



Triton Regional School District

District Strategy for Improvement

Plan Year
2022 - 2023

Version 5.1

Revisions:

- 1. Version 5.0 - August 19, 2022*
- 2. Version 5.1 - August 24, 2022*

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 2022/2023 have been confined to the Actions, with our Vision, Core Values, Theory of Action, and Objectives remaining unchanged. The plan has become a more refined and condensed plan since its inception in 2017, focusing our resources on areas that are of the greatest need, and specifically, as we transition out of the global pandemic.

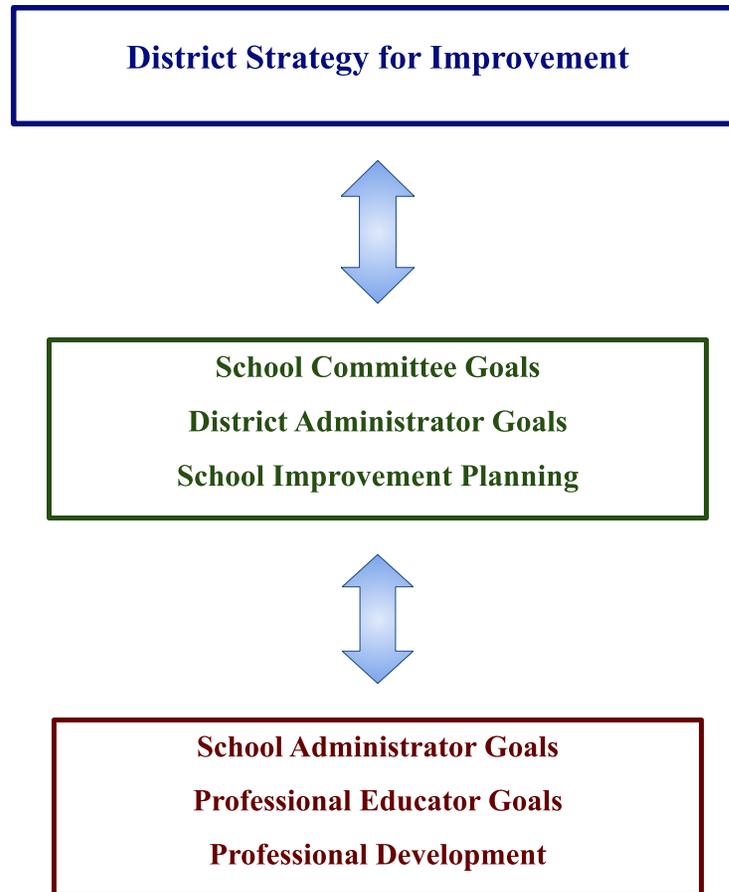
There are several components included in the District Strategy for Improvement:

- The **Vision** is 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.

Progress during 2021/2022 School Year

The following pages document progress made on the previous plan's identified actions during the 2021/2022 school year. As we continue to emerge from the pandemic, our capacity to make changes has been impacted significantly. Nonetheless, it is important that we are always making progress towards our goal of continuous improvement in how we educate students. The goals we had prior to and during the pandemic have continued to morph and adapt in many ways as the pandemic has required us to rethink how we teach in this new reality. The ultimate goals and outcomes have not changed, but the experiences and situations our students face have shifted, requiring us to adjust our approach to meet their needs. The focus has shifted to supporting students to provide the overall structures and supports to ensure their overall well-being, allowing them to engage in academic and extra-curricular experiences more effectively.

2021/2022 Action Step Progress

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		2021 - 2022 Implementation	2021/2022 End of Year Progress Update:
1A	Continue to support the LIFT Program (based on the BRYT model) at the High School	Full Implementation	The LIFT program continues to be a vital support for students struggling to remain in school. The use has expanded during the pandemic, and we anticipate reviewing the potential expansion to the MS in the year(s) ahead.
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	Initial Implementation	Significant work was done this year to assess and review the current levels of district services. Shannon Nolan met routinely with administrators and Special Ed staff, and ETC meetings took place monthly to ensure effective monitoring of changes and progress. The FY23 budget included a Special Education Coordinator, and Joelle Coleman began in July of 2022. This reorganization will better align resources (financial and personnel) to continuously improve services for our students.
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.	Full Implementation	No significant work was done on this action item this year. We continue to work towards successful transitions and refine the process to make improvements each year.
1D	Expand upon the PD offered summer of 2021 to expand the use of Co-Teaching across all classrooms where feasible	Initial Implementation	We have continued to support Co-Teaching, and it has gained particular traction at PGS and SES. We will continue to train new staff in those schools, as well as expanding to NES, the MS, and HS.
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	Exploration	Some efforts were made this year to rebound back to our original before and after school offerings, post-pandemic, but no work was done on reviewing Arts offerings. The hiring of a new Special Programs Coordinator will help us to refine our existing programs and further expand the offerings for our students.

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.

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	Exploration	The high school completed its NEASC accreditation process that included a draft of the vision of the graduate. The goal in the coming year will be to more fully refine it with involvement from the K-12 community at large.
2B	Continue to implement the Revised Massachusetts K-12 History and Social Science Frameworks	Full Implementation	This was tabled due to Covid, but we will convene a K-5 group during the 2022/2023 year to do this work.
2C	Implement Empowering Writers for Kindergarten through Grade 8	Full Implementation	Empowering Writers will be phased out as we transition to the newly adopted CKLA curriculum in K-5 and pilot for 6-8 in 2022/2023
2D	Explore and plan for advanced opportunities and coursework for high achieving students	Exploration	The partnership with Triton Education Foundation has yielded a solid plan to implement the Environmental Pathway, with initial work completed to offer the program to current sophomores prior to graduation in 2025
2E	The district will revise and amend the 1:1 Chromebook plan to ensure long term sustainability and effectiveness	Initial Implementation	Long-term sustainability is in place with a refresh of 25% of district Chromebooks funded in FY23, with every student in grades 1,5,9 receiving a new device. This will require 3 more years of committed 25% funding to fully implement

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		2021 - 2022 Implementation	2021/2022 End of Year Progress Update:
3A	Explore and implement structures and strategies that address and remedy Chronic Absenteeism, specifically with newer challenges that have arisen during the pandemic.	Exploration	Absenteeism has continued to be challenging. We added several mental health staff and supports this year, including a Wellness Coordinator, and also contracted with Northshore Consortium for their wraparound services support. This helped, but we have more to do.
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.	Initial Implementation	Civics projects were completed in 8th grade for the second year. Students were engaged in varied projects and interests and received meaningful feedback on their efforts. The high school continued their celebration of community service, with several students receiving awards for their level of service, and a Civics project was implemented for all 10th graders.
3C	Under the direction of the District Wellness Coordinator, plan for the implementation of comprehensive Wellness Supports for all students and staff	Initial Implementation	Tier 2 & 3 supports have been increased with ESSER funding. We are still working on developing a MTSS system that includes universal screening and support for all. This has also been supported by the NSEC wraparound services contract.
3D	Further develop and refine our response protocols in all schools around the ALICE Active Shooter Protocol	Initial Implementation	No progress was made on this during the 2021/2022 school year. We did agree to shift to a new, refined approach that will be implemented during the 2022/2023 school year
3E	Review the implementation of PBIS (Positive Behavioral Interventions & Supports) across all schools to ensure alignment and continuity through school transitions	Initial Implementation	Schools continued to make progress with their own programs, but not district wide work was done on this action. A focus on Collaborative Problem Solving will be a focus during the 2022/2023 school year.

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.

4A	Continue to refine our internal communication among district wide faculty and staff to ensure a consistent vision for our work	Full Implementation	No new steps have been taken this year on this action, but we have work planned in 2023
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	Implementation	Town officials have unanimously supported the submission of a Statement of Interest to the MSBA. If we are welcomed into the program, this effort will need to expand greatly
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	Exploration	While no funding was committed in 2021/2022, we have a more scaled and reasonable plan in place to begin this work in the 2022/2023 school year, including a rebranding of the district and viking logo
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	Implementation	We have made great progress, and our District Leadership Team is highly effective. The group meets regularly as a full team and also in smaller teams, and there is a clear continuity being developed, particularly across our three elementary schools.

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		2021 - 2022 Implementation	2021/2022 End of Year Progress Update:
5A	With the Comprehensive Facilities Assessment for the Regional Campus completed, determine next steps in the Capital Planning needed to make the identified improvements	Initial Implementation	We have made progress this year, identifying potential federal grants (ESSER) as well as having taken steps to bolster district Excess and Deficiency reserves. Additionally, we successfully established a Stabilization Account that can be funded via E&D reserves, and available to address needs as they arise.
5B	Further align all School Improvement Plans, Budget Requests, and overall Final Approved Budget to the District Strategy	Full Implementation	The School Improvement Plans, Budgets, and other documents are aligned to the district strategy and goals
5C	Align all School Committee, Administrator, and Educator Goals to the District Strategy for Improvement, specifically the Conditions for Success	Initial Implementation	While these goals are somewhat aligned to the District strategy, more work is needed to fully align and develop an understanding of the importance of that alignment
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	Initial Implementation	A team was not developed, but extensive work was done internally with Michael Eatman, and that will continue in 2022/2023. The plan is that an Equity Team is developed this coming year, and that the work becomes much more 'public' in nature



Triton Regional School District

District Strategy for Improvement 2022/2023 Priorities

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>1. Instructional Practice: Instruction is effectively differentiated, informed by evidence of student learning, and measured by student engagement and continual growth.</p>	<p>2. Curriculum: 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>3. Social/Emotional: We are a community that explicitly focuses on and promotes self-awareness, self-management, empathy, and relationships with others.</p>	<p>4. Communication: Effective communication is a central focus in all aspects of our work, ensuring we work collaboratively towards continuous improvement.</p>	<p>5. Resources/Materials: 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	2022 - 2023 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, and expand staffing to allow access for Middle School students	District & Middle School Leadership Teams	Exploration	Middle School students are identified, supported, and successfully transitioned back into the general education classroom	Students who are out of school for mental/physical health are effectively reacquainted into the school setting	X		X		X
1B	Continue the review of Special Education services, now with the additional support from the Special Education Coordinator, and take actions to address the need for Co-teaching, identifying more targeted PD for all Special Education Staff, and creating consistency with the development of IEPs and delivery of services	Director of Student Services and Special Education Coordinator	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	Building on prior work to improve transitions (6-7 and 8-9), we will review the current 6th grade transition forms for updates, and implement a similar process for 8th graders. We will also explore additional summer programming that can be offered specifically to students transitioning from grade 6 to 7 and grade 8 to 9.	District 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	Continue to expand on the use of Co-Teaching across all classrooms where feasible, and provide additional support and training where necessary.	District 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 Enrichment and Before/After School opportunities available to students, as well as additional summer programming, and identify additions and improvements to be made that reengage students as we emerge from the COVID pandemic	Director of Curriculum, Special Programs Coord, Wellness Coord, Principals	Initial Implementation	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 #1: CONTINUED

Priority Action	Lead Responsibility	2022 - 2023 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
1F	Review the district K-12 Visual and Performing Arts program, and establish a plan to ensure that all students have access to a rich, and varied arts experience, which is vital to overall academic success.	District Leadership Team	Exploration	A formal plan to revise the K-12 program is established and any changes proposed for the FY24 budget development process	Students are engaged and receiving a well rounded, comprehensive educational experience	X	X	X		X
1G	Train and implement a cohort of IA's to be Registered Behavior Technicians (RBT), providing more qualified, in-school services for students requiring specialized services	Director of Students Services and Building Principals	Program Installation	A first cohort of RBT's are trained and equipped by June 30th to begin servicing students under the direction of District BCBA's during the 2023/2024 school year	Students receive the services and supports they require in disrict programs, not requiring additional contract services or out of district placements	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	2022 - 2023 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, and develop a system by which we can document a student's progress towards that graduate standard	District Leadership Team	Program Installation	There is a collective and defined understanding of the skills and character traits required of the Triton Graduate, and we have begun work to establish a tool to measure progress towards that graduate standard	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	Director of Curriculum, Instruction, and Assessment	Full Implementation	6th, 7th, and 8th grade implemented in 19/20, paused in 20/21 and 21/22, next phase planned for review during the 22/23 school year	Students graduating have a complete historical understanding, including the importance of civics	X	X			X
2C	Implement with fidelity the CKLA ELA program in grades K-5, and complete a pilot of the program in grades 6-8	Director of Curriculum and Elementary & Middle Principals	Initial Implementation and Program Installation (6-8)	Reports, schedules, and anecdotal evidence confirms the program is being implemented as designed.	Students are making consistent improvements in their English Language Arts competencies and development	X	X			X
2D	Continue to explore additional opportunities for advanced or expanded opportunities and coursework in varied subject areas like the Environmental Pathway for high achieving students	High School Leadership Team	Program Installation	Additional advanced coursework and learning opportunities are identified for implementation in 2023/2024	High achieving students are challenged to their greatest capacity, in all content areas, and are not limited by our structures	X	X			X
2E	Continue to support the revised 1:1 Chromebook Implementation plan that was funded in FY23 for three (3) additional years (FY24-26), to ensure all students have access to a current modern device	Director of Technology and Director of Finance & Ops	Initial Implementation	The FY24 budget includes \$50,000 to fund year 2 of the phased-in approach, with a clear understanding of the need for 2 more years of added funding	All students have access to the instructional technology they need to be successful learners	X			X	X
2F	Through the routine curriculum review cycle, complete a comprehensive review of PK - 12 mathematics curriculum, develop a vision for the delivery of that instruction, and develop a plan of action that is ready to begin implementation in the 2023/2024 school year.	Director of Curriculum, Instruction, and Assessment	Initial Implementation	A clear vision and PK-12 plan of action for needed changes for mathematics instruction is developed and drives curriculum, instruction, and assessment decisions.	Improved mathematics instruction and assessment, and ultimately learning, for all students K-12.	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	2022 - 2023 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
3A	Continue to explore and implement structures and strategies that address and remedy Chronic Absenteeism, specifically with newer challenges that have arisen during the pandemic.	DLT, Wellness Coordinator, Special Programs Coordinator	Initial Implementation	Existing supports are expanded, and additional programs, supports, and services are offered to struggling students	Students are in school and learning			X	X	
3B	Continue to support a culture of Service to Others in all schools, and in specific through the infusion of the Civics curriculum that was adopted in grade 8 in 2020/2021 and in 10th grade during the 2021/2022 school years.	District Leadership Team	Initial Implementation	In addition to routine civics instruction, we are seeing an 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	Continue to develop and implement a more comprehensive system of Wellness Supports for all students	Wellness Coordinator & Leadership Team	Initial Implementation	Supports have been established, provisioned, and are in place to address the needs of all students	Students have a better social, emotional, and physical well-being			X	X	X
3D	Complete a full review and update of our emergency response protocols, adopting the iLoveYouGuys foundation Standard Response Protocol, and A.D.D. active shooter response	District Leadership Team & Safety Committees	Initial Implementation	Trainings are conducted with all staff, and the new protocols are implemented and drilled by June 30, 2023	All students and staff respond to emergencies in a way that is most likely to ensure their safety			X	X	X
3E	Begin the Implementation of the Think:Kids Collaborative Problem Solving Approach (CPS), with a portion of staff being Tier I trained by year end, and all staff being part of Convocation session	District Leadership Team	Program Installation	All staff participate in Convocation with Dr. Stuart Ablon, and up to 100 staff receive their Tier I training during the 2022/2023 Year	Student behaviors are addressed in a way that maintains dignity and respect while ensuring all students effectively engage in classroom learning			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	2022 - 2023 Implementation Stage	Evidence	Outcome	Conditions for Success				
					Instruction	Curriculum	Social/Emotional	Communication	Resources
					#1	#2	#3	#4	#5
4A	Improve district processes and communication methods among staff district-wide, to ensure there is a consistent vision for our work and that staff feel valued and appreciated	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 a clear and extensive advocacy plan to support the need for a renovation at the Middle/High School campus, particularly if welcomed into Feasibility in December of 2022	School Committee, Superintendent, Director of Finance & Ops	Implementation	There is a clear understanding of the need for repairs and improvements to the MS/HS building, and support for the steps needed to remedy				X	X
4C	Develop a District Marketing Strategy and a refresh of our district brand and logo, 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	Implementation	Partnership with S!Y Communications yields a refreshed district logo and overall brand, and a clear plan for improved communications and marketing using existing district staff and resources				X	X
4D	Continue to support and prioritize 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 supported and communicated effectively across all schools			X	X	
4E	Establish an updated District Technology Advisory Committee, with representatives from all schools and roles, to develop an updated vision and plan for the effective use of technology in the learning process	Director of Technology	Initial Implementation	The Technology Advisory Committee is established and meets regularly, having made progress on an updated Technology Plan by June 30th	X	X		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 for all students, regardless of their race, color, sex, gender identity, religion, national origin, sexual orientation, age, political affiliation, or disability

Priority Action	Lead Responsibility	2022 - 2023 Implementation Stage	Evidence	Outcome	Conditions for Success					
					Instruction	Curriculum	Social/Emotional	Communication	Resources	
					#1	#2	#3	#4	#5	
5A	Continue the Diversity, Equity, and Inclusion work started in 2021/2022, expanding beyond the internal work with the District Leadership Team, and broadening to the full Community. Establish a District Equity Team to oversee the development and implementation of practices and policies designed to improve equity across all program areas	Superintendent	Initial Implementation	Work is being done among district staff, the School Committee, and the Community, and a Equity Team is identified and meeting regularly to begin this collective work	All students and staff, from every demographic, have the opportunity to reach their full learning and growth potential in an environment that is safe and supportive	X	X	X	X	X
5B	Update and implement the revised student dress code, ensuring equitable treatment for all students	District Leadership Team and Wellness Coordinator	Initial Implementation	The student dress code is updated and shared with all students, and the necessary supports are in place in order to effectively support the requirements	Students can learn effectively in an environment that is free from distractions based on the clothing that they or others are wearing	X	X		X	X
5C	Align all School Committee, Administrator, and Educator Goals to the District Strategy for Improvement, specifically the Conditions for Success and specific goals	School Committee, Leadership Team	Full 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	With the Statement of Interest for the Regional Campus submitted, determine the next steps in the Capital Planning needed to make the identified improvements if we are chosen to partner with the MSBA, and a backup plan if we are not selected	School Committee, Superintendent, Director of Finance & Operations	Initial Implementation	We have an answer from the MSBA on our acceptance and have a funding plan in place for the Feasibility phase if selected, and a plan for critically needed repairs if we are not selected	The funding is secured so that district facilities are brought back to good working order, and plans are in place to address where that is not the case.				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, Director of Curriculum/Inst/Assessment, Director of Student Services, Director of Finance & Operations, Director of Technology

- Core Leadership Team (LT): DMT plus all (5) Building Principals

- District Leadership Team (DLT): LT plus all (6) Assistant Principals, Director of Guidance, and Director of Athletics