

**GOAL 1 – MEETING THE NEEDS OF ALL STUDENTS**

**Prepared by:**

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**GOAL 1:** By June of 2018 we will have embraced a broad and challenging curriculum that fosters the social, emotional and academic growth of all students.

**K-12 CURRICULUM GOAL:**

The District will resume its revision of existing academic curriculum on a cyclical basis, and will incorporate a rubric to judge the quality of the curriculum into the revision process. The curriculum rubric will include a requirement for academic rigor (opportunities for expansion of curriculum in addition to remediation), especially at the elementary levels to help ensure that a range of student skill and ability are met.

The District will improve upon the implementation of the PK-6 SEL Curriculum (Responsive Classroom), by ensuring increasingly consistent implementation by all classroom teachers. The District will develop a 7-12 SEL Strategies Curriculum that will include a Student Advisory Program.

The District will review and revise its academic reporting system – report cards – and will consider how to incorporate a reporting system for student skills development in SEL skills.

Year 1 (2013-2014): Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>Because mathematics and ELA have been reviewed, a cycle of curriculum review will take place in a 3-year cycle. A curriculum rubric be developed for each curriculum area under revision to ensure academic rigor is considered so that a range of student needs will be addressed.</p> <p>There are opportunities at both the ORRJHS and ORRHS for academic extension, but as opportunities increase at the elementary level, these 7-12 opportunities may need expansion. A curriculum rubric may also ensure cohesion with increased rigor of Common Core State Standards, ISTE, and updated subject area frameworks. There will be a continued focus on writing (as established in existing TLC goals, School Improvement Plans and individual professional development plans). Finally, a focus on Differentiated Instruction</p>	<p>Assistant Superintendent for Curriculum and Instruction and Curriculum Articulation Committees</p>	<p>Remainder of the 2013-2014 school year and 2014-2015 school year (to be implemented and continued through remainder of Strategic Plan.</p>	<p>Committee work and product. Options for instruction (including materials) at both ends of the spectrum of learners – students who struggle and students who demonstrate mastery of the grade level curriculum. An evaluation tool or processes for the curriculum that will be used in follow up revisions. All stakeholders are aware of review and re-articulation schedule as subject area teachers in relevant subject areas know of re-articulation team opportunities. Posting of the Curriculum Review Cycle on the District website.</p>	<p>Curriculum Rubric (upon revision of the curriculum) Curriculum Evaluation, (after implementation of the curriculum).</p>	<p>Depending on District, compensation for Committee Work (monetary or PDPs) Purchase of new instructional materials if necessary. Professional Development; As classroom teachers improve in their instruction of a range of learners, it may be possible to shift financial resources from special education to general education.</p>

(especially at the ORRHS), will build teacher confidence in addressing a diverse range of learning styles.					
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**K-12 CURRICULUM GOAL (CONTINUED):**

The District will resume its review of existing academic curriculum on a cyclical basis, and will incorporate into this review, a rubric to evaluate the quality of the curriculum. The curriculum rubric will include a requirement for academic rigor (opportunities for expansion of curriculum in addition to remediation), especially at the elementary levels in order to ensure that a range of student skill and ability will be met.

The District will improve upon the implementation of the PK-6 SEL Curriculum (Responsive Classroom), by ensuring increasingly consistent implementation by all classroom teachers. The District will develop a 7-12 SEL Strategies Curriculum that will include a Student Advisory Program.

The District will review and revise its academic reporting system – report cards – and will consider how to incorporate a reporting system for student skills development in SEL skills.

<b>Year 2 (2014-2015): Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Review and revise current student reporting system (report cards – progress reports) to update to current instructional standards. Additionally, this reporting system (report cards – progress reports) will incorporate a beginning level of SEL standards (see below) that are developmentally appropriate for the elementary, middle and high school.	Report Card Revision Committee	2014-2015 school year	Committee work and product.	Review proposed revisions at each building and obtain School Committee Approval.	Depending on the District, compensation for Committee Work (monetary or PDPs) Revision of PowerSchool reporting system. PD.
Improve upon existing SEL practices: Continue Responsive Classroom Training for new staff; Supervise and evaluate implementation of program within elementary and PK classrooms; Expand training to specialist staff and paraprofessional support staff.	Elementary Principals with the assistance of the Director of Student Services.  Secondary Principals	Remainder of the 2013-14 school year, and 2014-2015 school year	Teacher evaluations at the elementary level. Committee work and product including advisory pilot	Responsive Classroom has established evaluation criteria and should be reviewed for individual teacher implementation as well as school wide.	Continue PD for Responsive Classroom; PD for JHS and SHS related to SEL and Strategies Instruction within content area classes. Purchase of SEL and

Use survey data to improve SEL practices at the ORRJHS and ORRHS. Include in this effort the existing PBIS structure and practices. Establish a Student Advisory at the ORRHS and ORRJHS	will use survey data for the purpose of improving SEL at ORR HS and JRHS.			Evaluation criteria will be established for 7-12 programs	Strategies Instruction Materials.
<b>Year 3 -5 (2015-2018): Reporting mechanism established and implemented.</b>					

<b>PERSONALIZATION GOAL</b>					
ORRHS will establish an advisory program. Teachers at ORRJHS have also indicated interest in an advisory program, but this is a requirement under NEASC Accreditation at the ORRHS. Within an advisory program, teachers will assume more responsibility for student’s development of social and emotional skills and study strategies and the students’ “whole child” needs will be met to foster independence and confidence in all students.					
<b>Year 1 (2013-2014):</b>					
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Identify work that has been completed towards an advisory curriculum at the ORRHS; Articulate “personalization” expectations for Grades PK-8 teachers within the context of existing SEL programs (Responsive Classroom and PBIS practices at ORRJHS)	Secondary Principals and Committee members; establish a subcommittee	2013-2014 and 2014-2015 school years	Agreement on purpose Identification of schedule Identification of Advisory Process, staff responsibilities and progress reporting	Establishment of evaluation criteria – pre and post – to determine efficacy	Initial professional development for High School Advisory.
<b>Year 2 (2014-2015):</b>					
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Develop a guide for teachers for the advisory program for ORRHS; Develop support materials for PK-Grade 8 teachers around SEL Practices within the general education classroom	HS and JRHS Principals & Subcommittee members	2014-2015	Completed guides	Vetting of guide by teachers and administrators	Supplementary Professional Development during implementation process. Purchase of materials to support advisors’ work
Pilot an advisory in small groups at ORRHS; Within the context of existing PK-8 SEL practices, establish evaluation of efficacy.	HS Principal and Teacher volunteers	Second semester of 2014-2015 school year	4-6 advisories in place with 10-15 students; feedback from teachers and parents	Feedback of teachers	Supplementary Professional Development during implementation process. Purchase of materials to support advisors work

**Year 3 -5 (2015-2018): Advisory implemented**

**COMMUNITY GOAL**

The district will establish outreach to parents and community members to educate stakeholders on the Social Emotional Learning curriculum and ways to support in-school instruction.

**Year 1 (2013-2014)**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Develop newsletter to address issues related to SEL and opportunities for Academic Challenge	Established by District Student Services Director to determine who will be responsible for development	2013-2014	Public awareness - posted on webpage Mailing to all parents.	Request feedback from parents	Stipend for newsletter coordinator; postage
Identification of effective Social Emotional Learning and Strategies Curriculum being used within the Districts – Responsive Classroom, supplements including Social Thinking, PBIS Structure at the ORRJHS, requirements from NEASC for Student Advisory at ORRHS.	Members of Strategic Goal 1 committee	Remainder of the 2013-2014 school year	Agreement on standards; Alignment of Responsive Classroom Instruction to Standards Alignment of ORRJHS PBIS Program to Standards; Alignment of ORRHS practices to standards.	Articulation of methodologies and programs in brochure format available on website and distributed to parents.	Materials for brochure development, assistance with website.

**Year 2 (2014-2015):**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Parent and community speaker series Identification of speakers and establish a schedule for parents and community members; Topics include Differentiated Instruction, Anxiety, School Avoidance, Depression, Harassment and Bystander Behavior	Subcommittee	2014-2015 on-going	Attendance of parents	Parent surveys	Possible need for financing of speakers

**Year 3 -5 (2015-2018): Review of parent and community involvement**

**GOAL 2- RELATIONSHIPS GOAL**

**Prepared by:**

Derek Medeiros, Principal, Rochester Memorial School, Michael Parker, Assistant Principal, ORR High School, Kevin Brogioli, Principal James O'Brien, School Committee Member, David Hughes, Rochester Parks Board, Mitch Suzan, Mattapoissett Police Officer, Erin Bednarczyk, Parent, Michelle Humphrey, School Nurse, Rochester Memorial School and Fran Guilbert, Math Teacher, ORR High School.

**GOAL 2:**

By June of 2018 we will have developed positive, productive, collegial relationships with all constituencies across the Tri-Town Districts to create the environment that fosters student learning.

Strategy 2.1 – Capital Improvement

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>2.1.1</p> <p>Promote capital improvement plans to school committee and stakeholders across all schools justifying the need for a phase replacement plan for all capital items. (Infrastructure, technology, facilities, facility equipment, security, maintenance)</p>	<p>Superintendent, Principals, Assistant Superintendent, Technology Director, Director of Student Services, Facilities Director</p>	<p>2013-2014 Identify capital improvement team leaders and members.</p> <p>2014-2015 Capital improvement teams create plans.</p> <p>2015-2018 Promotion of each plan.</p>	<p>The implementation of a transition plan for all technology across all schools/district.</p> <p>The creation of a replacement plan highlighting facility, security and school based equipment with built in timelines of installation or replacement.</p>	<p>In 2015, a technology replacement plan will be created by Director of Technology in collaboration with building technicians and principals.</p> <p>In 2015, a facility replacement plan will be created by the Director of Facilities and Technology in collaboration with building facility supervisors, town facility managers, SRO and principals.</p>	<p>2 Hours</p> <p>8 Hours</p> <p>3 Hours</p>
<p>2.1.2</p> <p>Establish a vehicle that will communicate capital improvement plan to all constituencies.</p>	<p>Superintendent, Principals, Assistant Superintendent, Technology Director, Director of Student Services, Facilities Director, School Committee Chairs, Selectmen Rep.,</p>	<p>2013-2014 N/A</p> <p>2014-2015 Capital improvement teams develop communication tool.</p>	<p>Creation of communication method, i.e. meetings, newsletter, website, etc. that involves all stakeholders.</p>	<p>Posted to District website.</p> <p>A published hard copy version of the plan that is distributed to all town officials and school families.</p> <p>Incorporation of capital</p>	<p>No Fiscal Commitment</p> <p>4 Hours</p> <p>5 Hours</p>

		2015-2018 Communicate plans to all stake-holders utilizing tool(s).		improvement plan at all budget sub-committee meetings.	
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**GOAL 2:**  
By June of 2018 we will have developed positive, productive, collegial relationships with all constituencies across the Tri-Town Districts to create the environment that fosters student learning.

Strategy 2.2 – Communication/Transparency

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.1  Ensure that during budget process at the town and school level, each association is represented at each meeting.	School Administrators, Selectmen, Finance Committee, Town Administrators	2013-2014 Create plan that will identify participants required to attend meetings and determine which meetings will be attended.  2014-2015 Identified participants will attend meetings outlined above.  2015-2018 Evaluate meeting process.	Invitations for participation in school budget processes will be sent to appropriate town officials.  Open communication and transparency regarding fiscal decision-making.	Attendance at budget sub-committee meetings.	2 Hours  5 Hours  2 Hours
2.2.2  Provide opportunities for our students and faculty to participate in community service activities with local stakeholders. This will include inviting the Tri-Town community into our schools for community events.	All Principals and faculty, Students, Community Organizations, ORR Families	2013-2014 Begin to develop a district wide calendar of existing events.  2014-2015 Create more	All schools in the district participating in community service events annually.  Community members/organizations participating in school/district based events, meetings,	District community service calendar is created and posted to the district website.  More Police/Fire Involvement at an instructional level.  Coordinated holiday events	2 Hours  2 Hours

		community service opportunities if needed.  2015-2018 Evaluate the process.	planning, etc.	that support local communities.  Established working relationships with Council on Aging, Town Recreation Departments and other civic organizations.  Career Day	2 Hours
2.2.3  Regional outreach that communicates elements from each school and town that will be shared with local media.	School Video Coordinator, School Administrators, Elected Officials from the Tri-Towns and ORCTV.	2013-2014 N/A  2014-2015 Form a public relations committee that publicize events.  2015-2018 Continue and evaluate the action plan.	Community Open House at all schools across the district scheduled as needed.  Creation of a promotional video highlighting important elements of each school/town.  Newsletter/Newspaper articles.	Schedule of open house events for each school.  Project to be created in collaboration with ORRHS Media Seniors.  Use of school grounds/facilities for various events that benefit local community organizations. (Farmer's Market, Health/Business Fairs, Youth Sports)	2 Hours  1X per month

**GOAL 3 -TECHNOLOGY GOAL**

**Prepared by:**

Elise Frangos, Assistant Superintendent Curriculum, Instruction and Assessment, Ryan McGee, Director of Technology  
 Megan Hall, HS English Teacher, Carol Herrmann, JHS Librarian, Graeme Ingham, Parent, Ann Vital, Speech and Language Pathologist and Silas Coellner, JHS Assistant Principal.

**GOAL 3:**

By June of 2018 we will have implemented a 21<sup>st</sup> century comprehensive technology plan focused on 21<sup>st</sup> century student learning, teacher learning, as well as the infrastructure to support optimal technologic skills for all in our school communities.

**Student Academic Learning Goal:**

In our schools, all students will experience an exciting continuum of technologic learning so they will be skilled as technologic leaders in college or career. Upon graduation they will become the “go to people” for technology. They will possess knowledge of digital citizenship, critical thinking, and use a familiar, current technologic toolbox everyday while standing ready to continuously update it.

**Year 1 (2013-2014): Student Learning - Technology Support with a 1:1 Tablet/Computer**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
Ensure learning expectations based on National International Society for Technologic Education (I.S.T.E.) Standards are communicated across schools and supported by infrastructure.	Assistant Superintendent Curriculum Instruction and Assessment Director of Technology Action Committee, Technology Council, Instructional Council, and School Council, All Library Media personnel	2013-2014	I.S.T.E. Standards disseminated, read and understood by Technology Council, TLC, Technology Strategic Planning Action committee, School Committee.  Establish a cross-district I.S.T.E. vertical implementation team.	ISTE Standards by grade placed on an online collaboration forum as well as curriculum sites. Staff understand the “WHY?” behind this initiative.	Estimated time: 15 Hours
Student Learning - Technology Support with a 1:1 Tablet/Computer	Technology committee Assistant Superintendent	2013-2014	Tech committee plans 1:1 viability and maps	Attain buy-in for 1:1 among School Committees, TLC	5 hours



	Director of Technology Technology Department School Committee		out 4 year realization plan.	leadership as well as community stakeholders	
<b>Year 2 (2014-2015)</b>					
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Create vertical I.S.T.E. implementation team to integrate Standards into existing curricula using a 3 year curriculum review schedule.	Director of Technology, Integrationist, Technology Council, with members of Instructional Council, and School Council	2014-2015	I.S.T.E. Standards disseminated, read and understood by Technology Council, TLC, Technology Strategic Planning Action committee, School Committee. Vertical team comprised of educators and technologists integrate standards into existing curriculum.	Newly integrated curriculum units placed on Google Docs, an On-line collaborative forum, Curriculum district page as well as the Technology page.	Estimated time: 10 Hours  Estimated cost: \$7,000.00 (Federal Grant funded and portion of Integrationist salary)
Librarians commence training in media technology as needed so that transformation of libraries into Learning Commons (which serve all students in their efforts to use technology to improve access, analysis, and presentation of knowledge connected to mastery of core curriculum content) can occur.	All Librarians Assistant Superintendent for Curriculum Technology Director Principals support initiative through strategic hiring, release time, purchases and evaluation	2014-2015	Librarian tech awareness and technologic skill is increased.  Librarians are trained in Media and Technology and increase direct teaching of technologic skills. Visible increases in Librarian impact on all students' technologic skills  Past former job descriptions for librarians are updated  Libraries are more full of students collaborating, producing multimedia presentations and	Current baseline data of on-line, hard copy text circulation is established. Baseline of student library use as collaborative center established.  Use of door gate count continues to show increased student and teacher usage of library as a Commons (collaborative center)  Computers in library media center display increased usage.	Librarians gain technology and media research training \$2,500.00  Library media hires are procured in open search process for optimal, experienced candidates

			engaged in collaborative learning.		
Building upon administrative support, create district wide (All Stakeholders, including teacher leaders, student leaders and parents) awareness for value of having 1:1 Tablet/Computer phase-in.	Technology committee Assistant Superintendent, Director of Technology Technology Department School Committee Superintendent	2014-2015	Using hardcopy communications and Youtube video along with technologic communication tools to disseminate 1:1 awareness from model schools. Collect data to help determine which devices would be most beneficial for our students and infrastructure.  Survey Results showing interest in a 1:1 Tablet/Computer Initiative to support student learning.	Youtube metrics indicate widespread viewing.  Survey sample size is 80% of students in favor of 1:1.	5 hours
Roll out optimal 1:1 device into hands of staff to explore how they enhance learning (Phase in grades 7-12).	All Stakeholders	2014-2015	Technology professional development created and customized to teachers' needs.  Teacher leaders will be taught to help train and teach others. (Train the trainer model)	Increasing metric of users by 10% each  2 teacher trainers per building.	3 hours  10 hours @ 35.00 pp.= \$4,200.
Secondary Student help desk created at JRHS and HS as a internal learning-support project to build computer skills and college readiness. Students are mentored by Secondary technologists	Tech Director, Secondary Principals, Secondary Technology Department	2014-2015	Recruiting notice, scheduling planned, incentives conceptualized, and training program for tech help desk staff determined	Students volunteer time, assist teachers.	5 hours
Building on current courses in which students get an introduction to HTML, coding, web design, web	Administration Instructional Council	2014-2015	Detailed course descriptors for	Increased numbers of students learn computer languages, web	10 hours Ongoing planning

analytics, and simple computer languages, these are enhanced by promoting their existence for grades 8-12 students. Technology to support those courses is upgraded to include engineering software and a clear PATHWAY to advanced engineering and computer science courses is offered at the High School so that a capstone Advanced Placement Computer Science is offered to build on current courses.	Secondary Principals and Assistant Principals, Superintendent, Assistant Superintendent, Technology Director Technology Department		Technology curriculum are revised and posted in program of studies, highly trained personnel recruited. Engineering software purchased and tech rooms enhanced with optimal, sufficient state of the art equipment	design and coding by graduation. Build on current metric by 10% each year.	Compensation budgeted for skillful tech educator to teach AP Computer Science course ready to launch with requisite technology.
Recruit pilot group of teachers to implement a blended classroom utilizing one to one devices in the following (2015-2016) school year.	Administration Technology Council Technology Department Technology Teacher Leaders	2014-2015 ongoing	Teachers develop plans for 1:1 implementation, attend conferences on 1:1 implementation.	Pilot for gr 6-Chromebooks, gr7-Chromebooks is budgeted for 2015-2016.	15 hours training teachers how to blend RMS-\$13,000.00 Sippican-\$13,000.00 Mattapoisett-\$13,000.00 ORR JHS- \$42,000.00
Implementation of a digital learning platform to increase anytime / anywhere learning through teacher and student collaboration and engagement. (Google Docs and Moodle)	Technology Council Technology Department	2014-2015 ongoing	Platform possibilities employed with interested teachers during summer training.	Increase in collaboration, decrease in paper and pencil assessments as well as paper use	10 hours
Implementation of writing standards (6 and 8 CCSS) including digital literacy standards from the common core, collaborative writing, and writing for a variety of audiences.	Teachers, JRHS Assistant Principal and Principal, Assistant Superintendent Technology Integrationist Technology Council	2014-2015 ongoing	Students incrementally write in labs as measured by media lab reservations.  Fewer handwritten papers turned in across all grades especially at the secondary level.  Teachers start to use on line scoring and return papers to students electronically.  Uniform electronic citation software used in each school.	Increased metrics related to use of Media centers, reduction in paper, on line registration for use of media labs instead of word of mouth.  Respect for intellectual property is seen on all presentations and written artifacts.	10 hours
Implement digital citizenry curriculum in grades 7		2014-2015	All student and staff	Progress toward appropriate	20 hours X wages

and 8. Develop digital literacy in grades 2-5, Develop 9-12	JRHS Principal and Assistant Principal, Teachers, Technology Integrationist Technology Council Administration	ongoing	communications display respectful discourse. On line bullying, character assassination, or plagiarism is incrementally reduced.	online decorum on Tweets, facebook, chatter and all academic writing.	
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**Year 3 -5 (2015-2018): The final years of this plan are broken out into greater detail.**

<b>Teacher Learning Goal</b>	By 2018 tech learning will support teachers and administrators through a variety of professional development opportunities and models. Instructional Technology and Library Media teachers will help connect teachers to the resources and data they need when they need it. We will continue to offer formal face to face classes and begin blended learning opportunities. Training in specific technologies will be provided for small groups or individuals. Staff will provide just in time coaching opportunities supporting teachers and administrators as they take on new challenges integrating technology into teaching, learning, and daily life in the schools.
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**Year 1 (2013-2014):**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
Blended PD planning and course development. Offering of courses in future years.	Superintendent and Assistant Superintendent	Summer of 2014 and ongoing	Robust and rich array of courseware offered across year. Presenters recruited.	Enrollments planned for hybrid courses, including plans for paying participants	Grants and budget support for SMART PD= \$2,500 for all districts
Identify long-term technological and achievement goals to support Massachusetts state standards, Common Core, I.S.T.E Technology Frameworks by grade level.	Superintendent, Technology Director Technology Council	2013-2014	Goals are clear and posted in a timeline format. Shared with all stakeholders.	Consensus of support from all stakeholders.	Estimated 40 Hours
DATA Literacy Continue to empower teachers with technological resources with analytical skills to collect and organize student data to inform instruction and show their impact on student learning.	Assistant Superintendent Director of Technology Technology Integrationist	2013-2014 (All Years)	Increased achievement in MCAS, PARR, Galileo, DDM, Benchmarks.	Continuous Review of Data with Teachers and Administration	Professional Development Costs

Summer PD for pilot teachers.	Superintendent and Assistant Superintendent	Summer of 2014	Feedback from attendees List of attendees in Smart PD	Based on attendance Feedback for exit tickets	Professional Development Cost” 5,000  Stipends
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**Year 2 (2014-2015):**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
Continue to provide teachers technological resources to collect and organize student data to inform their instruction and show their impact on student learning.	Assistant Superintendent, Technology Director, Principals, Technology Council Technology Department Technology Teacher Leaders	2014-2015 and ongoing	Teachers will be comfortable pulling data as needed for use informing instruction	Data in increased assessment scores. Teachers regularly use data to inform RTI. Principals make data based decisions.  Walkthroughs can provide additional data for evaluation if data is being used in the classroom.	Stipended Professional Development, broad inclusion on teams encouraged  Financing supplied for Galileo and Data systems for teacher access
Most curricula have technological skills and elements woven throughout.	Technology Integrationists Technology Council Teachers	2014-2015	District curriculum is interwoven with I.S.T.E standards and posted to websites for viewing.	Teachers are using the curricula and technologic use is evident through walk thoughts.	Stipends for curricula integration work at \$35.00/hr
Technologic Professional development is ongoing to support continuous teacher learning. Hybrid courses are offered	Instructional Council Technology Council Technology Department Technology Teacher Leaders	2014-2015	Incremental increase in offerings	Enrollments	TB paid for by grants. Offset by outside participants.

**Year 3 -5 (2015-2018): The final years of this plan are broken out into greater detail.**

<b>Infrastructure Goal</b>	A robust network infrastructure, appropriate hardware, technical services and data management are components that form the foundation for teaching, learning, and leadership in the 21st century. The Technology and Curriculum-Instruction departments will be actively engaged in developing a strong infrastructure for learning that will unleash new ways of capturing and sharing knowledge based on multimedia that integrate text, still and
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moving images, audio, collaboration, and applications that are accessible from numerous kinds of devices.

**Year 1 (2013-2014)**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Disseminate current summary of technology use in each district.	Technology Director Technology Department	2013-2014	Public awareness - posted on webpage	Understood by school committees	Estimated time: 10 Hours
Create centrally located inventory of equipment by school, department, and district including hardware and software in a standardized format.	Technology Department	2013-2014	The location and status of available inventory will be placed on the website for educator access.  Assistive technology inventory is clear to educators per building.	Ability for Technology Department, Administration to view materials and share with stakeholders as needed.  Purchasing needs are evident based on clear inventory.	Estimated time: 20 Hours
Propose development of the student achievement dashboard by district to track progress and sharpen educational priorities for the district.	Technology Director and Assistant Superintendent	Spring 2014 for RTT districts	Draft is read and understood by RTT stakeholders.	Selective teacher access to the educator dashboards will be regularly viewed (metrics).  Data on the dashboard remains updated and valuable.	Stipends for teachers on data teams per school
Describe current bandwidth, and shortcomings and challenges. Explore expansion for next year.	Technology Director, Addition Networks (Internet Service Provider, ISP)	Spring of 2014 and ongoing	The current bandwidth will be communicated.  A proposal for increased bandwidth will be communicated with cost proposals from Addition Networks.	The information will be presented as part of a proposal describing needed increases.	Cost proposals will reflect current school requirements. (4 hours)

Examine current efficiencies / inefficiencies of personnel to repair and upgrade technology across schools.	Technology Strategic Action Committee, Assistant Superintendent Director of Technology	Summer of 2014 and ongoing	Personnel needs are documented and reinforced with School Dude data, observational data and self reports.	Active use of School Dude data by stakeholders and turn around time reflect responsiveness.  Data used by Technology Department PLC to inform improvement.	Estimated 10 Hours
Complete a researched examination of Capital improvement plans used in other tech exemplary districts.	Technology Strategic Action Committee, Technology Council, Business Manager, Assistant Superintendent Director of Technology	2014 and ongoing	Funding secured and deployed to create capital improvements for technologic learning across all schools.	Consensus gained by all stakeholders. Stakeholders understand need for 21 <sup>st</sup> century technology.  Importance of infrastructure to support student learning.	Time Requirements from Business Department, Technology Department, School Administration and District Administration. Estimate - 100 hrs.
Assess student technologic skill and use of technology in each grade PreK-12.  Using an assessment, focus on grade 6 to gather a baseline of students' technologic knowledge and build incremental learning.	Technology Director and team	2014 end of year ongoing	Results set metric for skill improvement until reaching 100% all schools during all times during school and weekend hours by 2018	All students will have the capacity to use technology in the 21 <sup>st</sup> century classroom as needed.	TBA
<b>Year 2 (2014-2015):</b>					
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financing</b>
Access current student use of technology focusing on grades 3,6,8,11 to gather a baseline of students' technologic knowledge.	Technology Director Librarians Assistant Superintendent of Curriculum Principals	2014-2015 ongoing	Incremental increases in overall technologic vocabulary, usage and skill.	20% increase per year to attain 100% in the 2017-2018 school year.	20 hours

Promote capital improvement plan to school committees and stakeholders across all schools justifying need for equipment, bandwidth, and for all students to acquire 21st century learning skills.	Technology Director Librarians Assistant Superintendent of Curriculum Principals	2014-2015 ongoing	Assent by District stakeholders to invest in technologic learning as seen in budgets and warrants	All districts adopt capital improvement plan which supports phase in for 1:1 devices per district.	20 hours
Technology Rotation Plan	Technology Department Administration	2014-2015 ongoing	Equipment is current and phased in to schools.	Reviewed by Technology Council yearly. Equipment is current.	Funds needed in accordance to quotes
<b>Year 3 -5 (2015-2018): The final years of this plan are broken out into greater detail.</b>					



**GOAL 4 - ORGANIZATIONAL STRUCTURE**

**Prepared by:**

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**GOAL 4:**

By June of 2018 we will have examined our current Organizational Structure and systems to implement efficiencies that ensure all district-wide goals are met.

Strategy 4.1  
Infrastructure

Strategy 4.1 **Coordinate efforts to gain a better understanding of the systems and structures in place within the district that may be target areas for implementing efficiencies.**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
4.1.1 Identify specific systems, within the district's organizational structure, that are major components to the overall functioning of the school system.	Committee Members, District & School Administrators	June 2014	Acquisition and updating of District Structural Organization Flow Chart.  Development of a comprehensive list of the major components that make up the district school system.	Completed flow chart of current organizational structure.  Completed document (list, chart, diagram) identifying major components and their relationships.	4 Hours
4.1.2 Analyze and evaluate the efficiencies and inefficiencies, which currently exist from a financial, personnel and curriculum perspective.	Committee Members, District & School Administrators	June 2015	Creation of comprehensive data analysis of current systems listing efficiencies and	Completed document outlining financial, personnel and curriculum strengths and weaknesses, as well as recommendations	20 Hours

			inefficiencies.	for efficiencies.	
4.1.3 Facilitate working relationships with local and state political leaders in order to establish better lines of communication around the financial viability of implementing efficiencies across the district.	Committee Members, District & School Committee Members, Superintendent, Assistant Superintendent, Representatives from town, local and state governments.	Ongoing 2015 - 2018	Meetings, public forums, conversations.	Documentation of contacts through reports and/or minutes.	Transportation costs - \$500.  20 Hours
4.1.4 Research and explore the advantages, deterrents and misconceptions related to reorganization at the district level through needs assessments as determined by 4.1.1 and 4.1.2, site visits and assessing financial incentives at the state and federal level.	Committee Members, DESE (Department of Elementary & Secondary Education) Representatives, MARS (Massachusetts Association of Regional Schools) Representatives	Ongoing 2015-2018	Site visits to recently reorganized school districts. Reports on meetings. Compile research and information.	Compilation of gathered information and data into report.	Transportation costs - \$500.  20 Hours
4.1.5 Facilitate working relationships with school, community, and local stakeholders to gather input and provide education in the area of implementation of efficiencies and of the concept of district reorganization.	Committee Members, District & School Administrators, Community Members, Teachers, Staff & School Committee Members	2016-2018	Surveys, town hall-style meetings, public forums, local media coverage, social media, outreach.	Compilation of gathered information and data into report.	Costs related to public forum meetings or events.  30 Hours