



Dudley Charlton Regional School District
District Improvement Plan
2025-2030

The Dudley Charlton Regional School District's 2025–2030 District Improvement Plan is a strategic roadmap aimed at promoting equity, academic excellence, and student well-being across all schools in the district. Guided by our mission and vision, this plan outlines targeted actions and measurable goals in three core focus areas:

1. Academic Excellence

- **High-Quality Instruction:** Implement a district-wide curriculum adoption plan and a multi-year professional development strategy emphasizing inclusive practices.
 - **Eliminating Opportunity Gaps:** Expand PreK access, enhance intervention programs, and provide extended learning opportunities beyond the school day.
 - **College and Career Readiness:** Broaden access to rigorous coursework and increase participation in internships and apprenticeships.
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2. Wellness and Belonging

- **Welcoming Learning Environment:** Foster trauma-informed, inclusive practices and culturally responsive teaching.
 - **Whole Child Well-Being:** Strengthen partnerships with behavioral health providers and promote wellness programs district-wide.
 - **Strong Social-Emotional Skills:** Expand SEL-focused professional development and implement restorative practices to support school climate and student growth.
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3. Operational Effectiveness

- **Data-Based Decision Making:** Conduct regular data reviews and develop accessible performance dashboards to drive continuous improvement.
 - **Modernizing Infrastructure:** Upgrade technology, security, and facilities to enhance learning and ensure safety across all campuses.
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This plan reflects our commitment to preparing every student for success through thoughtful investment in teaching, support services, and infrastructure.

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Mission: To provide exceptional teaching and learning opportunities that grow and nurture curious and creative students who feel connected to and valued by their communities and who feel empowered to use their voices for advocacy and equity.

Vision: ALL DCRSD students will attain academic knowledge and skills, understand and value themselves and others and be ready to engage with the world beyond High School.

Main Goal	Sub Goal(s)	Action Steps	Responsible Parties	Measurement/Outcome
1. Academic Excellence	1A. High Quality Instruction	Develop a district wide curriculum adoption plan to track our investment in HQIM	Assistant Superintendent	Completed adoption plan
		Develop a multi-year professional development plan with a focus on inclusive practice and personalization	Assistant Superintendent	Completed PD Plan
		Provide opportunities for additional job embedded PD experiences with coaches and/or experts	Assistant Superintendent, Director of Pupil Personnel, Principals	20% of professional staff should have the opportunity for coaching/additional PD each year
		Collect and analyze classroom walkthrough data monthly as a district level administrative team	Administrative Team	85% positive responses in the areas of cognitive engagement and multiple means of representation and demonstration over the cycle of the DIP
		Collect and analyze student achievement data to guide instructional planning and personalized learning so that all students reach proficiency	District Admin, School-Based Admin, Coordinators, Teachers	Increase reading and math achievement for students in grades 3-8 by 10% each year for the full DIP cycle, ending in a 50% increase over 5 years

	1B. Eliminating Opportunity Gaps	Explore opportunities for one full day 4 year old preK classroom	Director of Pupil Personnel, PreK Principals	
		Target high impact intervention programs to accelerate learning	Assistant Superintendent, Principals, Teachers, Director of Pupil Personnel	By the end of the DIP cycle, evaluate intervention program needs, including special education programming, at all 7 schools to ensure there are HQIM for intervention in both ELA and Math
		Implement a structured summer learning program for students considered at risk in academics or mental health	Assistant Superintendent, Director of Pupil Personnel, Principals	<ul style="list-style-type: none"> • Offer both Extended School Year for Special Education and an academic remediation/acceleration camp each year • Both programs are aimed at preventing regression, and as such, students entering the academic remediation/acceleration program will maintain or increase academic achievement in the areas of reading and math as evidenced by pre/post program data.
		Offer opportunities for interventions and credit recovery outside of the school day, such as after school or during break	Assistant Superintendent, Principals, Credit Recovery Coordinator	<ul style="list-style-type: none"> • Offer 3 opportunities for credit recovery during the school year over vacations and summer • Create academic intervention opportunities outside of the school day at all 7 schools by the end of the DIP period
	1C. College and Career Readiness	Provide access to rigorous college prep courses for all students at the high school level	High School Guidance Department, Special Education Coordinators, Principals	<ul style="list-style-type: none"> • Reduce the number of Foundations courses to one reading and one math course. • Increased graduation rate and decreased drop out rate
		Accelerate opportunities for	High School	<ul style="list-style-type: none"> • Increase the percentage of students

		career exploration, work-based learning, post-secondary pathways through internship and apprenticeship opportunities	Guidance Department, Secondary Principals	taking advantage of internships/apprenticeships by 20% <ul style="list-style-type: none"> Expand the internship and apprenticeship opportunities to include 3 new fields and 5 new community partnerships
2. Wellness and Belonging	2A. Welcoming Learning Environment	Support and build capacity of all staff to implement affirming, welcoming, and trauma-informed practices	Principals	<ul style="list-style-type: none"> Reinforce our commitment to the district vision for equity, inclusion and the use of trauma-informed practices in every building Create a district RULER team in the 25-26 school year to oversee implementation in all 7 schools Select members from each school for training and begin training with Yale in the fall of 25-26
		Create asset-based and culturally responsive classrooms and curricula that celebrate the lives of students	Principals Assistant Superintendent	<ul style="list-style-type: none"> Create a minimum of 2 opportunities per year for in-house PD on asset based and culturally responsive pedagogy in the form of book studies or staff meeting trainings
	2B. Whole Child Well-Being	Provide a continuum of mental and physical health services for students and families at school and beyond where applicable	Superintendent Assistant Superintendent Principals Counselors Teachers	<ul style="list-style-type: none"> Build strong community partnerships-local health departments, non profit organizations, and behavioral health providers 100% of staff will refer students & families to the MA Behavioral Health Initiative for wellness care
		Partner with the MA Behavioral Health initiative to promote mental health care and wellness	School Adjustment Counselors Principals	<ul style="list-style-type: none"> Invite the MA Behavioral Health Initiative into schools to speak with staff and counselors and to build a stronger relationship between our two entities

		Develop school awareness and use of practices that support positive individual wellness and model effective behaviors for students	All school staff and administration	<ul style="list-style-type: none"> • Begin year 1 pilot of RULER SEL program in all 7 schools
	2C. Strong Social-Emotional Skills	Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students' social and emotional needs	Assistant Superintendent Principals Members of the SEL team in each school	<ul style="list-style-type: none"> • Provide a minimum of 2 different SEL focused topics as choices on district Professional Development full days • Utilize staff contractual time after school or during common planning time for collaboration
		Through Professional Development, build capacity of all adults in the use of positive behavior interventions and supports and restorative practices to promote a positive culture in all 7 schools	Assistant Superintendent Principals Teachers Support Staff	<ul style="list-style-type: none"> • Attendance in all schools will increase by 10% from the previous year • Behavior referrals to the office will decrease by 10% from the previous year
3. Operational Effectiveness	3A. Data-Based Decision Making	Conduct focused, school-by-school data review meetings every 8 weeks to drive continuous improvement at the school and District levels	Principals Assistant Superintendent Superintendent Director of Pupil Personnel	<ul style="list-style-type: none"> • Create a shared vision for using data to inform instruction, support, and systems. • Create a district wide meeting structure template
		Build capacity of District staff and school teams to use data to drive improvement	Principals Assistant Superintendent Superintendent Director of Pupil Personnel	<ul style="list-style-type: none"> • 10% increase in achievement in both ELA and Math at all levels • 25% reduction in failures at the High School level

		Develop, align, and implement user-friendly performance monitoring systems and data dashboards accessible to all stakeholders	Principals Teachers Assistant Superintendent Director of Pupil Personnel	80% of all applicable staff will utilize Open Architects
3B. Modernizing Infrastructure		Improve technology, network, and communications infrastructure in all schools	Director of I/T Director of Facilities Director of Finance & Operations	<ul style="list-style-type: none"> • Replace servers, UPS's, wireless access points, network switches and network cables • Program current hardware related to network redesign • Monitor bandwidth and upgrade fiber connection, if needed • Monitor access points at CES, MRS and DES for upgrade, if needed • Replace firewall due to demand, licensing or equipment failure • Replace aging and off warranty devices as funding permits • Monitor intercom and emergency notification systems for upgrades as needed
		Upgrade and maintain modernized facilities that maximize student learning, prioritized by areas of need	Director of I/T Director of Facilities Director of Finance & Operations	<ul style="list-style-type: none"> • Prioritize facility upgrades based on a combination of immediacy of need, available funding, and the district Facilities Condition Assessment recommendations • Examine building entry control equipment to maximize student and staff safety, as well as emergency responder accessibility