

Dudley-Charlton Regional School District

2018-2021 Strategic Plan

“Portrait of a Graduate”



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A NOTE FROM THE SUPERINTENDENT

May 2018

Dear DCRSD Students, Staff, Families and Community Members:

For the past several months administrators, school committee members, teachers, parents, community leaders, and business partners have worked together to create a strategic plan that outlines the “Portrait of a Graduate.” While many academic, personal, and interpersonal skills are included in a well-rounded education, we wanted to focus on some areas that would best prepare our students for their lives even beyond school; lives that will be lived in a time of rapid change, technological innovation and a globalized economy.

The work began in the fall with looking at various competency areas of graduates and narrowing it down to seven key competencies to be our focus during the next three to five years.

- Technological Literacy
- Critical Thinking and Problem Solving
- Empathy
- Initiative and Self-Direction
- Resiliency
- Effective Communication
- Global Awareness

The Dudley-Charlton Regional School District has been a proud and successful district for over forty years, and it is our goal with this plan to enhance that success. In order to do so, we recognize the need to shift our practices toward the skills our students will need in the modern world. That shift is represented in this strategic plan. However, even as we change, the core of who we are remains the same. Dudley-Charlton will remain a place where students are expected to be civil and respectful to one another and where they can experience many positive things beyond the classroom. You might say, we will still be Dudley-Charlton, just better and more innovative.

With sincere gratitude for all your support,

Gregg J. Desto, Superintendent

PROCESS

August 2017- District Administrators participated in a two day retreat and identified strengths and weaknesses in the District. After looking at multiple competencies in the “profile of a graduate,” they narrowed it to a key seven (7) that would have the greatest impact.

September 2017- A parent survey was placed on the District website to provide parent and community input around the important competencies. In addition, former alumni were invited to share what they gained from a DCRSD education and what they wish they had learned or experienced to help them with “life after high school.”

October 5, 2017 and November 9, 2017 - Fifty participants met to begin the process of developing the District’s next strategic plan. An overview of the District’s current status, as well as a vision for the future, was set in a presentation by Superintendent Desto.

Weeks of November 13-December 5, 2017- Three overarching competency themes were established (Academic, Personal and Interpersonal) and action plan teams began to identify specific objectives for each of the areas.

December 6, 2017- Some “fine-tuning” of the proposed action steps took place during discussion at an Administrative Council meeting and the District Leadership team was in agreement that identified objectives captured the essence of the direction that was needed and to begin to prepare our students to be ready for the 4th industrial revolution.

January 2018- District Office Leaders re-worked the action steps into one cohesive rough-draft document that included condensed focus areas and objectives; yet still containing all information.

March/April 2018- The rough-draft document was shared with participants of the three small action groups to be proofread and to ensure that it captured the essence and intent of the original conversations.

May 2018 - The final draft was shared with School Committee members for approval

June 2018 Plan published and distributed to staff, families and community members.

July 2018 Plan officially begins.

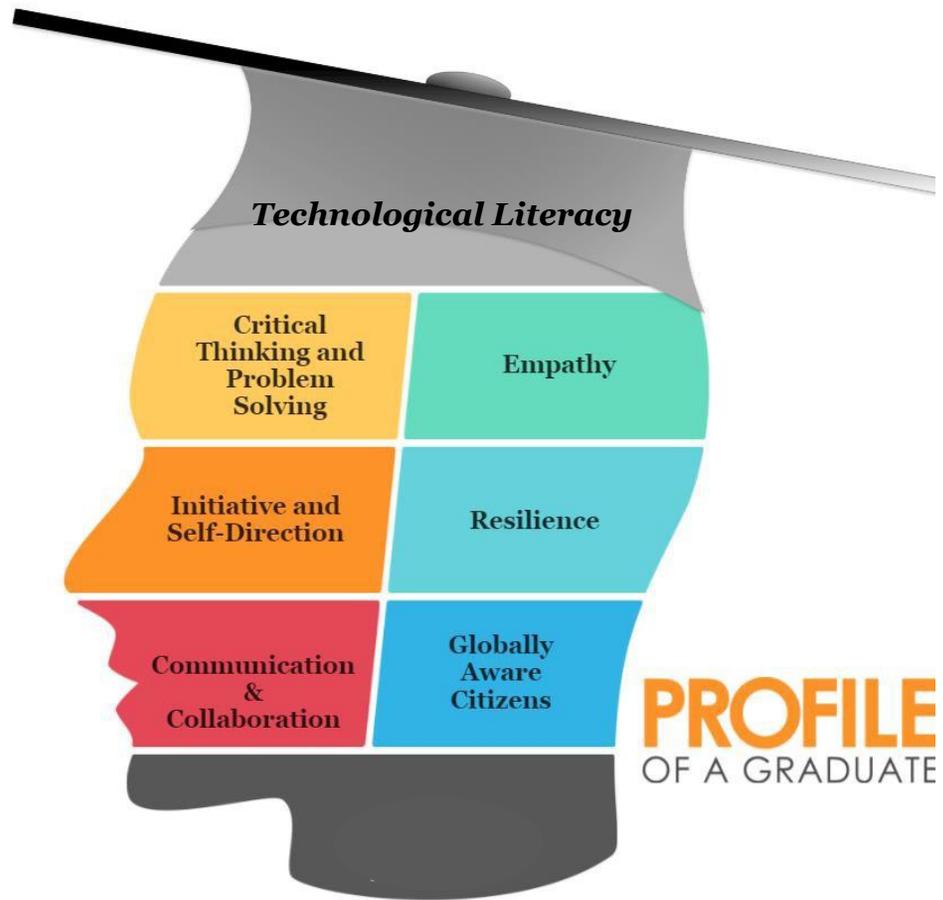
STRATEGIC PLANNING PARTICIPANTS

Thank you to all participants who gave so willingly of their time!

Allen, Lorinda- Director of Curriculum and Student Assessment
Antocci, Mary- School Committee Member
Ares, Karen- STEAM Director
Aucoin, Pauline- School Committee Member
Bilis, Lisa- ELL Teacher, Dudley Middle/Dudley Elementary
Booth, Randi- ELL Teacher, Mason Road/Charlton Elementary
Chalk, Ray- School Committee
Chaplin, William- Principal, Shepherd Hill
D'Amelio, Melissa- Teacher, Charlton Elementary
D'Arcangelo, Dan- Director of Technology
Desto, Gregg- Superintendent
Ferranti, Jeffrey- Interim Director of Special Education
Foley, Kevin- Teacher, Charlton Middle School
DCTA President
Fournier, Matthew- Teacher, Charlton Middle
Gerrard, Marilyn- District Nurse Coordinator
Grondalski, John- Dudley Charlton Educational
Foundation/Parent
Haig, Darin- Adjustment Counselor, SHRHS
Ide, Stephen- Teacher, Dudley Middle
Julian, Tracy- Teacher, Dudley Middle
Kabala, Catherine- School Committee Member
Lyons, Katie- Teacher, Heritage

Messier, Timothy- Teacher, SHRHS
Marderosian, Barbara- Teacher, SHRHS
Mathieu, Richard- Director of Finance and Operations
Nolette, Terri- Instructional Assistant, Mason Road
Pacheco, Lori- Principal, Charlton Elementary
Packard, Dean- Principal, Charlton Middle
Parmley, Robin- Principal, Mason Road
Pastore, Kathleen- Principal, Heritage School
Peloquin, Todd- Teacher, Charlton Middle School
Pierangeli, Mary- Principal, Shepherd Hill
Pietrzak, Joseph- School Committee Member
Rabbitt, Elaine- School Committee Member
Reed, Stephanie- School Committee Member
Sage, Stefan- Parent/Community Member
Seibold, Diane- Principal, Dudley Elementary
Snow, Justine- Teacher, Charlton Elementary
Starczewski, Christopher- Principal, Dudley Middle
Szela, Kelly- Charlton PTO President
Tilly, Jean- Dudley Charlton Educational Foundation/Parent
Way-Betz, Elizabeth- Teacher, Dudley Elementary
Webb, Sabrina- Cornerstone Bank
Wojnar, Steven- Dudley Chief of Police

THE SEVEN KEY COMPETENCIES



ACADEMIC COMPETENCIES

FOCUS AREAS:
 Technological Literacy (TL)
 Critical Thinking and Problem Solving (CT/PS)

GOAL #1	Students will be able to collaborate and communicate effectively using various digital tools.				
TECHNOLOGICAL LITERACY	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>TL 1.1 The District will <i>upgrade the technological infrastructure in all seven (7) school buildings</i> by contracted professionals to enhance student learning and to foster curricular innovation.</p>	<ul style="list-style-type: none"> • Addition of access points at Shepherd Hill by 2020. • All schools' Ethernet cables upgraded to CAT6 and fiber cables to 10Gbps by 2021. • Increased bandwidth District-wide by 2021. 	Increased technology infrastructure means students are able to access information more reliably, and at quicker speeds.	<ul style="list-style-type: none"> • Superintendent • Technology Director • Director of Finance and Operations • School Committee 	High
	<p>TL 1.2 The District will <i>pursue the addition of more technology devices for the high school</i> to achieve a 1:1 device to student ratio.</p>	<ul style="list-style-type: none"> • An additional 600 devices procured by 2020. • An additional 600 devices procured by 2021 (for a total of 1,200 over 5 years.) 	Accessing individual devices at all times of day, increases students' technological fluency and skills needed for modern employment. It also allows for increased opportunities in personalized learning.	<ul style="list-style-type: none"> • Superintendent • Technology Director • Director of Finance and Operations • High School Principal 	High

TECHNOLOGICAL LITERACY (continued)

<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
<p>TL 1.3 The District will continue to <i>provide professional development opportunities for teachers and staff to help them effectively implement digital learning</i> in their classrooms.</p>	<ul style="list-style-type: none"> Establishment of a “Digital Leaders and Learners” Team to provide in-house training by 2019. 	<p>When teachers are confident and competent with digital learning, opportunities increase for students (i.e.- differentiation with GSuite, conducting research, digital portfolios, etc.)</p>	<ul style="list-style-type: none"> Director of Curriculum STEAM Director Building Principals 	<p>Low</p>
<p>TL 1.4 The District will use technology to <i>build and model strong virtual partnerships for learning</i>, either across the district, state, country, or globally.</p>	<ul style="list-style-type: none"> The possibility of expanding virtual classes for Middle School/High School students will be investigated by 2019. Investigate a partnership with an organization that provides virtual learning opportunities (such as Global Stem) by 2019. Administrators will conduct at least two (2) virtual meetings/trainings with their staff each school year by 2019. All classrooms in grades PreK-12 will participate in at least one (1) virtual connection during each school year by 2020. 	<p>By allowing students and teachers to connect with other sources of learning across the globe, in various ways, we increase opportunities for innovation, cultural awareness, and initiative and self-direction. Additionally it provides our students with expanded learning opportunities, otherwise unavailable to them. Creating virtual partnerships with other school districts allows teachers and students to access teaching in content areas we may not be able to provide due to either finances or availability of skilled faculty in this area. (i.e. a virtual Mandarin class with a town outside of Boston.)</p>	<ul style="list-style-type: none"> Superintendent Director of Curriculum STEAM Director Principals Teachers 	<p>Moderate</p>

Goal #2	Students will demonstrate personal responsibility and accountability when using technology.				
TECHNOLOGICAL LITERACY (continued)	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	TL 2.1 <i>The use of the online grading portal will continue to be expanded.</i>	<ul style="list-style-type: none"> • Grades 5-12, will utilize the online grading system- with solely electronic report cards issued by 2018. • Grades PreK-4 will move towards utilization of the online grading system-with electronic report cards issued by 2020. 	By utilizing the online grading portal, students (and their families) have timely access to assignments and grades, in order to help monitor and advocate for their own learning needs.	<ul style="list-style-type: none"> • Director of Technology • Principals • Data Specialist • Teachers 	None (Cost savings)
	TL 2.2 <i>The use of Google Classroom will be expanded District-wide.</i>	<ul style="list-style-type: none"> • All Grade 5-12 Core Teachers will have a Google Classroom established by 2019. • All Grade 2-4 Teachers will have a Google Classroom established by 2020. 	Benefits to students include: -a consistent online learning platform (required by many colleges) -easy access to materials -promotes differentiation of assignments -less paper -student engagement	<ul style="list-style-type: none"> • Director of Technology • Principals • Data Specialist • Teachers 	None

TECHNOLOGICAL LITERACY (continued)	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>TL 2.3 <i>Parent education opportunities will be provided regarding technology, including but not limited to, social media trends, “how to keep kids safe,” tools and websites for learning, etc.</i></p>	<ul style="list-style-type: none"> Establishment of a Media Club at Middle Schools and High Schools by 2018. Establishment of “It’s All About Kids Series” for District Youtube Channel (for parents, made by kids) by 2018. 	<p>Students will be encouraged to be aware and analyze their online behaviors, in turn educating their parents.</p>	<ul style="list-style-type: none"> STEAM Director Technology Director Director of Finance and Operations Principals Teachers 	<p>Low (Cost of equipment and guest speakers)</p>
	<p>TL 2.4 <i>Written guidelines and expectations of professional and personal use of social media for staff and student will be reviewed.</i></p>	<ul style="list-style-type: none"> Social media policy will be reviewed, updated and shared with staff and students by 2019. 	<p>By updating the social media policy with current trends and expectations, students will be taught professional and safe behavior for their online presence.</p>	<ul style="list-style-type: none"> Superintendent Technology Director School Committee 	<p>None</p>



GOAL #1	Students will learn how to formulate concrete ideas from abstract concepts.				
CRITICAL THINKING and PROBLEM SOLVING	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>CT/PS 1.1 The District will <i>promote the use of a Project Based Learning Method</i> to strengthen the use of higher order, open-ended discussion and questioning in all subject areas.</p>	<ul style="list-style-type: none"> • Understanding By Design (UbD) training for ALL teachers (“train the trainer model”) to take place by 2019. • Teams (grade level, or content area) will design and implement at least one PBL Unit by 2019. • Content curriculum will be redesigned to create multiple PBL units within a digital mapping platform by 2020. 	<p>Students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively. PBL addresses standards in a way that is engaging and helps students understand concepts more deeply.</p>	<ul style="list-style-type: none"> • Director of Curriculum • STEAM Director • Principals • Teachers 	<p>Low</p>
	<p>CT/PS 1.2 Opportunities at middle and high school grade levels to <i>embed computer science, research, and analytical thinking into classes</i> will be increased.</p>	<ul style="list-style-type: none"> • Redefine roles and job descriptions of elementary school computer teachers by 2018. • Updating of content level curriculum maps in grades PreK-12 to include the Digital Learning Standards by 2019. • Redesign course offerings at middle school and high school levels to include Robotics and computer science by 2020. 	<p>By incorporating digital standards into core content areas, students will be using research and analytical thinking skills on a daily basis.</p>	<ul style="list-style-type: none"> • Director of Curriculum • STEAM Director • Principals • Teachers 	<p>Low</p>

CRITICAL THINKING and PROBLEM SOLVING (continued)	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>CT/PS 1.3 <i>Elective classes/clubs that focus on strategy</i> (Ex: game theory/economic theory, discrete math) will be established.</p>	<ul style="list-style-type: none"> Additional offerings of electives or clubs at all seven (7) schools, directly connected to problem solving/higher ordering thinking by 2019. Establishment of a DECA, Inc. team at the high school by 2020. 	<p>The mathematics of modern computer science is built almost entirely on discrete math, in particular combinatorial and graph theory. This means that in order to learn the fundamental algorithms used by computer programmers, students will need a solid background in these subjects.</p>	<ul style="list-style-type: none"> Principals Guidance Dept. Teachers 	<p>Low (Stipends for club advisors)</p>
GOAL #2	Students will be able to analyze “real-world” problems, then hypothesize and construct a plan to create a solution.				
	<p>CT/PS 2.1 <i>All Seniors will produce authentic performance assessments</i> (portfolio assessments, and/or capstone projects.)</p>	<ul style="list-style-type: none"> An addition of a capstone project class at the high school by 2020. Establishment of authentic performance assessments for all high school seniors by 2020 via, but not limited to: Showcase nights and Capstone projects 	<p>Authentic performance assessments represent new ideas, and gives students the opportunity to demonstrate the knowledge and skills they have gained and apply it to a real-world issue. The presentation phase allows them to utilize communication skills they may have gained.</p>	<ul style="list-style-type: none"> Director of Curriculum Principal SH Guidance Staff Teachers 	<p>None</p>

	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
CRITICAL THINKING and PROBLEM SOLVING (continued)	CT/PS 2.2 <i>Financial Literacy, and “life skills” education will be expanded</i> at the Middle Schools and High School for all students.	<ul style="list-style-type: none"> • Participation in the “Credit for Life” (or similar) program by 2019. • Student workshops on skills needed after graduation (i.e. resume writing, job interviews, etc.) by 2019. • Annual Financial Literacy Learning events established by 2020. 	<p>According to the Council for Economic Education's annual Survey of the States, 17 states in the US now require that students at public high schools take a personal finance class before they graduate. No matter what you do in life, it all comes down to finances. Surveys from graduates showed this was the area for which they wish DCRSD had better prepared them.</p> <p>Students will learn resume writing, how to navigate job interviews, etc. to prepare them for life beyond graduation.</p>	<ul style="list-style-type: none"> • Director of Curriculum • Principals • Guidance Staff • Teachers 	Low
	CT/PS 2.3 <i>Expand student learning opportunities for civic responsibility and engagement;</i> including understanding how town, state and federal offices and politics work.	<ul style="list-style-type: none"> • Field Trips to local town government buildings by 2018. • Mock District-wide state election in November of 2018. • Establishment of Civics clubs by 2019. • Mock District-wide presidential election in November of 2020. 	<p>Students are our future, and as such will be voting and participating in town, state and federal government in various ways after graduation. They should have a solid understanding of the framework for the government system where they reside.</p>		Low

PERSONAL COMPETENCIES

FOCUS AREAS:

Empathy (E)
Initiative, Self-Direction and Resiliency (ISR)

GOAL #1	Students will consider the thoughts and feelings of another before speaking or acting.				
EMPATHY	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>E1.1 <i>The District will focus on educating students about peers in “protected” civil rights categories.</i></p>	<ul style="list-style-type: none"> • Teachers will incorporate “learning moments” about protected categories into class discussions by September 2018. • The District Equity Committee will investigate bringing in experts to address students by Fall 2019. 	<p>Helping students understand what they have in common with others of different backgrounds, abilities, culture or mindsets, is crucial to developing lifelong skills that will serve to help them understand others and interact positively with them.</p>	<ul style="list-style-type: none"> • Director of Curriculum • Principals • Teachers • District Equity Committee 	<p>Low</p>
	<p>E1.2 <i>“Everyone Matters” will be established as a district wide motto.</i></p>	<ul style="list-style-type: none"> • Motto will be displayed prominently, in various ways, by Fall 2019. • Motto will be supported through a variety of media throughout the life of the strategic plan. 	<p>Research has shown that kindness positively changes the brain when you think about it, talk about it, feel it and reproduce it. This positive feeling leads to improved health and less stress, therefore helping to reduce student anxiety. In addition, kindness is the antithesis of victimization and has been proven to reduce incidents of bullying in schools.</p>	<ul style="list-style-type: none"> • All District Administrators • District Equity Committee 	<p>Low</p>

	<i>Action Steps to help students meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
EMPATHY (continued)	E1.3 <i>The District will provide equity training for all staff members.</i>	<ul style="list-style-type: none"> A minimum of two training sessions will be offered for all District employees around equity and diversity by Spring of 2020. 	Research shows that teachers are the #1 in-school factor in student learning. Diverse classrooms must utilize varying means of communication. Cultural backgrounds, gender roles and religious backgrounds may have a significant impact on the value a child places on learning and his/her teacher.	<ul style="list-style-type: none"> Director of Curriculum District Equity Committee Professional Development Committee 	Low
	E1.4 <i>All staff will be expected to model and foster an atmosphere of kindness and respect throughout the District.</i>	<ul style="list-style-type: none"> District civility guidelines will be adhered to, by staff and students, in every school. 	Research has shown that kindness positively changes the brain when you think about it, talk about it, feel it and reproduce it. This positive feeling leads to improved health and less stress, therefore helping to reduce student anxiety. In addition, kindness is the antithesis of victimization and has been proven to reduce incidents of bullying in schools	<ul style="list-style-type: none"> All District Administrators 	None

Goal #1	Students will build skills in initiative, self-direction, and resiliency to meet the needs of an ever changing world.				
INITIATIVE, SELF-DIRECTION and RESILIENCE	<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>ISR 1.1 <i>Students will be provided with tools to help promote a growth mind-set that will assist them in seeing the importance of initiative and self-direction throughout their lives.</i></p>	<ul style="list-style-type: none"> • Each school will display and teach growth-mindset “self talk” language. • The district Youtube channel will be utilized to teach personal competencies. Growth mindset will be featured by Spring 2019. • A resource library of books, videos and articles to support students in personal competencies will be created by spring 2020. 	<p>By helping students create a growth mindset through a tool they are well-connected with they begin to realize what can be accomplished through dedication and hard work.</p>	<ul style="list-style-type: none"> • Director of Curriculum • Building Principals • District ELL Coordinator • Building ELL Teachers • School Psychologists 	<p>Low</p>



INITIATIVE, SELF-DIRECTION and RESILIENCE (continued)	<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>ISR 1.2 <i>Shepherd Hill will research and implement school-day internship opportunities within the community for students in grades 11 and 12.</i></p>	<ul style="list-style-type: none"> • Business partnerships will be created to offer internships by spring 2019. 	<p>Research shows that career development activities, such as internships and volunteering, are becoming increasingly important for high school students who want to get into better colleges and find future employment. In addition, work experience is helpful in ensuring they make a good career decision and building a professional network.</p>	<ul style="list-style-type: none"> • Director of Curriculum • STEAM Director • SHRHS Principal • SHRHS Guidance 	<p>None</p>
	<p>ISR 1.3 <i>All staff will develop and utilize routines to assist all students in grades 2-12 with self-management of assignments and deadlines, utilizing G-suite tools and/or written agendas throughout the year.</i></p>	<ul style="list-style-type: none"> • Consistent assignment management routines established throughout all classes at each school by fall 2018. • Survey of students/parents regarding the success of agenda use by spring 2019. 	<p>By having students become more organized it helps them to have better time management skills, and helps decrease procrastination. It also provides a tool for enhancing communication about student assignments between child and parent(s).</p>	<ul style="list-style-type: none"> • Building Principals • Classroom Teachers 	<p>Low</p>



**INITIATIVE, SELF-DIRECTION and
RESILIENCE (continued)**

<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
<p>ISR 1.4 <i>Hire two technology teachers/integrationists to provide support to teachers and ensure implementation of MA Digital Standards in Grades K-4.</i></p>	<ul style="list-style-type: none"> • Job Description created by spring 2018. • Job Posting and Hiring in spring 2018. 	<p>In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively. PBL addresses standards in a way that is engaging and helps students understand concepts more deeply.</p>	<ul style="list-style-type: none"> • Superintendent • School Committee • Director of Curriculum 	<p>Moderate</p>
<p>ISR 1.5 <i>Revamp schedules as needed in Grades K-12 to provide remediation and enrichment blocks for all students.</i></p>	<ul style="list-style-type: none"> • Addition of Daily RtI (Response to Intervention) Blocks at all Elementary Schools by fall 2018. • Addition of Personalized Learning Blocks at both Middle Schools by fall 2018. • Addition of Innovation Blocks at SHRHS for the purpose of extended student learning of own interests by fall 2018. 	<p>By utilizing daily response to intervention blocks and/or innovation blocks teachers place a specific focus on learning. This can provide remediation in specific skills for some students, additional practice for students on grade level, and innovation or extension work for students who have already mastered grade level content standards.</p>	<ul style="list-style-type: none"> • All District Administrators • Guidance Departments 	<p>None</p>
<p>ISR 1.6 <i>Continue to support small class sizes in Kindergarten through grade 3.</i></p>	<ul style="list-style-type: none"> • Additional hiring of teachers to keep class sizes at 22 or less in each year of the plan. 	<p>Studies demonstrate that students in K-3 that are in smaller classes do better in every way that can be measured. Those whose performance improves the most are those who need the most help.</p>	<ul style="list-style-type: none"> • Superintendent • School Committee • Building Principals 	<p>Moderate</p>

**INITIATIVE, SELF-DIRECTION
and RESILIENCE (continued)**

<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
<p>ISR 1.7 <i>Implement a common practice for homework expectations</i>, throughout grades K-12.</p>	<ul style="list-style-type: none"> Establish a volunteer study group to research on best practices and make recommendations to Superintendent by spring 2019. Implementation of Plan District-wide in fall 2019. 	<p>By having all District schools aligned with expectations around homework assignments, students in each town and in each grade are receiving similar experiences.</p>	<ul style="list-style-type: none"> Superintendent Director of Curriculum Principals Guidance Staff Teachers 	None
<p>ISR 1.8 <i>Implement a common practice for re-dos and re-takes</i> throughout grades K-12.</p>	<ul style="list-style-type: none"> Establish a volunteer study group to research on best practices and make recommendations to Superintendent by spring 2020. Implementation of Plan District-wide in fall 2020. 	<p>By having all District schools aligned with expectations around re-dos and re-takes, students in each town and in each grade are receiving similar experiences.</p>	<ul style="list-style-type: none"> Superintendent Director of Curriculum Principals Guidance Staff Teachers 	None



INTERPERSONAL COMPETENCIES

FOCUS AREAS:

Effective Communication (EC)
Global Awareness (GA)

Goal #1	Students will be able to communicate with both peers and adults, virtually and in person, showing a respectful openness to new ideas, but also maintaining the ability to uphold personal views. Students will be able to modify the mode of communication to what is most appropriate for various types of situations based on nuances including body language, tone, and appearance.				
EFFECTIVE COMMUNICATION	<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p><i>EC 1.1</i> <i>Provide continuing support</i> at the elementary levels <i>for Responsive Classroom.</i></p>	<ul style="list-style-type: none"> • An in-district trainer for Responsive Classroom Training will be trained by 2019 to continue to train new staff and offer refreshers. 	<p>Schools that teach character education report higher academic performance, improved attendance, reduced violence, fewer disciplinary issues, reduction in substance abuse, and less vandalism.</p>	<ul style="list-style-type: none"> • Administrators • School Committee • Teachers • Guidance 	<p>Low</p>
	<p><i>EC 1.2</i> <i>Promote opportunities for students to work cooperatively with others through Project Based Learning; including specific communication expectations</i> (as specified in the Speaking and Listening Standards from MA Frameworks) in classrooms.</p>	<ul style="list-style-type: none"> • Each content area/grade level will complete one Project Based Learning (PBL) unit or center, with communication standards, by spring 2019. • Each content area/grade level will continue to increase the number of PBL units in 2020 and 2021. 	<p>Group projects require students to learn how to effectively communicate with others and how to develop their own voice and perspectives in relation to peers.</p>	<ul style="list-style-type: none"> • Administrators • Teachers 	<p>None</p>

EFFECTIVE COMMUNICATION	<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>EC 1.3 <i>Explore and provide ongoing opportunities for students to develop and augment presentation and communication skills.</i></p>	<ul style="list-style-type: none"> • Middle and High School students will participate in mock interviews and a mock town meeting by 2019. • Provide debate opportunities for all students by 2020. • Middle and High School Students will develop a presentation similar to the Ted Talk format by 2021. • Opportunities for frequent oral presentations/public speaking built into all classes, at all grade levels throughout the life of the plan. • Opportunities for students to analyze historical communication (i.e. letters, famous speeches, etc.) throughout the life of the plan. • Allow students exposure to ongoing advocacy at the student, school, town and government levels throughout the life of the plan. 	<p>In addition to benefiting the student presenters by building confidence in something that is a broadly applicable professional skill, it also can benefit the student listeners by helping them become critical thinkers of information they are receiving.</p>	<ul style="list-style-type: none"> • All District Administrators • Teachers 	<p>None</p>

Goal #1 Students will be able to articulate an in-depth knowledge and understanding of international issues.					
GLOBAL AWARENESS	<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	GA 1.1 <i>Increased opportunities for learning about current events.</i> (See CT/PS 2.4)	<ul style="list-style-type: none"> Elementary Students will utilize Scholastic News weekly to guide discussions of current events throughout the plan. Middle School Students will utilize CNN news a minimum of once weekly to guide discussions of current events throughout the plan. All High School students will witness an American Citizenship Ceremony and take the US citizenship test as an experience by 2020. SH will use the TelegRAM articles on current events to promote class discussions where applicable throughout the life of the plan. 	<p>Current event programs cover a wide range of subjects and connect to all areas of the curriculum. They help to develop informed citizens and lifelong newsreaders. Studying current events helps students understand the importance of people, events, and issues in the news; it stimulates students to explore and learn more about the news, and to pay attention to the news they see and hear outside of school.</p>	<ul style="list-style-type: none"> Principals Classroom Teachers 	Low

GLOBAL AWARENESS (continued)	<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	<p>GA 1.2 <i>Increase project based learning activities surrounding global issues</i></p>	<ul style="list-style-type: none"> • Establish a Model UN Group at SHRHS by 2020. • Students will participate in identifying global issues and participate in building-based opportunities on an ongoing basis to contribute to a possible solution. 	<p>By participating in a Model UN club and project based learning opportunities, students will have a engaging way of learning about the world and how different groups of people work together to solve problems. They will develop leadership skills (such as research, public speaking and teamwork), and network for get into college/find jobs.</p>	<ul style="list-style-type: none"> • Administrators • teachers 	<p>Low</p>
	<p>GA 1.3 <i>Increase the number of course offerings surrounding world pathways.</i></p>	<ul style="list-style-type: none"> • Courses will be added to, or changed, in the High School course of studies. 	<p>In an increasingly interconnected world, today's young generation need to learn be able to engage in communication with people from a wide range of different cultures and traditions.</p>	<ul style="list-style-type: none"> • Director of Curriculum • SH Principal • Guidance Dept. • Teachers 	<p>Low to Moderate</p>
<p>Goal #2 Students will be able to express an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds.</p>					
	<p>GA 2.1 <i>All students will be provided exposure to global cultures.</i></p>	<ul style="list-style-type: none"> • A District-wide World cultural Fair will be held by spring 2020. • Community guest speakers will be invited to present to students at all schools by spring 2020. 	<p>Providing students with exposure to various global cultures involves perspective taking and the realization that while there are differences among people, there are also common threads to connect us all.</p>	<ul style="list-style-type: none"> • Superintendent • Director of Curriculum • Principals • Teachers • Community members 	<p>Low</p>

Goal #3 Students will be exposed to foreign languages.					
GLOBAL AWARENESS (continued)	<i>Action Steps to meet the goal</i>	<i>Benchmarks</i>	<i>How will this make life better for our students?</i>	<i>People Responsible</i>	<i>Estimated Financial Impact</i>
	GA 3.1 <i>Add 1 Foreign Language teacher at each Middle School and High School.</i>	<ul style="list-style-type: none"> • Hire 2 foreign language teachers for the Middle Schools by spring 2020. • Hire 1 foreign language teacher for the High School by spring 2021. 	All children who wish to participate in foreign language instruction should have the opportunity to do so.	<ul style="list-style-type: none"> • Superintendent • Director of Curriculum • Principals • School Committee 	Moderate
	GA 3.2 <i>Increase opportunities to learn and utilize foreign Languages taught at Shepherd Hill.</i>	<ul style="list-style-type: none"> • Develop new foreign language courses by spring 2019. • Expand Virtual High School subscriptions to include foreign languages not currently available by a teacher by spring 2020. • Explore introduction of Virtual High School for the use of language learning at the Middle Schools. 	The demand for knowing a foreign language in business is increasing daily. Currently the top 10 languages in demand for business include (in addition to English, French and Spanish) Mandarin, Arabic, German, Portuguese, Russian, Japanese and Hindi. Our students need to be provided the opportunity to learn a less “traditional” academic language.	<ul style="list-style-type: none"> • School Principals • Guidance • Foreign Language Department 	Low
	GA 3.3 <i>Continue to expand opportunities for students to connect to language learning.</i>	<ul style="list-style-type: none"> • Ensure that all existing seats in Rosetta Stone are being effectively utilized by spring 2019. • Explore other models of language instruction for middle and elementary school students by spring 2019. 	Physiologically, speaking a second language offers a great boost cognitively, including increasing memory skills as well as boosting the ability to negotiate meaning with other problem-solving tasks.	<ul style="list-style-type: none"> • Director of Curriculum • Director of Technology • Principals 	None



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