FOXBOROUGH PUBLIC SCHOOLS

PLAN FOR SUCCESS
2021-2025

FOXBOROUGH PUBLIC SCHOOLS
Plan for Success 2020-2025

MISSION

The mission of the Foxborough Public Schools, guided by its core values and in collaboration with the community, is to engage all students in a safe and inclusive learning environment with rich, intellectual, artistic, and character-building educational experiences which empower them to become healthy, productive, and responsible leaders, innovators, and global citizens.

VISION

The Foxborough Public Schools will inspire all students to succeed in and contribute to an ever-changing global society by fostering dynamic, equitable, and integrated learning experiences.

CORE VALUES

- Challenging and innovative educational experiences promote academic excellence by meeting the diverse needs of all students in ways that engage them in their learning.
- A safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.
- Relationships built on mutual respect and kindness among parents, teachers, town organizations, residents and the entire school community ensure a quality education, and are cultivated by ongoing communication and shared resources
- Embracing the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.

THEORY OF ACTION

If we provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff; provide opportunities for educators to collaborate and create common, equitable learning experiences; provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community; and foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion, then our students will succeed in and contribute to an ever-changing global society, by fostering dynamic and integrated learning experiences.

FOUR PILLARS OF SUCCESS

Facilities & Infrastructure	Teaching, Learning, & Pedagogy	Well-being	Diversity, Equity, & Inclusion

STRATEGIC OBJECTIVES

1. Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.	**2. Provide opportunities for educators to collaborate and create common, equitable learning experiences.**	**3. Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.**	**4. Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.**

STRATEGIC INITIATIVES

1.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.	2.1 Develop and implement district-wide, consistent Multi-Tiered Systems of Support to ensure equitable opportunities for all learners.	3.1 Assess the district or school's current SEL Programs and practices to evaluate their quality and build from strengths.	4.1 Identify ways to diversify hiring practices using an equity lens.
1.2. Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning	2.2 Align and create common curriculum documents for all grades and content areas that include opportunities for inquiry-based learning with real-world connections and appropriate rigor.	3.2 Develop and implement district wide consistent SEL assessments/screener to inform/drive SEL curriculum, instruction, and related PD.	4.2 Sustain & expand DEI initiatives that enable students, families, and staff to experience the freedom of full expression through the lens of compassion, connection, & diversity.
1.3 Develop a sustainability plan for technology supports, teaching and learning.	2.3 Identify, administer, and utilize data from Universal Screening tools, such as for a dyslexia screening.	3.3 Build systems to provide ongoing embedded professional development in social, emotional and physical support for all stakeholders.	4.3 Ensure all adults have the skills & knowledge to meet the changing student population/demographics through ongoing professional development by continuing to focus on cultural proficiency and celebrate diversity.
	2.4 Develop, implement, and utilize standards-based common assessments.	3.4 Link evidence-based SEL programs and practices with student-centered curriculum, instruction and environments.	

OUTCOMES

OBJECTIVE 1 (Facilities & Infrastructure)
  A. By June 30, 2025, the Foxborough Public Schools will implement a long-term plan to promote innovative facilities.
  B. By June 30, 2025, the Foxborough Public Schools will collaborate with outside providers to conduct safety and threat assessments for all school buildings.
  C. By June 30, 2025, FPS classroom environments will represent ever-changing practices in teaching and learning
  D. By June 30, 2025, the Foxborough Public Schools will leverage the Massachusetts School Building Authority (MSBA) and other grant funds to support school model modernization and updates to school buildings.

OBJECTIVE 2 (Teaching, Learning, & Pedagogy)
  A. By June 30, 2025, the Foxborough Public Schools will have created and utilized a district-wide Multi-tiered System of Supports (MTSS) system, universal screening tools, and standards-based common assessments.
  B. By June 30, 2025, the Foxborough Public Schools will have developed and utilized systemic, accessible, and common curriculum documents for all grade levels and content areas that include opportunities for inquiry-based learning with real-world connections and appropriate rigor.

OBJECTIVE 3 (Well-being)
  A. By June 30, 2025, a SEL assessment will be in place K-12 to screen and progress monitor SEL needs of all students.
  B. By June 30, 2025, all faculty and staff will engage in targeted professional development focused on providing SEL, physical, and nutrition support.
  C. By June 30, 2025, the Foxborough Public Schools will utilize a Multi-Tiered System of Supports (MTSS) to address SEL and physical wellbeing of all students.
  D. By June 30, 2025, the Foxborough Public Schools will have identified, selected, and implemented evidence based SEL programs k-12.

OBJECTIVE 4 (Diversity, Equity, and Inclusion)
  A. By June 30, 2025, all students and families in the Foxborough Public Schools will feel valued and will see themselves in the curriculum, in the staff, on the walls, and in the selection and use of educational resources with diversity, equity, and inclusion embedded in school and district programs.
  B. By June 30, 2025, the Foxborough Public Schools will implement a comprehensive protocol/resource plan to address issues of diversity, equity, and inclusion.
  C. By June 30, 2025, the staff of the Foxborough Schools will more closely reflect the school community due to the expansion of hiring practices, the use of equitable marketing strategies, and a focus on retention of diverse staff.

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Facilities & Infrastructure
Action Plan 2021-2022

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	1. Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.
Strategic Initiative	1.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures. 1.2 Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning.

Describing Implementation
Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

The District will use multi-layered strategies and leverage technology and innovation to inform future building and facilities improvements, cleaning and sanitization protocols, and technology enhancements to provide a secure, supportive, responsive, and innovative learning environment for all students and staff.

The District will continue working with the DESE (Department of Elementary and Secondary Education), local public health, and our district health and facilities team members to implement best practices and preventative measures to mitigate in-school transmission of COVID-19.

The District will continue working with local police, fire, 911 services, and experts (Synergy Solutions) in emergency response planning. The District will comprehensively evaluate and update our critical incident planning for Foxborough High School. The process will serve as a model for updating critical incident planning for all other Foxborough Schools.

The District will leverage school buildings and technology to innovate learning environments and enhance safety. The District will continue to use technology to personalize learning, promote equitable access and expand learning opportunities outside the traditional school building and day.

The District will implement digital tools and school information systems to improve communications between our schools and parents to improve student safety.

The District will use digital tools and student information systems to personalize digital learning and provide developmentally appropriate technology access.

Defining Key Terms

Term	Definition
Synergy Solutions	The I.M.P.A.C.T. Violent Intruder Program *Incident Management Protocols and Critical Tasks (IMPACT)* I.M.P.A.C.T. is a comprehensive program that develops emergency plans to integrate school capabilities and needs with first responders. Plans are collectively developed with schools, police, fire, and emergency management personnel.

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Utilize a multi-layered strategy to leverage best practices, technology, and innovation to mitigate in-school transmission of COVID-19.	Business Mgr., Facilities Dir., Tech. Dir., Nurse Leader, School Nurses, Board of Health, Public Health Nurse	SY 2021-2022	
Partner with Synergy911 to update Foxborough High School and Ahern Middle School's Emergency & Critical Incident plan, including command coordination for first responders and staff personnel to respond to critical incidents or violent encounters.	District & School Admin, FPD, FFD, SEMRECC	F.H.S.: Sept. '21 Ahern: Winter 2022	
Engage in various drills and refine any methods based on public safety recommendations to ensure valid and effective responses and practices.	Admin, Teachers, Students, FFD, FPD	SY 2021-2022	
Configure mobile panic alarm systems to alert station officers to monitor the school security camera system when the panic alarm is activated.	Business Mgr., Facilities Dir., Technology Director, FPD	July 2021	
Provide professional development opportunities designed to develop a logistical plan for first responders and staff personnel to deal with critical incidents or violent encounters. (IMPACT Intruder Program)	Admin and Synergy Solutions	August 2022	
Implement Safe Arrival application to improve school and parent communication for student attendance.	District and Building Admin., Technology, Parents	February 2022	

Process Benchmark	Person Responsible	Date	Status
Expand the use of the mass notification system to include mobile and SMS messaging technology.	District and Building Admin., Technology, Parents	March 2022	
Expand the implementation of student information systems and solutions (the M365, Azure Cloud, Clever, SSO, Family Zone) to personalized students' access to digital learning materials and implement developmentally appropriate technology safeguards.	Admin, Technology, Curr. Directors & Depart. Heads, Digital Learning Coaches	Fall 2021	
Establish a Building/Facility Committee to investigate needs for future learning environment improvements.	Business Manager and Superintendent	Spring 2022	

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Monitoring and oversight of attendance, transmission rates (contact tracing), and supplies such as ventilation filters, and cleaning supplies & processes, using technology, including Q.R. codes and other digital applications and workflows.	Business Mgr. Facilities Dir., Tech., Dir., Nurse Leader, School Nurses, Board of Health, Public Health Nurse	June 2022	
Implement findings and recommendations from Synergy911 for Foxborough High School and Ahern Middle School. Train High School and Middle School staff on critical incident response. (Improved building security at High School/Vestibule enclosure) Process and schedule established for updating Burrell, Igo, and Taylor Elementary schools Emergency & Critical Incident Plans.	District & School Admin, FPD, FFD, S.E.M.R.E.C.C., Staff, Students	August 2022 June 2022	
Completed 100% of required drills at each school with validation of success by public safety partners (Fire, bus evacuation, school evacuation, stay-in-place, and lockdown)	All stakeholders	June 2022	

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Station officers are alerted to monitor the school security camera system when the panic alarm is activated.	Facilities, Technology, Police	June 2022	
Evidence of understanding and application of professional development outcomes demonstrate safety procedures and practices by staff personnel in preparation to deal with critical incidents or violent encounters.	All stakeholders	June 2022	
An automated system notifies parents and guardians of unanticipated student absences by phone, text, and email. (Lower rate of unexpected student absenteeism)	School Admin, Technology	June 2022	
Administrators use mobile technology to send mass notifications, including Voice, Email, and SMS messages	District and School Admin.	June 2022	
Student information systems use student and teacher demographics and course schedules to automate assigning access to digital learning resources, developmentally appropriate student safeguards, and internet content filtering. (M365, Teams, Clever, Intune, and Family Zone implemented)	Admin, Technology, Curr. Directors & Department Heads, Digital Learning Coaches	June 2022	
Investigate current facility issues to identify obstacles and make recommendations for improvements (Statement of Interest to M.S.B.A. for Taylor Elementary, Classroom learning environments)	Business Manager, Bldg./Facility Committee	June 2022	

Identifying Resources Supporting Implementation

Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
Utilize a multi-layered strategy to leverage best practices, technology, and innovation to mitigate in-school transmission of COVID-19.		Grant Funding Human Resources	Increased FTE .5 Nurse .5 Custodial .1 Technology Support	Grant funding ESSER I, II & III (FY22 & FY23)
Partner with Synergy911 to update Foxborough High School and Ahern Middle School's Emergency & Critical Incident plan, including command coordination for first responders and staff personnel to respond to critical incidents or violent encounters.		District Budget Human Resources	Funding	Estimated Cost $6,000-$7,000 per School Building Partner with Foxborough Public Safety on grant opportunities
Engage in various drills and refine any methods based on public safety recommendations to ensure valid and effective responses and practices.	Additional assistance from Police & Fire Departments Panning and coordinating drills	Human Resources		Police Sgt. and S.R.O.s
Configure mobile panic alarm systems to alert station officers to monitor the school security camera system when the panic alarm is activated.		Human Resources	Hardware, Software, and Installation Support	Estimated Cost $1200 per School Building

Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
Provide professional development opportunities designed to develop a logistical plan for first responders and staff personnel to deal with critical incidents or violent encounters. (IMPACT Intruder Program)		Time on existing P.D. Calendar Human Resources		
Implement Safe Arrival application to improve school and parent communication for student attendance.	Expand capabilities of School Messenger system	Human Resources	Funding	Grant funding ESSER I, II (FY22 & FY23)
Expand the use of the mass notification system to include mobile and SMS messaging technology.	Expand capabilities of School Messenger system	Human Resources		
Expand the implementation of student information systems and solutions (the M365, Azure Cloud, Clever, SSO, Family Zone) to personalized students' access to digital learning materials and implement developmentally appropriate technology safeguards.		Human Resources	Funding	Grant funding ESSER I, II (FY22 & FY23)
Establish a Building/Facility Committee to investigate needs for future learning environment improvements.	School Building Committee	Human Resources		

Teaching, Learning, & Pedagogy
Action Plan 2021-2022

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	2. Provide opportunities for educators to collaborate and create common, equitable learning experiences.
Strategic Initiative	2.1 Develop and implement district-wide, consistent Multi-Tiered Systems of Support to ensure equitable opportunities for all learners.

Describing Implementation

Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

Data Teams, Professional Learning Communities, Student Support Teams and Building Based Support Teams provide a structure to educators to collaborate to support equitable learning experiences for all students. These team structures and the utilization of a Multi-Tiered System of Support framework will be the driving force behind creating equitable learning experiences for students.

Data Teams identify areas of improvement and opportunities for growth by analyzing trends, data, and assessment information. This work informs PLC Teams to determine school and grade level/department goals as well as Student Support Teams for individual student goals.

Consistent structures for systemic support will be implemented district wide. Specifically, this initiative builds on the district's current Response to Intervention (RTI) process. This work will include creating collaborative schedules for Data Teams, PLCs, SSTs and BBSTs at each level – elementary, middle and high. As part of this work a common understanding will be developed and assessed. Schedules will maximize supports for students with targeted professional development provided to staff.

Defining Key Terms

Term	Definition
Multi-Tiered System of Support (MTSS)	Multi-Tiered System of Support is "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making." (ESSA, 2015)
	The MTSS Model is defined as a systemic framework that requires the alignment and coordination of all the structures, conditions, and supports in place for designing levels or tiers of *prevention (all), intervention (some), and remediation (few)* for both academics and social well-being based on student data. The goal of implementing MTSS is to create a

Term	Definition
	school designed to serve the "whole child." The primary focus is on equity, inclusivity, and access for all students, with the shared ownership and collaboration of all stakeholders. (Hannigan and Hannigan, 2021)
Student Support Team (SST)	SSTs are **grade level** groups of educators who meet regularly to systematically support students via individualized goals and interventions. Progress and fidelity of interventions are monitored, documented, and communicated to guide potential next steps.
Professional Learning Community (PLC)	PLCs are groups of educators who meet regularly to engage in a systematic process based on the finding of the data team. Participants may share methodology, analyze student work, plan instruction and collaborate to improve teaching strategies to support the success of students.
Building-Based Support Teams (BBST)	BBSTs are **building level** groups of educators who meet to assess a student's strengths, challenges, and lagging skills, then collaboratively identify intervention strategies that maximize school, family, and community-based supports, including social emotional, academic, positive youth development, supportive relationships, etc.

Monitoring Progress

Benchmarks: What will be done, when, and by whom

Process Benchmarks	Person Responsible	Date	Status
Development of Multi-Tiered System of Supports (MTSS) Working Group	District Admin. Principals, Teachers	Summer 2021	
Launch initial MTSS Systems districtwide with targeted Professional Development	Asst. Supt & PD Comm.	Fall 2021	
Create schedules to support MTSS, Data Teams, PLCs, SST and BBST	Principals, Dept. Heads/Curr. Directors	November 2021	
Implementation of Dyslexia Screener	District Admin.& Build Admin	Fall 2021	
Participation in the Mass. DESE MTSS UDL Academy	District Admin., Building Admin, Teachers	Fall 2021	
Examine available data regarding student attendance and belonging. Specific goals established with an eye towards racial equity.	Building Admin. Curriculum Directors, Dept. Heads	Fall 2021	

Process Benchmarks	Person Responsible	Date	Status
Analyze diagnostic data to be used in grade level/cycle/department level meetings.	Curriculum Directors, Teachers	SY 2021-2022	
Provide professional development to support teachers in undergoing cycles of data analysis as part of implementing MTSS.	Admin and Professional Development Committee	PD Days & SY 2021-2022	

Measuring Impact

Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Evidence of Change Benchmark	Person Responsible	Date	Status
Regular meetings with outcome based agendas, and implementation of common structures with common names and consistency of purpose of function (SST, PLC, Data Teams, BBST)	District Admin. & Building Admin.	SY 2021-2022	
Instructional practices show evidence of tiered instruction, co-teaching through walkthroughs, observations and Ed. Eval. Decrease of at least 2% in special education population	District Admin., Build. Admin., & Teachers	June 2022	
Implementation of schedules to support MTSS, Data Teams, PLCs, SST and BBST	Dist. & Build. Admin.	SY 2021-2022	
Data from dyslexia screener used for intervention (walkthrough, classroom observations, Educator Eval)	Building Admin, ELA Dir, & Teachers	SY 2021-2022	
Meetings occurring regularly, with formal protocols (elementary, middle and high)	Building Principals & Curr. Dir. and Teachers	SY 2021-2022	
Instructional practices show evidence of District Curriculum Accommodation Plan (DCAP) and Universal Design principles in teacher planning, classroom observations and team meetings.	Building Admin., Teachers	June 2022	
Data teams convened at least 2x during 2021-2022 school year	Asst. Supt, Build. Admin., Curr. Dir. Dept. Heads	June 2022	
Evidence of resources shared through MTSS Academy utilized in planning and instruction and at least 50% of professional development sessions focus on MTSS	Asst. Supt. and PD Committee	June 2022	

Identifying Resources Supporting Implementation

Process Benchmarks	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
Development of Multi-Tiered System of Supports (MTSS) Working Group	New committee – LEA funds	Time on existing PD Days	District PD budget	DESE MTSS Academies
Launch initial MTSS Systems districtwide with targeted Professional Development		Time on existing PD calendar		
Create schedules to support MTSS, Data Teams, PLCs, SST and BBST	District Admin. Restructure of time			
Implementation of Dyslexia Screener			ESSER III Grant (FY22 & FY23)	(Purchased for 3 yrs.)
Participation in the Mass. DESE MTSS UDL Academy			DESE MTSS UDL Grant (FY22, FY23 & FY24)	Igo Elementary Taylor Elementary
Examine available data regarding student attendance and belonging. Specific goals established with an eye towards racial equity.		DEI Committee – reallocation of previous committee		
Provide professional development to support teachers in undergoing cycles of data analysis as part of implementing MTSS.		Time on existing PD calendar	DESE MTSS UDL Academy (Train the trainer)	

Well-being
Action Plan 2021-2022

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	3. Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.
Strategic Initiatives	3.1 Assess the district or school's current SEL Programs and practices to evaluate their quality and build from strengths. 3.2 Develop and implement district wide consistent SEL assessments/screener to inform/drive SEL curriculum, instruction, and related PD.

Describing Implementation

Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

Foxborough Public Schools has made a commitment to focusing on the social and emotional learning (SEL) of all students. We believe that in order for students to be available for learning, they must first have the core SEL competencies in place, which include self-awareness, self-management, social awareness, relationship skills and responsible decision making. We know and understand that SEL will continue to advance educational equity through strong school and family collaborative partnerships. SEL has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more.

Consistent structures to support the social and emotional learning needs of all students will be implemented district wide. Specifically, this initiative will develop a common understanding of social and emotional learning and how we can maximize the supports for students utilizing data to inform instructional planning, execution and interventions.

These systems and structures under the Multi-Tiered System of Support framework will be the driving force behind creating equitable learning experiences for all students.

Defining Key Terms

Term	Definition
Social and Emotional Learning (SEL)	SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL).
Healthy Minds	Having a balanced mental and emotional state to be productive during the day to contribute in a meaningful way to the school community.
Healthy Bodies	The maintenance of good nutrition, regular exercise, avoiding harmful habits, making informed and responsible decisions about health and seeking medical assistance when necessary.

Monitoring Progress
Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Establish a district wide Social Emotional Learning (SEL) Committee to identify existing SEL practices in the district.	DOSS	November 2021	
Launch Universal SEL Screener for students K-12.	DOSS, Building Admin and Counselors	December 2021	
Conduct Internal Audit and Self-Assessment of SEL Programs and Practices and make recommendations for SEL support and structures.	SEL Committee	June 2022	
Explore Scheduling Options and provide opportunities at all levels to support SEL collaboration with faculty and staff.	Dist./School Admin,	June 2022	

Measuring Impact
Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Evidence of Change Benchmark	Person Responsible	Date	Status
SEL Committee establishes goals, intended outcomes and recommendations for Curriculum, Instruction and Professional Development Trainings for Faculty and Staff.	DOSS, SEL Committee	June 2022	
Examine and analyze SEL data to make informed recommendations for targeted SEL supports and structures.	Dist./School Admin, Counselors & Mental Health Teams	December 2021 and March 2022	
Implement opportunities for expanded and enhanced SEL supports and structures that are consistent district wide.	Dist./School Admin, & Mental Health Teams	June 2022	
Provide for regularly scheduled collaboration meetings employing formal protocols and documentation for progress monitoring.	Dist./School Admin,	June 2022	

MASSACHUSETTS DEPARTMENT OF
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Identifying Resources Supporting Implementation

Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources/funding	Notes
Establish a district wide Social Emotional Learning (SEL) Committee to identify existing SEL practices in the district.			Brigham and Women Health (BWH) Grant (FY22, FY23 & FY24)	DESE SEL Academy
Launch Universal SEL Screener for students K-12.		DESE 240 Grant (Federal funds) Annual Grant		
Conduct Internal Audit and Self-Assessment of SEL Programs and Practices and make recommendations for SEL support and structures.	District Mental Health Teams and SEL Committee*		ESSER III Grant .5 Social Worker (FY22 & FY23) Department of Public Health (DPH) Grant 1.0 Social Worker 1.0 Educational Liaison (FY22 & FY23)	* Brigham and Women Health (BWH) Grant (FY22, FY23 & FY24) Potential need for curricular resources
Explore Scheduling Options and provide opportunities at all levels to support SEL collaboration with faculty and staff.	SEL Committee			

Diversity, Equity, & Inclusion
Action Plan 2021-2022

Setting Benchmarks to Monitor Progress and Impact During Implementation

Strategic Objective	4. Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.
Strategic Initiatives	4.1 Identify ways to diversify hiring practices using an equity lens. 4.2 Sustain & expand DEI initiatives that enable students, families, and staff to experience the freedom of full expression through the lens of compassion, connection, & diversity.

Describing Implementation

Describe how the initiative will be implemented, for example, citing programs by grade span, etc.

The district will review current hiring practices to identify ways to diversify staff using an equity lens. Establishing a district Diversity Equity and Inclusion Committee (DEI Committee) will help drive the district's work to become a more inclusive school environment where student and staff identities are valued, recognized and celebrated. The DEI Committee will develop goals and intended outcomes to promote strategies and best practices within the realms of racial, social, sexual, and gender diversity. Creating an inclusive and equitable environment for all to work, learn, and thrive will drive the work of the committee. This includes expanding professional development opportunities that focus on equitable teaching practices and exploring curricular programs that engage students and staff in dialogue and active learning on the topics of Diversity, Equity and Inclusion.

Defining Key Terms

Term	Definition
Equity	Educational equity means that every student has access to the resources, opportunities and educational rigor they need at the right moment in their education, whatever their race, gender identity, sexual orientation, ethnicity, religion, language, disability, family background, or family income may be. (Adapted from CCSSO, Leading for Equity) What is "Equity" in Schools? Educational equity means that each student receives the resources and educational opportunities they need to learn and thrive. ● Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies.

Term	Definition
	• Equity means that every school provides high quality curriculum, programs, teachers and administrators, extracurricular activities and support services. • Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services. • Equity involves disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive, multicultural environments for adults and children. (Vermont 2018)
Inclusion	Inclusion is not necessarily a placement or a setting-it involves the implementation of systems and processes that allow all students to be educated within an educational community, the impact of which is significant. (DESE) Central to the philosophy of inclusion are the beliefs that everyone belongs, diversity is valued, and we can all learn from each other. Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. (DESE)

Monitoring Progress
Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Investigate various options for hiring diverse staff such as posting on multiple platforms and increasing relationships with local colleges/universities.	Administration	Winter/Spring 2022	
Establish a Diversity, Equity & Inclusion (DEI) Committee that leads and guides work at all levels.	Superintendent/Asst. Superintendent	Fall 2021	
Investigate current practices, data and provide professional development to ensure inclusion and equity.	Administration, teachers, PD Committee	2021-2022 SY	
Investigate curricular DEI programs such as No Place for Hate, Diversity Talks, Playbook Initiatives, etc. for different grade bands (elementary, middle and high).	Administration and teachers	June 2022	

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Evidence of Change Benchmark	Person Responsible	Date	Status
Established common practices for recruiting and hiring of staff who represent our students. (Job fairs, college/university connections, platform other than SchoolSpring)	Administration, DEI Committee	June 2022	
DEI Committee established goals and intended outcomes for leading the district's diversity, equity and inclusion work. (Regularly occurring meetings, agendas and recommendations, K12 Insight Perception Survey data by teachers, students and parents)	Superintendent/Asst. Superintendent and DEI Committee	June 2022	
Monitor achievement and course opportunity by race, gender and other metrics to assess equity. Instructional practices show evidence of inclusive practices through classroom observations, walkthroughs and dialogue.	Administration and teachers	2021-2022 SY	
Identify potential program/initiatives specific to grade level bands (elementary, middle and high) and create timeline for implementation and identify professional development needs.	Administration and teachers	June 2022	

Identifying Resources Supporting Implementation

Process Benchmark	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
Investigate various options for hiring diverse staff such as posting on multiple platforms and increasing relationships with local colleges/universities.	DEI Committee	Potential advertising and subscription costs	Expanding recruiting avenues	
Establish a Diversity, Equity & Inclusion (DEI) Committee that leads and guides work at all levels.		Reallocation of Existing Committee resources – LEA		
Investigate current practices, data and provide professional development to ensure inclusion and equity.		Reallocation of Title IIA DESE Grant DEI Committee recommendations for PD utilizing grant funding Time of existing PD calendar	ESSER III Grant (FY22 & FY23) 1.0 EL Teacher Student Opportunity Act (SOA) Grant (FY22 & FY23) 1.0 MS Sped Teacher	
Investigate curricular DEI programs such as No Place for Hate, Diversity Talks, Playbook Initiatives, etc. for different grade bands (elementary, middle and high).	DEI Committee	Reallocation of Existing Committee resources - LEA		Identify and pursue grant funding