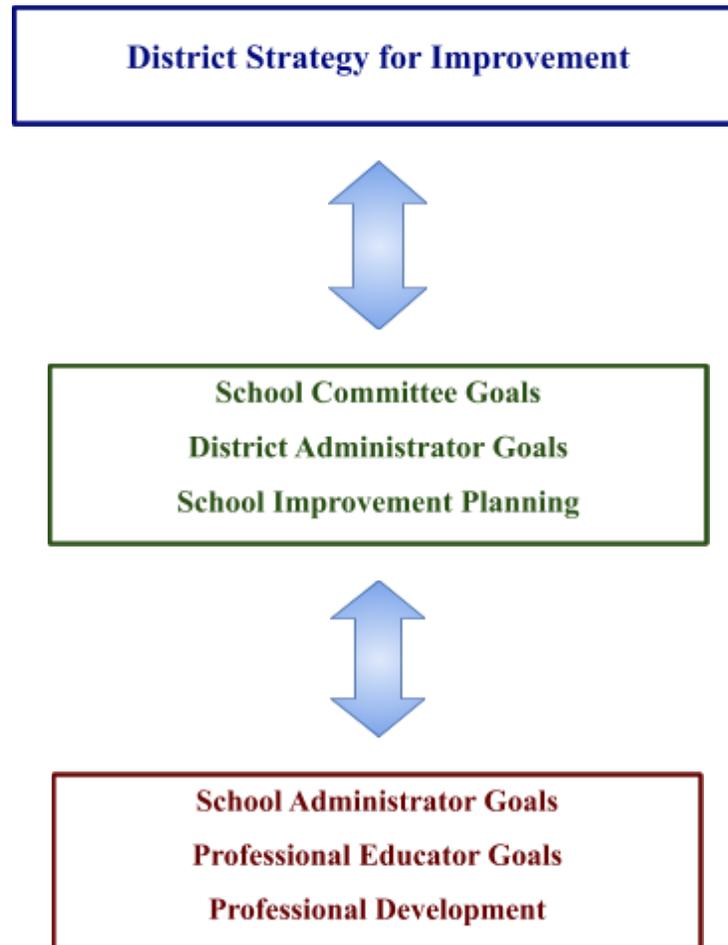
There are several components included in the District Strategy for Improvement:

- The **Vision** was reworked last year, combining the previous Mission and Vision into a single, cohesive statement about our focus.
- The **Core Values** of the District have remained unchanged, as they maintain their relevance as our foundational beliefs as a community.
- The **Theory of Action** is an alternative way to state the expected outcomes of our work. It is stated more in scientific process terminology with cause and effect. If we take these actions and complete these efforts, then the result will be as articulated and planned.
- The Strategic Objectives and Actions are framed around five (5) **Conditions for Success** that we believe will promote continuous improvement in all aspects of our work, inside and outside the classroom.
- **Strategic Objectives** outline 5 areas needing a priority focus to ensure we are making continuous improvement in our practice.
- **Strategic Actions** outline the more detailed and specific actions we believe will move us towards the desired outcomes.

District Wide Planning:

The District Strategy for Improvement identifies specific areas where we believe our efforts and resources are needed most to ensure continuous improvement across all identified areas of our work. Focusing on the Conditions of Instructional Practice, Curriculum, Social/Emotional Development, Communication, and Resources/Materials, goals are developed with input from stakeholders across our school community, creating a partnership. This partnership allows for a strong alignment of priority actions outlined to School Improvement Plans, Professional Development Plans, and the individual goals for professional educators. This strong alignment increases the capacity to do the challenging work of increasing the overall capacity of our students and their preparedness to be ethical, empathetic, and contributing citizens.

The revisions to the District Strategy from year to year are a result of the ongoing input from stakeholders to ensure our efforts are reflective of the priority actions associated with the goals. However, the District Strategy is also responsive to the needs and work being done in our schools as outlined in that plan. As such, while the Strategy for Improvement drives other planning top down, effective progress by our students drives annual updates and revisions to the District Strategy from the bottom up.



Organization of Priority Actions:

The strategic actions identified reflect the priority areas of focus, based on the collective thinking of district wide leaders and informed by all of our educators from across the district. The actions identified in this district strategy are global in nature so that each school is able to more specifically target their planning for improvement efforts through their School Improvement Plans, and ultimately through to our budget priorities.

Priority Actions are organized to include those individuals who are primarily responsible for the task, the timeline, and the evidence we'll use to determine whether or not we have made impactful change. We have further articulated the Outcome, which takes us beyond the tangible, measurable evidence to the actual change in behaviors experienced. It is important to note that the vast majority of these actions will involve individuals from across the entire district. This plan identifies the person(s) who have the lead responsibility for the day to day process(es) to be undertaken to achieve the stated outcomes.

Conditions for Success:

Most Priority Actions target more than one Condition for Success. Rather than organizing the objectives and actions by condition, you will see that each action includes a matrix with a color code to note the condition(s) that the effort will primarily improve. It could be argued that most actions target each condition in some way, but this plan notes the specific condition(s) we believe will be primarily impacted by the changes or actions noted.

Timelines for Actions:

The format for recording and detailing the timeline is different than in years passed, including Current Priorities, Advancing and Monitoring Previous Actions, and Future Identified Actions. The majority of the actions begin or continue in the 2018/2019 school year. There are several that were previous actions, but won't be a priority this year due to completion or roadblocks affecting progress. These items will remain an area of focus for monitoring, but we don't anticipate further specific actions this coming year. Finally, there are some actions that are projected for a future date because of the scale of the action. The details of the actions that won't be started until a future school year, and we anticipate being able to update those dates as the year progresses.

With actions detailed for the coming year, progress towards the goals needs to be different than the typical school year. Drawing upon language we have used increasingly in recent years, the plan notes the various stages of Implementation each of the actions will be in for 2018/2019 using the Implementation Science model. We believe it shows a more accurate representation of the efforts underway, and to what level the planning has moved towards a fully implemented program or practice.

The status of our Implementation for each action is broken down into six (6) distinct phases as described on the following page. This framework is based upon the work of Fixen, Naoom, Blase, Friedman & Wallace (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231);

Implementation Stages:

1. **Exploration Stage:** The process of mapping student needs and understanding the enabling and limiting aspects of the contexts in which interventions can occur. At end of the exploration stage, a decision is made to proceed with implementation of an evidenced based practice or program.
2. **Program Installation:** Identify tasks that need to be completed before “first student is seen.” Tasks are specific to resources and structural supports necessary to initiate the program or practice. Once identified the resources and supports are associated with the “start up costs.” Most programs and practices are funded with an initial training cost but no additional funding is provided to create sustainability with new initiatives.
3. **Initial Implementation:** Implementation involves complexity in every aspect. Implementation requires CHANGE. Change does not occur simultaneously or evenly in all parts of a practice or program. Change within a school practice or program require education, practice and time to mature. If appropriate support is not provided many new programs or practices end at this point of time due to the overwhelming aspects associated with the “initial awkward stage”.
4. **Full Implementation:** The new practice or program implemented becomes integrated into practitioner, organizational, and community practices, policies and procedures. The innovation is “accepted practice.” Only at this point should the anticipated benefits be realized because of the time needed for the staff to become skillful, and the procedures and processes become routinized.
5. **Innovation:** Staff members working under different conditions within uniquely configured circumstances present implementation challenges. Innovation stage occurs after full implementation has been executed with fidelity. Innovation allows for some refinement of a set of practices or program elements. It is very important at this stage not to allow the innovation to drift in such a direction that it threatens the core elements of the program or practice. This stage should NOT occur until the practice or program has been implemented with fidelity.
6. **Sustainability:** After the intensity and cost of establishing a fully implemented practice or program it is of great importance that there are structures in place to create sustainability of a set practice or program. The goal during this stage is the long-term survival and continued effectiveness of the implementation in the context of the changing school structure.



Triton Regional School District

District Strategy for Improvement 2019/2020

District Core Values:

- Respect for Self and Others
- Integrity in Words and Actions
- Excellence for All

District Vision:

We are a community of learners known for our unwavering commitment to meeting the needs of all students. Through the adoption of best practices and our active partnership with families and the wider community who are united in supporting the development of engaged, successful, responsible, resilient learners, students will be well-prepared to be ethical, empathetic, and contributing citizens.

Theory of Action:

IF we:

- provide high quality differentiated instruction that is responsive to the needs of every child
- ensure that rigorous and relevant content is delivered within a framework of critical thinking across all disciplines
- provide this experience in a collaborative environment that is safe, supportive, current, and well-resourced, and
- communicate our efforts with all students, staff, families and constituencies

THEN we will increase the overall achievement of all students and their preparedness to be ethical, empathetic and contributing citizens.

Conditions for Success:

<p><u>1. Instructional Practice:</u> Instruction is effectively differentiated, informed by evidence of student learning, and measured by student engagement and continual growth.</p>	<p><u>2. Curriculum:</u> Every student has access to consistent, rich, high quality curriculum that fosters the use of high-level thinking skills, and practical application of knowledge.</p>	<p><u>3. Social/Emotional:</u> We are a community that explicitly focuses on and promotes self-awareness, self-management, empathy, and relationships with others.</p>	<p><u>4. Communication:</u> Effective communication is a central focus in all aspects of our work, ensuring we work collaboratively towards continuous improvement.</p>	<p><u>5. Resources/Materials:</u> All students and educators have access to current and relevant resources, including current technologies, materials, and the physical learning environment itself.</p>
---	---	---	--	---

Current Strategic Objectives:

Objective #1: The District will formally review structures, practices, and procedures designed to support teaching and learning to ensure they appropriately and rigorously challenge and support the learning of all students.

Priority Action	Lead Responsibility	2019 - 2020 Implementation Stage	Evidence	Outcome	Conditions for Success				
					Instruction	Curriculum	Social/Emotional	Communication	Resources
					#1	#2	#3	#4	#5
1A <i>Implementation of Project-Based Learning (PBL) opportunities and structures at the Middle and High School</i>	<i>District & High School Leadership Teams</i>	<i>Exploration to Initial Implementation</i>	<i>Instruction in classrooms is student-centered and dynamic, and requires exploration of real-world problems</i>	<i>Students have a broader and deeper knowledge of their world</i>	X	X	X		X
1B <i>Implement the LIFT Program (based on the BRYT model) as planned and budgeted for</i>	<i>District & High School Leadership Teams</i>	<i>Initial Implementation</i>	<i>Students are identified, supported, and successfully transitioned back into the general education classroom</i>	<i>Students are out of school for mental/physical health are effectively reacquainted into the school</i>	X		X		X
1C <i>Capitalize on the educational opportunities of an aligned schedule for both Middle and High School students</i>	<i>Middle and High School Leadership Team</i>	<i>Full Implementation</i>	<i>Schedules reflect an increase in opportunities, including extension for high achieving students, and interventions for struggling learners</i>	<i>Increased opportunities to engage all students, 7-12</i>	X		X		X
1D <i>Report on the findings of the Comprehensive Special Education Review and implement actions to address identified areas of need</i>	<i>Director of Special Education</i>	<i>Initial Implementation</i>	<i>Observation & documentation shows training for staff, and changes in process and services as identified</i>	<i>Increased achievement of students who require Special Education Programming</i>	X	X	X	X	X
1E <i>Continue to adjust practice and monitor the implementation of the Homework Guidelines as developed and implemented in the 2018/2019 school year</i>	<i>Leadership Team</i>	<i>Full Implementation</i>	<i>Survey results in Spring, 2020 show practice consistently aligns with the Guidelines</i>	<i>Students engage in meaningful and purposeful work outside of school that reinforces learning</i>	X	X		X	
1F <i>Continue our review of the process, tools, and resources used to transition students from 6th - 7th, and 8th - 9th grades to ensure continuity of support.</i>	<i>Leadership Team</i>	<i>Full Implementation</i>	<i>Transition processes are documented, and system provides comprehensive student to receiving teams</i>	<i>Students receive continuity of support and resources when they transition into the middle and/or high school.</i>	X		X	X	
1G <i>Increase the use of available assessment data to progress monitor students to determine the impact of instruction on learning</i>	<i>Middle and High School Principals</i>	<i>MS: Program Installation HS: Exploration</i>	<i>Meeting agendas and PD activities include data collection or use, and agreed progress monitoring tools are being used to plan instruction</i>	<i>Students are engaged and appropriately challenged in all areas of the curriculum</i>	X			X	

Objective #2: The District will strengthen current instructional practices by using aligned curriculum to effectively engage and facilitate learning for all students, across all curricular areas, regardless of ability.

Priority Action	Lead Responsibility	2019 - 2020 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
2A	<i>Develop a collective, PK - 12 vision of the Triton Graduate that drives our actions and decisions for all students, at all grades, and all ability levels</i>	<i>Leadership Team</i>	<i>Exploration</i>	<i>There is a collective and defined understanding of the skills and character traits required of the Triton Graduate</i>	<i>Improved instruction, interventions, and supports for all students through aligned practices and beliefs, with a clear path to success for all students</i>	X		X	X	
2B	<i>Continue to implement the Revised Massachusetts K-12 History and Social Science Frameworks</i>	Assistant Superintendent	<i>Initial Implementation</i>	<i>8th Grade Civics implemented for 19/20, next phase planned, mapped, and provisioned for 20/21 school year</i>	Students graduating have a complete historical understanding, including the importance of civics	X	X			X
2C	<i>Implement Empowering Writers for Kindergarten through Grade 8</i>	<i>Assistant Superintendent & Principals</i>	<i>Initial Implementation</i>	<i>Observation and writing samples reflect Empowering Writers instruction</i>	<i>Students are confident and comprehensive writers, able to clearly articulate and share their thoughts</i>	X	X			X
2D	<i>Review and Revamp the Curriculum Mapping process and format</i>	<i>Assistant Superintendent & Teaching and Learning Coordinator</i>	<i>Initial Implementation</i>	<i>Curriculum maps are reformatted and updated in a system that is efficient and accessible</i>	<i>There is a clearly articulated sequence for all curriculum that ensures consistent access for all student</i>		X			X
2E	Plan for the implementation of a comprehensive Wellness Curriculum for students in grades 7-12 Related To Action 3D	Leadership Team	Exploration	<i>Wellness Curriculum is identified and provisioned to implement in September, 2020</i>	Students are more aware and informed in regards to their social, emotional, and physical well-being	X	X			X
2F	<i>Explore and plan for advanced opportunities and coursework for high achieving students</i>	<i>Leadership Team</i>	<i>Exploration</i>	<i>Advanced coursework and extended learning opportunities are identified for implementation in 2020/2021</i>	<i>High achieving students are challenged to their greatest capacity, and not limited by our structures</i>	X	X			X

Objective #3: The District will, by engaging community partnerships, continue to develop and support new practices and programs that focus on the social, emotional, and physical well-being of students.

Priority Action	Lead Responsibility	2019 - 2020 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
3A	<i>Explore and implement structures and strategies that address and remedy Chronic Absenteeism</i>	<i>Leadership Team</i>	<i>Exploration</i>	<i>Changes to our current practices or assumptions are identified and implemented</i>	<i>Students are in school and learning</i>			X	X	
3B	Identify changes in practice and strategy that will allow us to maximize the effectiveness of the Essex County Asset Builder Network for our students and families	Leadership Team	Program Installation	The District has a structure in place to promote community supports, and relationships with them have been identified	Students and families have the best chance of getting the support they need			X	X	X
3C	<i>Create and support a culture of Service to Others in all schools</i>	<i>Leadership Team</i>	<i>Program Installation</i>	<i>Service learning opportunities are scheduled and provisioned, and graduation requirements are adjusted</i>	<i>Graduates leave with an understanding of the value of service to others, and a commitment to serve</i>		X	X		
3D	Addition (or reassignment of) a full time (1.0 FTE) Wellness Teacher to be shared by the Middle and High School Related To Action 2E	Superintendent	Exploration	<i>Position is identified, funded, and prepared to begin instruction in September, 2020</i>	Students are well informed about all aspects of social, emotional, sexual and physical wellness	X		X		X
3E	<i>Further develop and refine our response protocols in all schools around the ALICE Active Shooter Protocol</i>	<i>Leadership Team & Safety Committees</i>	<i>Initial Implementation</i>	<i>Drills are being conducted, with each exercise showing more a more cohesive response</i>	<i>All students and staff respond to emergencies in a way that is most likely to ensure their safety</i>			X	X	

Objective #4: The District will improve communication, internally and externally, to ensure there is common understanding around current progress and educational standing so that all parties can make informed decisions around future actions.

Priority Action	Lead Responsibility	2019 - 2020 Implementation Stage	Evidence	Outcome	Conditions for Success				
					Instruction	Curriculum	Social/Emotional	Communication	Resources
					#1	#2	#3	#4	#5
4A <i>Further refine our internal communication among district wide faculty and staff to ensure a consistent vision for our work</i>	<i>District Management Team</i>	<i>Implementation</i>	<i>Routine and consistent communication is sent via multiple formats, both from the central office and through building principals</i>	<i>District wide, faculty and staff feel connected and engaged in our Vision for students</i>			X	X	
4B Continue to develop an informed and engaged advocacy base amongst families and other constituents in regards to the impact of statewide decisions on the District Budget	School Committee, Superintendent	Innovation	There is a strong local voice with our state representation	State Officials hear a loud, consistent message of the need for additional state funding for Triton				X	X
4C Develop a District Marketing Strategy to engage and inform the residents of our member towns, including those who don't have students attending our schools	School Committee, Superintendent	Program Installation	<i>Marketing plan is in place by June 30, 2020 to be implemented for the 2020/2021 School Year</i>	Residents of Newbury, Rowley, and Salisbury have a clear understanding of, and appreciation for, the high quality education provided by Triton				X	X
4D <i>Continued refining of the methods and means by which we share information with families and the community at large</i>	Leadership Team	Innovation	Communication is routine and in multiple formats (Email, website, social media, print, etc), from both the district and schools	Parents and the Community receive relevant information in a timely and convenient format, promoting engagement		X		X	

Objective #5: Continue to show in words and in actions that we are a united district, committed to providing high quality instruction within a positive and supportive learning environment.

Priority Action	Lead Responsibility	2019 - 2020 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
5A	<i>Implementation of Project-Based Learning (PBL) opportunities and structures at the Middle and High School (Duplicate of Action 1A)</i>	<i>District & High School Leadership Teams</i>	<i>Exploration to Initial Implementation</i>	<i>Instruction in classrooms is a student-centered and dynamic, and requires active exploration of real-world challenges and problems</i>	<i>Students have a broader and deeper knowledge of their world through the active exploration of real-world problems</i>	X	X	X		X
5B	<i>Complete the Comprehensive Facilities Assessment for the Regional Campus, and determine next steps in the planning for making identified improvements, clearly noting the most urgent needs</i>	<i>School Business Administrator & Superintendent</i>	<i>Initial Implementation</i>	<i>Comprehensive Assessment Report by December, 2019. Next steps and initial discussions with stakeholders by June 30, 2020</i>	<i>District facilities are in good working order, and plans are in place to address where that is not the case.</i>				X	X
5C	<i>Further align all School Improvement Plans, Budget Requests, and overall Final Approved Budget to the District Strategy</i>	<i>Leadership Team</i>	<i>Initial Implementation</i>	<i>A final FY 2020 budget is developed that targets resources towards identified objectives.</i>	<i>Decisions about the annual budget are purely and consistently based up agreed Objectives and Priorities.</i>	X	X		X	X
5D	<i>Align all School Committee, Administrator, and Educator Goals to the District Strategy for Improvement, specifically the Conditions for Success</i>	<i>School Committee, Leadership Team</i>	<i>Initial Implementation</i>	<i>Committee, Administrator, and Educator Goals are aligned to the Conditions for Success, and specific objectives and actions where appropriate</i>	<i>Individual efforts are aligned towards a common purpose.</i>	X			X	X
5E	<i>Find a local business partner interested in sponsoring the Annual Report, so that the full report is mailed to all residential and commercial addresses in each town</i>	<i>Superintendent</i>	<i>Full Implementation of Report - Exploration for Funding Partner</i>	<i>A high quality, print report is available, and mailed to all addresses in member towns at no cost to the district</i>	<i>The Triton Community is informed of the quality programming, offerings, and successes being funded by their tax dollars</i>				X	X

Advancing and Monitoring Previous Strategic Actions

Aligns to Objective	Priority Action	Lead Responsibility	2019 - 2020 Implementation Stage	Evidence	Outcome	Conditions for Success				
						Instruction	Curriculum	Social/Emotional	Communication	Resources
						#1	#2	#3	#4	#5
1	<i>Increase the use of available assessment data to progress monitor students to determine the impact of instruction on learning</i>	<i>Elementary Principals</i>	<i>Elementary: Innovation</i>	Meeting agendas and PD activities include data collection or use, and agreed progress monitoring tools are being used to plan instruction	Students are engaged and appropriately challenged in all areas of the curriculum	X			X	
1	Continually strengthen Literacy instruction and identify areas of improvement	Leadership Team	Innovation	Future local and state assessments reflect an increase in student growth in ALL performance levels	All students make effective progress through relevant and personalized instruction.	X	X			X
1	Continue to monitor the use of FLEX/WIN time in the elementary and middle school schedule to ensure all students are being challenged appropriately, regardless of ability.	Leadership Team	Innovation - Restricted by Funding	Future local and state assessments reflect an increase in student growth in ALL performance levels	All students make effective progress through relevant and personalized instruction.	X	X			X
2	Increase the access of relevant technologies, and their integration into our curriculum, for all students and teachers.	Leadership Team & School Committee	Innovation - Restricted by Funding	Funding is provided to increase ratio of student access to technologies	Students are engaged in relevant learning, using current technologies.	X	X			X
2	<i>Math in Focus - Continue Implementation with Fidelity in Year V of the new curriculum adoption, beginning to shift towards full implementation</i>	<i>Leadership Team</i>	<i>Full Implementation</i>	Local and state assessments reflect an increase in student growth in ALL levels, including students moving from proficient to advanced	Increased achievement of all students in local and state assessments in Mathematics	X	X			
2	<i>K-8 Science: Support the implementation of science curriculum with fidelity, identifying additional supports that may need to be allocated in future years</i>	Leadership Team	<i>Full Implementation</i>	Local and state assessments reflect an increase in student growth in ALL levels, including students moving from proficient to advanced	Increased understanding and application of scientific concepts	X	X			X
2	<i>Support the implementation of Grade 4 to 8 substance abuse prevention curriculum with fidelity, identifying additional supports that need to be allocated in future years</i>	Leadership Team	<i>Full Implementation</i>	Grade 4 - 8 schedules include LifeSkills curriculum, and walk throughs show instruction is delivered with fidelity	Increased understanding and application of strategies targeting the prevention of substance abuse	X	X	X	X	X

3	<i>Continue efforts to implement Positive Behavioral Interventions and Supports (PBIS) at the Elementary schools</i>	Leadership Team, Teacher Leaders	<i>Elementary: Initial to Full Implementation</i>	A reduction in negative behaviors as noted by the number of office referrals or other related consequences	There is a consistent language about, and expectations for, acceptable behavior for all students and educators across the school	X		X	X	
3	Continue to provide professional development for all staff to establish Trauma Sensitive Schools, focusing on Equity rather than Equality.	Assistant Superintendent	Dependent on Funding	Trauma Course (Part I and II) offered through Lesley University with a minimum of 20 participants	Educators are more informed and understanding of the impacts of Trauma, allowing a more inclusive learning environment.	X	X	X	X	X
4	<i>Expand the use of Aspen and Google Classroom to provide families and students in Kindergarten through Grade 12 with timely access to monitor academic progress</i>	<i>Leadership Team</i>	<i>Innovation</i>	Grades are updated biweekly (7-12) in Aspen, Google Classroom (or equivalent) use is increased, and parent survey notes improved timely access on academic progress	Families and students have current data to assess their understanding and application of content so they can respond appropriately	X		X	X	
5	Monitor aligned Student Handbooks to ensure consistency in practice and expectations across all schools	Leadership Team & School Committee	Innovation	Aligned handbooks remain updated and current, and refined as necessary	Language and Communication about expectations is reliable and consistent				X	X

Future Identified Actions - Time Frame TBD

Aligns to Objective	Priority Action	Lead Responsibility	Evidence	Outcome	Conditions for Success				
					Instruction	Curriculum	Social/Emotional	Communication	Resources
					#1	#2	#3	#4	#5
1	Complete a review of visual and performing arts programming, K - 12, to ensure our offerings and opportunities support and promote excellence	Leadership Team	A plan is documented which addresses current challenges with scheduling of lessons, classes and activities	Student artists have expanded access and opportunities in the Visual and Performing Arts		X			X
2	Explore Distance Learning Options, (Dual Enrollment, Summer Courses, and Snow Day Alternatives) - See Wakefield PS " <i>Learn Anywhere Project</i> " http://www.learnanywhereproject.org	Superintendent & Assistant Superintendent	Viability of Distance Learning Plan documented and established	Greater opportunity for engagement of all learners	X	X	X		X
2	Review existing Reading and Writing Curricula, establishing a plan for updates of resources as required	Assistant Superintendent	Plan is established to confirm changes to Curriculum and corresponding Resources	Reading and Writing instruction is better aligned to standards and effectiveness is improved		X			X
2,3	Implement Universal, Free Full Day Kindergarten for all students	Superintendent & School Committee	Free Full Day Kindergarten is made available to all families	All students are adequately prepared for first grade	X	X	X	X	X
3	Develop course offerings and/or alternative structures to prepare students who are seeking a career pathway	High School Leadership	Course Catalog includes courses for a career pathway	Graduates from high school have prerequisite skills to effectively enter workforce		X	X		X
4	Complete an overall review of grading and reporting, including the process (standards based vs. traditional), expectations, and beliefs to ensure we are providing meaningful feedback on student learning	Superintendent & Assistant Superintendent	Feedback from students and parents confirms timely and meaningful reporting of student learning	Students and families have a clear understanding of their progress towards mastery of standards	X		X	X	
4	<i>Re-evaluate Aspen SIS against other SIS vendors to ensure we have the most effective, user friendly, and informative SIS, and make any changes as determined.</i>	<i>Leadership Team</i>	A comprehensive analysis has been completed, and a decision made to stay with Aspen or change providers.	Students, Parents, Teachers, and Administrators have real time access to meaningful, impactful, and user friendly student data.	X			X	X
5	Develop a ten (10) year capital improvement plan that addresses the long term repair and maintenance needs and costs associated with all district owned facilities	School Business Administrator	Capital Plan is developed and priorities for funding are identified	District facilities in good working order, and plans in place to address future need				X	X

Definitions:

PBIS - Positive Behavioral Interventions and Supports:

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

SEL - Social and Emotional Learning:

Social and Emotional Learning (SEL) is a process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically.

Flex/WIN Time:

Flex or WIN (What I Need) is a time built into the school day where students are not restricted to specific classes or subject areas, allowing for teachers to work with students individually and in small groups to personalize their learning. Structures differ from school to school, but this flexible instruction time exists at the Elementary and Middle School levels.

Progress Monitoring:

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Aspen:

Aspen is a web based Student Information System software by Follet Education. The district currently uses the system to manage all student demographic, grading and reporting, transportation, medical, special education and 504 data. The system provides a parent and student portal for accessing relevant information.

Behavioral Health:

Behavioral health is the scientific study of the emotions, behaviors and biology relating to a person's mental well-being, their ability to function in everyday life and their concept of self.

Leadership Teams:

- District Management Team (DMT): Superintendent, Assistant Superintendent, School Business Administrator, and Special Education Administrator
- Leadership Team (LT): DMT plus all (5) Building Principals
- Teaching & Learning Leadership Team (TLLT): LT plus all (6) Assistant Principals, Dir. of Guidance, Dir. of Technology, and Teaching & Learning Coordinator