

PROVIDING HIGH QUALITY INSTRUCTION		
	Goal	Financial Implications
Short Term	Conduct an audit to ensure the curriculum engages all students as active learners in meaningful, standards-aligned content by: 1) providing opportunities to explore topics and apply learning in relevant, authentic, and real-world contexts; 2) building on students' strengths, interests, backgrounds, and prior knowledge; 3) developing students' abilities to think critically, ask questions, and analyze sources. ( <a href="#">DESE</a> , <a href="#">DS Portrait of a Graduate</a> )	Curriculum Materials Budget (no change)
	Research and use evidence-based instructional practices to provide all students opportunities, supports, and scaffolds for learning. ( <a href="#">DESE</a> )	NA
Midterm	Identify essential content/skills within each content area to ensure a rigorous K-12 continuum of learning accessible to all learners. ( <a href="#">UDL</a> & <a href="#">MTSS</a> )	NA
	Expand educators' repertoire of <a href="#">inclusive practices</a> , including co-teaching and small group instructional models that leverage special educators' expertise within the general education classroom.	Professional Development Budget (no change)
Long Term	Increase opportunities for educator collaboration across buildings to ensure a scaffolded approach to content and skill development for students.	NA

SETTING HIGH EXPECTATIONS		
	Goal	Financial Implications
Short Term	Further expand the definition of success to include multiple pathways to college, career and life opportunities. ( <a href="#">Challenge Success</a> )	NA
Midterm	Analyze student demographic data relative to course enrollment and levels to ensure all students have access to rigorous learning opportunities (i.e. multiple entry points, sections). ( <a href="#">DESE</a> )	NA
	Ensure all parents/caregivers have access to information (i.e. curricular expectations, academic programming and support systems, course level criteria, etc). ( <a href="#">DESE</a> )	NA
Long Term	Calibrate expectations across course levels (college prep, honors, AP) to ensure consistency of rigor, skill development, homework, etc.	NA

CREATING A POSITIVE SCHOOL CULTURE & CLIMATE		
	Goal	Financial Implications
Short Term	Build positive, caring relationships to ensure all students feel valued, respected, supported, and a sense of belonging in the school community. ( <a href="#">DESE</a> )	NA
	Provide students, educators and families with tools to promptly and safely address bullying and bias-based incidents (i.e. Stop It, Name It, Claim It).	Professional Development Budget (no change)
	Consider various religious and cultural observances when scheduling events and athletic competitions; launch a task force to explore changes to the school calendar relative to various holidays and observances.	NA
	Train a cohort of administrators and counselors in restorative practices to increase opportunities for student reflection, relationship rebuilding and community repair in response to incidents. ( <a href="#">DESE</a> , <a href="#">Restorative Justice</a> )	Grant Funded (no change)
	Recruit, support and retain diverse staff to allow all students to see themselves reflected in the staff and broaden students' appreciation for multiple perspectives. ( <a href="#">DESE</a> )	Operating Budget (no change)
Midterm	Expand students opportunities for peer leadership (Roots & Wings, Project 351, Playbook Initiative, No Place for Hate, World of Difference).	Grant Funded (no change)
	Increase activities that promote an interconnected school culture (i.e. celebrations, competitions, FLEX Block, advisory periods).	NA
	Train additional educators/staff in restorative practices (K-12). ( <a href="#">DESE</a> , <a href="#">Restorative Justice</a> )	Professional Development Budget (no change)
	Clarify the role of students, educators, administrators, and families in reporting and addressing disciplinary incidents.	NA
	Draft guidelines for communicating effectively with students, staff and community members in response to school/district/community incidents.	NA
Long Term	Explain confidentiality mandates around student privacy as they relate to student behavior and school incidents.	NA
	Research and pilot an anti-bullying curriculum to decrease prevalence and equip students and staff with the skills to address and report incidents. ( <a href="#">DESE</a> )	New Curriculum (TBD)
	Adopt a school or district-wide approach to social-emotional learning to cultivate environments and skills that advance students' learning and development. ( <a href="#">CASEL</a> )	New Curriculum (TBD)
	Establish advisories at the middle and high school level to provide for strong student-teacher and student-student relationships and opportunities for learning beyond content-specific curriculum.	NA

**PROVIDING APPROPRIATE & ADEQUATE RESOURCES**

	Goal	Financial Implications
<b>Short Term</b>	Map existing professional development investments across grade levels and departments to identify important 1) gaps in skills/training and 2) key capacities that can support multiple goals/initiatives; include staff feedback on effectiveness and relevance.	NA
	Hold exit interviews with staff to identify ways to better retain and support highly qualified and diverse educators. ( <a href="#">DESE</a> )	NA
<b>Midterm</b>	Identify a core set of professional development experiences required of all staff as well as a menu of differentiated professional learning opportunities to deepen knowledge and practice.	Professional Development Budget (no change)
	Increase opportunities for educators to share best/creative practices (via staff presentations, peer observations, coaching, etc.).	NA
	Expand marketing and recruitment efforts to ensure a highly qualified staff with experience aligned with the District vision and mission.	Operating Budget (no change)
<b>Long Term</b>	Identify ways to increase time/capacity for educator collaboration and professional learning; examine the District calendar and school schedules for creative solutions.	NA
	Expand partnerships with locally, nationally and globally recognized professional organizations to support educator growth and development aligned with District goals.	Professional Development Budget (no change)

**OFFERING TARGETED SUPPORT**

	Goal	Financial Implications
<b>Short Term</b>	Maintain strong student programming to meet the academic, social-emotional and behavioral needs of all students (i.e. GRIT, BRIDGE, METCO Lounge). ( <a href="#">DESE</a> )	Operating Budget (no change)
<b>Midterm</b>	Finalize the DCAP (District Curriculum Accommodation Plan) and provide ongoing support for implementation of Tier 1 best practices for instruction, accommodations, and interventions that will benefit all students, including English Language Learners and students with disabilities. ( <a href="#">DESE</a> )	NA
	Increase support for new hires as a means of retaining highly qualified and diverse educators. ( <a href="#">DESE</a> )	NA
<b>Long Term</b>	Regularly review MTSS (Multi-Tiered System of Support) practices at all four schools, ensuring consistency at all levels (PreK-5, 6-8, and 9-12) through universal assessment, specifically designed delivery of services, and monitoring of growth/progress. ( <a href="#">DESE</a> )	NA

**ADDRESSING NON-ACADEMIC BARRIERS**

	Goal	Financial Implications
<b>Short Term</b>	Develop clear and consistent protocols for reporting and addressing bullying and bias-based incidents. ( <a href="#">DESE</a> )	NA
	Ensure clarity of behavioral expectations; organize student handbooks around major categories such as academic integrity (cheating, plagiarism, cutting class), safety (drugs, alcohol, weapons, fighting, driving), and interpersonal conduct (insubordination, bias, harassment).	NA
<b>Midterm</b>	Further analyze behavior and discipline data to better understand reported discrepancies relative to student subgroups. ( <a href="#">DESE</a> )	NA
	Identify and eliminate bias from district policies and practices through a critical review of all documents and handbooks.	NA
<b>Long Term</b>	Calibrate behavioral expectations and practices within/across buildings and adjust approaches to ensure consistency and opportunity for student growth and learning.	NA

**ENCOURAGING PARENT & COMMUNITY ENGAGEMENT**

	Goal	Financial Implications
<b>Short Term</b>	Enlist a consultant to help facilitate community conversation and learning around topics involving diversity, equity and inclusion.	Grant Funding (no change)
	Provide opportunities for all community members to share hopes and apprehensions related to equity work in the schools.	NA
	Invite/engage marginalized families in school/community events (identify school/parent liaisons); identify and eliminate barriers to participation (i.e. language, childcare, transportation). ( <a href="#">DESE</a> )	NA

<b>Midterm</b>	Engage community members in discussion on identified topics of interest: <ul style="list-style-type: none"> <li>*Maintaining a focus on academic excellence as a District.</li> <li>*Developing a shared understanding/vision/goals re: equity.</li> <li>*Identifying proven practices that support equity for all students.</li> <li>*Highlighting the benefits of equity work for non-marginalized students.</li> <li>*Understanding what culturally responsive curriculum/practices entail.</li> <li>*Learning school approaches to discipline, bullying and biased-based incidents.</li> <li>*Defining the roles of schools and families in the educational process.</li> <li>*Anticipating possible budgetary implications tied to District goals.</li> <li>*Other topics, as identified over time. (<a href="#">DS Community Forum Notes</a>)</li> </ul>	NA
	Support educators in building relationships with racially, culturally and linguistically diverse families. ( <a href="#">DESE</a> )	NA
<b>Long Term</b>	Improve our efforts to clarify, refine, and communicate about our educational philosophies and practices in all areas.	NA

<b>GROWTH MINDSET</b>		
	<b>Goal</b>	<b>Financial Implications</b>
<b>Always</b>	Approach individual/school/district goals with an understanding that intelligence, talents and abilities can be improved over time with effort and persistence.	NA
	Realize that maintaining an exceptional school district requires sustained reflection and a continuous drive for improvement.	NA