



## Strategic Plan 2019 - 2024

**Goal 1: Ensure rigorous and relevant 7-12 curricula that fosters active engagement and depth of understanding.**

**Rationale:** Most measures used in the district such as SATs, Advanced Placement Exams, and common assessments demonstrate strong performance. Over the past two years, MCAS scores show that students in grades 7, 8, and 10 are out performing their peers throughout the state of Massachusetts in mathematics, English Language Arts and Science. Yet the overall achievement in some of these areas has declined or not reached state set achievement targets. Additionally, King Philip Regional students have consistently demonstrated low, moderate growth.

**Outcome:** King Philip Regional students will increase achievement at or greater than state targets as evidenced by the Massachusetts assessment, MCAS, and will consistently demonstrate moderate to high growth rates.

<b>Action Steps:</b>	<b>Date of Completion:</b>	<b>Budget Implications:</b>
<p>1) Foster continued collaborative analysis of district and state assessments for the purpose of measuring and informing instructional practices. Provide materials, training, and time for departments and data teams to continue collaborative analysis of district and state assessments for the purpose of measuring and informing changes in instructional practices.</p> <p><b>Accomplishment to date:</b> Materials, training, and time have been provided to staff to build collaboration and analysis around standardized assessments using Edwin (state data tool that promotes data disaggregation) for Math, Science, ELA Analysis. MCAS results are not available due to test cancellation due to COVID in Spring 2020.</p> <ul style="list-style-type: none"> <li>Results on the 2020 AP Exam are indicative of strong results (657 students took the exams) and achievement (81% with scores 3-5).</li> </ul>	Ongoing	Professional Development Web Based Assessment Tools- Universal Screener

<ul style="list-style-type: none"> <li>● <b>Implemented Universal Screener (NWEA MAPS) Grades 7/8 ELA/Math Year 2. Testing with NWEA MAPS is scheduled for December 2020 to establish baseline data.</b></li> <li>● <b>Presented MCAS data by administration to the staff in both buildings to increase understanding of growth percentiles with continued analysis by 7-12 department level groups in relation to curriculum and instruction.</b></li> <li>● <b>Departments focused on aligning special education instruction with the general education curriculum.</b></li> <li>● <b>Department Head positions have been fully utilized 7-12 to increase and focus the collaboration on building and district analysis</b></li> </ul> <p><b>The district is working towards assembling a district dashboard that includes indicators related to ela, math, science, growth, secondary school connectedness, secondary school personalization, secondary school stress, secondary school depression, and an indicator of Social/Emotional Wellness.</b></p>		
<p>2) Review and revise existing curricula to support and align with state frameworks and Social Emotional initiatives.</p> <p><b>Accomplishment to date:</b>  <b>A continued goal of the district has been to strengthen the alignment of curriculum and make major changes as required by MA State Curriculum Frameworks.</b></p> <ul style="list-style-type: none"> <li>● <b>Transitioned from World History in Grade 8 to Civics curriculum implementation</b></li> <li>● <b>Supported teacher training/ resources grant (\$28,000) with grant funded code.org programming (CSDiscoveries and Bootstrap Algebra which applies mathematical concepts to programming principles) which resulted in increased alignment with 2016 MA Digital Literacies Frameworks.</b></li> <li>● <b>Increased alignment of Grade 8 to Grade 9 MA ELA Frameworks through professional development.</b></li> <li>● <b>Implemented STEMSCOPES within the middle school science program.</b></li> <li>● <b>Completed initial review evidence based programs identified in MA CURATE for implementation in MS math in progress.</b></li> <li>● <b>Revamped HS Physical science curriculum to better align with 2016 MA Science Frameworks and MS science.</b></li> <li>● <b>Collaboration between HS Math and Special Education to review alignment of math curriculum.</b></li> <li>● <b>Curriculum Directors at both the Elementary/ Secondary levels have instituted regular meetings between elementary and middle school curriculum to establish greater consistency in programming from grade 6 to grade 7.</b></li> </ul>	<p>Ongoing</p>	<p>ATLAS- Parent and Staff View  Professional Development</p>

<p>3) Ensure continued development of transition plans and processes for elementary to middle school, middle to high school, and high school to career/college to support successful student academic learning.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● Continued to hold and improve upon 7th and 9th grade orientation with informational materials developed to support these transitions.</li> <li>● Transitioned from traditional open house events to virtual open houses to support a remote school opening.</li> <li>● Offered (small group) and virtual tours to support the remote to hybrid model transition for new students.</li> <li>● Created grade level guidance department Google Classroom communication 7-12 guidance Departments have created grade level to update parents and students about school information appropriate to the grade level.</li> <li>● Added, updated and shared frequent district communication with multiple stakeholders through the district website.</li> <li>● Reviewed transition plans between elementary and middle school curriculum to establish greater consistency through meetings of curriculum directors.</li> <li>● Developed special education transition support from 6th to 7th grade.</li> <li>● Communication has been improved between the tri towns with a Director's meeting quarterly.</li> </ul>	<p>June 2021</p>	<p>NA</p>
<p>4) Implement the Multi-Tiered System of Supports framework to meet the needs of all students by ensuring data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● Engaged a team of KP Admin Representative and Teaching Staff in 2019 DESE Training on the Multi-Tiered System of Supports framework.</li> <li>● Continued MTSS training with teams from four district schools with funding from the Systems for Student Success grant focused on Universal Student Support (\$40,000). This resulted in completion of the MTSS course and the district MTSS Self Assessment which will lead to action planning.</li> <li>● Received FY21 continuation of the regional Systems of Student Success grant, (\$35,000) which will support stipends for members of both KP teams to engage in action planning and implementation informed by the MTSS Blueprint Self Assessment.</li> <li>● Finalized the District Curriculum Accommodation Plan in June and presented it to staff through a training held in September 2020. The DCAP is posted on the District Website for all to access.</li> </ul>	<p>June 2024</p>	<p>Substitute Coverage Professional Development Possible Staffing Increases</p>

<p>5) Cultivate a school environment that ensures equity and access and fosters a shared belief around learning that highlights resilience and opportunity for all students.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Trained administrative staff in summer 2019 with Dr. Darnisa Amante (racial equity strategist) and Gene Grove Thompson (School Reform Initiative) to provide all tri-town administrators in foundational training for systemic change on how to create and support conditions for educational equity and social justice in our schools; and examine issues related to race, gender, and implicit bias.</b></li> <li>● <b>Training influenced development of 2019-2024 Strategic Plan Vision, Mission, and Guiding Beliefs.</b></li> <li>● <b>Extended training supported through book study by administrators and teachers.</b></li> <li>● <b>Completion of annual process of reviewing instructional materials for BIAS with support tools drawn from DESE's MA Civil Rights Toolkit.</b></li> <li>● <b>Partnered with Lesley University to support the Arts Team in their integration of culturally responsive teaching through the newly released 2019 MA Arts Frameworks. KP organized the training for the K-12 arts teachers throughout the tri-town communities.</b></li> <li>● <b>Included 2 Representative Teams from KP to Statewide Sessions on Equity and Access.</b></li> <li>● <b>Continued interest clubs for students that address diversity and LGBTQ where topics are based on the interests of the student membership and guided by district advisors.</b></li> <li>● <b>Updated instructional materials/course units based on the 2017 MA Frameworks which emphasizes that curriculum support divergent cultures and diverse experiences.7-12 English Department .</b></li> <li>● <b>Curated and published resources and supports for families following school closure in March (also Resources for Navigating Conversations on Race and Racism at Home).</b></li> <li>● <b>Reviewed state data indicators that reflected the DESE 3 year annual review of KPRSD on equity and access for students with disabilities as released on November 23, 2020 has identified no significant disproportionality by race or ethnicity in special education identification, placement or discipline. This analysis is conducted pursuant to requirements under the Individuals with Disabilities Education Act (IDEA).</b></li> </ul>	<p>Ongoing</p>	<p>Substitute Coverage Professional Development</p>
<p>6) Fully implement a team approach at the middle school to allow teachers to establish stronger teacher-student relationships based on an improved understanding of the students and their specific learning needs, provide a feeling of continuity and mentorship for students, and create a stronger sense of community and belonging among students.</p>	<p>June 2021</p>	<p>Professional Development Possible Staffing Increases</p>

<p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Implemented team approach at the middle school where students are placed with a core group of ELA, History, Math, Science teachers that work together to optimize the student learning experience.</b></li> <li>● <b>Sequenced professional development offered in the 2019-2020 school year on middle level teaming and collaboration. The teaming model was maintained throughout the pandemic in the formation of the remote and hybrid learning approaches.</b></li> </ul>		
<p>7) Organize students in heterogeneous learning groups to create a culture of high expectations for all students by providing a safe and personalized learning environment for each student. Provide focused professional development for teachers to enable them to acquire the skills and dispositions needed in detracked schools. These include high expectations for all, differentiated instruction, cooperative learning, co-teaching, and complex instruction. Differentiated and Co-Teaching Professional Development</p> <p><b>A differentiated learning model respects individual differences and responds appropriately with targeted supports and learning. Our students have been organized in heterogeneous groupings at the middle school and in some high school courses.</b></p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Continued to infuse differentiated instructional techniques within lesson design by all teachers.</b></li> <li>● <b>Provided support to teachers in this area with training from a cadre of nationally recognized professionals (Alan Blume, Carolyn McKearney, Lisa Dieker, Deb Spinelli).</b></li> </ul>	June 2021	Professional Development
<p>8) Provide all students with high quality, differentiated instruction designed to both remediate and enrich all students based on their individual needs through the creation of inclusive learning environments which utilize a co-teaching model of instruction between general and special education teachers.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Implemented District Curriculum Accommodation Plan as a result of staff training in Differentiated Instruction. The goal of the DCAP is to ensure that all students can improve through the use of various teaching modalities. Specific strategies have been identified for use throughout the district to facilitate and support organization, instruction, assignment/assessment, development of literacy, mathematics, and writing, motivation, behavior, processing, and attention.</b></li> <li>● <b>Instituted a co-teaching model beginning in the fall of 2019 which required sequenced training and consultation services.</b></li> </ul>	Ongoing	Professional Development Possible Staffing Increases

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**Goal 2: Develop a supportive learning community through a social emotional initiative to encourage the healthy development of all students.**

**Rationale:** Based on data gleaned from the 2018 MetroWest Adolescent Health Survey, 22% of King Philip students in grades 7 and 8 and 40% of students in 9 through 12 reported that life was very stressful. Additionally, 15% of middle school students and 21% of high school students acknowledged experiencing symptoms of depression during the past 12 months. Fifteen percent of middle school, as well as, 15% of high students have considered suicide over the past 12 months. Twenty-eight percent of KP middle school students and 23% of KP high school students reported being the victims of bullying during the previous 12 months. When asked if they are able to identify a caring adult within the school that they would turn to when dealing with a significant problem, only 60% of King Philip middle school students and 67% of high school students responded yes to this question. While these percentages are in line with Massachusetts state averages, these statistics all show an increase from previous surveys.

**Outcome:** Fewer King Philip students will report/demonstrate concerns associated with healthy social-emotional development such as; stress, depression, suicidal thoughts, and bullying. Students will show an increase in access and use of protective factors such as; support from caring adults within the school.

<b>Action Steps:</b>	<b>Date of Completion:</b>	<b>Budget Implications:</b>
<p>1) Review current programs, supports, policies and protocols to conduct gap analysis.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● Reviewed programs, supports, policies, and protocols to establish a baseline of current programs and practices related to social emotional learning and wellness through multiple stakeholder lenses (Health/Wellness, School Counseling, Special Education, General Education, Climate and Culture).</li> <li>● Initiated school counselors mapping of programming/initiatives in academic, career and social-emotional domains by comparing to MASCA/ASCA state and national models.</li> <li>● Evidence based wellness integration within Grade 9th and 10th grade wellness courses of the “Break-Free from Depression” program for all students to improve the 2018 Metrowest Survey outcome where 15% of middle school students and 21% of high school students acknowledged</li> </ul>	June 2020	NA

<p>experiencing symptoms of depression. New Data on this indicator is estimated to be available in 2022.</p> <ul style="list-style-type: none"> <li>• Continued use of regional grant to support student’s behavioral and mental health and wellness (\$246,448). Grant funding supported the position of regional Director of Wellness and Family Support Specialist/Social Worker, professional development and other wellness initiatives.</li> <li>• Increased the number of support groups offered at the HS by 50% to further connect students with adults. the 2018 Metrowest Survey indicated 60% of King Philip middle school students and 67% of high school students reported being able to identify with a caring adult in the school that could help students respond to problems. New Data on this indicator is estimated to be available in 2022.</li> <li>• Added Family Support Specialist and partnership with Arbour Counseling to support students with behavioral or mental health concerns.</li> <li>• Reviewing possible addition of a contract (to be grant funded) with Interface Referral through William James College to increase student access to outside providers for mental health needs.</li> <li>• Added HS school psychologist to increase student access to counseling.</li> </ul>		
<p>2) Review data on student needs and trends of the MetroWest Adolescent Behavior Survey, discipline (MWABS) and social-emotional data</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>• Conducted data review of MWABS by District Admin, Counseling teams of Metrowest Data Adolescent along with ongoing data review of district attendance and discipline.</li> <li>• Analyzed number of risk assessments and hospitalizations to inform consistency in practice including identification, referral, post intervention.</li> <li>• Reviewed data from guidance counselors return to school survey to assess student needs on returning amidst the COVID pandemic to guide counselor practices and reach out to support students.</li> </ul>	June 2020	NA
<p>3) Develop an action plan to implement a comprehensive social emotional framework.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>• Reviewed current frameworks existing in the elementary districts to consider social emotional competencies of students as transition to the middle school to inform middle/high school frameworks.</li> </ul>	August 2020	NA

<ul style="list-style-type: none"> <li>● Examined current delivery of social emotional learning lessons through school counseling, health/physical education or MS Foundations course.</li> <li>● Results show that the district's next steps will be to form a SEL steering committee to identify and determine SEL delivery systems for middle/high school.</li> </ul>		
<p>4) Review and revise resources for students and staff based on gap analysis outcomes.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● Updated wellness resources for students updated for all four districts and additional secondary school specific resources.</li> <li>● Continued updates to counseling teams of area referral resources.</li> <li>● Developed employee resources for wellness including partnerships with Borislow Insurance/Harvard Pilgrim, based on employee wellness survey.</li> <li>● Release of Employee Wellness Resource Guide.</li> </ul>	December 2020	Resource materials Possible Staffing Increase
<p>5) Provide ongoing and sustained professional development to provide staff with the tools to support the social emotional learning needs of all students.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● Provided suicide prevention training for staff - HS- “ Suicide Prevention in the Age of COVID-19”per national expert, Dr. Poland, MS Samaritan prevention, and QPR Suicide Prevention Training for all HS Staff (provided through Kyle Cares Foundation to 35 High Schools).</li> <li>● Initiated professional training and certification of counselors in telehealth protocols.</li> <li>● Sequenced professional development on Trauma Informed Teaching/ Mindfulness (Finding our Strength for Success, Resiliency, and Hope) initiated to help staff identify that range of responses that teachers might need to utilize to support students during the pandemic.</li> </ul>	Ongoing	Substitute Coverage Professional Development
<p>6) Increase family awareness and understanding of wellness through programming that includes Healthy KP and community resources.</p> <p><b>Accomplishments to date:</b></p> <ul style="list-style-type: none"> <li>● Hosted 5 regional parent wellness education events: <ul style="list-style-type: none"> <li>○ Viewing of documentary Angst and panel*</li> <li>○ Making Sense of Health Care Financing</li> <li>○ Healthy KP Youth Substance Use in Our Community</li> <li>○ Tweens, Teens and Quarantines*</li> </ul> </li> </ul>	Ongoing	NA



- **Mindful Parenting: Supporting the Social Emotional Needs of Children\***

**\*funded through grant from Kyle Cares Foundation (\$2,150)**

- **Curated and published resources and supports for families following school closure in March (also Resources for Navigating Conversations on Race and Racism at Home).**
- **Development of Family Wellness Resource Guide (Fall 2020).**

**Healthy KP Coalition has completed the following actions in accordance with the “Seven Strategies for Community Level Change”. (Skills: Provide Information, Enhance Skills, Provide Support, Enhance/Reduce Barriers, Change Consequences, Change Physical Design, Modify/Change Policies)**

**Through these strategiesThe coalition aims to:**

- (1) limit access to substances**
- (2) change the culture/context within which decisions about substance use are made**
- (3) shift the consequences associated with youth substance use.**
  - **Partnered with KPRSD Director of Wellness who coordinated and presented 5 informational events for parents for Healthy KP.**
  - **Initiated Membership Recruitment Drive to strengthen sustainability**
    - **Increased membership by 9 new members**
      - **4 new student members have joined and take on key leadership roles**
  - **Applied for Drug Free Communities Grant**
    - **(Award Notification Dec. 2020)**
    - **5 year Grant- \$125,000 per year (\$625,000 total)**
  - **Developed and implemented a ‘sticker shock’ campaign.**
    - **Raised awareness of legal penalties for adults who purchase alcohol for minors in partnership with local pizza establishments.**
    - **1000 stickers designed and placed on pizza boxes by KP students and distributed throughout community**
  - **Created a Social Norms Campaign to “Decrease substance use among KP youth” (Helps for DFC Grant Consideration)**
    - **Increased overall student population’s awareness around “mis-perceptions” they may have regarding substance use among their peers. (Alcohol, Tobacco/Nicotine, Marijuana)**
    - **Promoted accurate, healthy norms about alcohol use in order to decrease substance use among KP youth.**

<ul style="list-style-type: none"> <li>○ Identified and recruited student leaders to take on Social Norms Campaign.</li> <li>○ Created and distributed Social ‘normative’ Posters showing photos of real KP students who choose to not use drugs or alcohol. <ul style="list-style-type: none"> <li>■ (Both Print/Digital Campaign)</li> </ul> </li> <li>○ Created a website in order to provide education, awareness and resources for the community. <ul style="list-style-type: none"> <li>■ (Completed: working with KPHS Tech Teacher Mrs. Rowe and tech students to maintain the site actively)</li> </ul> </li> <li>● Established and Launched “Family Meals Matter” Campaign. <ul style="list-style-type: none"> <li>■ (In progress: working on partnership with the Big Y Supermarket Chain to promote the importance of “family meals/conversations” as an intervention for youth)</li> <li>■ KPHS posted a “Family Meals Matter” message on Marquis on Route 140.</li> </ul> </li> </ul>		
<p>7) Conduct a feasibility study to consider the implementation of a later start time to support the social emotional growth of all students.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● Superintendent led community group with multiple stakeholders (teachers, parents, admin, community representatives, students) to assess the feasibility of later start time for the district.</li> <li>● Superintendent conducted meetings with elementary school committees to determine if elementary districts would consider changing their start times to an earlier time to allow KP to start later.</li> <li>● Results of elementary districts meetings determined that they were unable to make adjustments to a KPRSD later start time. Various start times will be further explored through the bidding process for the bus contract in January 2021.</li> </ul>	<p>June, 2020</p>	<p>To Be Determined through the study</p>

**Goal 3: Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.**

**Rationale:** The King Philip Schools service 3 distinct and unique communities. Many members of these communities do not have a direct connection to the schools. It is important for community members to have a clear understanding of how the schools operate so that trust and pride can grow and be sustained. When the communities demonstrate a sense of pride in their schools they are more likely to provide support and assistance when needed. Additionally, parents and guardians play an integral role in the education of their children. It is imperative that they receive accurate and timely information about the schools and their children’s progress so that they can serve as well informed partners in the learning process.

**Outcome:** Parents and community members will receive timely, comprehensive and ongoing communication through a variety of mediums and modalities about the status of each school, the welfare of its students and individual student progress.

<b>Action Steps:</b>	<b>Date of Completion:</b>	<b>Budget Implications:</b>
<p>1) Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Roll out of Strategic plan to all staff during Fall 2019 PD</b></li> <li>● <b>Developed MS/HS School Improvement Plans from Strategic Plan as part of School Council process</b></li> <li>● <b>Initiated Professional Development Plans, Technology Plan, and Budget such that they link to the Strategic Plan</b></li> </ul>	August 2020	NA
<p>2) Sustain effective and purposeful communications with external stakeholders.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Initiated Bi-Weekly Newsletters and Town Halls to support both parent and student engagement.</b></li> <li>● <b>Conducted monthly meetings with 4 tri-town superintendents, school councils, and Tri-town curriculum meetings</b></li> <li>● <b>Instituted quarterly consultations with tri-town Special Education Director meetings</b></li> <li>● <b>Attendance of Superintendent at Norfolk Dept. Head meetings</b></li> <li>● <b>Superintendent and Business Manager attend bi-monthly Plainville finance meetings</b></li> <li>● <b>Superintendent hosts monthly cable show</b></li> <li>● <b>Superintendent hosts quarterly town manager meetings</b></li> </ul>	Ongoing	NA

<p>3) Foster a positive working partnership with families by improving methods of communication-related to student academic learning.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Instituted live streamed Town Halls to provide information to parents/guardians on college admissions, guidance, and athletic town halls.</b></li> <li>● <b>Collaboration with School Councils hold monthly meetings with representative council members to address School Improvement Planning</b></li> </ul>	Ongoing	Possible Technology tool purchases and updates
<p>4) Develop and sustain a mutually supportive and trusting relationship with Wrentham, Norfolk, and Plainville communities.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Collaboration between four tri town Superintendents occurs monthly.</b></li> <li>● <b>Collaboration between four districts occurs monthly to discuss curriculum and professional development</b></li> <li>● <b>Directors of Student Services in 4 districts meet quarterly.</b></li> <li>● <b>Director of Wellness works with the four districts on social and emotional district initiatives.</b></li> </ul>	Ongoing	NA

**Goal 4: Provide and enhance the integration of technology resources available to staff and students.**

**Rationale:** Technology continues to take on an increasingly important role in 21st century education. Students need to both learn how to use technology and must have tools to assist them in the learning process.

**Outcome:** Based on the input of students and staff, the district will follow a clearly articulated comprehensive technology plan where KPRSD staff and students are supported with appropriate infrastructure, hardware, web-based technology, and training to utilize in an efficient manner.

<b>Action Steps:</b>	<b>Date of Completion:</b>	<b>Budget Implications:</b>
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<p>1) Create, implement, and analyze a survey for staff and students to better define the current and future technology needs of the district</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Assessed staff technology needs with summer survey.</b></li> <li>● <b>Specific training informed the professional training for staff which led to increased understanding of classroom learning management systems, video conferencing tools, learning technologies, and ways in which curriculum can be compacted. Adaptation to remote and hybrid teaching and will serve staff well for many years into the future.</b></li> <li>● <b>Results from professional development training indicated: 80% of staff preferred to participate in remote training due to effectiveness 81% agreed that they felt like that accomplished more with remote training 97% left the training prepared to initiate a Google classroom 98% felt comfortable using Zoom as a video conferencing platform Resources were able to be integrated within classroom instruction during the remote and hybrid phases of instruction.</b></li> </ul>	<p>2020</p>	<p>N/A</p>
<p>2) Each department will conduct a needs assessment to assist in the creation of a district wide vision for technology integration.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Action step 2 requires a restart based on the technology changes made to the district during the pandemic.</b></li> </ul>	<p>November 2020</p>	<p>N/A</p>
<p>3) Each department will create a department based vision for technology integration.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Action step 3 requires a restart based on the technology changes made to the district during the pandemic.</b></li> </ul>	<p>December 2020</p>	<p>N/A</p>
<p>4) Develop and implement a District Technology Plan to support the mission, goals, and objectives of the district.</p> <p><b>Accomplishment to date:</b></p> <ul style="list-style-type: none"> <li>● <b>Developed district technology plan with the following strategic goals of: 1) Informing decision-making by using technology to collect, analyze, and synthesize data, 2) providing the hardware and software needed to support best teaching practices and maximize student learning, and 3) Ensuring staff and students effectively incorporate technology to enhance teaching and learning.</b></li> </ul>	<p>January 2021</p>	<p>N/A</p>

<ul style="list-style-type: none"> <li>• Launched district 1:1 laptop program where 1200 Laptops for all students were purchased through grant funding (\$342,000) and distributed to students. Without successful grant applications, the district’s transition to 1:1 laptops was projected to take another 6 years. Tech expenditures that included laptops, subscription to zoom, desktop speakers to support better audio, clear touch monitors (first of 5 year plan purchase), and teacher laptops were \$606, 975.</li> <li>• During the remote and hybrid education phases. Training for teachers through professional development, along with training that was provided directly to students through their teams (MS) or through administration (HS), helped to ensure that staff and students were effectively incorporating technology into teaching and learning.</li> </ul>		
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**Goal 5: Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.**

**Rationale:** Member towns support and sustain the district by providing the financial resources to enable the district to educate its students. A well defined, clearly articulated and fiscally responsible budget is necessary. To accomplish this, the district needs well-maintained, safe and appropriate facilities which provide an environment where students can learn and staff can teach effectively. Dedicated faculty, staff, and administrators are the district’s most valuable assets, and we need to recruit, develop, and retain the best possible workforce to educate our students.

**Outcome:** Develop and sustain the effective and efficient use of resources, provide a safe and well-maintained learning environment, and employ highly-qualified employees.

<b>Action Steps:</b>	<b>Date of Completion:</b>	<b>Budget Implications:</b>
1) FINANCE: Develop a budget which supports the district’s vision, mission, and goals, while allocating and managing expenditures consistent with district and school-level goals and available resources.  <b>Accomplishment to date:</b>	Annually	None - It literally <u>is</u> the budget

<ul style="list-style-type: none"> <li>● <b>FY21 budget prepared by the Director of Finance to be responsive to student learning needs as well as the changing fiscal climates.</b></li> <li>● <b>Budget required significant interactions with district and building administrators, facilities and cafeteria directors, human resources, payroll, and consistency in alignment of the budgeting process with district and school level goals.</b></li> </ul>		
<p>2) <b>FACILITIES:</b> Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment.</p> <ol style="list-style-type: none"> <li>1. Update emergency response guidelines</li> <li>2. Maintain and enhance video monitoring systems</li> <li>3. Maintain and enhance access control systems</li> <li>4. Update district's capital improvement plan</li> <li>5. Relocate central office personnel</li> </ol> <p><b>Accomplishment to date:</b></p> <ol style="list-style-type: none"> <li>1. <b>Emergency guide books printed and installed in every occupied space in each building.</b></li> <li>2. <b>Phase 3 of cameras have been installed as part of our video monitoring system and are running at the HS.</b></li> <li>3. <b>Not done due to budget constraints</b></li> <li>4. <b>A facilities condition assessment has been performed for a 20 year planning period and indicates high value repairs and replacements in a prioritized order.</b></li> <li>5. <b>All central office personnel have been relocated</b></li> </ol> <ul style="list-style-type: none"> <li>● <b>Communications to staff during the pandemic from the Director of Facilities included needs surveys, written documentation, and video-conferences which were recorded to ensure that all staff were fully informed.</b></li> <li>● <b>Instituted professional development for Custodial Staff during the Pandemic to include mandated safety training.</b></li> <li>● <b><u>Documentation</u> of summer 2020 building upgrades and enhancements to create safer buildings.</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Fall 2019</li> <li>2. Ongoing, in phases</li> <li>3. Summer 2020</li> <li>4. Winter 2019/20</li> <li>5. Summer 2019</li> </ol>	<ol style="list-style-type: none"> <li>1. Printing emergency guidebooks</li> <li>2. Purchase of cameras</li> <li>3. Purchase of control system</li> <li>4. Architect &amp; engineer contracts</li> <li>5. No impact to general budget</li> </ol>
<p>3) <b>HUMAN RESOURCES:</b> Implement a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</p> <p><b>Accomplishment to date:</b>  The HR department consolidated many duties that had been decentralized to various areas of the district, creating more efficiency and effectiveness in the process, including but not limited to the following:</p>	Initially, by summer 2020, and then ongoing	Advertising Professional development

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| <ul style="list-style-type: none"><li>● Posting all positions internally and externally (such as SchoolSpring and Indeed)</li><li>● Screening resumes for Facilities and Food Services postings</li><li>● Scheduling new hire meetings with Superintendent and/or Director of Finance</li><li>● Onboarding and set up new employees in Infinite Campus and Frontline eSped</li><li>● Preparing all correspondence such as appointment letters, retirement, FMLA and FFCRA leaves, RIF, RIF Recalls, and stipends</li><li>● Tracking mandatory trainings</li><li>● Rolling out STD and LTD for IEC Employees</li><li>● Implementing new HSA Health Plans offering</li></ul> |  |  |
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