



FREETOWN-LAKEVILLE REGIONAL  
SCHOOL DISTRICT  
DISTRICT STRATEGIC PLAN

2019-2022

# Table of Contents

Planning Committee .....	3
Mission .....	4
Vision .....	4
Core Values .....	5
Goals: What We Want To Accomplish .....	6-11
Pillar 1: Strategic Objective .....	6,7
Pillar 2: Strategic Objective .....	8,9
Pillar 3: Strategic Objective .....	10,11

## Students and Parents

Robert Pacheco - Apponequet Regional High School student  
Aidan Wilson - Apponequet Regional High School student  
John Burke - Parent  
John Olivieri - Parent

## Teachers

Kelsey Cotter - Freetown Elementary School teacher  
Amy Levesque - Freetown Elementary School teacher  
Katelyn Rebello - Assawompset Elementary School teacher  
Kelsey Rivet - Assawompset Elementary School teacher  
Lianne Cory - George R. Austin Intermediate School teacher  
Nikki Gracia - George R. Austin Intermediate School teacher  
Rachael Hayes - Apponequet Regional High School teacher

## Administrators

Richard Medeiros	Superintendent	Elizabeth Sullivan	Principal
Michael Ward	Principal	Barbara Starkie	Principal
Kahlan Dessert	Assistant Principal	Beth Pineault	Principal
Jack Higgins	Principal	Elizabeth Kurlan	Director
Ashley Lopes	Finance Director	Craig Machamer	Technology
Ashley Bouley	Sp.Ed. Admin.	Meredith Foye	Sp.Ed.Admin.

## Community

Steve Owen	School Committee
Marlene Correia	Facilitator

## **Mission Statement**

**The Freetown-Lakeville Regional School District is committed to providing each student with a high quality, relevant education that promotes academic success, well-being, and responsible citizens.**



## **Vision**

**The vision of FLRSD is to provide a high quality, relevant, rigorous education that promotes academic growth and social responsibility in a safe, supportive environment staffed by reflective and collaborative professionals. In partnerships with families and the greater community, we will foster respectful, resilient, engaged and compassionate students who are prepared to contribute to our world.**

## Core Values

**Fidelity to Learning:** In accordance with this core value, the Freetown-Lakeville Regional School Department (FLRSD), as a learning community ...

- Holds high expectations for everyone.
- Believes we are smarter together than alone.
- Supports both academic and social-emotional development
- Understands that the world is changing at a rapid pace and we need to be flexible enough to embrace new approaches that will benefit our students.

**Resilience:** In accordance with this core value, the FLRSD as a learning community...

- Wins when schools, families and local agencies come together to promote success.
- Takes risks, learns from mistakes, and persevere through challenges.
- Believes that effort makes a difference.

**Safety:** In accordance with this core value, the FLRSD as a learning community...

- Makes safety a priority.
- Is accepting, supportive, and inclusive of everyone.
- Celebrates diversity while recognizing commonalities.

**Discovery:** In accordance with this core value, the FLRSD as a learning community...

- Encourages curiosity and discovery
- Values critical and creative thinking and problem solving
- Helps everyone to discover their own strengths and talents to share with others.

## Pillar I Action Plan

<b><i>Strategic Objective</i></b>	<b><i>Create an inclusive and safe learning environment for all students.</i></b>
<b><i>Strategic Initiative</i></b>	1.1 Create common practices for Social Emotional Learning (SEL) Pre-k-12.
<b><i>Strategic Initiative</i></b>	1.2a Educate all staff in safety and security protocols regularly. 1.2b Safety drills/protocols will be executed at least once per term within each school.
<b><i>Strategic Initiative</i></b>	1.3 Provide training for staff in culturally responsive teaching.
<b><i>Strategic Initiative</i></b>	1.4 Communicate the school/district plan for integrating students from sub-separate classrooms into inclusion classrooms or specialist subjects.

### Monitoring Annual Progress:

<b>Process Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
1.1 Social Emotional Learning Committee (SEL) will select prek-3 pilot program	Committee Chair	June 2019	Complete
1.1 Pilot program is executed in Freetown Elementary School (FES) and Assawompset Elementary School (AES)	Principals, Selected Staff	Nov-2019 April 2020	On-going
1.1 Social Emotional Learning committee shares results of pilot with staff	Committee Designees	May - June 2020	On-going
1.1 Vertically align and implement Social Emotional Learning practices 4-12	Committee and Principals	Sept 2020 - June 2021	Pending
1.1 Full implementation of program at Assawompset Elementary School and Freetown Elementary School	Principal, Staff	Sept 2020- June 2021	Pending
1.2a Plan and execute safety protocols annually	SRO and Principals	Sept - June	On-going
1.2b Execution of safety drills	SRO and Principals	Sept - June	On-going
1.3 Professional Development (PD) will be offered by the FLRSD in culturally responsive teaching	Dir. of Curriculum & Assessment	Fall 2020	On-going

1.4 Provide a workshop for all staff to articulate the school/district plan for integrating students from sub-separate classrooms into inclusion classrooms or specialist subjects.	Dir. of Spec. Ed. and Spe. Ed. Admin	2019- 2020 SY	On-going
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**Measuring Impact:**

<b>Early Evidence of Change</b>	<b>Status</b>
Decrease in office referrals	On-going
Decrease in number of adjustment counselor referrals	On-going
Teacher anecdotal notes	On-going
Protocols executed according to schedule	On-going

**Resources Supporting Implementation:**

<b>Resources</b>
Staff training on program
Updated curriculum (binders AES)
Purchase of Curriculum (FES)
Professional Development time

## Pillar II

<b><i>Strategic Objective</i></b>	<b><i>Provide high-quality, relevant and rigorous programs to meet the academic, social and emotional needs of all students.</i></b>
<b><i>Strategic Initiative</i></b>	2.1 Develop a PreKindergarten-12 social/emotional framework and vision.
<b><i>Strategic Initiative</i></b>	2.2 Conduct ongoing curriculum review to evaluate effectiveness.
<b><i>Strategic Initiative</i></b>	2.3 Provide quality, ongoing professional development that supports the curriculum and improves instruction.
<b><i>Strategic Initiative</i></b>	2.4 Provide academic choices to empower and engage students.

### Monitoring Annual Progress:

<b>Process Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
2.1 By the end of 2020 school year, evaluate Social Emotional Learning (SEL) curriculum program at the elementary level to ensure that it aligns with the vision.	Social Emotional Learning Committee mbrs. Dir. of Curriculum & Assessment Principals	June 2020	Pending
2.1 By the start of 2021 - 2022 school year, align approved Social Emotional Learning curriculum at all three elementary schools.	Dir. of Curr. & Assessment Principals Social Emotional Learning Committee	Sept 2021	Pending
*Provide families with an online document (1-2 page parent guide) with grade level expectations for each content area.	Social Emotional Learning Committee mbrs.	Sept 2020	Pending
2.3 Continue the work of the Professional Development committee in providing quality Professional Development that supports a Social Emotional Learning curriculum and instructional practices	Professional Development Committee members Dir. of Curr. & Assessment Principals	2021 & 2022 SY	Ongoing
2.2 During the 2019 - 2020 school year, review current middle school schedule, curriculum and elective options.	Principal/Asst. Principal	Sept 2019 - May 2020	Ongoing



	Social Emotional Learning staff members Dir. of Curr. & Assessment		
2.4 2020 - 2021 proposed plan for middle school elective offerings for initial implementation in the 2021 -2022 school year.	Principal/Asst. Principals Social Emotional Learning staff members Dir. of Curr. & Assessment	Sept 2020 May '21	Pending
2.2 During the 2020 - 2021 school year, review current high school curriculum and elective options while considering the proposed middle school electives.	Principal/Asst. Principal's SEL staff mbrs Guidance Dir. of Curriculum & Assessment	Sept 2020 - May 2021	Pending
2.4 2021 - 2022 proposed plan for the high school elective offerings for initial implementation in the 2022 - 2023 school year.	Principal Assistant Social Emotional Learning staff mbrs.	Sept. 2021 - May 2022	Pending

**Measuring Impact:**

<b>Early Evidence of Change</b>	<b>Status</b>
Decrease in office referrals	Pending
Decrease in number of adjustment counselor referrals	Pending
Teacher anecdotal notes	Pending
Protocols executed according to schedule	Pending

**Resources Supporting Implementation:**

<b>Resources</b>
Staff training on new curriculum
Development of Curriculum & materials
Professional Development time

## Pillar III

<b><i>Strategic Objective</i></b>	<b><i>Provide human, financial, and material resources to support high-quality instruction and engaged student learning</i></b>
<b><i>Strategic Initiative</i></b>	3.1 Prepare and communicate a transparent budget for the community through various media.
<b><i>Strategic Initiative</i></b>	3.2 Develop a plan to recruit new substitute teachers and utilize our current substitutes more efficiently across the district. (request numbers across district)
<b><i>Strategic Initiative</i></b>	3.3 Update curricular resources with print and digital materials as appropriate.
<b><i>Strategic Initiative</i></b>	3.4 Maintain and update facilities maintenance procedures and technology, to ensure safe, comfortable, and effective learning environments throughout the district.

### Monitoring Progress:

<b>Process Benchmark</b>	<b>Responsible</b>	<b>Date</b>	<b>Status</b>
3.1 By 2020, have FY21 budget summaries and details posted on the district website	Superintendent & Dir. of Finance	Spring 2020	on-going
3.2 By conclusion of 2019 data collection and analysis of unfilled daily vacancies.	Dir. of Finance.	Spring, 2019	on-going
3.2 Use previously noted data and develop a plan to recruit new substitute teachers and utilize our current substitutes more efficiently across the district.	FLRSD Admin. Team	Fall 2020	pending
3.3 Yearly review of curricular resources (print and digital materials, in particular) for alignment with state and federal standards	Dir. of Curriculum & Assessment Principals Curriculum Leaders (CL)	Fall annually	on-going
3.3. Research and propose curricular resources to address any gaps identified during the yearly review	Principals Curriculum Leaders	Oct. - Nov. annually	on-going
3.3 Compile a budget reflective of the proposed curricular resources to address identified gaps	Principals Dir. of Curriculum & Assessment Dir. of Finance	Nov. - March annually	on-going
3.3 Utilize newly acquired curricular resources	Teachers Practitioners	Fall/ Spring annually	on-going

3.4 a. Assess facilities maintenance procedures to ensure safe, comfortable, and effective learning environments throughout the district.	Dir. of Facilities Dir. of Finance	Fall annually	on-going
3.4 b. Assess technology, to ensure safe, comfortable, and effective learning environments throughout the district.	Dir. of Technology Dir. of Finance	Fall annually	on-going
3.4 . a. Research and propose maintenance procedures to ensure safe, comfortable, and effective learning environments throughout the district based on any gaps identified during the yearly review	Dir. of Facilities Dir. of Finance	Oct.-Nov. annually	on-going
3.4 b. Research and propose technologies to ensure safe, comfortable, and effective learning environments throughout the district based on any gaps identified during the yearly review	Dir. of Technology Dir. of Finance	Oct. - Nov. annually	on-going
3.4 a. Secure funding from fall town meeting to support capital projects resulting from 3.4 a and b.	Superintendent Dir. of Finance	Nov.-May annually	on-going
3.4 Propose and secure a budget resultant from fall town meeting to support capital projects.	Superintendent Dir. of Finance	Nov. - May annually	on-going

**Measuring Impact:**

Early Evidence of Change	Status
Funding Approval	
Implementation plans	
Review cycle for facilities maintenance	
Creation of technology plan for review cycle	
Recruitment of more substitute teachers in buildings	

**Resources Supporting Implementation:**

<b>Resources</b>
Funding
Curriculum materials
Updated Technology/materials
Updated Maintenance procedures
Increased number of substitute teachers

