

The Public Schools of Dover and Sherborn

STRATEGY 2018-2021

Vision

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.

Mission

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

Theory of Action

If we are able to successfully inspire, challenge, and provide the necessary supports for all of our students, *then* they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.

Core Values

The Dover Sherborn Schools commit to the following Core Values:

Commitment to Community
Equity and Excellence
Respect and Dignity
Climate of Care

Strategic Objectives 2018-2021

<i>Innovative Teaching and Learning</i>	<i>Health and Well-being of Students and Staff</i>	<i>Partnerships with Families and Communities</i>	<i>Safe and Innovative Facilities</i>	<i>Resource Efficiency</i>
Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world	Revise and enhance programs in support of the social-emotional needs of students and staff	Cultivate partnerships with families and community groups to strengthen the support system	Evaluate and adapt facilities and learning spaces to support 21st century learning experiences	Provide the highest quality education in an efficient and productive manner

Strategic Objective: Innovative Teaching and Learning
Maintain excellence and rigor while adapting best practices and programs to prepare
our graduates for success in a rapidly changing world

Strategic Priority Actions	Point Person/Outcome	Status
<p>Establish a Pre-K-12 Academic Innovation Committee to research “cutting edge” practices and trends in both industry and education across the state, nation, and world</p> <ul style="list-style-type: none"> ➤ Review and expand current STEAM (Science, Technology, Engineering, Arts, and Math) opportunities (i.e. computer programming, robotics, software design, etc.), further integrating curriculum and activities that will strengthen the Pre-K through 12 continuum of content and skills. ➤ Establish partnerships with institutions of higher education for collaborative staff professional development, advancement of programming and innovative practices, and student access to supplemental learning experiences beyond the traditional school walls. ➤ Develop a “Portrait of a Graduate” consistent with the community’s expectations along with a process to measure and evaluate success. 	<p>Asst. Superintendent</p> <p><i>Additional STEAM programming</i></p> <p><i>Additional courses/workshops for educators</i></p> <p><i>Portrait of a Graduate outline, rubrics & tasks</i></p>	<p>In progress</p> <p>In progress</p> <p>Not yet begun</p>
<p>Provide professional development activities that foster innovative teaching practices</p> <ul style="list-style-type: none"> ➤ Design and implement professional development opportunities that further support and develop educators as fluent users of technology, with an aim of increasing student digital literacy and broader implementation of compelling, engaging, and relevant learning experiences. ➤ Design and implement professional development opportunities that emphasize student-centered instructional practices and foster self-driven independent learning. ➤ Provide ongoing professional development with evaluators to ensure that all staff receives timely, meaningful, and targeted feedback consistent with state and national standards. 	<p>Asst. Superintendent</p> <p><i>Additional courses/workshops for educators</i></p> <p><i>Additional courses/workshops for educators</i></p> <p><i>Updated supervision & evaluation process</i></p>	<p>Not yet begun</p> <p>Not yet begun</p> <p>In progress</p>
<p>Strengthen current curriculum and teaching methods by building upon identified best practices</p> <ul style="list-style-type: none"> ➤ Investigate and implement models of authentic assessment (i.e. Universal Design for Learning) that include ongoing gathering and sharing of (formative) data for continuous improvement of teaching and learning. ➤ Ensure that learning experiences are horizontally and vertically aligned and emphasize creativity, innovation, critical thinking, design thinking, problem solving, communication, collaboration, and global competency. ➤ Finalize the DCAP (District Curriculum Accommodation Plan) and provide ongoing support for implementation of tier 1 best practices for instruction, accommodations, and interventions that will benefit all students, including English Language Learners and students with disabilities. ➤ Formalize data sources and systems of analysis, and expand tier 2 interventions to provide targeted support to students by highly trained educators in the least restrictive environment. ➤ Plan for the transition of FLES (Foreign Language in Elementary School) elementary students to the middle and high school world language programs. 	<p>Asst. Superintendent</p> <p><i>Additional courses/workshops for educators</i></p> <p><i>Curriculum review reports & action plans</i></p> <p><i>Updated DCAPs</i></p> <p><i>Formalized RTI model</i></p> <p><i>Proficiency data collection; FLES curriculum for grades 6-8</i></p>	<p>Not yet begun</p> <p>In progress</p> <p>In progress</p> <p>In progress</p> <p>In progress</p>
<p>Broaden the use of technology to better prepare students for a continually advancing workforce</p> <ul style="list-style-type: none"> ➤ Update and advance the action plan established by the Technology Committee. 	<p>Director of Technology</p> <p><i>As outlined in technology plan</i></p>	<p>In progress</p>

Strategic Objective: Health and Well-being of Students and Staff
Revise and enhance programs in support of the social-emotional needs of students and staff

Strategic Priority Actions	Point Person/Outcome	Status
<p>Focus on the social, emotional, and physical well-being of all students</p> <ul style="list-style-type: none"> ➤ Integrate social justice and social emotional wellness standards across all disciplines into the formal and informal curriculum of the District and ensure consistency of implementation at all levels. ➤ Continue to explore the impact of race and identity in the classroom, and gain knowledge and culturally responsive practices that will improve students’ access to learning and sense of connectedness via #WEareDS. ➤ Continue to work directly with Challenge Success, and the Wellness Committee in support of their goals. ➤ Focus on anti-bullying, marginalization, and community building through actions and communications that specifically teach and reinforce the District’s Core Values. ➤ Examine and assess participation rates in after school offerings at the secondary level to ensure a variety of engaging activities. ➤ Forge working partnerships with local health and wellness agencies to expand related professional development opportunities and further build capacity amongst staff to address the social emotional needs of students. 	<p>Asst. Superintendent <i>Portrait of a Graduate outline with associated activities, tasks, rubrics</i></p> <p><i>Increased faculty trained in IDEAS; culturally proficient practices in DCAP</i> <i>(see Committee action plans)</i></p> <p>Principals & Director of Guidance <i>SEL Committee findings; integration of SEL programming</i> <i>Feedback forms; changes to program</i> <i>Resource list; PD opportunities for staff</i></p>	<p>Not yet begun</p> <p>In progress</p> <p>In progress</p> <p>Not yet begun</p> <p>Not yet begun</p> <p>In progress</p>
<p>Provide experiences to support the social emotional needs of staff</p> <ul style="list-style-type: none"> ➤ Explore wellness activities and possible efficiencies in the workplace that allow for better balance and health for staff. ➤ Expand opportunities for district wide professional sharing and team building. 	<p>Asst. Superintendent</p> <p><i>Resource list; faculty feedback forms; changes to program</i> <i>Curriculum review process; Portrait of a Graduate work; PD opportunities</i></p>	<p>In progress</p> <p>In progress</p>
<p>Review school schedules for opportunities which further support the health and well-being of students</p> <ul style="list-style-type: none"> ➤ Revisit school start times to include review of applicable current research, assessment of school community interest, and examination of comparable school start times. ➤ Research and, if appropriate, develop advisories at the secondary level to broaden student-to-student (heterogeneously grouped) and student-to-adult relationships. ➤ Review schedules and implement systems that specifically provide for increased downtime/recess for students at the elementary and middle school levels. 	<p>Superintendent/Principals</p> <p><i>Summary of findings & recommendations</i> <i>Summary of findings & recommendations</i> <i>Increased downtime in schedules</i></p>	<p>Not yet begun</p> <p>Not yet begun</p> <p>In progress</p>

Strategic Objective: Partnerships with Families and Communities
Cultivate partnerships with families and community groups to strengthen the support system

Strategic Priority Actions	Point Person/Outcome	Status
<p>Continually investigate and implement system-wide communication systems that reach families in a timely, professional, and uniform/streamlined fashion</p> <ul style="list-style-type: none"> ➤ Establish a Communications Committee that investigates the benefits of expanded use of social media and focuses on improving home-school communication in a manner that is culturally proficient and inclusive. ➤ Ensure that the District’s website is user friendly, current, and reflective of the quality of the school system. ➤ Expand opportunities for families to receive updates from the Central Office related to the work of the schools through newsletters and/or parent forums. ➤ Promote the Dover Sherborn Core Values to families and stakeholders ensuring that they serve as the basis for key decision-making at the district and building level. 	<p>Superintendent</p> <p><i>Report of recommendations</i></p> <p><i>Updated website</i></p> <p><i>Quarterly newsletter; parent coffees</i></p> <p><i>Inclusion of core values in documents & conversations</i></p>	<p>Not yet begun</p> <p>Not yet begun</p> <p>In progress</p> <p>In progress</p>
<p>Collaborate and support the work of Challenge Success and other parent and community related groups in providing educational and networking opportunities for parents and staff</p> <ul style="list-style-type: none"> ➤ Continue to provide opportunities and experiences for staff and parents related to student stress and anxieties. ➤ Provide opportunities for elementary and secondary parents to connect and share their experiences/advice and develop a network of support. 	<p>Director of Guidance</p> <p><i>Increased programming for staff and parents</i></p> <p><i>Parent-to-parent programming</i></p>	<p>In progress</p> <p>Not yet begun</p>

Strategic Objective: Safe and Innovative Facilities

Evaluate and adapt facilities and learning spaces to support 21st century learning experiences

Strategic Priority Actions	Point Person/Outcome	Status
<p>Continue to update systems and structures to ensure the safety of the school community</p> <ul style="list-style-type: none"> ➤ Conduct a security audit for all buildings and implement recommended changes where possible and consistent with district philosophy. ➤ Provide training of all staff in consultant recommended emergency procedures. Run periodic drills. ➤ Ensure that each school has an Emergency Response Team (ERT) that meets quarterly to review and discuss emergency protocols. 	<p>Superintendent</p> <p><i>Updates to facilities</i></p> <p><i>Record of safety drills</i></p> <p><i>Record of ERT meetings; updated protocols</i></p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>
<p>Review, realign, and upgrade spaces to support 21st century learning</p> <ul style="list-style-type: none"> ➤ Draft and implement sustainable plans for infrastructure, hardware and software including identification of required funding sources and ensuring the safety and protection of students and data. ➤ Conduct a room usage audit to evaluate efficiency and inform thoughtful program growth (i.e. STEAM, Maker Spaces, etc.). ➤ Identify needed upgrades/renovations to existing buildings and grounds not included in the Onsite Insight Long Range Capital Plans and incorporate into the capital funding projections. 	<p>Director of Technology & Business Administrator</p> <p><i>Replacement cycle document; protocol for student data protection</i></p> <p><i>Improvements to technology & spaces to promote STEAM learning</i></p> <p><i>Updated capital plan & upgrades as outline</i></p>	<p>In progress</p> <p>Not yet begun</p> <p>In progress</p>

Strategic Objective: Resource Efficiency

Provide the highest quality education in an efficient and productive manner

Strategic Priority Actions	Point Person/Outcome	Status
<p>Maximize sharing of Special Education staff/resources/programming across the system and continue to refine the FY15 SPED reorganization</p> <ul style="list-style-type: none"> ➤ Conduct an audit of Special Education resources, programs and services to ensure vertical and horizontal alignment, equity, and effectiveness across all schools. ➤ Review Special Education administrative model for effectiveness; formally defining roles, and assessing related data to ensure consistent service delivery. ➤ Review schedules and staffing assignments across all programs (within general education and Special Education) for possible efficiencies or opportunities for expansion of student and teacher programming. 	<p>Superintendent & Director of Special Education</p> <p><i>Changes to Special Education programming</i></p> <p><i>New Special Education administrative model</i></p> <p><i>Changes in Special Education assignments & programs</i></p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>
<p>Continuously review current and projected Special Education needs across the system and develop in-district educational programming and protocols to reduce/eliminate out-of-district placements</p> <ul style="list-style-type: none"> ➤ Annually analyze and identify programmatic needs of students both in and out-of-district and recommend where feasible, in-district programs that can be developed to serve both Dover Sherborn students and potentially tuition paying students from outside the district in the least restrictive environment. ➤ Regularly review RTI (Response to Intervention) practices at all four schools, ensuring consistency at all levels (PreK-5, 6-8, and 9-12) through universal assessment, specifically designed delivery of services, and monitoring of growth/progress. 	<p>Director of Special Education & Asst. Superintendent</p> <p><i>Changes in Special Education programming</i></p> <p><i>Updated DCAPs and RTI model</i></p>	<p>Not yet begun</p> <p>In progress</p>
<p>Ensure effective and efficient use of resources</p> <ul style="list-style-type: none"> ➤ Provide equitable educational experiences for staff and students at the elementary school level. ➤ Review and ensure consistency of instructional time requirements, administrative duties, and evaluation processes across the system, PreK-12. 	<p>Superintendent</p> <p><i>Increased equity of programs</i></p> <p><i>Updates in next contract</i></p>	<p>In progress</p> <p>Not yet begun</p>
<p>Investigate additional sources of revenue or cost saving measures annually as part of the budget development process</p> <ul style="list-style-type: none"> ➤ Review all existing fee schedules to ensure alignment with prevailing market rates and propose a regular review and approval process 	<p>Business Administrator</p> <p><i>Updates to fee schedules</i></p>	<p>Not yet begun</p>