Concord and Concord-Carlisle Regional Public SchoolsI
District Vision Plan Overview 2023-2028

Mission

The mission of the school districts is to educate all students as lifelong learners, caring citizens, and responsible contributors in our increasingly diverse global society.

Vision

Students of Concord and Concord-Carlisle Regional Schools actively seek varied pathways through which they achieve their potential and find joy in learning. They will possess a strong sense of self and embrace their responsibilities as members of our ever-changing local and global communities.

Vision of Student Learning

I am a student in Concord Public Schools and Concord Carlisle High School.

- My safe learning environment is created by respectful relationships with my teachers and my peers.
- My teachers are knowledgeable, highly skilled, and passionate.
- My teachers care about me by affirming me, giving me useful feedback, and working with me individually when I need it.
- I am learning important content based on agreed upon standards, clear goals, and real world applications.
- My learning experiences are engaging, enjoyable, and challenging.
- My learning experiences vary from one another (individual vs. group work; creative vs. repetitive practice; novel vs. known; digital vs. traditional; personal choice vs. consistent topic).
- I am learning how to learn by staying organized, breaking down assignments, managing my time, using all available resources, and always giving my best effort.
- I take risks, learn from my mistakes, and know every day that I am growing.
- When I struggle, I continue to grow and learn.
- With hard work, I will be prepared for higher learning, the work world, and knowledgeable citizenship in my community and the wider world.

I am a student in Concord Public Schools and Concord Carlisle High School.

Core Values

The Concord and Concord-Carlisle Regional School District values:

- Belonging
- Excellence
- Engagement
- Inclusion
- Innovation

Theory of Action

If we…

- Provide engaging, innovative learning experiences that support multiple paths to success,
- Ensure our students' well-being through fostering genuine connections and a sense of belonging,
- Create a collaborative and inclusive culture that values diversity and the uniqueness of each learner, and
- Create a physical environment that catalyzes student learning,

Then…

Our students will find their passion, be joyful learners, and be empowered to chart their path to success.

Strategic Objectives			
Multiple Paths to Success 1. Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.	**Well-Being & Mental Health** 2. Develop and create a sound infrastructure to support the well-being and mental health of our school community - students, staff, administrators, and families.	**Inclusive Culture** 3. Create a collaborative and inclusive culture in the schools and community that values diversity and recognizes the contributions and uniqueness of each learner.	**Innovative Environment** 4. Create an environment that catalyzes student learning through safe, healthy, and innovative indoor and outdoor spaces.
Strategic Initiatives			
1.1 Improve student growth and achievement (and mitigate unfinished learning due to the pandemic).	2.1 Ensure all students PK-22 have opportunities to develop self awareness, self management, social awareness, relationship skills, and responsible decision making.	3.1 Provide regular professional development to all members of the CPS/CCHS faculty focused on DEIB standards and skills.	4.1 - Identify flexible, accessible, and safe outdoor learning spaces
1.2 Develop and expand the multi-tiered system of support through the use of data, clearly defined tiers of prevention and intervention, additional enrichment opportunities, and clear communication among all stakeholders.	2.2 Provide all staff with access to high quality professional development on student well being and strategies to accommodate mental health challenges.	3.2 Develop opportunities to celebrate and embrace intersecting identities, fostering an environment of inclusion, acceptance and belonging.	4.2 - Increase and leverage the use of outdoor spaces for learning and play.
1.3 Expand learning opportunities that are student-driven and increase student engagement and joy in their learning.	2.3 Partner with students, educators, and community members to identify and engage with best practices for achieving optimal student well-being with a focus on homework and ways for all students to achieve greater balance in their lives.	3.3 Incorporate instructional materials and practices throughout K-12 that positively reflect the diverse students within the population.	4.3 - Create food options that are -sustainable -multicultural -healthy -delicious
1.4 Maintain and enhance resources and opportunities to help students evaluate their range of options for transitions to high school, college, and career.	2.4 Convene a task force to examine staff stress, develop recommendations, implement an action plan, periodically measure the impact and collectively determine the next steps.	3.4 Create and promote safe spaces, where the voices and needs of diverse students and their families are valued and heard.	4.4 Partner with parents and community members to identify and engage with best practices for student technology, including social media use.
1.5 Ensure that all students have learning opportunities that are standards-based, consistent across classrooms, and hold high expectations.	2.5 Develop and implement a multi-tiered system of support with 3 active tiers to support the social, emotional, and mental health needs of all students.	3.5 Continue efforts to recruit, hire, and retain diverse administrators and faculty.	4.5 - Create opportunities for shared and unified communication across all schools for educators and community
1.6 Provide professional development opportunities to faculty around innovative pedagogy, using data to inform instruction, and best practices for supporting diverse student needs.	2.6 Continue to improve practices to ease student transitions: from one school to another; one town to another; preK into kindergarten; and individual move-in in non-traditional grades.		

Strategic Outcomes for Progress Monitoring (Metrics, Resources, and Protocols)			
Multiple Paths to Success	**Well-Being & Mental Health**	**Inclusive Culture**	**Innovative Environment**
1.1 Increase student performance by 10% as measured by STAR, MCAS, and district-wide benchmark assessments by 2028. Increase the number of students designated as "making progress" by 10% as measured by the ACCESS test by 2028. Maintain or improve student performance on select high school measures: AP exams, SAT, ACT.	2.1 SEL and Health Lessons and units of study taught entered into Atlas. Identify and implement social, emotional, and behavioral screeners Offer a program or class for each age group each semester on at least one of self awareness, self management, social awareness, relationship skills, or responsible decision making.	3.1 All faculty will receive in-person professional development for a minimum three hours during the school year. Attendance and post test data will be used to validate participation and impact.	4.1 Create a team to explore, prioritize, design and implement at least one additional outdoor space option at each school with sun shelter.
1.2 Create, maintain and support MTSS systems at the elementary, middle and high school levels to support student needs in the areas of reading, writing, and math. Adopt and utilize data warehouses to maintain records of student progress, document tiered interventions and communicate information to families and school staff.	2.2 List of professional development opportunities offered to staff show courses on well being. At least 80% of educators K-12 participate in one PD Path related to age-specific methods for improving student well-being and mental health from 2023-2028	3.2 Every school will organize five school-wide activities during the school year that intentionally celebrates and embraces the intersecting identities of students, staff, and families. Annual survey of event success and participation will be assessed.	4.2 At least one working garden is established at each school and teachers are provided with support and PD in this space, including one model lesson plan for educators to use as a guide at the elementary, middle school, and high school level.
1.3 Teachers incorporate more activities and forms of instruction (games, small group work, turn and talk,etc.) into classes to engage students with different learning styles. Design annual student culture surveys to measure engagement and joy in their learning.	2.3 Student feedback surveys demonstrate that at least 50% of students see improvement in well being, life-homework balance, and homework practices. As measured in the Youth Risk Behavior Survey, student stress is cut in half from 2022 measurement.	3.3 Twice a year, each school with student and staff representatives will engage in equity walks within the area of diversity, equity, inclusion, and belonging. These walks will focus on both visible and invisible disabilities.	4.3 Continue to pursue multicultural food offerings, introducing one new meal offering each semester. Consider utilizing a working garden in meal offerings.
1.4 Utilize data to track and communicate outcomes of post graduates to all stakeholders. Post graduate fairs are marketed and include colleges, universities, military recruiters, ROTC, apprenticeships, trade schools and employers.	2.4 By the end of the 2023-2024 Academic Year, a District-Wide task force consisting of members from all schools and grade levels has developed a survey (or other input tool) and has received feedback and data from all stakeholders regarding staff stressors. With survey results, this team develops a plan and implements the plan by 2028.	3.4 By 2028, each school will have at least monthly community building activities that all students participate in, such as responsive classroom meetings or restorative justice community building circles. Measured in an annual culture survey.	4.4 Work with the IT department to investigate ways to strike more of a balance in use of and access to technology, and implement at least one practice at each level of schooling that moves us toward that goal.
1.5 Three regular processes show marked improvement in these areas: lessons and units of study taught entered into Atlas; Annual curriculum review processes; and, System of Supervision and Evaluation.	2.5 Create, maintain and support MTSS systems at the elementary, middle and high school levels to support student needs in the areas of social emotional and mental health. Implement and use data from SEL screener, mental health and wellness screener, and suicide prevention screener. Create Tier 2 intervention skill development workshops at all levels and at prioritized area of need.	3.5 By 2025, 20% of newly hired CPS/CCRSD administrators, faculty and staff will identify as people of color. 100% of these staff will be retained from year to year.	4.5 Create a district wide calendar of events annually, that every school contributes to; readily accessible to parents/students/community via district website.
1.6 List of professional development opportunities offered to staff to fulfill the recertification requirements.	2.6 As measured by the existence of transition plans at each transition point. Document best practices for student transitions from town-to-town (by end of 2023-2024 school year), school-to-school (by end of 2024-2025), preK to K, and move-in to non-traditional grades by the end of 2026 school year. Implement and revise practices by end of plan period.		

District Strategic Objectives			
Multiple Paths to Success 1. Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.	**Well-Being & Mental Health** 2. Develop and create a sound infrastructure to support the well-being and mental health of our school community - students, staff, administrators, and families.	**Inclusive Culture** 3. Create a collaborative and inclusive culture in the schools and community that values diversity and recognizes the contributions and uniqueness of each learner.	**Innovative Environment** 4. Create an environment that catalyzes student learning through safe, healthy, and innovative indoor and outdoor spaces.
Willard Strategic Initiatives			
1.1 Improve student growth and achievement (and mitigate unfinished learning due to the pandemic). ● Building upon the success at closing post-pandemic learning loss, we will collaborate across schools to share best instructional practices that made this growth and achievement possible. ● Use grade level team meetings to analyze academic data (including MCAS) to identify gaps and make adjustments to instruction to ensure this upward trajectory continues. ● Hire a teacher for LAB B programming. Coordinate with existing special education staff to hone best evidence based practices.	2.1 Ensure all students PK-22 have opportunities to develop self awareness, self management, social awareness, relationship skills, and responsible decision making. ● Continue to support the roll out of Responsive Classroom by integrating professional learning opportunities into faculty meetings and other professional development settings.	3.1 All faculty will receive in-person professional development for a minimum three hours during the school year. ● At least 60% of staff will have participated in the responsive classroom initial training (which is an increase from 15% last year). ● Responsive Classroom teacher leads will offer book clubs for their colleagues. ● Responsive Classroom teacher leads will facilitate at least 3 professional development sessions at monthly faculty meetings. ● Cultural Competency Committee (led by DEIB lead teacher) will continue to meet monthly and plan professional learning opportunities for staff	4.4 Work with the IT department to investigate ways to strike more of a balance in use of and access to technology, and implement at least one practice at each level of schooling that moves us toward that goal. ● Continue to offer workshops for students and families that focus on responsible technology use. ● Pilot a year-long community service-learning project for grade 5 that integrates academically relevant service activities that address human and community needs.
1.2 Develop and expand the multi-tiered system of support through the use of data, clearly defined tiers of prevention and intervention, additional enrichment opportunities, and clear communication among all stakeholders. ● Expand use of Amplify DIBELs from K-2 through 3rd grade. ● Provide continuing professional	2.2 Provide all staff with access to high quality professional development on student well being and strategies to accommodate mental health challenges. ● Time at faculty meetings will be dedicated to learning about Responsive Classroom. ● PD Paths provide staff with many learning opportunities focused on well being and mental	3.2 Every school will organize five school-wide activities during the school year that intentionally celebrates and embraces the intersecting identities of students, staff, and families. ● Multicultural Night ● Cultural heritage month morning announcements	4.5 Explore ways to use building facilities/environment to celebrate the diversity of our community and beyond (example: creation of school wide visual display (i.e. bulletin board) that aligns with our cultural heritage month celebrations

development for teachers on the use of DIBELs to inform instruction. ● Support families in understanding the information included in our literacy screeners. ● With two years into MTSS implementation, we will collaborate across elementary schools to share best practices and expand implementation of the most effective interventions. ● Develop a consistent format and nomenclature across all three schools for tracking and monitoring student progress through the MTSS system. ● Increase the number of staff in all three schools with rules based reading training through professional development in the summer of 2024.	health ● Hire (using grant funding) and acclimate new 1.0 Adjustment Counselor to implement evidence based trauma informed strategies to support unhoused newcomers.	and monthly bulletin boards. ● Whole school assemblies with focus on celebrating diversity, community and belonging.	
1.5 Ensure that all students have learning opportunities that are standards-based, consistent across classrooms, and hold high expectations. ● Continue our work with the K-3 literacy plan, which is based off of the most current evidence based research on early literacy development. ● Support staff in integrating the use of newly purchased decodable texts in Grades K-2. ● Expand early literacy plan to include grades 4 and 5.	2.5 Develop and implement a multi-tiered system of support with 3 active tiers to support the social, emotional, and mental health needs of all students. ● In collaboration with adjustment counselors, the schools will continue to hone an MTSS framework for SEL/mental health ● Continue to offer Tier 1 social emotional and mental health professional development ● Coordinate service delivery of new (grant funded) Sheltered English Immersion (SEI) programming with existing ELL and MTSS providers. Using sound educational theory, staff will effectively implement programming that results in student growth (Castaneda's Three-Prong Test)	3.4 By 2028, each school will have at least monthly community building activities that all students participate in, such as responsive classroom meetings or restorative justice community building circles. ● See notes under Strategic Initiative 2 - daily/weekly community building activities are a component of Responsive Classroom	
1.6 Provide professional development opportunities to faculty around innovative pedagogy, using data to inform instruction, and best practices for supporting diverse student needs. ● See 1.2 and 1.5 ● PD will occur during		3.5 By 2025, 20% of newly hired CPS/CCRSD administrators, faculty and staff will identify as people of color. 100% of these staff will be retained from year to year. ● Continue to collaborate with	

monthly faculty meetings and bi-weekly grade level meetings		DEIB Director and HR Director to recruit diverse candidates to apply to open vacancies	