



Triton Regional School District

District Strategy for Improvement

Plan Year
2021 - 2022

Version 4.0

Revisions:

1. *Version 4.0 - September 22, 2021*

Respect, Integrity, and Excellence for All

Strategy Overview:

The first version of this revised District Strategy was approved in September, 2017 as a result of, and responsive to, the Superintendent's Entry Plan findings reported on March 15, 2017. 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, subsequent versions of the plan are the result of continued discussion in schools, within the Leadership Team, among the School Committee, 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 2021/2022 have been confined to the Actions, with our Vision, Core Values, Theory of Action, and Objectives remaining unchanged. Due to the pandemic interruption, there was no updated plan for the 2020/2021 school year. This plan year is a more refined and condensed plan, focusing our resources on areas that are of the greatest need, and specifically, as we transition out of the global pandemic.

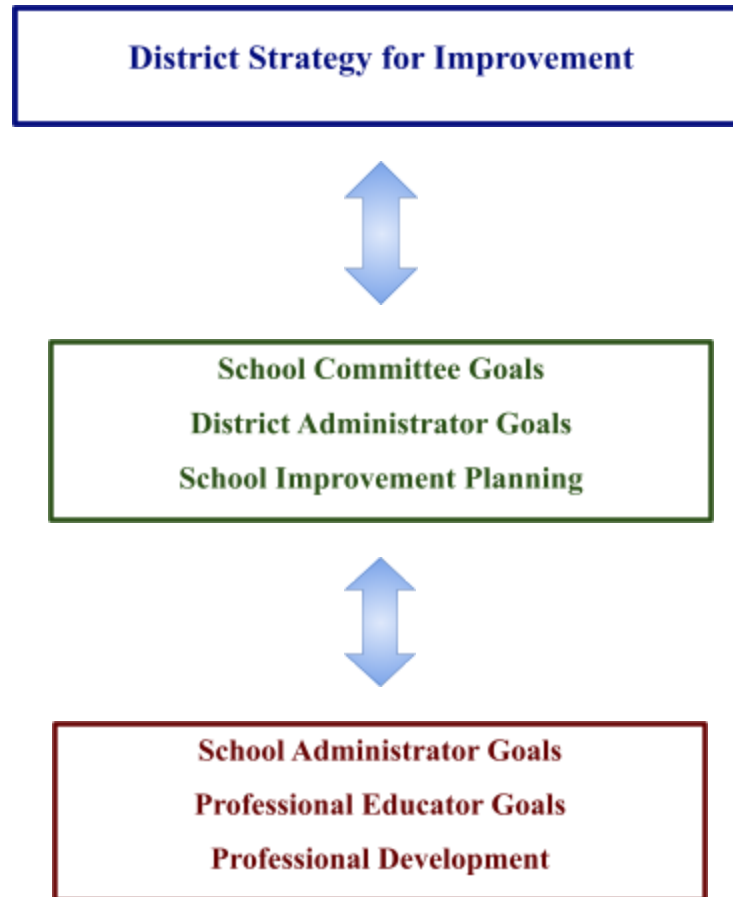
There are several components included in the District Strategy for Improvement:

- 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:

This plan does not outline multiple years of priority actions, rather it identifies all current efforts and our progress in that area. 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 2021/2022 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 the 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. The 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 2021/2022

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>
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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	2021 - 2022 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
1A	Continue to support the LIFT Program (based on the BRYT model) at the High School	District & High School Leadership Teams	Full Implementation	Students are identified, supported, and successfully transitioned back into the general education classroom	Students are out of school for mental/physical health are effectively reacclimated into the school setting	X		X		X
1B	Continue the work to follow up on the Comprehensive Special Education Review and implement actions to address identified areas of need including Co-teaching, identifying more targeted PD for all Special Education Staff, and work more closely with ETCs to create consistency with the development of IEPs and the delivery of services	Administrator of Special Education	Initial Implementation	Observation & documentation shows training for staff, an increased amount of co-teaching, and changes in process and services as identified	Increased achievement of students who require Special Education Programming	X	X	X	X	X
1C	Having reviewed the resources and documentation used to transition students, review and improve the structures, supports, and experiences that provide greater comfort for students in major transitions.	Leadership Team	Initial Implementation	New opportunities, experiences, and supports are in place for students transitioning into and out of each school	Students are comfortable, confident, and able to quickly engage in their new school/grade after transitioning	X		X	X	
1D	Expand upon the PD offered summer of 2021 to expand the use of Co-Teaching across all classrooms where feasible	Leadership Team	Initial Implementation	Co-teaching has been implemented and is being supported in several classrooms/schools	All students, and those with disabilities in particular, receive the most effective and integrated instruction in their classroom	X		X		X
1E	Review all Arts, Electives, Enrichment, and Before/After School opportunities available to students, and identify additions and improvements to be made that reengage students as we emerge from the COVID pandemic	Leadership Team	Exploration	Opportunities have been developed and supported with ESSER III funds that are sustainable beyond the grant funding window	Students are engaged and receiving a well rounded, comprehensive educational experience	X	X	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	2021 - 2022 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
2A	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	District Leadership Team	Exploration	There is a collective and defined understanding of the skills and character traits required of the Triton Graduate	Improved instruction, interventions, and supports for all students through aligned practices and beliefs, with a clear path to success for all students	X		X	X	
2B	Continue to implement the Revised Massachusetts K-12 History and Social Science Frameworks	Assistant Superintendent	Full Implementation	6th, 7th, and 8th grade implemented in 19/20, paused in 20/21, next phase planned, mapped, and provisioned for 21/22 school year	Students graduating have a complete historical understanding, including the importance of civics	X	X			X
2C	Implement Empowering Writers for Kindergarten through Grade 8	Assistant Superintendent & Principals	Full Implementation	Observation and writing samples incorporate techniques and tools from Empowering Writers	Students are confident and comprehensive writers, able to clearly articulate and share their thoughts	X	X			X
2D	Explore and plan for advanced opportunities and coursework for high achieving students	High School Leadership Team	Exploration	Advanced coursework and extended learning opportunities are identified for implementation in 2022/2023	High achieving students are challenged to their greatest capacity, and not limited by our structures	X	X			X
2E	The district will revise and amend the 1:1 Chromebook plan to ensure long term sustainability and effectiveness	Director of Technology and School Business Administrator	Initial Implementation	There is a plan in place that clearly identifies devices and lease cycles and is supported in the local budget	All students have access to the instructional technology they need to be successful learners	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	2021 - 2022 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
3A	Explore and implement structures and strategies that address and remedy Chronic Absenteeism, specifically with newer challenges that have arisen during the pandemic.	Leadership Team	Exploration	Changes to our current practices or assumptions are identified and implemented	Students are in school and learning			X	X	
3B	Create and support a culture of Service to Others in all schools, and in specific through the infusion of the Civics curriculum formally in grade 8, and with a civics project required in high school.	Leadership Team	Initial Implementation	In addition to routine civics instruction, we are seeing a increase in service learning opportunities being scheduled and provisioned	Graduates leave with an understanding of the value of service to others, and a commitment to serve		X	X	X	
3C	Under the direction of the District Wellness Coordinator, plan for the implementation of comprehensive Wellness Supports for all students and staff	Wellness Coordinator & Leadership Team	Initial Implementation	Supports have been established, provisioned, and are in place to address the needs for all students	Students have a better social, emotional, and physical well-being			X	X	X
3D	Further develop and refine our response protocols in all schools around the ALICE Active Shooter Protocol	Leadership Team & Safety Committees	Initial Implementation	Drills are being conducted, with each exercise showing more a more cohesive response	All students and staff respond to emergencies in a way that is most likely to ensure their safety			X	X	
3E	Review the implementation of PBIS (Positive Behavioral Interventions & Supports) across all schools to ensure alignment and continuity through school transitions	Leadership Team	Initial Implementation	Common language and expectations are in place for student behavior and contributions to the school community across all schools	There is continuity of expectations (K-12) leading to more successful, resilient, and engaged learners and 'citizens'			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	2021 - 2022 Implementation Stage	Evidence	Outcome	Conditions for Success				
					Instruction	Curriculum	Social/Emotional	Communication	Resources
					#1	#2	#3	#4	#5
4A	Continue to refine our internal communication among district wide faculty and staff to ensure a consistent vision for our work	District Leadership Team	Implementation	Routine and consistent communication is sent via multiple formats, both from the central office and through building principals			X	X	
4B	Develop an informed and engaged advocacy base amongst town officials, families, and other constituents with regard to the need for updates and repairs to the main MS/HS Campus	School Committee, Superintendent, Business Administrator	Implementation	There is a clear understanding of the needs for repairs and improvements to the MS/HS building				X	X
4C	Develop a District Marketing Strategy to engage and inform the residents of our member towns, specifically the Middle and High Schools, including those who don't have students attending our schools	School Committee, Superintendent	Exploration	Marketing plan is in place by March 30, 2022 to be implemented in the spring of 2022.				X	X
4D	Further develop the functioning of the District Leadership Team, including all school leaders (principals and assistant principals) to ensure consistent expectations and operation across all schools	District Leadership Team	Implementation	DLT is meeting regularly, and consistently, and decisions made are communicated effectively across all schools			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	2021 - 2022 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
5A	With the Comprehensive Facilities Assessment for the Regional Campus completed, determine next steps in the Capital Planning needed to make the identified improvements	School Committee, Leadership Team	Initial Implementation	Plan on how best to proceed is in place and supported by our member towns by May of 2022	District facilities are in good working order, and plans are in place to address where that is not the case.				X	X
5B	Further align all School Improvement Plans, Budget Requests, and overall Final Approved Budget to the District Strategy	Leadership Team	Full Implementation	All district plans, including the budget and school improvement plans, align to the overall conditions and goals outlined in this plan	All decisions and efforts are aligned towards consistent goals, increasing our effectiveness	X	X		X	X
5C	Align all School Committee, Administrator, and Educator Goals to the District Strategy for Improvement, specifically the Conditions for Success	School Committee, Leadership Team	Initial Implementation	Committee, Administrator, and Educator Goals are aligned to the Conditions for Success, and specific objectives and actions where appropriate	Individual efforts are aligned towards a common purpose.	X			X	X
5D	Assemble a District Equity Team to oversee the development and implementation of practices and policies designed to improve equity across all areas of the district	Leadership Team	Initial Implementation	The Equity Team is established by December 31, 2021, and the work of the group is underway by January, 2022	All students and staff, from every demographic, have the opportunity to reach their full learning and growth potential	X	X	X	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