

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN



2018-2019

Educational Vision

Together with families and the community, the Freetown-Lakeville Regional Schools provide an enriching, supportive, safe environment in which all students acquire the knowledge and skills needed to thrive as productive, respectful, contributing members of a global society. In schools across the District all staff feel professionally responsible for working toward shared goals that are focused on high-quality teaching and learning. Teachers use agreed-upon research based practices and innovative approaches to deliver a challenging, cohesive, Pre K-12 standards-based curriculum that reflect contemporary knowledge and skills. Highly functional teams in schools across the District use multiple forms of data to question, understand, and improve students' performance and the effectiveness of classroom and school practices. The professional culture of the District is defined by strong forms of internal accountability that drives a continuous process of improvement and contributes to high levels of individual and collective efficacy. Freetown-Lakeville is fully committed to all students and recognizes that it is people and practices that make a difference.

Theory of Action

If all members of our schools develop collective expectations for teaching and learning, are allowed opportunities to build their capacity to meet those expectations, are held accountable by each other for meeting those expectations, and continue to develop relationships with families and the community, then student performance will increase.

District-Wide Goals

The educators of the Freetown-Lakeville Regional School District are committed to the deep implementation of these three core goals to achieve its mission and vision.

1. We will foster a culture of professional responsibility, collaborative decision making and shared practice where all members are collectively committed to our shared vision of continuous improvement
2. Based on the use of multiple data sources, we will provide challenging, research- based instruction and curriculum that meets the needs of all our students.

3. We will foster and promote the building of relationships among families, the community, and the District to facilitate collaboration around the educational mission, vision, and goals of the District.

In order to meet the stated goals, three District objectives have been outlined. Critical issues, strategies/initiatives, and benchmarks/measures of progress have been outlined in the following plan.

Objective #1: Deepen and refine our focus on the instructional core to meet the academic, social, and emotional needs of each child.		
<ul style="list-style-type: none"> ● Curriculum & Instruction – Strengthen alignment of curriculum to the MA Curriculum Frameworks. Create units of study in all areas which progress from grade to grade K-12 ● Development of shared instructional and intervention practices in response to student academic and social needs 		
CRITICAL ISSUES	STRATEGIC INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS
The District is in need of a complete guaranteed and viable curriculum (both grade level and PK-12 vertically aligned curriculum) in all content areas to ensure equity for students across the District and to improve student performance.	Revision and refinement of Units of Study in the following areas: Pre kindergarten <ul style="list-style-type: none"> ● K-12 ELA ● K-12 Mathematics ● K-12 Science ● K-12 Social Studies/History ● K-12 PE/Wellness ● K-12 Music ● K-12 Art ● 6-12 World Language ● 6-12 Elective Areas 	Unit level plans developed (Stages 1, 2, & 3 for core courses and Stages 1 & 2 for elective courses) in all areas noted by June, 2018. Each complete unit of study includes: <ul style="list-style-type: none"> ● Matrix of taught and assessed standards ● Common Unit Assessment ● Vetting documents to ensure quality Instructional Practices <ul style="list-style-type: none"> ● Common instructional practices are identified and consistently implemented across grade levels.
The District is in need of up to date resources (including textbooks, ancillary & support materials) to ensure the guaranteed and viable curriculum can be effectively taught across all subject areas and grade levels.	Execution of a textbook/resource adoption plan to guide the priorities of selecting and purchasing appropriate instructional resources	Development of a PK-12 needs assessment for instructional materials including a prioritization of acquiring materials to support the written curriculum Development of a plan to fund the continued acquisition of resources and instructional materials to support teaching and learning

<p>The District is in need of a comprehensive plan to integrate technology in a way that supports and enhances teaching and learning at all grade levels across the District.</p>	<p>Implementation of the current District Technology Plan</p>	<p>Continuation of the plan to address the continued need for up to date infrastructure and acquisition of devices for teachers, staff, and students</p> <p>Development of a subcommittee to determine how technology will be used to enhance teaching and learning at all grade levels across the District</p>
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CRITICAL ISSUES	STRATEGIC INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS
<p>The District is in need of processes for collecting and analyzing data to determine necessary interventions/enrichment opportunities needed for our students and to provide the interventions/enrichment opportunities to students who are not meeting/exceeding grade level expectations in core content areas.</p>	<p>Development/refinement of data teams at the District and school levels to ensure that District focus/resources are aligned to the priority needs of our students</p>	<p>Development of a District Data Team to review PK-12 data sources which provides critical information around instructional decision-making at the District level</p> <p>Development/refinement of School Based Data Teams to review appropriate school level data sources and provides critical information around instructional decision making at the school level</p>

	<p>Development of an intervention plan to respond to learners that are identified through the process of collecting and analyzing data</p> <ul style="list-style-type: none"> ● Selection/purchase of intervention/enrichment resources that can be used to target students identified for additional services ● Staffing/scheduling of intervention/enrichment programs to meet the identified needs of our students 	<p>Development of school level programs to provide interventions for students in the areas of reading, writing, and mathematics to move student MCAS scores into the proficient range and decrease the percentage of students currently scoring in the needs improvement/warning categories in these state assessments</p> <p>Development of school level programs to address the needs of students who are advanced in MCAS (ELA, Math) in order to provide appropriate enrichment activities to promote continued student growth in these areas</p>
<p>The District is in need of aligned curricula/programming which supports the social and emotional needs of students PK-12.</p>	<p>Development/refinement of intervention teams which study grade span trends and individual students to determine appropriate social/emotional interventions and supports</p>	<p>Each school will continue to develop/refine teams/programs (as appropriate):</p> <ul style="list-style-type: none"> ● Building Based Support Team (BBST) ● Building Educator Support Team (BEST) ● Crisis Intervention Team ●

Objective #2: Professional Growth & Development – Utilize resources to support and develop capacity of our staff in strategic areas to build expertise in pedagogy, content/skills, and technology integration

CRITICAL ISSUES	STRATEGIC INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS
<p>The District is in need of a multi-year professional development plan for certified educators, paraprofessionals, and administrators which provides on-going learning opportunities in areas of identified need.</p>	<p>Refinement of an ongoing needs assessment process which uses multiple data sources and includes the voices of teachers, paraprofessionals, and administrators in selecting, developing, and providing professional development opportunities that meet identified needs</p>	<p>Multi-Year Professional Development Plan</p>

<p>The District needs to continue to refine the process for educator evaluation.</p>	<p>Refinement of the development and approval of goals (student learning goals & professional practice goals)</p> <p>Clearer alignment of student learning goals and professional practice goals to data (including, but not limited to, District determined measures, student/staff feedback, and evaluator rating)</p>	<p>Refinement of the Educator Evaluation Tools</p> <p>Alignment of goals setting process aligned to District/school priorities and student data</p>
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<p>Objective #3: Structures & Supports – Establishment/refinement of processes which accurately reflect District priorities aligned to address strategic objectives Refinement of a budget planning process to reflect the funding and support of District priorities Development of structures to increase involvement and support of families and the community</p>		
CRITICAL ISSUES	STRATEGIC INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS
<p>The District is in need of a financial planning which effectively engages members of both communities and results in a safe and educationally sound learning environment for all students attending schools in FLRSD.</p>	<p>Development of a clear budget which reflects priorities in the areas of:</p> <ul style="list-style-type: none"> ● Facilities ● Staffing ● Technology ● Instructional resources and materials 	<p>A budget which reflects the priorities of the schools as established in conjunction with families and the community</p>

<p>The District needs to continue to build solid relationships with students, families, and the community so that the schools are a reflection of the needs and priorities of all stakeholder groups.</p>	<p>The schools will regularly engage stakeholder groups in the identification of needs and in the processes of establishing initiatives to support the attainment of established goals and priorities.</p>	<p>Development and implementation of a District Strategic Plan (2018-2021)</p> <p>Development and implementation of School Improvement Plans</p>
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