AMHERST-PELHAM REGIONAL PUBLIC SCHOOLS

2026-2028 STRATEGIC PLAN



https://www.arps.org/

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LETTER FROM THE SUPERINTENDENT

Greetings Amherst, Pelham, and Amherst-Pelham Regional Community,

The 2026 to 2028 Strategic Plan for the Amherst, Pelham, and Amherst-Pelham Regional Public Schools reflect a unified vision for the future of our districts. It is rooted in the belief that every student deserves access to an educational experience that nurtures their strengths, responds to their needs, and prepares them for opportunities beyond our classrooms. This plan was shaped through a broad and inclusive process that brought together educators, caregivers, students, staff, community partners, and School Committee members. Each contributed insights that helped define our goals and the strategies that will guide our work over the next three years. This work represents our collective commitment to serving the four towns of Amherst, Leverett, Pelham, and Shutesbury with excellence, equity, and purpose.

Central to this plan is our Portrait of a Graduate. This portrait identifies the core competencies all students should develop during their time in our schools. These competencies include becoming adaptable problem solvers, critical thinkers, innovative creators, responsive citizens, self-determined individuals, and skilled communicators. The portrait serves as the foundation for our Vision, Mission, and Values, and it aligns all five strategic areas toward preparing students for postsecondary success.

The major areas of focus in this plan outline a coherent pathway for improvement and growth across the district. The first focus area strengthens teaching and learning by ensuring that instruction is driven by high-quality curricula, effective practices, and meaningful assessment systems. The second focus area addresses early childhood and the importance of building strong foundations from preschool through grade three. The third focus area expands and deepens family, caregiver, and community partnerships by creating structures and practices that honor the needs of all of the students that we serve. The fourth focus area enhances the effectiveness and efficiency of our operational systems, including financial stewardship, facilities management, human resources, technology, and data use. The fifth focus area strengthens our district culture by promoting inclusive, student-centered, and equity-focused practices across all schools.

This plan includes detailed strategies, implementation steps, and milestones that define how we will move goals into action. It outlines clear measures of progress, emphasizing accountability, transparency, and continuous improvement. Our commitment is not only to set direction, but to build systems that support sustained growth over time.

I offer my sincere appreciation to everyone who contributed to this work. Educators shared their professional expertise, caregivers offered thoughtful input, students spoke about their hopes and experiences, and community partners provided important perspectives. Staff across departments

supported the technical and operational components of this plan, and School Committee members guided its development with commitment and care.

This Strategic Plan serves as a living commitment to our students and to the communities we serve. It affirms our responsibility to provide an educational experience defined by rigor, relevance, equity, belonging, and opportunity. As we move forward, we do so with the understanding that real progress emerges through collaboration and shared purpose. I look forward to partnering with all of you as we bring this plan to life and create a system in which every student can thrive.

With appreciation,

Dr. E. Xiomara Herman
Superintendent of Schools
Amherst, Pelham, and Amherst-Pelham Regional Public School

ALIGNMENT AND COHERENCE

The role of the Amherst-Pelham Regional Public Schools (ARPS) is to carry out the policies of the Amherst, Pelham, and Amherst-Pelham Regional School Committees by providing high-quality educational programs and services that meet the academic, social, and emotional needs of all students, while fostering equity, accountability, and continuous improvement in partnership with families and the community.

DRIVEN WITH PURPOSE

With this role in mind, our strategic plan was created with clear intent: to align our work with the existing policies and guiding priorities of the Amherst, Pelham, and Amherst-Pelham Regional School Committees, and to articulate our shared aspirations for the future of all students in each district. The plan reflects a purposeful, collective effort to define what we value, where we are headed, and how we will ensure that every decision supports the success and well-being of all students across our four communities. It establishes a coherent strategic vision for our students that will guide our work in the years ahead and serve as a foundation for continuous improvement.

ALIGNED WITH INTENTION

The ARPS Strategic Plan is aligned with three key School Committees' policies:

- **Mission Statement** - Policy Manual, Section A: Foundations and Basic Commitments, Code AD, Adopted March 3, 2001 (see Attachment 1)
- **Broad Educational Goals, K–12** - Policy Manual, Section A: Foundations and Basic Commitments, Code ADA, Adopted November 30, 1983 (see Attachment 2)
- **Instruction: Goals of Instructional Program** - Policy Manual, Section I: Instructional Program, Code IA, Adopted January 3, 2008 (see Attachment 3)

The Strategic Plan goals are aligned with the School Committees' goals and references and are provided in each goal and explanation. The Plan also reinforces the School Committees' commitments to an up-to-date, innovative, multicultural and academic challenging curriculum that informs creative, multi-faceted instruction provided in a welcoming inclusive learning environment for ALL students, regardless of race, social class, gender, culture, language, religion, sexuality, academic success, or physical abilities. A copy of each of the three policies is included in this plan to ensure everyone can access, read, and explore the connections of the ARPS Strategic Plan and the School Committees' policies.

COMMON DEFINITIONS

The Plan builds coherence across the district and with School Committees' policy and work by defining common terms including the following key terms.

All Students

Throughout the plan, **"all students"** represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.[1]

Culture and Inclusive Curriculum

Culture can be defined as a dynamic, socially constructed system of meanings, values, beliefs, practices, and identities that people learn and negotiate through interaction with others. Within a culture, there can be many cultures, meaning that culture is not singular or fixed but layered and multifaceted. Individuals simultaneously belong to multiple discourse communities shaped by race, ethnicity, gender, Indigenous identity, sexual orientation, political affiliation, and other lived experiences, each of which influences how culture is understood and expressed.

Because culture is learned and dialectical, it is continuously shaped through relationships, dialogue, and power structures, rather than existing as a static set of traditions.[2] This understanding highlights that identity is constructed in diverse ways within any cultural context. In educational settings, recognizing culture as plural and evolving underscores the importance of inclusive curricula. When students see their identities represented, honored, and valued in what they learn, they are more likely to feel a sense of belonging and confidence, supporting their ability to succeed both in and out of school.[3]

Culturally and Linguistically Sustaining Practices

Practices that affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural

[1] Massachusetts Department of Elementary and Secondary Education. (2023). School level administrative rubric for educator evaluation.
[2] Nico, S. (2010). Language, culture, and teaching: Critical Perspectives. Routledge.
[3] Bass, E.L., & Azano, A. P. (2024). Reading and writing in place: Connecting rural schools and communities (p. 30). Lexington Book.

competence and sociopolitical consciousness; and from explicit instruction in the functions of language.[4]

A glossary is included in the ARPS Strategic Plan as Attachment 4. The glossary will continue to be expanded as the plan is implemented and other terms that need common defining are identified.

[4] Massachusetts Department of Elementary and Secondary Education (2023). School level administrative rubric for educator evaluation.

WHAT SUCCESS LOOKS LIKE

Strategic Direction



What we aspire to be, our role in achieving it, and underlying foundation to support the journey.

Portrait of a Graduate



The competencies or dispositions our students should possess upon graduation to thrive in college, career, and life skills.

WHAT IS MOST IMPORTANT TO FOCUS ON

Student-Focused Goals



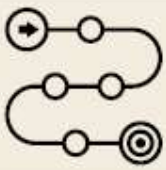
Key Measures



Goals so every student becomes a successful graduate and the measures to monitor our progress in achieving them.

HOW WE WILL GET THERE

Strategies and Milestone



Key Implementation and Impact Measures



Multi-year focus areas and work that leverage current strengths and opportunities while addressing areas of improvement that if implemented with excellence will have the anticipated impact on student learning, growth, and success.

Portrait of a Graduate



Stakeholders, including School Committee members, parents, community members, and Amherst-Pelham Public Schools leaders and staff, came together and identified the competencies or dispositions a student should possess upon graduation to thrive in college, career, and life skills. Additional stakeholders including middle and high school students provided feedback and our portrait was visualized.

Strategic Direction



We used our Portrait to guide the development of our vision, purpose, and values that provide a strong foundation for our work.

Student-Focused Goals



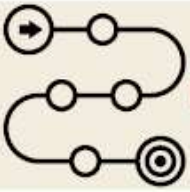
Stakeholders continued to work together and created student-focused goals along with measures to gauge our progress in reaching our goals.

If we ... Then ... And ...



Theories of change were created as strategies to define the critical work needed to realize our goals. Implementation and impact measures were identified as part of a rigorous accountability process to hold us true to our work.

Strategies and Milestone



Teams of stakeholders identified critical work that together we will complete over the next three years.

The plan is just the beginning. We are establishing a performance cycle and routines to continuously gather implementation and impact data and use the data to make needed adjustments to maintain steady progress. Once a strategy is implemented as a routine, others will be added to our plan based on data and needs.

ARPS STRATEGIC DIRECTION

VISION

Amherst-Pelham Regional Public Schools is a cohesive and collaborative school district partnering with students, caregivers, and the community so students are prepared to pursue their postsecondary ambitions.



PURPOSE

The purpose of the Amherst-Pelham Regional Public Schools' Strategic Plan is to engage employees, partners, and the community in providing all students with an uncompromising, effective education that empowers them to become self-determined individuals who are adaptable problem solvers, critical thinkers, innovative creators, skilled communicators, and responsive citizens.

VALUES

- Accountability through ownership of actions, results, and decisions fostering trust and improved performance.
- Collaboration which leads to more innovative and effective solutions, contributing to both individual and collective success.
- Diversity by recognizing, respecting, and appreciating the unique characteristics of individuals and groups, and creating an environment where everyone feels valued, respected, and included.
- Growth Mindset through effort, learning, and perseverance in the face of challenges.
- Respect by treating others with consideration, empathy, and kindness, while also valuing their unique perspectives and experiences.

OUR TARGET

Our work is student-focused guided by our Portrait of a Graduate, the shared vision of the knowledge, skills, and competencies we believe students should develop by the time they graduate. The knowledge, skills, and competencies may look different for each student and are developed throughout a student's K–12 learning experiences.

Portrait of a GRADUATE

LEVERETT SHUTESBURY AMHERST PELHAM

Amherst Regional Public Schools

ARPS

- **ADAPTABLE PROBLEM-SOLVER**
- **RESPONSIVE CITIZEN**
- **CRITICAL THINKER**
- **SELF-DETERMINED INDIVIDUAL**
- **INNOVATIVE CREATOR**
- **SKILLED COMMUNICATOR**



1 Adaptable Problem-Solver who

- Applies learned academic skills and processes to analyze problem and identify possible solutions
- Considers the diverse experiences of others in analyzing and solving problems,
- Collaborates with others giving and receiving ideas and feedback, and
- Works toward solutions that foster inclusive and affirming environments for all identities.



2 Critical Thinker who

- Breaks down complex information into smaller parts to better understand its components and relationships,
- Reflects and stays open to new ideas,
- Diligently seeks relevant factual information, and
- Evaluates and uses information through a lens of inclusion, considering different perspectives, experiences, and solutions.



3 Innovative Creator who

- Is visionary, resourceful, and forward-thinking,
- Challenges established conventions and is willing to take risks,
- Conceptualizes and visualizes pioneering ideas, and
- Promotes inclusivity, representation, and equity for all identities.



4 Responsive Citizen who

- Is aware and values diversity,
- Actively applies their understanding and skills into action,
- Advocates for equity and inclusion for all, and
- Makes ethical, moral, technological, and financial decisions to make a positive impact locally and globally.



5 Self-Determined Individual who

- Focuses on self-care, self-advocacy, and continuous learning,
- Demonstrates empathy and concern for self and other identities,
- Perseveres through difficult situations, and
- Maintains a positive attitude towards learning and personal growth while pursuing academic skills and competencies to be successful beyond high school.



6 Skilled Communicator who

- Conveys messages in a clear, authentic, and respectful way,
- Actively listens to understand diverse perspectives,
- Fosters inclusive dialogue that is respectful of other identities, and
- Adapts to various communication needs, styles, and cultural nuances.



Academic skills learned through varied learning approaches are key to our students becoming a successful graduate.

It is important to engage students in

- Acquiring academic skills in a variety of subject areas including English language arts, financial literacy, math, science, social students, languages, and the arts
- Sequencing information in a logical manner and using reasoning to develop critical thinking skills
- Flexible thinking, pattern recognition, and experimentation to develop problem-solving skills that transfer to a variety of real life situations
- Developing clarity around core values, civic responsibility, conflict resolution, and understanding rights and responsibilities and the role of freedom to apply as a responsive citizen
- Developing health and wellness skills including using a growth mindset and being accountability for one's own behavior and learning performance
- Constructing arguments with supporting evidence, analyzing and synthesizing information, and understanding different perspectives to communicate in different ways.







Examples of skills are provided below; however, this is not an all-inclusive list. It is important to consider what the skills look like at different levels of development and for different students including neurodiverse and students with disabilities.



Adaptable Problem-Solver

- Math
- Ethics
- Flexible thinking
- Pattern recognition
- Hands on practice/real world application
- Science
- Experimentation and take risks



Critical Thinker

- Reading comprehension and literacy skills
- Sequencing information in a logical manner
- Reasoning



Innovative Creator

- All academic skills
- TV and film production
- Arts
- Project-based learning (innovation as part of rubric)
- Interdisciplinary learning
- Student voice and choice
- Understanding how and when to use tools



Responsive Citizen

- English, history, math, financial literacy, arts/drama
- Civics, social contracts, rights and responsibilities
- History
- Language classes Understanding role of freedom and assessment in growth
- Real work, place-based application of knowledge and skills
- Transferability of skills
- Conflict management



Self-Determined Individual

- Construct arguments and support with evidence, anticipate objections
- Synthesizing
- STEM
- Active listening
- Understanding of history and different interpretations
- Understanding of different audiences
- Working with feedback
- Communicating on different platforms and media
- Public speaking
- English Language Arts
- Social Studies



Skilled Communicator

- Construct arguments and support with evidence, anticipate objections
- Synthesizing
- STEM
- Active listening
- Understanding of history and different interpretations
- Understanding of different audiences
- Working with feedback
- Communicating on different platforms and media
- Public speaking
- English Language Arts
- Social Studies

OUR STUDENT-FOCUSED GOALS



Our goals are student-focused and aspirational as they represent ALL students. We strive to move closer to achieving each goal, so ALL students are prepared to access and pursue the postsecondary options of their choosing. The goals and related strategies align with the School Committees Mission Statement (See Attachment 1) stated in Policy Manual, Section A March 2001, Broad Education Goals stated in Policy Manual, Section A, November 1983 (Attachment 2), and Instruction: Goals of Instructional Programs stated Policy Manual, Section I, January 2008 (Attachment 3).

GOAL 1.

All students have academic and authentic, real-world, and culturally relevant learning experiences that deepen curiosity and self, community, and global understanding to be successful in their postsecondary pursuits. *(Aligned with School Committee Broad Education Goals 1, 4, and 5)*

Measures

- Percentage of educators implementing the standards-based curricula, including social justice standards, and differentiate instruction based on student data
- Percentage of classrooms providing learning opportunities that actively engage students in building and applying skills to real world and culturally relevant experiences based on classroom walkthroughs, observations, and educator evaluation data

- Percentage of students demonstrating a measurable increase in their self, community, and global awareness by identifying at least three distinct learning experiences that integrate classroom study with authentic real-world or cultural engagement
- Percentage of students with increased rates of engagement in positive behaviors to improve culture and climate

STRATEGY 1.1.

IF we, working with families, cultural and social organizations, and existing best practices, create guidance with examples and resources of authentic, real-world, and culturally responsive learning experiences aligned with our standards and curriculum, **Then** teachers will use the guidance to embed authentic, real-world, culturally relevant learning experiences into rigorous standards-based instruction, **And** all students will deepen their curiosity and understanding of self, community, and the global world by applying their learning skills in authentic, real-world, interdisciplinary, and culturally relevant experiences to be successful in postsecondary pursuits. *(Aligned with School Committees Instruction: Goals of Instructional Program 1, 2, 4 , and 11)*

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

-Final guidance with accompanying examples, resources, and sample unit and lesson plans

-Completed trainings, training schedule, materials, and completed training evaluations and work

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

-User access of exemplary practices when available on a website

-Review of sample district curricula unit and lesson plans that integrate authentic, real-world, culturally relevant learning experiences

-School and classroom walkthroughs

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

-Increase in student application of skills to real life problem-solving

-Increase in student performance on critical thinking, problem-solving, and the application of knowledge items

MILESTONES

2026–2027	2027–2028	2028–2029
1. Implement the new K–6 literacy curriculum with a lens on connections with culturally relevant experiences and consider expanded lesson plans with cultural connections.	2. Continue implementing the K–6 literacy curriculum with a lens on connections with culturally relevant experiences and create and share sample exemplar lessons with student work.	3. Continue implementing the K–6 literacy curriculum with a focus on connections with culturally relevant experiences and use PLCs to share exemplary lesson plans, student work, and expanding lesson plans.
4. Conduct activities to engage students and families in creating awareness, buy-in, and create basic My Career Academic Plans.	5. Use My Career Academic Plans to guide conversations to build student ownership, relevancy, and relationships between the plans and each student's career path.	6. Teachers and students co-utilize the My Career Academic Plans to integrate academic and real world learning experiences based on student interests and provide examples of plans and related work.
	7. Provide training and explore learning integration across subject areas that may include place-based and project-based experiences.	8. Create expectations, examples, and a rubric to create learning opportunities that integrate academic and real–world learning experiences.
9. Develop entrepreneurship skills and activities to embed in current standards and curriculum to build student capacity in this career pathway. 10. Identify entrepreneurship opportunities for students and build an entrepreneurship apprenticeship program as part of a career pathway option for students.	11. Pilot the entrepreneurship apprenticeship program. 12. Evaluate the pilot and use evaluation data to adjust program.	13. Continue implementation of the entrepreneurship apprenticeship program and share successes to encourage other students to participate in the program.

2026–2027	2027–2028	2028–2029
14. Establish collaborative workgroup for 6th, 7th, 8th grade group with high school representation to: • Explore the curriculum for current opportunities for academic and real world learning experiences and identify gaps beginning with the math curriculum • Identifying curricular lessons that integrate academic and real world learning experiences • Identify strategies to provide mechanisms to identify student interests and opportunities for academic and real world learning	15. Continue implementing math with integration of academic and real–world learning experiences in 6th, 7th, and 8th grades and using strategies to identify student interests and opportunities for academic and real–world learning. 16. Establish collaborative K-5 workgroup with 6th grade and middle school representation to: • Explore the curriculum for academic and real–world learning experiences and identify gaps • Identify ways to address the gaps so academic and real–world learning experiences are integrated through different learning activities • Identify strategies to provide mechanisms to identify student interests and opportunities for community connections for project experiences in grades K–5	17. Peer to peer sharing and collaboration in grades K–8 on integrating academic and real–world learning experiences across subject and grade levels.
18. Explore current mechanisms (schoolwide events, parent teacher conferences, IEP meetings, site based councils) and levels of authentic and effective family engagement, successful models of authentic family engagement in	19. Create and use tools to monitor the consistent use of identified strategies to collaborate with families on student learning. 20. Use monitoring data to identify and provide differentiated professional learning to address consistency in	21. Assess the effectiveness of strategies to collaborate with families on student learning while continuing to implement additional strategies as needed.

2026–2027	2027–2028	2028–2029
student learning and identify and provide training to implement evidence-based strategies to collaborate with families in student learning as indicated by the Professional Teachers Standard III-C Collaboration.	using strategies to collaborate with families in student learning.	

GOAL 2.

All students are engaged in teaching and learning that uses the district's standards-based curricula with high-quality instructional materials and resources that prepare them to access and benefit from pathways to postsecondary options. *(Aligned with School Committee Broad Education Goals 1, 4, and 7)*

Measures



- Percentage of students who demonstrated growth as measured by state and district assessments
- Percentage of students who are proficient as measured by state and district assessments
- Increase in student attendance rates
- Percentage of students who successfully engage in postsecondary options one year after graduating
- Percentage of students who successfully engage in postsecondary options 5 years after graduating
- Percentage of students whose course selection and extracurricular activities align with postsecondary aspirations
- Percentage of students demonstrating progress as reported by IEPs or Tier progress reports

STRATEGY 2.1.

IF we develop and implement a structure of teaching and learning expectations for the use of standards, curricula, resources, and interventions, **Then** educators will use the framework to plan and provide high-quality instruction, services, and support, **And** all students will be provided high-quality learning opportunities that prepare them to access and benefit from pathways to postsecondary options.
(Aligned with School Committees Instruction: Goals of Instructional Program 1, 2, and 7)

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

-Creation of a Teaching and Learning Expectations Framework for the use of standards, curricula, resources, and interventions

-Completed professional learning on the Teaching and Learning Expectations Structure or Framework

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

Consistent use of the Teaching and Learning Expectations

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

Increase in student outcomes

MILESTONES

2026–2027	2027–2028	2028–2029
1. Continue identifying and sharing the teaching and learning	2. Use look-for tools and resources to conduct fidelity checks on teaching	3. Continue to refine teaching and learning expectations, use the look-

2026–2027	2027–2028	2028–2029
expectations and refining look-for tools and resources for use at the secondary (middle and high school) levels.	and learning expectations and address gaps through feedback, follow-up, or differentiated professional development.	for tools and resources to conduct fidelity checks on teaching and learning expectations, and address gaps through feedback, follow-up, or differentiated professional development.
4. Identify and share math teaching and learning expectations related to and create look-for tools and resources for use at the elementary level.	5. Expand the math teaching and learning expectations related to and create look-for tools and resources for use at middle school (grades 6th, 7th, and 8th).	6. Use look-for tools and resources to conduct fidelity checks on math teaching and learning expectations and address gaps through feedback, follow-up, or differentiated professional development.
7. Provide professional learning and opportunities for practice in identifying and using Tier 1 interventions to address the diverse needs and strengths of all students.	8. Use data with a teaching and learning expectations lens to identify and implement Tier 1 interventions to address the diverse needs and strengths of all students.	9. Assess the use of data with teaching and learning expectations lens to identify the diverse needs and strengths of all students and the impact of Tier 1 for interventions in meeting student needs and strengths.

STRATEGY 2.2.

IF we develop and implement a differentiated professional development plan based on educator individual and group needs, **Then** educators will consistently use the standards-based curricula and high-quality instructional materials to create, deliver, and refine lesson plans that address student needs, **And** all students will be engaged in high-quality learning opportunities to prepare them for postsecondary pathways. *(Aligned with School Committees Instruction: Goals of Instructional Program 1, 2, 6, and 7)*

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

-Creation of a Professional Learning Plan with topics, purpose, participants, and timelines

-Completion of professional learning according to the Professional Learning Plan

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

Teachers consistently using the standards-based curricula and high quality instructional materials to create, deliver, and refine lesson plans that address student needs

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

Increase in student outcomes

MILESTONES

2026–2027	2027–2028	2028–2029
1. Create a professional development plan based on data that provides professional learning to school leaders to build instructional leadership capacity and practices.	2. Implement the school leaders professional development plan and assess the use of learned practices.	3. Implement the school leaders professional development plan and assess the use of learned practices.
	4. Create a professional development plan based on data that provides instructional staff (teachers and paraprofessionals) skills needed to consistently use standards-based	5. Implement the instructional staff professional development plan and assess the use of learned practices to create, deliver, and refine lesson plans that address student needs.

2026–2027	2027–2028	2028–2029
	curricula and high-quality instructional materials to plan, deliver, and refine lesson plans that address student needs.	

GOAL 3.

All students will develop understandings in the academic, social, and community contexts of learning that build the foundation of knowledge, skills, and competencies from preschool through grade 3. *(Aligned with School Committee Broad Education Goals 1, 2, and 3)*

Measures

- Percentage of Pre-K through 3rd grade demonstration growth of knowledge, skills, and competencies using state and district screeners and assessments aligned with the MA State Guidelines for Preschool and Kindergarten Learning Experiences and state standards for grades K–3rd grade
- Percentage of Pre-K through 3rd grade demonstration proficiency on state and district screeners and assessments aligned with the MA State Guidelines for Preschool and Kindergarten Learning Experiences and state standards for grades K–3rd grade

STRATEGY 3.1.

IF we consistently implement our K–3 district standards-based curricula with high-quality instructional resources, **Then** educators will use the standards-based curricula with high-quality instructional resources to provide instruction in grades K–3, **And** all students will have the foundational knowledge, skills, and competencies to be prepared for learning beyond third grade. *(Aligned with School Committees Instruction: Goals of Instructional Program 1, 2, 4, and 7)*

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

-Agreement on common high-quality instructional materials aligned to the K-3rd grade standards-based curricula.

-Decision-making guidance and processes on the purchase and use of high-quality instructional materials aligned to the K-3rd grade standards-based curricula.

-Completed professional learning on decision-making and use of high-quality instructional materials aligned to the K-3rd grade standards-based curricula.

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

Evidence of educator use of high-quality instructional materials aligned to the K-3rd grade standards-based curricula in planning and instruction

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

Increased student foundational knowledge, skills, and competencies

MILESTONES

2026–2027	2027–2028	2028–2029
1. Conduct an analysis of the K–3rd grade practices and instructional materials currently being used within and across schools and identify those high-quality instructional materials that align with standards and curricula that will be used consistently and gaps.	2. Utilize the "look-for" tools developed in Goal 2 to provide feedback to teachers and schools on the consistent use of identified common high quality instructional materials that are to be used. 3. Expand the analysis from 2025–2026 to 4th and 5th grade practices and high-quality instructional materials for alignment with K–3	5. Continue consistent use of common high-quality instructional materials and fidelity checks using "look-for" tools. 6. Implement high-quality instructional materials' purchasing and use guidelines and procedures to make decisions related to high-quality instructional materials.

2026–2027	2027–2028	2028–2029
	practices and high-quality instructional materials for alignment with K–3. 4. Develop high-quality instructional materials purchasing and use guidelines and procedures to make decisions related to high-quality instructional materials.	7. Evaluate the use and efficacy of the high-quality instructional materials in K–3rd grades.

STRATEGY 3.2.

IF we implement an MTSS framework in grades K–3 with integrity, **Then** educators will be identifying and providing students with interventions based on their identified needs, **And** all students will have the foundational knowledge, skills, and competencies to be prepared for learning beyond third grade. *(Aligned with School Committees Instruction: Goals of Instructional Program 3, 6, and 8)*

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

Evidence of a clear MTSS framework with guidance and examples

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

-Evidence of adherence to MTSS protocols & procedures

-Proof of evidence-based instruction at all three tiers

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

Increased student foundational knowledge, skills, and competencies

MILESTONES

2026–2027	2027–2028	2028–2029
1. Identify professional learning needs through analysis of staff understanding and use of MTSS in grades K–3 and provide differentiated training to address gaps in understanding and consistent use.	2. Conduct case studies of MTSS use in grades K–3 to identify exemplars of MTSS use for identification and intervention and continued gaps in use. 3. Provide targeted training using case exemplars to address gaps in MTSS use in grades K–3.	4. Using the K–3 model, expand analysis, training, and case studies in grades 4th through 8th to address gaps in consistent use of MTSS in meeting student needs.

STRATEGY 3.3.

IF we expand our preschool program based on student needs, **Then** families will enroll students in our preschool program, **And** all preschool students will be prepared for kindergarten. *(Aligned with School Committees Instruction: Goals of Instructional Program 1, 2, 4, and 7)*

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

-Increase in pre-k program staff and classrooms

-Evidence of the establishment and ongoing work of a early childhood visionary team

-Shift to a birth through 3rd grade early childhood emphasis

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

Evidence of a connected birth through 3rd grade early childhood empahsis with strong collaboration between general education and special education and transitions services

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

-Increase in students with foundational skills to transition successfully from early childhood, to pre-school, to kindergarten education settings and services

-Increase in students reading for 3rd grade.

MILESTONES

2026–2027	2027–2028	2028–2029
1. Staffing: Secure needed staff to expand preschool program to meet student needs for SY 2026–2027: • Full time assistant to the Preschool Administrator • Full-time Preschool BCBA (serving in both the Crocker Farm location and in community preschools) • Part-time mental health support available to the preschool program • Additional 1.0 Preschool Special Education Teacher (serving in both the Crocker Farm location and in community preschools) • Two 1.0 Preschool paraeducators (serving in both the Crocker Farm location and in community preschools) • Discussion to take place around the current cost of contracting TDS to complete evaluations and community Speech and Language Therapy vs. hiring an additional 1.0 SLP	2. The following will be successfully in place in the program: • One new, fully certified and highly skilled preschool special education teacher who provides classroom services at the AEEC program and within the community • Two new highly skilled paraeducators who, under the guidance and supervision of the Preschool Administrator and other professional team members, are able to provide services within an AEEC classroom and community preschool • A full–time Preschool BCBA successfully in place	3. Continue to assess current program and needs to identify if continued expansion needs occur and secure staffing accordingly.
4. Space: Work with Derek Shea/Incoming Principal to identify space for one additional preschool classroom for FY 27 and beyond.	5. No additional needs anticipated at this time. It will be the responsibility of the Preschool Administrator to monitor this need and to liaise with	6. No additional needs anticipated at this time. It will be the responsibility of the Preschool Administrator to monitor this need and to liaise with

2026–2027	2027–2028	2028–2029
	district leaders around fluctuating space needs in the preschool–fifth grade. Will 6 classrooms be viable, given changing enrollment numbers, over the next 3 years? Should alternative spaces be considered?	district leaders around fluctuating space needs in the preschool-fifth grade. Will 6 classrooms be viable, given changing enrollment numbers, over the next 3 years? Should alternative spaces be considered?
7. Resources: Work with finance and SSO to identify FY 27 funding for: • Furniture/teaching resources, non-consumable materials for new classroom (estimated one-time expense of $10-12k) • An increase in the preschool materials budget from $4k per year to $5-6k per year to account for increased student enrollment and inflation	8. Continue to work with finance and SSO to identify funds to continue program expansion based on student enrollment and needs.	9. Continue to work with finance and SSO to identify funds to continue program expansion based on student enrollment and needs.
10. Ethos/Ideas: Create an early childhood visioning team (including early Intervention stakeholders, Pediatricians, AEEC preschool team members, community preschool team members and K–2 team members) to address/discuss: • Importance of the birth to 3rd grade experience for future academic success and well-being • Identification of essential birth to 3rd grade experiences for future academic success and	11. Committee up and running for the duration of the school year; working towards goals set out in previous school year. By the end of the school year, the committee will present the Superintendent with proposal for further preschool expansion.	12. Continue to support committee and leverage its work to build a strong partnership to build and sustain birth through 3rd grade learning experiences for all students' future academic success and well-being.

2026–2027	2027–2028	2028–2029
well-being • Identification of essential skills and abilities needed for a successful kindergarten transition		

GOAL 4.

All students will be supported through schools and the district working in partnership with families, caregivers, and the community to meet their diverse needs. *(Aligned with School Committee Broad Education Goal 1)*

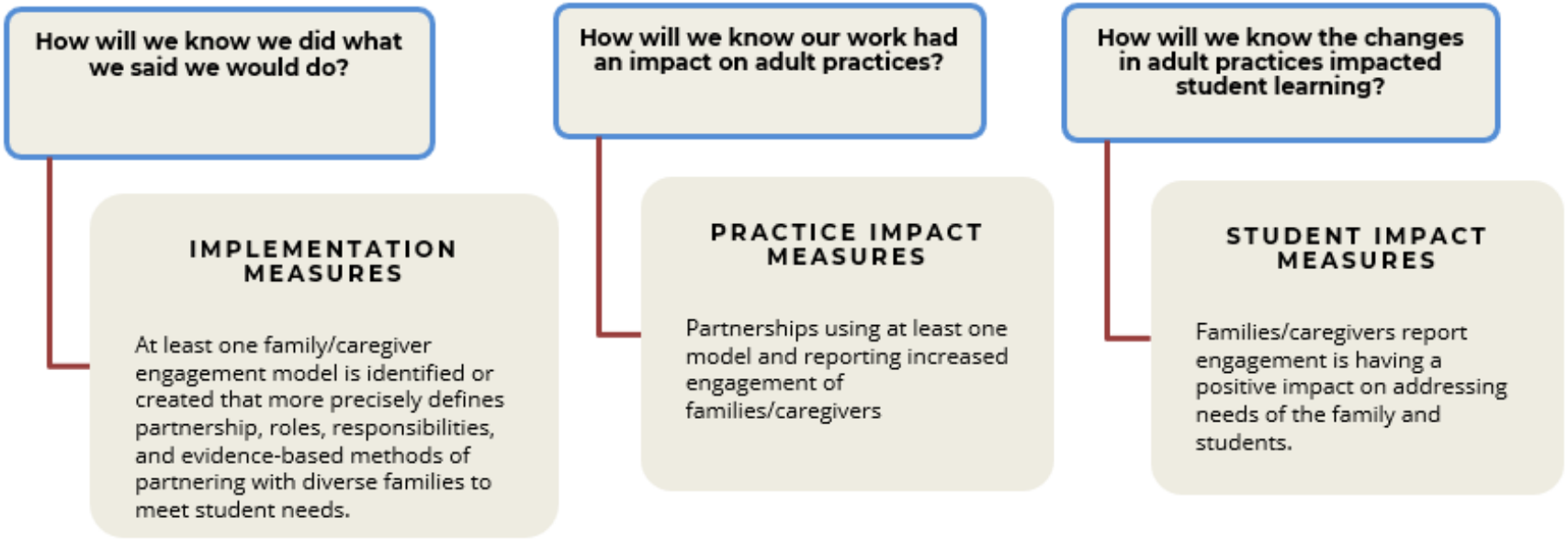
Measures



- Percentage of educators that share communication on an approved platform, i.e., Parent Square.
- Increased family and caregiver responses on surveys, i.e., climate surveys, indicating high satisfaction with aspects of partnership in supporting diverse needs of their students.
- Increase in family and caregiver high satisfaction in school and district communication including access to digital report cards, digital family reports, student grades, or educator messages .
- Increased caregiver participation rate in family-educator conferences and school-related and district-wide events.
- Increase in student performance and well-being metrics among diverse learners and those identified in subgroup demographics that have received support through partnerships.
- Increase in funding sources, awarded grants, and in-kind contributions through partnerships.

STRATEGY 4.1.

IF we implement an evidence-based family/caregiver engagement model based on research and the diverse needs of our stakeholders, **Then** district and schools will engage families and caregivers through outreach, communication, and resources that will meet their diverse needs, **And** all students will be supported in their diverse needs through positive partnerships with the district, schools, families, and caregivers. *(Aligned with School Committees Mission Statement Goal 6)*



MILESTONES

2026–2027	2027–2028	2028–2029
1. Review, research, and gather input from family/caregiver groups on family/caregiver needs and evidence-based practices to authentically partner with families on student learning.	2. Identify or create and pilot family/caregiver engagement models that utilize community resources to meet the diverse needs and cultural and linguistic diversity of our families/caregivers.	3. Use data gathered from pilot to refine and fully implement preferred family/caregiver engagement models that utilize community resources to meet the diverse needs and cultural and linguistic diversity of our families/caregivers.

2026–2027	2027–2028	2028–2029
4. Create a standard process and guidelines aligned with School Committee policies and district defined procedures on how information can be shared and not shared between the district and its stakeholders including families/caregivers, community partners.	5. Use the standard process and guidelines to work with partners on coordinating and sharing information and resources with families/caregivers that could address students' needs.	6. Continue to use the standard process and guidelines to work with partners on coordinating and sharing information and resources with families/caregivers that could address students' needs and gather feedback on effectiveness and impact of process and guidelines on families and students.
7. Continue to secure and use web-based platforms to maintain an up-to-date website that ensures easy access that is ADA compliant for students and families/caregivers.	8. Identify and secure or create tools to supplement the website that assist students and families/caregivers' access to information and resources.	9. Implement the web-based platform and tools to assist students' and families/caregivers' access to information and resources, gather feedback on the effectiveness and impact of the platform and tools, and make any needed improvements based on feedback.

STRATEGY 4.2

IF we collaborate and communicate with private and municipal community partners on the wants and needs of all students, **Then** ARPS schools, staff, and community partners will co-create programs to address students' needs, especially those that may not have had the access or opportunity to have experienced, **And** all students will be supported with these school experiences; enriched and enhanced by community programs offered in partnership with colleges, town departments, museums, and libraries. *(Aligned with School Committees Mission Statement Goal 6 and Instruction: Goals of Instructional Program 1, 5, 9, and 11)*

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

School and district partnerships with the colleges, town departments, museums, and libraries will be more precisely defined.

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

-District staff and educators as well as families and caregivers will know who their community partners are.

-District staff and educators as well as families and caregivers will know what programs may be available.

-District staff and educators as well as families and caregivers will be able to support student participation in programs.

-Increase in funding partnerships and contributions.

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

-Percentage of students participating in partner-programs

-Percentage of students that self-report on their participation

MILESTONES

2026–2027	2027–2028	2028–2029
1. Co-create a community partnership process and resource map to increase knowledge of community resources and provide a structure for current and future partnerships. 2. Roles and responsibilities, communication methods, resource mapping, and methods to share information among partners and	4. Utilize the community partnership process to expand partnerships to address the wants and needs of all students and revise the resource map as needed.	5. Utilize the community partnership process to expand partnerships to address the wants and needs of all students and revise the resource map as needed.

2026–2027	2027–2028	2028–2029
with families 3. Structure, e.g., organization point of contacts, to include partnership building and sharing quarterly sessions		
	6. Co-create a partnership collaboration framework that can be used to evaluate the effectiveness of partnerships and the impact on students and families.	7. Use the partnership collaboration framework to evaluate the effectiveness of partnerships and the impact on students and families.
8. Co-assess current supplementary partner programs that are available after school or during the summer and the students being served throughout the community and create infographic/list of these and any gaps.	9. Utilize partnership process to gaps in available after school or during the summer programs and the students being served throughout the community and revise resource list as needed.	10. Utilize partnership process to gaps in available after school or during the summer programs and the students being served throughout the community and revise resource list as needed.
	11. Identify professional learning opportunities to support partnerships to meet student and family needs, e.g., grant writing.	12. Provide or participate in professional learning opportunities to support partnerships to meet student and family needs, e.g., grant writing.

STRATEGY 4.3

IF we work with community and other organizations to secure additional funding sources, **Then** Amherst-Pelham Public Schools, staff, and community partners will have the funding to support needed programs and services to address the diverse needs of all students, **And** all students will be engaged in teaching and learning that prepare them to access and benefit from pathways to postsecondary options.
(Aligned with School Committees Mission Statement Goal 6 and Instruction: Goals of Instructional Program 1, 4, 8, and 9)

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

-Number of grant application submitted

-Percentage of grant applications that are awarded

-Number of other additional funds secured through fundraising efforts

-Number of new funding partnerships

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

-Recorded use of funds to support programs and services that meet students' diverse needs

-Impact of funded services and programs on meeting students' diverse needs

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

Increase of students' academic, social-emotional, and career preparation knowledge and skills

MILESTONES

2026–2027	2027–2028	2028–2029
1. Conduct a survey of staff to gather their input on the current culture of the district and its schools and what is needed to strengthen the culture and staff wellbeing. 2. Identify key stakeholders and develop a comprehensive, multi-year fundraising plan with specific, measurable goals and a clear timeline and a donor database for tracking interactions and gifts.	4. Develop and launch a mid-level donor cultivation program (targeting gifts in the $1,000–$10,000 range). 5. Host major fundraising events or small-scale campaigns to drum up additional support and engagement. 6. Prioritize appreciation efforts and consistent engagement with all donors.	7. Explore and implement planned giving programs or endowment building to create a long-term financial cushion.

2026–2027	2027–2028	2028–2029
3. Launch an initial annual fundraising campaign to generate a steady flow of unrestricted funds.		
8. Research potential funding sources, including federal, state, and private foundation grants, which align with the school's mission. 9. Apply for smaller, less competitive grants to build a track record of success.	10. Build a robust pipeline of grant applications, targeting larger, multi-year grants (2-3 years in duration).	11. Utilize pipeline of grant applications while effectively implementing grants awarded.
12. Begin cultivating relationships with potential major donors and program officers through personalized outreach and events.	13. Forge meaningful corporate partnerships and explore potential earned income ventures, such as workshops or consulting services.	14. Sustain partnerships while continuing to cultivate new ones.
	15. Analyze data from campaigns and grants to understand ROI and inform future decisions.	16. Conduct a review of funding efforts and results and develop new three-year funding strategy. 17. Ensure a clear plan for leadership transition and continuity to prevent reliance on a single individual.

GOAL 5.

All students receive their K–12 education from an efficient, collaborative, transparent, and professional school system that is accountable to its vision and mission. *(Aligned with School Committee Mission Statement Goals 5, 7, 8, and 9)*

Measures

- At least 90% of strategic plan milestones are completed annually.
- By the end of five years, at least 90% of strategies have been implemented based on implementation measures and goals have been reached based on measures.

- Percentage of district procedures that continuously align with School Committee policies.
- Decrease in audit and compliance findings and timely resolution of findings.

Communication

- Percentage of stakeholders who indicated district communication is effective.

Curriculum and Instruction

- Consistent use of standards, curricula, formative and summative assessments, and grading by all schools as measured by surveys, lesson plans, and classroom walkthroughs and observations, and analysis of report card grades with MCAS performance.

Facilities

- Increase in timeliness of maintenance response and repairs.
- Increase compliance with facilities' audits.

Finance

- Successful implementation of selected finance recommendations
- Equitable allocation of resources as measured by a resource allocation tool
- Percentage of educators who report having sufficient resources to complete their work
- Percentage of students who report having sufficient resources to participate in and complete classroom work



Human Resources

- Increase in staff well-being and morale
- Increase in staff daily attendance
- Increase in staff retention
- Decrease in teacher vacancies

Technology and Data Use

- Percentage of stakeholders who indicated increased understanding and use of data
- User data indicates continuous use of software platforms and programs

STRATEGY 5.1

If we strengthen the culture of Amherst-Pelham Public Schools and its schools to be more inclusive and focused on being an effective learning organization, **Then** the Amherst-Pelham Public Schools will be a model for its internal and external stakeholders in demonstrating the commitment to all students and their families, especially those of other cultures, identities, and abilities and using a continuous growth mindset to continually improve as an organization, **And** all students and their families, regardless of race, social class, gender, culture, language, religion, sexuality, academic success, or physical abilities, will be welcome, valued, and safe as thriving members of the Amherst-Pelham Public Schools' community.

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

-Completion of culture building activities at all levels of the district and its schools.

-Completion of staff development related to culture building

-Review of documents created as a result of the culture building efforts

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

-Observations of daily interactions, physical environment, and unwritten norms within central office and schools.

-Examples of leaders and school staff modeling positive interactions and behaviors of a more inclusive culture

-Staff attendance rate

-Staff retention and turnover rates

-Staff Climate Survey

-Parent and Community Engagement level

How will we know the changes in adult practices impacted student learning?

STUDENT IMPACT MEASURES

-Student attendance rate

-Positivity Ratios - the ratio of positive recognitions to negative disciplinary actions

-Student discipline data

-Student climate survey

MILESTONES

2026–2027	2027–2028	2028–2029
1. Review current curriculum and identify where revisions are needed to ensure all students see their identities represented, honored, and valued in what they learn.	2. Revise the curriculum as needed to ensure all students see their identities represented, honored, and valued in what they learn. 3. Implement the revised curriculum as needed to ensure all students see their identities represented, honored, and valued in what they learn.	4. Evaluate the effectiveness of the curriculum in ensuring all students see their identities represented, honored, and valued in what they learn and make any needed revisions.
5. Engage stakeholders in defining the optimal inclusive district and school culture. 6. Create active student councils, advisory boards, or forums where students can provide input on the school environment and decisions.	7. Host district-wide events to celebrate the journey, acknowledge contributions, and reinforce the shared values.	8. Host district-wide events to celebrate the journey, acknowledge contributions, and reinforce the shared values.
9. Provide foundational professional development on social and cultural competency, implicit bias, and social-emotional learning (SEL).	10. Integrate SEL into the core curriculum and ensure fair, consistent application of disciplinary policies across all schools, focusing on building capacity over compliance.	11. Integrate SEL into the core curriculum and ensure fair, consistent application of disciplinary policies across all schools, focusing on building capacity over compliance.
12. Ensure all staff model the desired behaviors consistently and that inclusive practices are central to daily interactions, curriculum, and physical environments.	13. Ensure all staff model the desired behaviors consistently and that inclusive practices are central to daily interactions, curriculum, and physical environments.	14. Assess impact of culture building and sustainability efforts and identify needs for next three years. 15. Establish plans for leadership transitions and continued professional development to ensure the culture is not dependent on specific individuals.

STRATEGY 5.2

If we review current policies and related procedures, complete needed updates, provide professional learning on the policies and procedures, and monitor use, **Then** the district policies will be used to effectively support its mission and education services to students, **And** all students receive their K–12 education from an efficient, collaborative, transparent, and professional school system that is accountable to its vision and mission.

How will we know we did what we said we would do?

IMPLEMENTATION MEASURES

District procedures related to school committee policies are up-to-date.

How will we know our work had an impact on adult practices?

PRACTICE IMPACT MEASURES

District procedures are consistently implemented by central staff, school leaders, and school staff.

MILESTONES

2026–2027	2027–2028	2028–2029
1. Collaboratively with the School Committee, create a process to review School Committee policies and district defined procedures with a timeline. 2. Review, revise, or develop district procedures, guidelines, and accountability measures using the	3. Review, revise, or develop district procedures, guidelines, and accountability measures using the process and timeline to ensure alignment with School Committee policies.	4. Review, revise, or develop district procedures, guidelines, and accountability measures using the process and timeline to ensure alignment with School Committee policies.

2026–2027	2027–2028	2028–2029
process and timeline to ensure alignment with School Committee policies.		
5. Provide professional learning on district defined procedures, guidelines, and accountability measures and the related School Committee policies to ensure consistent understanding by relevant staff.	6. Provide professional learning on district defined procedures, guidelines, and accountability measures and the related School Committee policies to ensure consistent understanding by relevant staff.	7. Provide professional learning on district defined procedures, guidelines, and accountability measures and the related School Committee policies to ensure consistent understanding by relevant staff.
8. Create process with and accountability measures to monitor consistent implementation of district defined procedures, guidelines, and use of accountability measures.	9. Monitor the consistent implementation of district defined procedures, guidelines, and accountability measures and address any inconsistencies.	10. Monitor the consistent implementation of district defined procedures, guidelines, and accountability measures and address any inconsistencies.

STRATEGY 5.3

If we maximize data literacy and skills across the district to access, analyze, interpret, and use key data sources and processes for the triangulation of evidence**, then** we will build a culture where we use data to inform our decisions, instructional practices, and operational work, **And** all students will be educated by a more efficient, collaborative, transparent, and professional school system that is accountable to its mission and the School Committee policies.

How will we know we did what we said we would do?

How will we know our work had an impact on adult practices?

IMPLEMENTATION MEASURES

-Technology infrastructure is up-to-date, reliable, and useful.

-Completed data literacy trainings.

PRACTICE IMPACT MEASURES

-The district and its schools are using the technology infrastructure.

-Technology infrastructure meets the needs of the district and its schools.

-Increased consistent use of data cycles to inform instructional decisions.

MILESTONES

2026–2027	2027–2028	2028–2029
1. Analyze the district's technology infrastructure and identify gaps to ensure equitable access and use of data systems.	2. Address gaps in district's technology infrastructure to ensure equitable access and use of data systems.	3. Continue to address identified gaps and evaluate the impact of efforts on equitable access and use of data systems.
4. Identify a collaborative cross district team to develop a data guidebook, resources, and training materials to expand the use of data to support ongoing initiatives.	5. Provide ongoing training using the data guidebook, resources, and training materials to expand the use of data to support ongoing initiatives.	6. Continue providing ongoing training to expand the use of data to support ongoing initiatives while evaluating the impact of the data guidebook, resources, and training on the use of data supporting ongoing initiatives.

2026–2027	2027–2028	2028–2029
7. Continue to build a data-rich culture through activities, data dialogues, and sharing examples and success of the use of data with stakeholders across the district.	8. Continue to build a data-rich culture through activities, data dialogues, and sharing examples and success of the use of data with stakeholders across the district.	9. Continue to build a data-rich culture through activities, data dialogues, and sharing examples and success of the use of data with stakeholders across the district.
10. Expand the use of consistent data cycles to inform instructional decisions.	11. Expand the use of consistent data cycles to inform instructional decisions.	12. Expand the use of consistent data cycles to inform instructional decisions.

STRATEGY 5.4

IF we analyze and adjust our systems' processes, procedures, and resource allocation and reduce inefficiencies and redundancies, **Then** our employees will have the tools and resources to provide impactful services and supports to our schools, **And** all students will be educated by a more efficient, collaborative, transparent, and professional school system that is accountable to its mission and the School Committee policies.

How will we know we did what we said we would do?

How will we know our work had an impact on adult practices?

IMPLEMENTATION MEASURES

-Completed analyses of identified district processes, procedures, and resource allocation

-Reimagined Collective Bargaining Unit Contracts that enable efficient programming, scheduling, staffing and compensation

•Standardized compensation packages including PTO across all Bargaining Units

-Empowered building leadership where over 80% of time focuses on Staff development, student curriculum alignment, and family engagement

-A transparent and collaborative budget development process that is fully disclosed via Public School Committee processs

-Employees report having the tools and resources to complete their work

-Employees report having the opportunity to be heard without a formal grievance

-Stakeholders report increased efficiencies and processes

-All staff understand their CBU and are satisfied with Union Leadership

PRACTICE IMPACT MEASURES

Summary of analyses with identified gaps, redundancies, and inefficiencies with recommended actions

Historical negotiation outcomes

Administrative workload survey

Historical staff grievance

Level services, Master Schedule programming

Survey Results

Number of grievances filed per quarter

MILESTONES

Communication

If we create and implement a comprehensive communication plan that fosters two-way communication, then Amherst-Pelham Public Schools will strengthen trust, transparency, and collaboration with internal and external stakeholders.

2026–2027	2027–2028	2028–2029
1. Develop and launch a district-wide communication plan with protocols for staff, families, and community partners.	2. Implement, monitor, and report progress on the district-wide communications plan.	3. Use progress data to continuously improve communication plan implementation and impact.
4. Establish regular two-way communication forums (town halls, staff listening sessions, family advisory groups).	5. Gather stakeholder input on the effectiveness of the two-way communication forums and use input to improve two-way communication through forums.	6. Gather stakeholder input on the effectiveness of the two-way communication forums and use input to improve two-way communication through forums.
7. Implement a streamlined platform for consistent messaging (website, newsletters, social media, translation services).	8. Evaluate the platform to determine accurate and on-time updates and track user data on the streamlined platform for consistent messaging (website, newsletters, social media, translation services).	9. Use data to continually update and improve the streamlined platform for consistent messaging (website, newsletters, social media, translation services).
10. Conduct annual surveys to measure stakeholder satisfaction with communication efforts and responsiveness.	11. Conduct annual surveys to measure stakeholder satisfaction with communication efforts and responsiveness and use survey results to inform improvement decision.	12. Conduct annual surveys to measure stakeholder satisfaction with communication efforts and responsiveness and use survey results to inform improvement decision.
13. Track engagement metrics (attendance at forums, open rates, feedback response rates).	14. Continue to track engagement metrics and use data to determine if metrics are measuring what we intend to measure.	15. Continue to track engagement metrics and use data to inform areas of improvement for communication.

Compliance

If we strengthen compliance systems and monitoring processes, then Amherst-Pelham Public Schools will ensure legal, fiscal, and ethical accountability while reducing risk and building stakeholder confidence.

2026–2027	2027–2028	2028–2029
1. Review and update all district policies to ensure alignment with state and federal laws.	2. Continue to review and update all district policies to ensure alignment with state and federal laws and track implementation of policies.	3. Review and update all district policies to ensure alignment with state and federal laws and track implementation of policies.
4. Provide compliance training for all administrators and central office staff and use evaluation data of training to revise training as needed.	5. Use recorded training to continuously train staff as needed to ensure understanding of compliance processes and procedures.	6. Use recorded training to continuously train staff as needed to ensure understanding of compliance processes and procedures.
7. Monitor and publicly report compliance with state/federal mandates.	8. Use monitoring data to improve compliance while continuing to monitor and publicly report compliance with state/federal mandates.	9. Use monitoring data to improve compliance while continuing to monitor and publicly report compliance with state/federal mandates.
10. Develop systems to track and resolve grievances, complaints, and corrective actions in a timely manner.	11. Implement systems to track and resolve grievances, complaints, and corrective actions in a timely manner and use data to improve systems as needed.	12. Implement systems to track and resolve grievances, complaints, and corrective actions in a timely manner and use data to improve systems as needed.
13. Conduct annual internal audit of compliance functions and summary findings.	14. Use audit findings to address functions, processes, and procedures to ensure compliance.	15. Use audit findings to address functions, processes, and procedures to ensure compliance.

Facilities

If we establish a long-term facilities management and capital improvement plan, then Amherst-Pelham Public Schools will ensure safe, well-maintained, and future-ready learning environments.

2026–2027	2027–2028	2028–2029
1. Develop a three-year capital improvement plan prioritizing roofs, HVAC, accessibility, and energy efficiency.	2. Implement, monitor, and report progress on the district-wide three-year capital improvement plan including securing funds to complete capital improvements.	3. Use progress data to continuously determine capital improvement needs and adjust plan as needed.
4. Conduct annual facilities audits and publish reports on building conditions and needs.	5. Conduct annual facilities audits and publish reports on building conditions and needs.	6. Conduct annual facilities audits and publish reports on building conditions and needs.
7. Ensure all maintenance requests are logged, tracked, and addressed within defined service timelines.	8. Ensure all maintenance requests are logged, tracked, and addressed within defined service timelines. Address any issues meeting timelines.	9. Ensure all maintenance requests are logged, tracked, and addressed within defined service timelines. Address any issues meeting timelines.
10. Conduct annual staff and student surveys on building conditions to track improvement.	11. Conduct annual staff and student surveys on building conditions to track improvement and use data to inform needed improvements and improve facilities processes.	12. Conduct annual staff and student surveys on building conditions to track improvement and use data to inform needed improvements and improve facilities processes.
13. Ensure Building Maintenance meets acceptable standards.	14. Prepare and implement Capital Pan for all major building and grounds upgrades and grounds upkeep. 15. Kick off $3.00MM roof repair. 16. Upgrade HVAC systems.	17. Sherpa Desk, Annual audits 18. Staff survey if the building conditions have improved.

Finance

If we align financial resources with the district's strategic priorities through transparent, collaborative budgeting, then Amherst-Pelham Public Schools will maximize impact, maintain fiscal health, and strengthen stakeholder trust.

2026–2027	2027–2028	2028–2029
1. Align resources with the strategic plan which will include a balance of priorities, Programming, Master Schedules, SE needs with available funds - Chapter 70, Town Assessments, grants, SE funding.	2. Build a fully automated interface between the two systems, to avoid the need for duplicate data entry and reduce the likelihood of processing error.	3. Identify areas where current contract language may be an impediment to implementing desired efficiencies and cost savings.
4. Evaluate ability to sustain benefit package vs retention of staff.	5. Consider using the Munis HR module in lieu of PowerSchool and the existing manual forms. The Munis Human Resources module is capable of managing these and other Human Resource functions in a more centralized and automated fashion.	6. Train and implement the HR model decided on by the District.
7. Evaluate ability to sustain current SE inclusive model given declining revenues and increasing student need.	8. Review if the Munis Position Control module would be a more effective means for them to ensure budgetary position control with the District.	9. Continue to ensure the budgetary position controls throughout the district.
10. Periodically survey the marketplace to determine if any savings can be realized through the use of alternative plan designs, changes to premium cost sharing (PCS) arrangements, and a change in plan administrators.	11. Evaluate why parents are opting out of the local school district and seek to develop a plan to retain as many students as possible in-district.	12. Use evaluation data to inform ways to bring students back to the district.
13. Ensure that consistent, written policies and practices are enforced around how and when sick leave may be used throughout the District. These policies need to be	14. Market specialized programs to more students from outside the District on a cost-plus basis, as a means of generating net income to the District.	15. Monitor student enrollment in specialized programs to determine if this approach is generating net income to the District and make informed decisions about

2026–2027	2027–2028	2028–2029
clearly communicated and enforced uniformly.		continuing or discontinuing these efforts.
16. Separate EIN's and Separate Munis ERP Entities and evaluate if an alternative method of keeping track of expenses for the three school districts can be devised.	17. With the new Chief Procurement and Compliance Officer position, pursue opportunities for collaborative purchasing with the Town of Amherst and others to achieve cost savings on commonly purchased items.	18. Evaluate effectiveness of collaboration opportunities with the Town of Amherst and others to achieve cost savings on commonly purchased items.

Human Resources

If we improve our human resource functions, processes, and procedures, then Amherst-Pelham Public Schools will maximize its efforts in creating an effective workforce to carry out the district's mission.

2026–2027	2027–2028	2028–2029
1. Review and analyze Human Resources employee evaluation processes, procedures, and resource allocations and identify redundancies, gaps, and needed refinements.	2. Beta test 360 approach to staff performance. Solicit and incorporate qualitative feedback from students and caregivers. 3. Prepare performance improvement plans (PIP) for staff not meeting administrative and educational standards. 4. Establish tolerance for and vigilantly track chronic staff absenteeism. 5. Limit granting of non FMLA leaves of absences. 6. Reduce substitute expenditures	7. Evaluate feasibility of incorporating performance-based bonuses for all staff. 8. PIP submissions. Terminate nonperforming staff based on PIP plans, regardless of seniority

2026–2027	2027–2028	2028–2029
9. Provide training on the new platform for employee evaluations.	10. Operationalize workflows and approvals to ensure completion within 48 hours of receipt.	
11. Conduct instructional time analysis including school administrator time and tasks and identify and address needed changes and resources to ensure at least 80% of a school administrator's time is focused on instructional leadership and family engagement.	12. Budget for and staff building leadership with support to contribute to master schedules, IEP maintenance, MCAS testing & support, PSAT/SAT testing, Time and Attendance Reconciliation, Additional Activity Contracts, Student Activities Bookkeeping, etc. 13. Prepare performance plans for support staff not able to consistently deliver on expectations.	14. PIP submissions. Eliminate nonperforming staff based on PIP plans, regardless of seniority
15. Leverage staff subject matter experts to help inform curriculum and teacher performance.	16. Conduct classroom and observation instructional time and identify and address needed changes and resources to maximize time for instruction.	
17. Review and analyze master schedules to ensure optimal teaching time and shared resources across Districts.	18. Implement master schedules that 1) deliver on State Mandated instructional learning time, 2) facilitate shared staff resources to ensure resource efficiency, and 3) mitigate learning time loss for student athletes and caminantes students.	19. Continue to refine Master Schedule based on student performance and family feedback. 20. Assess and evaluate the "cost/benefit" of later secondary later start times (circadian rhythms, student athletes leaving school early to compete, etc.). Transportation costs, learning loss. 21. Consider adjusting bell schedule.

Technology

If we improve and sustain an up-to-date technology infrastructure, including hardware (e.g., computers, laptops, printers, etc.) and provide continuous training on equipment and software, then Amherst-Pelham Public Schools will have a sustained up-to-date technology enriched environment which is utilized by all employees and schools to enhance teaching and learning for all students.

2026–2027	2027–2028	2028–2029
1. Conduct a comprehensive assessment of the current technology landscape, including network capacity, Wi-Fi reliability, and device inventory. Upgrade core infrastructure components like switches and internet bandwidth to ensure a robust and secure network. 2. Survey staff and students to understand needs and wants for new technology.	3. Design and implement an evaluation process for technology programs including instructional software to determine effectiveness and identify needed improvements.	4. Address improvements through the technology plan. 5. Repeat comprehensive assessment of the current technology landscape and survey to determine progress and identify gaps and needs for the next three years.
6. Review district procedures and guidance related to technology use and security to ensure alignment with School Committee policies.	7. Continue to review and update procedures and guidance based on evolving technology developments and use.	8. Continue to review and update procedures and guidance based on evolving technology developments and use.
9. Update the district's Future Ready Technology Plan, based on plan's implementation and needs identified through the comprehensive assessment of the current technology landscape.	10. Implement and monitor progress of the plan and use progress data to make needed adjustments.	11. Evaluate the implementation and impact of the technology plan and continue to add additional milestones and actions to address evolving needs.
	12. Encourage and support small-scale pilot projects in classrooms to explore new software and tools and gather feedback.	13. Expand implementation of successful pilots using new software and tools.

2026–2027	2027–2028	2028–2029
14. Determine a sustainable budget and schedule for the ongoing replacement of student and staff devices to ensure access to well-functioning equipment.	15. Secure funding and implement replacement schedule to ensure access to well-functioning equipment.	16. Secure funding and implement replacement schedule to ensure access to well-functioning equipment.
17. Continue to implement comprehensive cybersecurity protocols, including firewalls, secure access policies, and staff awareness training to protect student data.	18. Monitor cybersecurity protocols and update as needed.	19. Monitor cybersecurity protocols and update as needed.
20. Continue job-embedded professional development to ensure staff proficiency in using technology for instruction.	21. Continue job-embedded professional development to ensure staff proficiency in using technology for instruction.	22. Continue job-embedded professional development to ensure staff proficiency in using technology for instruction.
23. Connect disparate systems to facilitate better data flow and create initial data dashboards to monitor progress and inform decisions.	24. Optimize the IT support and maintenance structure based on feedback and usage patterns to ensure long-term sustainability.	25. Begin planning and conduct a needs assessment for the next three-year technology cycle, incorporating lessons learned and anticipating future technological needs.

ATTACHMENT 1. SCHOOL COMMITTEES MISSION STATEMENT (CODE AD)

Book	Policy Manual
Section	Section A: Foundations and Basic Commitments
Title	Mission Statement
Code	AD
Status	Active
Adopted	March 3, 2001

MISSION STATEMENT

The mission of our schools is to provide all students with a high quality education that enables them to be contributing members of a multiethnic, multicultural, pluralistic society. We seek to create an environment that achieves equity for all students and ensures that each student is a successful learner, is fully respected, and learns to respect others.

Goal 1 – Develop and maintain an up-to-date, innovative, multicultural and academically challenging curriculum that promotes high standards and success for all students.

Goal 2 – Provide creative, multi-faceted instruction that maintains high standards, engages all students, and enables all students to be successful learners.

Goal 3 – Make all students feel fully welcome and a part of our schools, regardless of race, social class, gender, culture, language, religion, sexuality, academic success, or physical abilities.

Goal 4 – Eliminate the achievement gap among students from different racial, cultural, and socioeconomic backgrounds.

Goal 5 – Address the demands and opportunities facing our schools as a result of the rapid growth int the use of technology throughout our society.

Goal 6 – Increase communication and collaboration among the district's stakeholders—students, parents, teachers, staff, administrators and the larger community—and use parents and the community more effectively as educational resources.

Goal 7 – Hire and retain a high-quality teaching and administrative staff.

Goal 8 – Equip and maintain school buildings to provide healthy, accessible, modern learning environments that support the achievement of our mission.

Goal 9 – Sustain a physically and emotionally safe environment in our schools for students and staff.

ATTACHMENT 2. SCHOOL COMMITTEES BROAD EDUCATION GOALS (CODE ADA)

Book	Policy Manual
Section	Section A: Foundations and Basic Commitments
Title	Broad Educational Goals, K–12
Code	ADA
Status	Active
Adopted	November 30, 1983

BROAD EDUCATIONAL GOALS, K–12

The School Committees endorse the following, with the priorities indicated, as the broad educational goals of our public schools:

School Committee Priority	K–12 Broad Education Goals
#2	1. Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, visual, and computational skills.
#3	2. Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.
	3. Education should provide for each learner access to humanity's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.
#1	4. Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

School Committee Priority

K–12 Broad Education Goals

5. Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.
6. Education should provide each learner with knowledge and experience, which can contribute to an understanding of human similarities and differences which advance mutual respect for humanity and for the dignity of the individual.

#4 Region

7. Education should provide the learner with the skills, experience, and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop capacity to adapt to changing conditions.
8. Education should provide each learner with the knowledge and understanding of the social, physical, and biological worlds and the balance between humanity.
9. Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.
10. Education should provide each learner with the varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

ATTACHMENT 3. SCHOOL COMMITTEES GOALS OF INSTRUCTIONAL PROGRAM (CODE IA)

Book	Policy Manual
Section	Section I: Instructional Program
Title	Instruction: Goals Of Instructional Program
Code	IA
Status	Active
Adopted	January 3, 2008

INSTRUCTION: GOALS OF INSTRUCTIONAL PROGRAM

In keeping with the Mission of the Amherst, Pelham, and Amherst-Pelham Regional Districts, the School Committees affirm the responsibility of the school system:

1. To challenge all students to achieve academically at an internationally competitive level through the acquisition of high-status knowledge, academic achievement, and school membership for every student, from pre-kindergarten to high school graduation.
2. To develop and deliver curricula that adhere to national professional standards, align with state curriculum frameworks, and are consistent with the district instructional priorities and Social Justice Commitment.
3. To eliminate institutional impediments to student achievement that contribute to differences in student achievement and success associated with race or socio-economic status.
4. To provide students with a rigorous, comprehensive, and well-rounded education that extends beyond core subject courses to include fine and applied arts, world languages, health and fitness, and technical and vocational programs.
5. To utilize appropriate, effective, research-based practices and innovative course plans, units of study, lesson plans, pedagogy, and assessment practices.
6. To employ best practices of differentiated instruction to ensure that every student is learning.
7. To maximize each student's achievement directed by district curriculum standards and objectives or, as agreed upon, individualized goals.

8. To provide academic support, enrichment, and other special services and programs to help increase students' achievement.
9. To prepare every student to be successful in higher education, whether the student intends to attend college directly after high school or whether the student has other plans for the future.
10. To nurture every student's curiosity, interests, and aspirations.
11. To prepare and encourage every student to be a participating, responsible citizen within a global society.

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that support the educational goals of the school system.

ATTACHMENT 4. GLOSSARY

GLOSSARY

The terms in the glossary are offered to build understanding and coherence with the ARPS Strategic Plan. The definitions are from sources including the Massachusetts Department of Elementary and Secondary Education. The list is NOT an all-inclusive list, but a list that will continue to expand as the ARPS Strategic Plan is implemented and more terms are identified to be included in the glossary. Contact Meghan Dushko at dushkom@arps.org with questions or suggestions related to the glossary.

Academic Achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real-world contexts.

Cultural Competence: Individuals' affirmation in their own culture and identity and respect and understanding for different cultures and identities.

Culturally and Linguistically Sustaining: Affirming and valuing of students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally Relevant: Aligned with and affirming to students' cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally Responsive Practices: Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. (Supporting Culturally and Linguistically Sustaining Practices)

Curriculum: A sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. (Curriculum Matters)

Curricular Materials: Resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. (Curriculum Matters)

Digital Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments. (Digital Literacy and Computer Science Framework)

Equity: Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. (US Department of Education, Every Student Succeeds Act)

Historically Marginalized Groups: Groups and communities that systematically experience discrimination and exclusion (social, political, economic, and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

Inclusive Curriculum: An educational framework designed to provide equitable access and meaningful participation for ALL students, regardless of background, ability, or identity, by integrating diverse perspectives, cultures, and experiences into learning materials and methods to foster belonging, relevance, and deep understanding for everyone. It moves beyond a one-size-fits-all approach to embrace varied learning styles, cultural backgrounds (including disability and LGBTQ+ identities), and social identities, making education a "window and mirror" for all learners.

Inclusive Practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

Non-Academic Student Outcomes: Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

Universal Design for Learning (UDL): Is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action, and expression. (Multi-Tiered System of Support)