

Acton-Boxborough  
Regional School District



District Strategy  
2021-2026

Members of the Acton-Boxborough Community,

TBD

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# Mission, Vision, Values and Beliefs

## Mission

Our mission is to provide high-quality educational opportunities that inspire a community of learners

## Vision

Our vision is to develop engaged, well-balanced learners through collaborative, caring relationships

## Core Values

- **Engagement:** We provide engaging educational opportunities where students develop passion and joy for learning.
- **Equity:** We ensure all students have equitable access to programs and curricula to reach their potential.
- **Wellness:** We partner with families to prioritize social-emotional wellness, which is necessary for learning and developing resilience.

## Beliefs

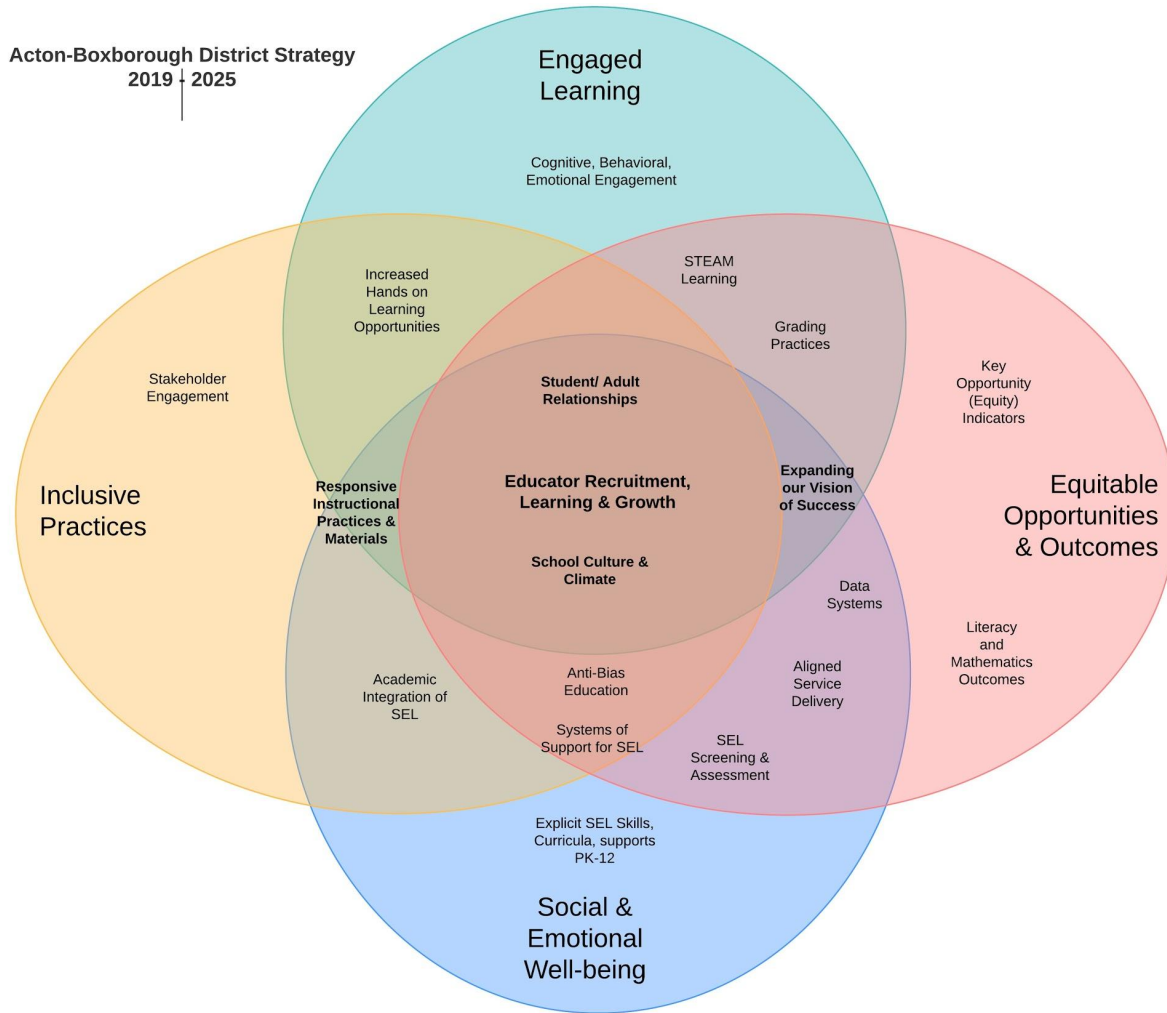
- Every student has the right to be loved, valued, challenged, and supported by the adults across our school community.
- Learning must be meaningful and engaging for every student.
- Each educator is responsible for every student's learning and social-emotional well-being, and every ABRSD employee contributes to supporting the social, emotional, and intellectual growth of all students every day.
- By building relationships and trust with students, families, and colleagues, it is safe to make mistakes and learn from others.
- Student characteristics that include race, socio-economic status, disability, ethnicity, or any other part of their identity should not be an indicator of access or outcomes; and the language we use to talk about students and families shapes the culture of our schools and district.

# Strategy at a Glance

Strategic Objective	Strategic Initiative
<p><b>Engaged Learning</b></p> <p>Improve cognitive, behavioral and emotional engagement in learning by increasing the variety and relevance of learning experiences.</p>	<p>1.1 Involve school and community stakeholders to develop a unified vision of the knowledge, skills, and habits of mind to prepare students for life after high school.</p> <p>1.2 Align instructional programs, courses, and curricula with the District’s PK-12 unified vision in order to increase and expand the variety and relevance of learning experiences.</p> <p>1.3 Expand learning opportunities for all students in the areas of Science, Technology, Engineering, Arts, and Mathematics.</p> <p>1.4 Align instructional, assessment, grading, and course leveling practices with the District’s unified vision in order to promote increased cognitive, behavioral, and emotional engagement for students.</p> <p>1.5 Improve student engagement in both in-person and remote learning environments through effective synchronous and asynchronous instructional strategies.</p>
<p><b>Inclusive Practices</b></p> <p>Ensure that all students, staff, and families feel welcomed and included by strengthening school culture and climate and intentionally implementing culturally-responsive instructional practices and materials.</p>	<p>2.1 Strengthen school culture and climate by strengthening relationships between students and adults within the schools, with an emphasis on students from historically underrepresented groups.</p> <p>2.2 Engage stakeholders to better understand how students and families from underrepresented groups experience our schools and District and to help provide guidance for improving inclusive practices.</p> <p>2.3 Expand the diversity of our leadership and educator workforce to better reflect the students we serve.</p> <p>2.3 Ensure that all staff engage in ongoing anti-bias and anti-racist professional learning.</p> <p>2.5 Ensure that all classrooms employ instructional practices and materials are responsive to the diversity of our students and families.</p> <p>2.6 Strengthen restorative justice practices and ensure all students, including students from various subgroups, are treated fairly and equitably.</p>
<p><b>Equitable Opportunities and Outcomes</b></p> <p>Ensure that every student has access to equitable opportunities and outcomes, regardless of gender, socioeconomic status, race, disability, gender identity or other differentiating characteristics.</p>	<p>3.1 Ensure effective evidence-based screening, instruction, and assessment in literacy and mathematics in all general education classrooms PK-12.</p> <p>3.2 Develop a districtwide PK-12 continuum of support for students in literacy and mathematics that aligns the roles and responsibilities of all educators in providing services for students.</p> <p>3.3 Consistently implement the Child Study and Student Support Process to eliminate variation in practices, data usage, and roles and responsibilities of staffing supporting students academic, social, emotional and behavioral needs.</p> <p>3.4 Ensure that school schedules provide students opportunities to access core instruction and supplemental support in the general education setting.</p> <p>3.5 Ensure equitable access to early education by implementing tuition free all day kindergarten. (NEW March 2021)</p> <p>3.6 Identify and implement practices that promote more equitable representation of students in advanced coursework.</p>
<p><b>Social-emotional Learning (SEL)</b></p> <p>Improve social-emotional development through an aligned continuum of skills, instruction, and</p>	<p>4.1 Identify and communicate core social-emotional competencies that students will develop from Pre-K-12 as part of the district unified vision of the knowledge, skills, and habits of mind to prepare students for life after high school. (1.1)</p> <p>4.2 Embed and integrate instruction across general education classrooms PK-12 that is aligned with the core SEL competencies and which allows teachers to more proactively address social, emotional, and behavioral needs at the universal level.</p> <p>4.3 Create and implement a unified vision of social, emotional and behavioral services and programming at the district level that includes a continuum of services to follow across grades and levels.</p>

support for students PK-12.	4.4 Use Child Study and Student Support Team Process to support consistent social, emotional and behavioral intervention practices, data usage, and roles and responsibilities of staff.
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# Alignment of Objectives and Initiatives



# Key Outcomes and Indicators

The District will continue to use a variety of data to measure student learning. However, in order to be more focused in measuring our improvement over the course of this plan, we have developed a set of Key Outcomes and Indicators that will guide our progress as a District.

## Key Measures of Engagement

## Key Measures of Inclusive Practice

## Key Measures of Equitable Opportunities and Outcomes

## Key Measures of Social-Emotional Wellbeing



## Strategic Initiative Action Plans and Benchmarks

Over the next five years, we will undertake 19 discrete Strategic Initiatives that span the four overarching Strategic Objectives. Each Strategic Initiative represents a significant undertaking for the District and was selected because it has been deemed necessary to support the corresponding Strategic Objective. Managing change is a complex and time-consuming process. The changes we hope to see should endure over time. As such, it is important that we undertake a limited number of initiatives at a given time which impact the various categories of educators in our schools. For example, it would be unrealistic to expect any one group of educators (e.g. elementary classroom teachers) to implement more than one or two significant changes during any given academic year. While it may seem expedient to implement many changes at one time, the research has proven time and again, that a fast pace of change does not produce the intended results over the long-term.

On the pages that follow, we have laid out an action plan for each of the nineteen Strategic Initiatives. These action plans describe each of the initiatives, provide a brief reasoning behind its incorporation into the plan, articulates the intended outcomes of the work, and provide a general timeframe for the implementation of the initiative. For initiatives that will commence in the early stages of our work, the action plans also provide more detailed information including progress monitoring benchmarks and short-term indicators of impact. For those initiatives that will not begin until later in the plan, these details have been intentionally omitted and will be completed prior to the initiative commencing.

# 1. Engaged Learning

Strategic Objective	Strategic Initiative
<b>Engaged Learning</b> Improve cognitive, behavioral and emotional engagement in learning by increasing the variety and relevance of learning experiences.	<a href="#">1.1 Involve school and community stakeholders to develop a unified vision of the knowledge, skills, and habits of mind to prepare students for life after high school.</a>
	1.2 Align instructional programs, courses, and curricula with the District’s PK-12 unified vision in order to increase and expand the variety and relevance of learning experiences.
	1.3 Expand learning opportunities for all students in the areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM).
	1.4 Align instructional, assessment, grading, and course leveling practices with the District’s unified vision in order to promote increased cognitive, behavioral, and emotional engagement for students.

**What is the purpose of this objective and what outcomes do we hope to produce?**

*Describe why this objective is being prioritized and what will be different as a result of its successful completion?*

**What are the key measures of success for the Strategic Objective and what data sources will we use to evaluate the long term impact of the objective?**

*Describe the key data points that will be used to measure growth and describe the type of growth that is expected?*

**Defining Key Terms**

*Define terms relevant for this initiative such as “equity” or “inclusion”*

Term	Definition

**Overall Timeline for implementation of the Strategic Objective and each initiative**

What is the general time frame when in which this initiative will be undertaken?

Orange=Planning; Yellow=Implementing; Green=Sustaining

Objective	Initiative	Action Step	2019-20				2020-21				2021-22		2022-23	2023-24	2024-25
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	S1	S2	Y	Y	Y
Engaged Learning: Increase outcomes for all students through greater cognitive, behavioral and emotional engagement in learning and increased hands-on learning opportunities and authentic, real-world connections to the curriculum.	1.1 <a href="#">Involve school and community stakeholders to develop a unified vision of the knowledge, skills, and habits of mind to prepare students for life after high school.</a>	a.													
		b.													
		c.													
		d.													
		e.													
	1.2 Review curriculum and instructional strategies PK-12 to increase opportunities for hands-on, authentic learning for all students	a 1.4 Expand opportunities for all students in the areas of Science, Technology, Engineering, Arts and Mathematics (STEAM)													
		b													
		c													
		d													
	1.3 Expand opportunities for all students in the areas of Science, Technology, Engineering, Arts and Mathematics (STEAM)	a													
		b													
		c													
		d													

## Resources

### Identifying Resources Supporting Implementation

List the people, time, materials and funds needed to implement this initiative

Resource list (people, time, materials, money)	New/expanded use of existing resource	Reallocation/ Reassignment of Resource	New resources	Notes
<i>Example: Out of district pd provider for new reading strategies</i>			<i>District pd budget</i>	
<i>Example: District pd for training teachers on new strategies</i>		<i>Time on existing PD calendar</i>		
<i>Example: Coaching and modeling during PLCs for grade-level implementation of reading strategies</i>	<i>District ELA coaches will add strategies to coaching agenda</i>			

**Acton-Boxborough Regional School District Action Plan**  
*Benchmarks to Monitor Progress and Impact During Implementation*

<b>Strategic Objective</b>	<b>Engaged Learning:</b> Improve cognitive, behavioral and emotional engagement in learning by increasing the variety and relevance of learning experiences.
<b>Strategic Initiative</b>	<b>1.1 Involve school and community stakeholders to develop a unified vision of the knowledge, skills, and habits of mind to prepare students for life after high school.</b>

**I. General Information**

**How does this initiative support achievement of the Strategic Objective?**

*Describe why this initiative is being undertaken, for example, how will this initiative support achievement of the overarching objective?*

**Intended Outcomes**

*What will change as a result of this initiative being successfully implemented? What are key data points to be measured?*

**II. Implementation Plan**

**Describing Implementation**

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

### General Timeframe for the Initiative

What is the general time frame when in which this initiative will be undertaken?

Orange=Planning; Yellow=Implementing; Green=Sustaining

Initiative	Action Step	2019-20				2020-21				2021-22		2022-23	2023-24	2024-25
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	S1	S2	Y	Y	Y
1.1 Involve school and community stakeholders to develop a unified vision of the knowledge, skills, and habits of mind to prepare students for life after high school.	a.													
	b.													
	c.													
	d.													
	e.													

### Monitoring Progress

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

Process Benchmark	Person Responsible	Date	Status
<i>Example: Identify common district-wide reading strategies</i>	<i>M. Edwards</i>	<i>3/4/19</i>	<i>Met</i>

### III.Evidence of Impact

#### Measuring Early 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
<i>Example: 75% of all teacher observations conducted in each school cite evidence of reading strategy implementation</i>	<i>S. Harris</i>	<i>2/1/20</i>	

#### Evaluating Long-term Impact

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

Evidence of Long-term Impact	Person Responsible	Date	Status
<i>Impact Goal:</i>	<i>S. Harris</i>	<i>2/1/20</i>	

**Acton-Boxborough Regional School District Action Plan**  
*Benchmarks to Monitor Progress and Impact During Implementation*

<b>Strategic Objective</b>	<b>Engaged Learning:</b> Improve cognitive, behavioral and emotional engagement in learning by increasing the variety and relevance of learning experiences.
<b>Strategic Initiative</b>	<b>1.2 Align instructional programs, courses, and curricula with the District’s PK-12 unified vision in order to increase and expand the variety and relevance of learning experiences.</b>

**I. General Information**

**Why this initiative is being undertaken**

*Describe why this initiative is being undertaken, for example, how will this initiative support achievement of the overarching objective?*

**Intended Outcomes**

*What will change as a result of this initiative being successfully implemented? What are key data points to be measured?*

**Defining Key Terms**

*Define terms relevant for this initiative such as “equity” or “inclusion”*

Term	Definition

## II. Implementation Plan

### Describing Implementation

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

### General Timeframe for the Initiative

What is the general time frame when in which this initiative will be undertaken? Orange=Planning; Yellow=Implementing; Green=Sustaining

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Evidence of Long-term Impact	Person Responsible	Date	Status
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**IV.Resources**

**Identifying Resources Supporting Implementation**

List the people, time, materials and funds needed to implement this initiative

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# Glossary

**Mission:** The reason we exist as an organization

**Vision:** A description what we aspire our organization to become

**Values:** The values that drive decision-making within the organization

**Beliefs:** An explicit statement of the underlying beliefs that drive our decisions

**Strategic Objective:** An overarching outcome we will achieve

**Strategic Initiative:** An initiative the district will undertake in order to achieve a strategic objective

**Actions:** The series of steps the District will undertake in order to accomplish an initiative

**Outcomes:** A measure of our progress toward our actions, initiatives and objectives

**Diversity:** the sum of the ways that people are both alike and different. While diversity itself is not a value-laden term, the way that people react to diversity is driven by values, attitudes, beliefs, and experiences. *(Adapted from the National Education Association)*

**Equity:** securing needed supports, opportunities, and resources for individuals and groups of students who typically haven't received what they need from schools *(Adapted from Mica Pollack's Schooltalk: Rethinking What We Say About- and to- Students Everyday)*

**Inclusion:** is not a strategy to help people fit into the systems and structures that exist; it is about transforming those systems and strategies to make it better for everyone. Inclusion is about creating a better world for everyone. *(Diane Richler, Inclusion International)*

**Students who are historically underrepresented:** a group of students whose percentage of the population in a given group is lower than the overall percentage of the population in the District; for AB, this includes students of color, multilingual learners, and students with disabilities

