Dudley-Charlton Regional School District

Approved by School Committee August 24, 2022

District Plan

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I. Acknowledgements

The District Plan is a publication of the Dudley-Charlton Regional School District.

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Overview of the Planning Process

The District Plan (**DP**) builds upon the foundational principles of the District and expresses goals, objectives, and strategies that, if accomplished, lead to the achievement of a District mission. The DP, in turn, inspires action in individual School Improvement Plans (SIP). The SIPs define the efforts made at the school level to achieve DP goals, though independent school-based goals are also included.

Purpose of the District Plan

The overall goal of the DP, and the individual School Improvement Plans is to build systemic and sustainable capacity to carry out data-supported planning going forward. Planning helps prioritize focus areas and may impact curriculum development, teaching and learning, assessment, organization, facilities improvement, and data management.

The Dudley-Charlton Regional School District can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage its' performance. To support this purpose, we have developed a multi-year DP to support schools, students, and staff in their performance management efforts. The DP has been designed to meet local, state, federal, and program accountability requirements.

Our DP must be evaluated and revised annually based on a number of components including but not limited to:

- School Improvement Plans
- Goals and Sub Goals
- Action Steps
- Resources
- Outcomes or Measurement of Success

DCRSD Mission and Guiding Principles

Our Mission is to: ....*advance the knowledge and well-being of our children and our community*

Our Guiding Principles for Civility are:

- Treat others with civility and respect

- Help others when you know they need it

- Seek help for yourself when you need it

Maintaining the DP

In the spring of each school year, the DP should be reviewed in its entirety and the plan updated for the next school year. This should precede the development of School Improvement Plans, produced by the individual school's School Council, that are closely linked to the updated DP. Goals and Sub Goals that have been accomplished may be eliminated from the future plan. Those goals that have not been completed should be carried over into the new plan. Any new goals that will be acted upon in the new school year will be supported minimally by articulated Sub Goals, Action Steps, and Measuring Success. This planning cycle, when successfully and routinely adopted, will maintain focus and stability over time.

Conclusion

For purposes of clarity, this district planning process starts as a series of separate Goals intended to be congruent. While the Goals generally should be sequentially intertwined, they will not necessarily always coincide but may overlap between the Sub Goals and Action Steps to accomplish each. As such, Dudley-Charlton staff should not feel bound to strictly interpret action steps as sequentially listed. They should feel empowered to "tweak" the Sub Goals as the work evolves.

Finally, all district and school staff should remember the purpose of the district planning process: to focus and provide a plan of action that consistently reinforces student learning and achievement.

Main Goal	Sub Goals	Action Steps	Measurement of Success
1. Strengthen the Continuum of Learning: Provide Access & Opportunity to All Students	Professional Development (**PD**) ● Universal Design for Learning (**UDL**) ● Inclusive practices ● Teaching all students ● Data analysis and application	● Provide high quality professional development to PreK-12 staff around inclusive practices, including UDL and curricula identified for adoption ● Monitor and support integration of UDL practices into daily instruction ● Utilize coaching, site visits, and peer observation to improve educator practice ● Ongoing PD for all staff at both the building and district level ● Develop a system of communication to ensure continuous feedback	● Professional development roadmap, feedback surveys, and Teachpoint records ● Administrative observations and feedback ● Professional Development plan for the New Teacher Institute ● Elementary and Secondary frameworks for building-based professional meeting times to include data analysis and application ● "Look-for" document for UDL inclusive practices
	Student service programming ● Asset-based focus for student learning ● Address student social, emotional, and behavioral needs ● Strengthen and/or create specialized programming ● Provide structured supports for all students	● Expand programming to include a therapeutic setting K-12 to address the social, emotional and behavioral needs of students ● Strengthen the Multi-Tiered Systems of Support (**MTSS**) Framework for both academic and social-emotional learning	● Establish a therapeutic program at the elementary and high school levels, with early elementary to follow ● MTSS framework documents for elementary and secondary levels to include curriculum programs and assessments ● Instructional Support Team meeting minutes, caseload analysis
	● Monitor utilization of District Curriculum Accommodation Plan (**DCAP**) ● Entry/Exit criteria for Special Education services ● Entry/Exit criteria for intervention-enrichment support ● Identification and implementation of high-quality intervention materials and practices	● Review and update DCAP ● Monitor the use of DCAP provisions ● In conjunction with Special Education staff, develop clear entry/exit criteria for specialized programming ● In conjunction with intervention providers, develop a clear entry/exit plan for Tiers II and III programming ● Inventory and supplement High Quality Instructional Material (**HQIM**) for Tier II and III interventions ● Use curriculum adoption procedures to identify high quality curricula and assessments need to strengthen MTSS	● Updated DCAP ● Update location and accessibility of DCAP on school website ● Establish intervention plans with clear entry/exit requirements ● MTSS framework documents to include curriculum programs and assessments ● Consistent use of HQIM across grade-level schools to establish intervention and specialized programming access points ● Identify Academic Enrichment Opportunities ● Educator observations and feedback

Main Goal	Sub Goals	Action Steps	Measurement of Success
2. Strengthen Systemic Practices & Processes: Improving Student Achievement & Outcomes	- Data Analysis - Establish a process for regular curriculum adoption and review - Align District-wide IST practices/procedures - Expand opportunities for peer observations - Utilize standardized universal screeners across district (Math & ELA) - Utilize standardized progress monitoring tools (PreK-12) - Strengthen systems of student discipline, addressing at-risk students, and student attendance 	- Identify benchmarks and how we are going to capture benchmarks/progress monitoring for all students PreK-12 - Benchmarking schedules ELA/Mathematics PreK-12 - Provide teacher time to analyze benchmarking/progress monitoring data for their students - Add *What I Need Now* (**WINN**) blocks in all master schedules PreK-8 - Establish Instructional Support Team (**IST**) meeting and parent communication norms - Establish IST required data points - Establish IST instructional practices (DCAP) for consideration in general education classrooms - Establish IST internal consultation practices - Create a PreK-12 multi-year curriculum review and adoption plan and committees - Meet the expectations of SC policy IGA - Establish norms of behavior and appropriate responses to variances from these norms - Research alternative disciplinary practices - Research age (grade-span) distributive practices with classroom teachers - Increase consistency in instructional grade-span practice - Establish protocols to improve student attendance - Identify access to tutoring to support opportunities for students grades 5-12 to eliminate barriers to learning - Research Saturday sessions for SHRHS to address work or school avoidance behaviors - Expand "HES IMPACT" like programs across all PrK-4 schools (HES IMPACT is a before school program from drop off to the end of homeroom that works on social skills and community involvement for at risk students)	- All students will participate in scheduled benchmark testing - Establish criteria for meeting for entrance and exit into support programs - All DCRSD students will have data points in Mathematics and ELA at the end of the 2022-2023 school year (3 - points PreK-9) - Data will be analyzed by classroom teachers to identify student needs and establish flex grouping in relation to the efficacy of WINN blocks. - Data will drive IST process - Data will drive placement for Title I, Reading, and assignment opportunities during the WINN block - Instructional materials are vetted and approved by the school committee - Reduction in frequency and severity of discipline incidents - Reduction in missed instructional time resulting from conventional disciplinary practices - Increased attendance rate for at-risk students (defined as students failing 2 or more classes or students who have exceeded the maximum number of "allowed" or "excused" absences

Main Goal	Sub Goals	Action Steps	Measurement of Success
3. Strengthen Family and Community Engagement, Partnerships, and Communication	- Explore full day preschool - Evaluate grade configurations and school capacity - Build avenues for communication regarding finance and budget - Extend opportunities for internships and job placements for students working on transitional goals - Align fundraising efforts with existing district affiliated parent organizations - Expand established relationships with higher education institutions - Strengthen volunteerism opportunities	- Offer at least one parent (and connected student) a workshop on a topic related to academics, social media, or other identified need(s) - Increase social media connectivity with caregivers and the community - SHRHS, in conjunction with elementary schools, will offer internship experiences for Senior students interested in a major in education. - Develop and strengthen connections with higher education institutions and local businesses: e.g. Worcester State University, Bay Path University, Nichols College, Gentex, and Karl Storz - Establish an ad-hoc committee to explore full day PreK - Implement various Wellness Week themes and programming throughout the school year Invite other programs to come and share. - Increase grade 2-4 extracurricular activities and clubs, with a focus on well-being - Expand community service opportunities (Shepherd Hill Garden, clothing drives, and foodbank initiatives) - Maintain on-going communication with families pertaining to district happenings, such as fiscal budget processes, policy changes, - Grade configurations: research enrollment within the 7 buildings to see if there could be reconfigurations for lower class sizes.	- Communication regarding finance & budget: Emails, meetings, - meeting agendas, notes, emails, surveys, etc. - Use of Social media - Increased internship opportunities for SHRHS students - For outside institutions, documentation would be included in student resumes, partnerships would be required to sign off on hours, and if necessary, summaries of performance. - Invitations for other programs to come into the district to support student interest - After school family opportunities developed: Teaching & Learning Family Night; Title I Night - Support community fundraising efforts: such as the Police and Fire Departments - Attend local PTO meetings and events - Bring PTO/DCEF/Booster leaders together at least 2 x per year - Volunteerism: invite community members to read, participate in activities and classrooms - Notes and documents outlining the potential arrangements and class sizes based upon enrollment data - Full Day Preschool: Create a Committee, action steps, school visits, etc. - Grade Configurations: Administrative meetings to explore and discuss district classroom sizes and options. - Grades 5-12: Student-led parent/teacher conferences - Establish uniformity for global communication systems (Smore, Twitter)