

AYER SHIRLEY REGIONAL SCHOOL DISTRICT
Strategic Plan Overview, 2023-2026



DISTRICT VISION

To create a dynamic, engaged learning community that provides equitable access and opportunity for all members, and empowers students to achieve at high levels by fostering intellectual rigor, creative expression, social-emotional well-being, and the agency to pursue meaningful paths and thrive as responsible citizens.

DISTRICT MISSION

To inspire students to achieve academic excellence through equitable, evidence-based curriculum and instruction, responsive and representative learning experiences that foster belonging, and community engagement that cultivates students' academic, creative, and social-emotional behaviors and skills.

CORE VALUES

These core values are guiding principles at the essence of who ASRSD is as a district. Every decision will be aligned with and faithful to these values:

1. Every member of our learning community is responsible for the daily successes and challenges of all students.
2. The social and emotional well-being of our students is paramount to their academic and personal success.
3. Students' individuality is respected and honored in order for them to succeed at their highest level.
4. Building relationships anchored in trust and respect with all stakeholders, students, educators, parents, guardians, and community members.

STRATEGIC VISION

To advance achievement district-wide by examining and shifting systems and practices using an equity lens to ensure opportunities that equip students to thrive in a diverse world.

STRATEGIC OBJECTIVES

1. Curriculum & Instruction

Provide equitable, representative, and rigorous learning experiences that engage all students, educators, and staff

2. Social-Emotional Learning

Strengthen and respond effectively to the social-emotional needs, skills, and experiences of every student to support and enhance engaged learning, student well-being, and belonging

3. Special Education

Align specialized instruction across all schools for students with disabilities to advance achievement, opportunities, and outcomes for academic, social-emotional, transitional, and vocational success

4. Culture, Climate & Capacity

Cultivate an inclusive and welcoming culture in which differences are honored and celebrated, students and families are proactively connected to resources and supports, and all community members are valued, respected, and able to reach their full potential.

STRATEGIC INITIATIVES

1.1 Articulate and implement an equity-based vision for excellent instruction	2.1 Elevate student-centered equity through social-emotional learning and supports	3.1 Strengthen access to general education curriculum with effective scaffolds and supports in Tier I for students with disabilities	4.1 Intentionally design physical spaces to communicate cultural representation and DEIJ, and explicitly convey belief in all students as intellectuals, people of strong character, and leaders.
1.2 Select and implement new, evidence-based, K-8 literacy curriculums	2.2 Identify social-emotional learning needs of all students	3.2 Develop an effective co-teaching model to ensure students with disabilities progress with grade-level peers	4.2 Develop and implement an equitable code of character, support and conduct
1.3 Implement equity-centered curriculum planning tools to create and revise unit plans across grade-levels and disciplines	2.3 Engage school and community stakeholders in understanding and advancing social-emotional learning	3.3 Plan and implement effective transitions between schools and programs	4.3 Increasing family engagement through an equity-centered lens
1.4 Prioritize curricular and instructional improvements using a coherent cycle of review and revision	2.4 Provide professional development to all educators/staff to support social-emotional learning initiatives		4.4 Implementing DEIJ professional development
1.5 Implement equity professional development for all staff that connects DEIJ with instructional practice	2.5 Establish school-based teams to strengthen social-emotional support for students in all tier-levels		4.5 Strengthening diversity recruitment, hiring and retention

OUTCOMES

1. Curriculum & Instruction

- 100% of students graduating in 4 years
- 100% of students reading at or above grade level by end of grade 3 as measured by DIBELS
- 80% of students meeting/exceeding standards on ELA, Math, and Science MCAS in all grades tested
- Reduce/close achievement gaps by 50% in ELA, Math, Science as measured by MCAS

2. Social-Emotional Learning

- 90% of educators/staff meet or exceed training standards in their building's Tier 1 Curriculum
- 100% of counselors are running/co-running Tier 2 skill-based groups
- 90% of students in the district provide substantive input and feedback
- Increase student sense of belonging and/or school connectedness by 20% by panorama or equivalent survey

3. Special Education

- Increase students meeting or exceeding in ELA, Math, and Science by 5%
- Decrease rate of student identification for special education by 5%
- Increase teams engaged in co-teaching by 100%
- 100% of students with disabilities graduate with their cohort within 4 years
- 100% of students with disabilities are educated in their home district with typical peers

4. Culture, Climate & Capacity

- Reduce/Close achievement gaps in ELA, Math, Science as measured by internal assessment and MCAS
- 100% of students have access to Tier I learning
- Increased 5% diversity in staffing demographic as measure by FTE count on School District profiles
- Increased educator-student-family engagement (academic & SE) (baseline needed)
- Increased access to resources/supports for students/families (baseline needed)