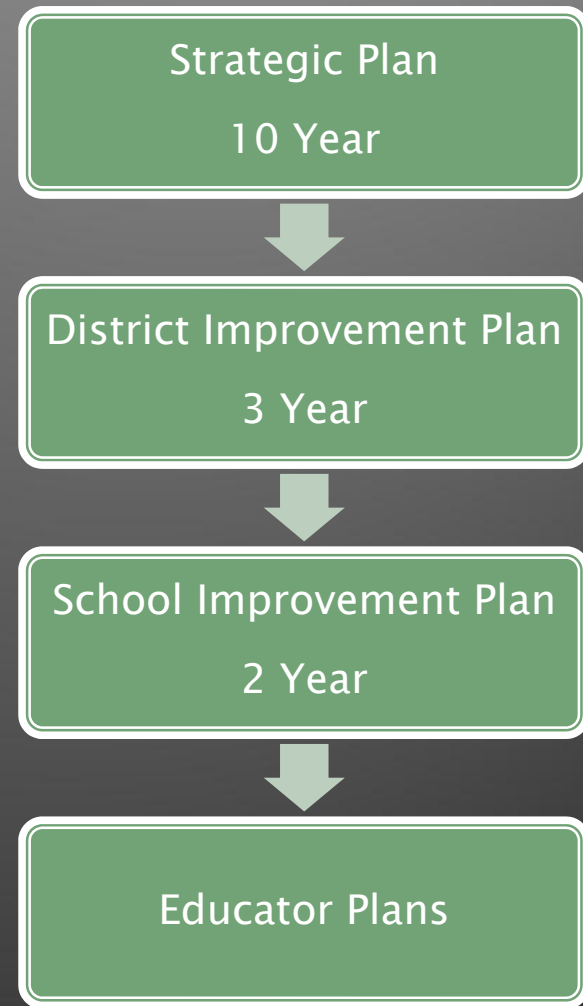
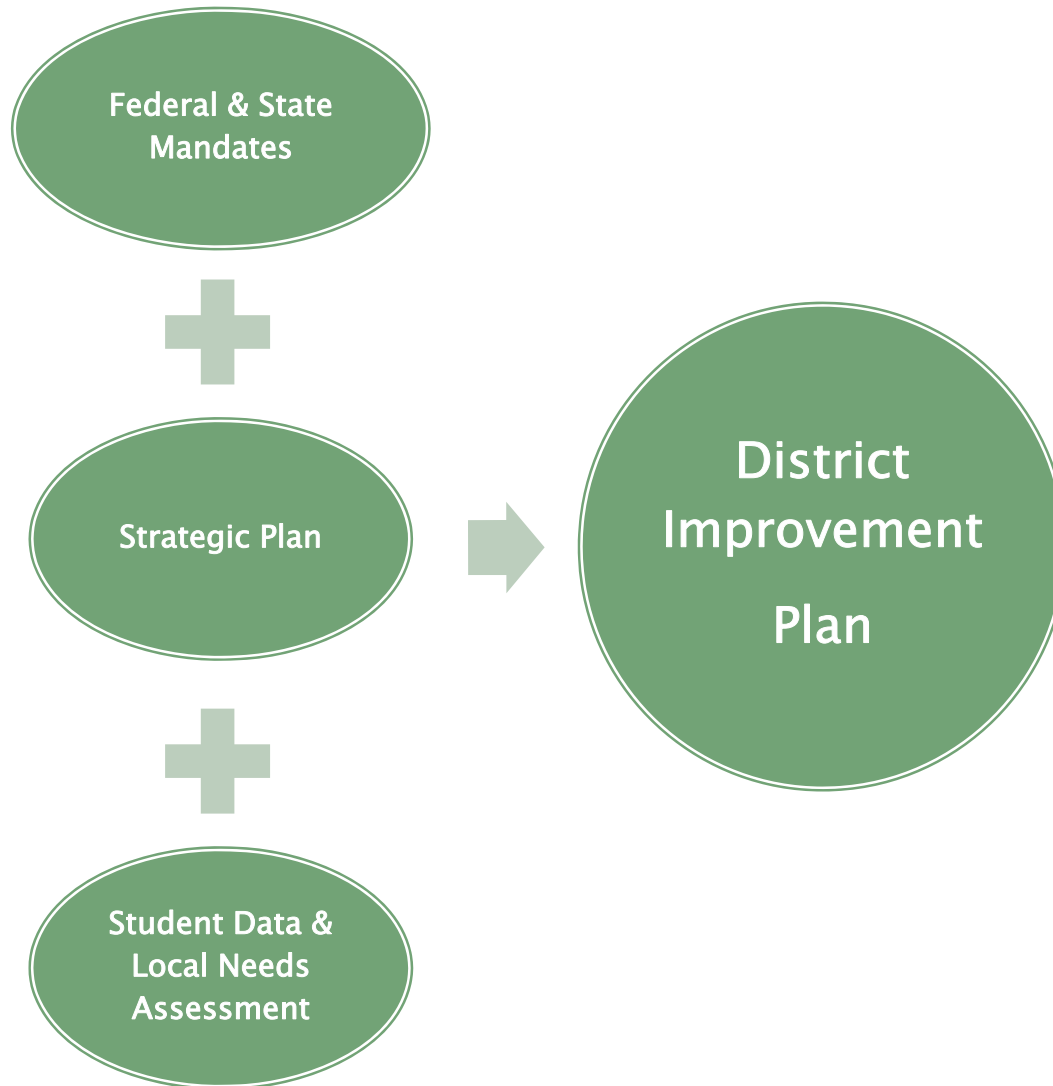


District Plan

- ▶ Mission, Vision and Core Values of Strategic Plan provide the direction
- ▶ Plan seeks to provide district road map
- ▶ Informs development of school and educator plans
- ▶ Living Document



District Improvement Plan



Strategic Plan
Vision Framework
(2021/22)

Cycle 3
DIP & SIP Plans
Goals/Deliverables/Roles
& Responsibilities
Annual public progress
reports
**Cycle 3 Includes Needs
Assessment to Inform
Strategic Framework Rev.*

Cycle 1
DIP & SIP Plans
Goals/Deliverables/Role
s & Responsibilities
Annual public progress
reports

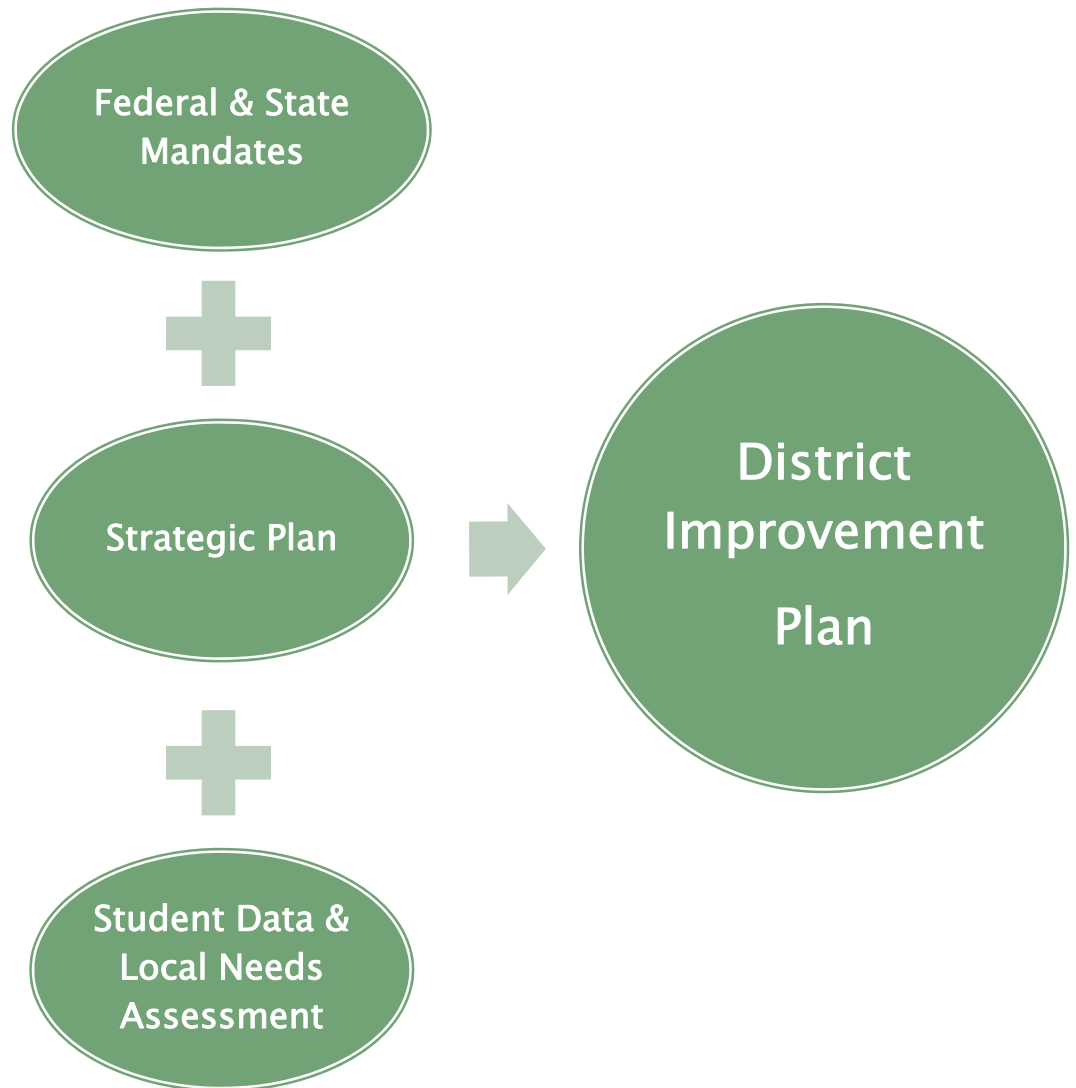
Cycle 2
DIP & SIP Plans
Goals/Deliverables/Ro
les & Responsibilities
Annual public
progress reports

District Improvement Plan

Written by the District-wide leadership team and presented to School Committee for approval

Sample Inputs

- Strategic MV& VOG
- Assessment Data
 - Achievement & SEL
- Federal/State Mandates & Frameworks
- Cyclical Third Party Assessment & Audits
- Curriculum Review Cycle
- K-12 Curriculum Teams
- Town School Collaboration Teams
- SEPAC, Task Force Teams, etc.
- Community Survey (2 yr. cycle)

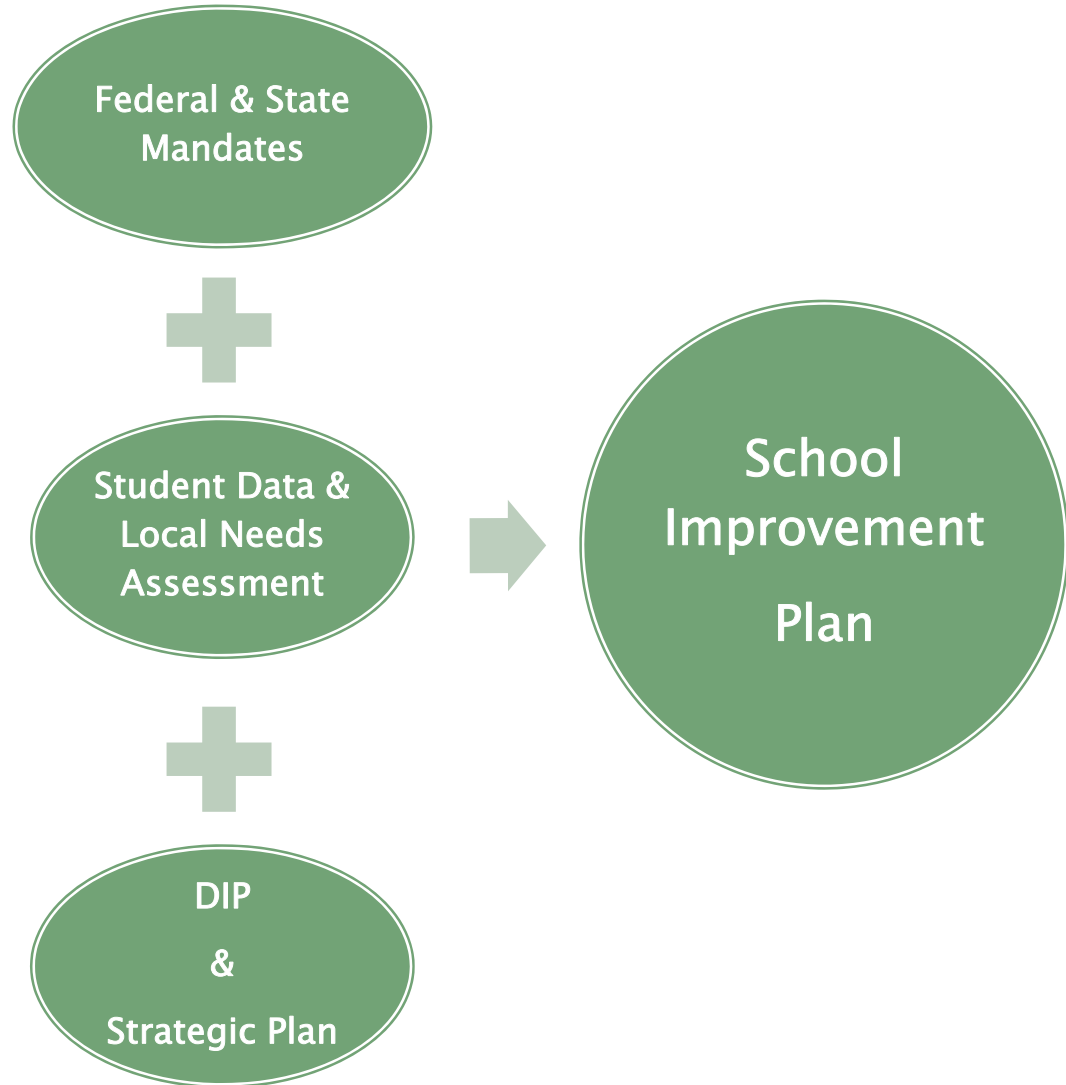


School Improvement Plan

Written by the Principal in conjunction with School Council team and presented to School Committee for approval

Sample Inputs

- Strategic MV& VOG
- District Improvement Plan
- School Assessment Data
 - Achievement & SEL
- School Community Survey (2yr Cycle)
- Program Assessments
- Curriculum Review Cycle



Manchester Essex Regional Schools District Improvement Plan 2022-2025

<i>Strategic Initiative 1</i>			
<i>Establish and foster an authentic Pre-K-12 learning environment.</i>			
Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Conduct school level assessments of current practice.	-C&T Director -Elem. Bldg. Principals	-NEASC Elementary Review	-NEASC Assessment Report to SC (Fall 24)
2. Define “student centered authentic learning” and develop needs assessments. [Student Centered]	-C&T Director -Secondary Building -Principals	-Generate and memorialize a secondary “student centered authentic learning” definition -Develop an authentic learning needs assessment -MS & HS Perform School Based Self-Assessment	- <i>Definition statement (FY23)</i> -Assessment (FY24) -Secondary map of existing programs and areas for growth (FY24)
3. Map and deliver a developmentally differentiated professional development plan informed by the outcomes of school-based assessments.	-C&T Director	-Faculty needs assessment -Analyze student performance data to identify areas of PD need	-District PD Plan to Support Student Centered Authentic Learning (FY24)
4. Implement district data collection and analysis practices K-8 to support student learning and growth. [Student Achievement]	-C&T Director	-Implement I-Ready K-8 -Define data team protocols -Establish annual meeting calendar -Map K-12 assessment delivery	- <i>District K-12 Data Team Meeting Calendar (FY23-24)</i> - <i>District K-12 Assessment Calendar (FY 23-24)</i>
5. Document K-12 curriculum, assessments, tools, and common practices. [Student Achievement]	-C&T Director -Principals -Department Chairs	-Inventory and document K-12 programs and practices	- <i>Elementary Program Overview (FY23)</i> - <i>Common Elementary Schedule (FY23)</i> -MS Program Overview (FY23/24) -Updated HS Curriculum Maps (FY24)
6. Develop community partners to provide opportunities for students to connect learning to real-life application. [Family and Community Partnership]	-Superintendent -C&T Director	-Inventory current community partners who offer educational support or opportunity -Identify areas of need -Develop community partnership expansion plan to address gaps	-Community Partnership Expansion Plan (F24-25)
7. Prioritize and support programming to promote creativity, innovation, and the arts. [Student Centered, Family Community Partnership]	-Superintendent -Student Service Dir. -Principals	-Reorganize K-12 Music staffing model -Develop job description for K-12 Fine/Performing Arts Coordinator -Engage educational partners to support enhancement of creativity and innovation programming.	- <i>Job Description Fine/Performing Arts Coordinator (FY23)</i> -Fine/Performing Arts Coordinator Appointment (FY24)

Manchester Essex Regional Schools District Improvement Plan 2022-2025

<i>Strategic Initiative 2</i> <i>Integrate social emotional learning into all aspects of the school day.</i>			
Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Create a K-12 SEL Leadership model charged with training staff on ways to integrate a variety of strategies to help increase student availability for learning. [Student Achievement, Student Centered, Equity]	-C&T Dir. -Student Services Dir. -Principals -MS Dean*	-Define Social Emotional Learning -Conduct K-12 staff needs assessment targeted at RULER implementation and trauma informed practices -Design leadership model in response to inputs	-Needs Assessment Report (FY24 Fall) -Job Descriptions (FY24) -Funding/Implementation (FY24) -Appointments (FY24/25)
2. Create a Vertical SEL Team to support the implementation of SEL informed instruction. [Student Achievement, Student Centered]	-C&T Dir. -Student Services Dir. -Principals -MS Dean -Interventionists	-Establish/Train a K-5 MTSS District Team -Establish/Train MS Vertical Data Team - Establish/Train HS Vertical Data Team -Determine tiered interventions protocols	- <i>K-5 MTSS District Team (FY23)</i> -MS MTSS Vertical Data Team (FY24) -HS MTSS Vertical Data Team (FY25) -MTSS handbook (FY24-25)
3. Design an integration plan and rubric to use to measure effectiveness of SEL integration at the individual student and classroom level. [Student Achievement, Student Centered, Equity]	-C&T Dir. -Student Services Dir. -Principals -Dean	-Articulate K-12 SEL Scope & Sequence -Define criteria for rubric to be used in evaluating district SEL assessment tools -Identify district SEL student assessment tool.	-SEL Scope & Sequence (FY4) -Criteria/Assessment Tool (FY24)
4. Involve families and the community in the SEL work that our staff and students are engaged in. [<i>Family and Community Partnerships</i>]	-Superintendent -C&T Director - Deans	-Develop RULER parent training materials -Organize/Reintroduce Parent Ed Series	-Parent RULER workshop (FY24) -Parent Ed Series Brochure (FY24)

Manchester Essex Regional Schools District Improvement Plan 2022-2025

<i>Strategic Initiative 3</i>			
<i>Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of all individuals.</i>			
Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Identify and hire a consultant/coach to support the district in achieving cultural proficiency in the area of diversity, equity and inclusion. <i>[Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]</i>	-Superintendent -School Committee - Dir. C&T	-Investigate how other districts are approaching the work/seek recommendations -Research and identify consultant	✓ Contract w/ Consultant (Ongoing)
2. Conduct a cultural proficiency, diversity, equity, and inclusion assessment. <i>[Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]</i>	-Superintendent - Dir. C&T -Building Principals	-Investigate, identify purpose of assessment tool and use of data -Identify funding mechanism if needed -Utilize inputs to develop improvement roadmap for developing cultural competencies and technical areas for development (policy/practice)	-Report to community (FY24) -Roadmap (FY24)
3. Build on and expand inclusion and cultural competence training for staff and students.	-Superintendent - Dir. C&T -Building Principals	-Train staff in the five components of cultural competence: awareness, attitude, knowledge, skills, practice -Leadership Team capacity building in preparation for leading school-based work -Building Leaders utilize faculty meetings as learning sessions for cultural competencies -Expand district directed training on inclusion <hr/> -Apply for the Safe & Supportive Schools Grant - Utilize equity rubric to review district curriculum materials -Review District Policy to ensure alignment Core Values and anti-racism resolution -Review and improve recruitment practices to attract, hire and retain a more diverse workforce	- <i>Principal Mentorship (FY 22-23)</i> -Foundational Training Cultural Competencies for Principals/ Staff (Ongoing FY22-25) - <i>School Committee Cultural Competency Training (FY23)</i> - <i>Materials equity assessment rubric (FY23)</i> -Policy Revisions (FY24)

Manchester Essex Regional Schools District Improvement Plan 2022-2025

<i>Strategic Initiative 4</i>			
<i>Ensure funding for a stable, multi-year budget and capital improvement plan through collaboration with town and community partners.</i>			
Objectives	Responsible	District Actions	Deliverables What/When Measures of Implementation Documentation
1. Develop and pass a budget that maintains quality and forward progress maintaining efficient practices but shifting to greater advocacy for increased funding to the District.	-School Comm. -Superintendent -Dir. Finance	-Propose revenue correction for Operating Budget to eliminate structural deficit and use of 1-time reserve funds to pay for recurring program needs -Develop SC Reserves policy per recommendation of auditors and credit rating agencies governing objectives for use of rainy-day funds	- <i>Successful Override (FY23)</i> - <i>Approved Reserves Policy document (FY23)</i>
2. Articulate large and small scale operational and facilities capital needs and obligations. [Student Centered, Student Achievement, Equity, Family and Community Partnerships, Resources]	-Superintendent -Dir. Finance -Facilities Mgr.	-Commission updated Facility Condition Index (FCI) for EES and initial FCI for MSHS -Finalize MMES Operations & Maintenance (O&M) plan through SBC project to inform updates to facility department's Preventative Maintenance plan -Update multi-year capital asset replacement plan, including funding sources (e.g. operating budget allocation, reserves, special town assessments, MSBA and/or debt issuance)	- <i>Facilities Condition Index Report (FY23)</i> -OEM Plan (FY24) - <i>Multi-year capital plan (FY23)</i> -Statement of interest for Essex Elementary School (FY23/24)
3. Continue to evolve the central administrative organization structure to efficiently and effectively support district wide improvement goals. [Student Centered, Student Achievement, Resources]	-Superintendent -Dir. Finance -Dir. C&T -Dir. Student Services	-Assess current structure in comparison to like districts -Develop and implement a reorganization plan that results in the creation of a more efficient organization of task management. -Develop central office job descriptions -Research, design, and implement a reorganized curriculum support structure -Assessment of K-12 Administrative Structure in comparison to like districts	✓ -Revised organizational chart ✓ -Job Descriptions ✓ -Hire HR Manager / Central Office Admin Assistant / Operation Admin Assistant - <i>Hire Payroll Clerk (FY23)</i> - <i>K-12 curriculum support organizational chart (FY23)</i> - <i>Job Descriptions (FY23)</i> - <i>K-12 Administrative Organizational Chart (FY23)</i> -Job Descriptions (FY 24)
4. Review personnel efficiencies to improve or adjust delivery of programs. [Student Centered, Student Achievement, Equity, Resources]	-Superintendent -Dir. Finance -Dir. C&T -Dir. Student Services -Principals	-Annual review of staffing to identify operating and financial efficiencies -Use student data and local/state/national benchmarks to determine personnel needs and staffing ratios	- <i>Districtwide elementary student intervention support program (FY23)</i> -Implement Elementary and Secondary School - <i>Psychologist / SAC Model (FY23)</i> * <i>Future Deliverables derived from annual review</i>