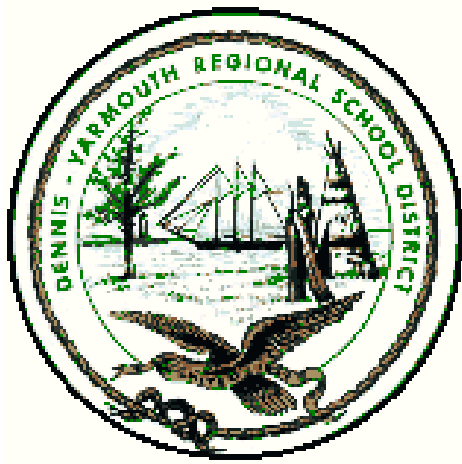




Dennis –  
Yarmouth  
Regional  
School  
District

2019-  
2023

---

***Planning for Success***

Strategic Plan  
and Action  
Steps

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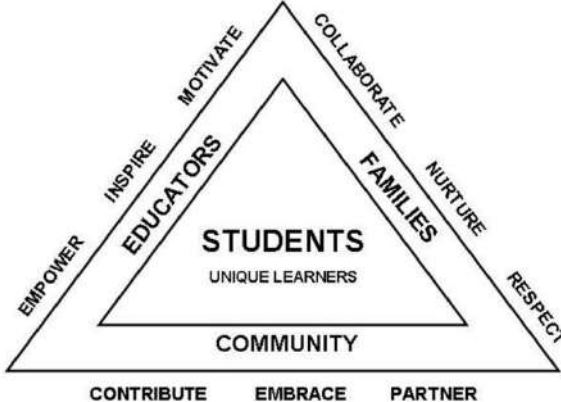
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## Dennis-Yarmouth Regional School District Planning for Success 2019-2023

| <b><i>Mission</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The mission of the Dennis-Yarmouth Regional School District is to empower each student to achieve excellence with integrity in a changing world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>Vision</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| The Dennis-Yarmouth Regional School District, a community of learners, will be an innovative leader in supporting the aspirations of all students for college, career, and civic readiness so that they can be active and engaged members of society, continually seeking new challenges and ways to make a positive difference.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>Core Values</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p style="text-align: center;"><b><i>The DY Advantage</i></b></p>  <p style="text-align: center;">The diagram illustrates 'The DY Advantage' as a central focus on 'STUDENTS' and 'UNIQUE LEARNERS'. This is supported by three key stakeholder groups, each with associated values:</p> <ul style="list-style-type: none"> <li><b>EDUCATORS:</b> EMPOWER, INSPIRE, MOTIVATE</li> <li><b>FAMILIES:</b> COLLABORATE, NURTURE, RESPECT</li> <li><b>COMMUNITY:</b> CONTRIBUTE, EMBRACE, PARTNER</li> </ul>                                                                                                                                                                                       |
| The Dennis-Yarmouth Regional School District is a community of innovative learners. Each student will be college, career, and civic ready, empowered to seek new challenges and make a positive difference in changing world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><i>Theory of Action</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>If we ...</p> <ul style="list-style-type: none"> <li>Ensure student academic success with the implementation of a guaranteed and viable curriculum,</li> <li>Foster safe and supportive learning environments that allow access for all stakeholders,</li> <li>Implement a cohesive, adaptable communication plan that effectively engages all stakeholders in the success of the school district; and</li> <li>Create welcoming and safe 21st century learning spaces with environmentally sound technologies, efficient, and sustainable practices,</li> </ul> <p>Then ...</p> <p>Each student will be prepared socially, emotionally, and academically to be college, career, and civic ready with the capacity to seek new challenges and make a positive difference.</p> |

| <b>Pillars of Success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                      |                                                                                                                                      |                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Academic Success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Safe and Supportive Learning Environments</b>                                                                     | <b>Engagement and Communication</b>                                                                                                  | <b>Facilities</b>                                                                                                                     |
| <b>Strategic Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |                                                                                                                                      |                                                                                                                                       |
| Ensure student academic success with the implementation of a guaranteed and viable curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Foster a safe and supportive learning environment that allows access for all stakeholders.                           | Implement a cohesive, adaptable communication plan that effectively engages all stakeholders in the success of the school district.  | Create welcoming and safe 21st century learning spaces with environmentally sound technologies, efficient, and sustainable practices. |
| <b>Strategic Initiatives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                      |                                                                                                                                      |                                                                                                                                       |
| 1.1 Strengthen classroom instructional practice that is deliberate, inclusive, and based on grade level standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2.1 Conduct program evaluations on a three- year cycle for special education and social-emotional learning programs. | 3.1 Engage staff in school/district initiatives.                                                                                     | 4.1 Create and execute a three-year facilities plan.                                                                                  |
| 1.2 Develop grade-level standards-based units with appropriate pacing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2.2 Provide professional development to staff on trauma to support social-emotional learning for all students.       | 3.2 Study, unify, promote, and engage all families and community partners through the development of a strategic communication plan. | 4.2 Create and execute a district three-year technology plan.                                                                         |
| 1.3 Develop and implement a three-year curriculum review cycle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2.3 Develop annual social-emotional learning goals for each school.                                                  |                                                                                                                                      | 4.3 Continue the MSBA process for the new grades 4-7 school and secure eligibility for the M.E. Small School.                         |
| 1.4 Create and implement a three year professional development plan that responds to curriculum implementation and student performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                      |                                                                                                                                      |                                                                                                                                       |
| <b>Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                      |                                                                                                                                      |                                                                                                                                       |
| <p>1.1 &amp; 1.2 By June 30, 2023, all educator evaluation goals will be aligned with the standards and indicators of effective teaching practice, appropriate curriculum frameworks, and linked to the strategic plan.</p> <p>1.3 By June 30, 2023, a three-year curriculum review cycle will be developed and implemented for all core content areas.</p> <p>1.4 By June 30, 2023, a prioritized professional development plan will be fully implemented and monitored annually.</p> <p>2.1 By June 30, 2023, three phases of the special education and social-emotional program evaluations will be complete.</p> <p>2.2 By June 30, 2023, all staff will have received training in social emotional learning and will be using the strategies learned to improve student learning outcomes.</p> <p>2.3 By June 30, 2023, all schools will develop and implement site-based, annual action plans that ensure safe and supportive learning environments.</p> <p>3.1 By June 30, 2023, survey data will indicate staff engagement in all school and district initiatives.</p> <p>3.2 By June 30, 2023, the school/district will have a unified PK-12 communication process that ensures accurate, efficient, consistent messaging that is easily accessible to all.</p> <p>4.1 By June 30, 2023, a prioritized facilities plan will be fully implemented and monitored annually.</p> <p>4.2 By June 30, 2023, a prioritized technology plan will be fully implemented and monitored annually.</p> <p>4.3 By June 30, 2023, a new school for grades 4-7 will be complete and other identified projects will be underway.</p> <p>4.3 By June 30, 2023, work with the MSBA will continue to address the capital needs of the M.E. Small School.</p> |                                                                                                                      |                                                                                                                                      |                                                                                                                                       |

**Dennis-Yarmouth Action Plan  
Year 1: 2019-2020**

|                             |                                                                                                                       |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Ensure academic success with the implementation of a guaranteed and viable curriculum: <b>Instructional Practices</b> |
| <b>Strategic Initiative</b> | 1.1 Strengthen classroom instructional practice that is deliberate, inclusive, and based on grade level standards.    |

**Describing Implementation**

All Administrators/Evaluators will engage in professional development that strengthens understanding of high quality instructional practice and observation feedback.

**Defining Key Terms**

| <b>Term</b>                  | <b>Definition</b>                                                                                                                                                                                            |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inclusive Practice           | Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. |
| Effective teaching practices | Effective teaching practices align across teacher behaviors and strategies which are correlated to significantly higher levels of student achievement.                                                       |

**Monitoring Progress: Year 1**

| <b>Process Benchmark</b>                                                                 | <b>Person Responsible</b> | <b>Date</b>   | <b>Status</b> |
|------------------------------------------------------------------------------------------|---------------------------|---------------|---------------|
| Complete Inclusive Practices PD (DESE)                                                   | Admin Team                | 7/19          | Met           |
| Contract with a consultant - Strengthening High Expertise Instruction                    | Admin Team                | 10/19-12/19   | Met           |
| Begin to include post-observation conferences and continue to monitor evaluator feedback | Admin Team                | 10/19-ongoing | In process    |
| Begin Instructional walks with administrators to calibrate observations                  | Admin Team                | 10/19-ongoing | In Process    |
| Plan PD for evaluators/staff for FY 20/21                                                | Admin Team                | 7/20          | Planned       |

### Measuring Impact

| Early Evidence of Change Benchmark                                                                                                                                | Person Responsible                             | Date | Status     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------|------------|
| All principals have participated in 3 observation appointments with the Superintendent and other District Administrators to provide targeted feedback to teachers | Superintendent,<br>Assistant<br>Superintendent | 7/20 | In Process |

### Resources Supporting Implementation

- Teach Point
- The Educator Effectiveness Guidebook for Inclusive Practice
- Educator Evaluation rubrics
- Administration Team (all)
- Marzano - Classroom Instruction That Works

**Dennis-Yarmouth Action Plan  
Year 1: 2019-2020**

|                             |                                                                                                           |
|-----------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Ensure student academic success with the implementation of a guaranteed and viable curriculum: <b>ELA</b> |
| <b>Strategic Initiative</b> | 1.2 Develop grade level standards-based units with appropriate pacing.                                    |

**Describing Implementation**

Implementation of a guaranteed and viable English Language Arts Curriculum for grades K-7 through the focused work involving the Director of Humanities and Arts, the Curriculum Leadership Council, Administration, and teachers.

**Defining Key Terms**

| <b>Term</b>          | <b>Definition</b>                                                                                                                                                                                                                                                                  |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential Question   | Questions that probe for deeper meaning and set the stage for further questioning; ones that foster the development of critical thinking skills and higher order capabilities                                                                                                      |
| Formative Assessment | Helps teachers to identify concepts that students are struggling to understand, skills that they are having difficulty acquiring, or learning standards that they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support |

**Monitoring Progress: Year 1**

| <b>Process Benchmark</b>                                | <b>Person Responsible</b>     | <b>Date</b>   | <b>Status</b> |
|---------------------------------------------------------|-------------------------------|---------------|---------------|
| Receive PD: Understanding by Design- Unit Development   | Coach                         | 10/19         | Met           |
| Solicit feedback from teachers on Scope & Pacing Guides | Curriculum Leadership Council | 10/19<br>4/20 | In Process    |

| <b>Process Benchmark</b>                                           | <b>Person Responsible</b>     | <b>Date</b> | <b>Status</b> |
|--------------------------------------------------------------------|-------------------------------|-------------|---------------|
| Essential Question PD                                              | Coach                         | 1/20        | Planned       |
| Choose unit to develop into a Model Curriculum Unit                | Curriculum Leadership Council | 1/20        | Planned       |
| Pilot unit and elicit feedback for revision                        | Curriculum Leadership Council | 5/20        | Planned       |
| Review and revision of standards-based report cards for grades K-7 | Curriculum Leadership Council | 5/20        | In Process    |
| Create Master Units in district electronic platform                | Instructional Coaches         | 6/20        | In Process    |

### **Measuring Impact**

| <b>Early Evidence of Change Benchmark</b>                                                                                           | <b>Person Responsible</b>     | <b>Date</b>              | <b>Status</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------|---------------|
| K-7 principals report 80% of teachers using Scope & Pacing guides during PLCs to plan                                               | Admin team                    | 6/20                     | In Process    |
| 80% fidelity of implementation of Literacy Collaborative framework of instruction, use of resources, and standards-based curriculum | Admin team, Coaches, Director | 6/20                     | In Process    |
| 85% of students reading at grade-level benchmark                                                                                    | Teachers, Coaches, Admin Team | Winter, Spring Benchmark | In Process    |

### **Resources Supporting Implementation**

- ELA Curriculum Leadership Council (added Gr 6 member)
- Director of Humanities
- Instructional Coaches – Literacy (5)
- ELA Frameworks
- Fountas & Pinnell Classroom Materials (added resources for Gr 4 & 5)
- Scope & Pacing Guide documents (new for the FY20 school year)
- Electronic curriculum and assessment platform (addition of Master Units Gr K-5)

**Dennis-Yarmouth Action Plan**  
**Year 1: 2019-2020**

|                             |                                                                                                               |
|-----------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Ensure the academic success with the implementation of a guaranteed and viable curriculum: <b>Mathematics</b> |
| <b>Strategic Initiative</b> | 1.2 Develop grade-level standards-based units with appropriate pacing.                                        |

**Describing Implementation**

Implementation of a guaranteed and viable Mathematics Curriculum through the focused work involving the Executive Leadership Team, the Administration Team, Math coaches and teachers.

**Defining Key Terms**

| <b>Term</b>                       | <b>Definition</b>                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guaranteed and Viable curriculum  | A “ <b>guaranteed and viable</b> ” curriculum is often defined as a mechanism through which <u>all</u> students have an equal opportunity (time and access) to learn <u>rigorous</u> content.                                                                                                                                                                                      |
| Standards-based mathematics units | <b>Standards-based mathematics units</b> refers to a system of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. The expectations are outlined in the Massachusetts Curriculum Framework for Mathematics |
| Rigorous mathematical content     | Challenging students to develop understanding of mathematical concepts as they develop procedural skills and then apply those understanding and skills to solve real world and mathematical problem solving situations. Mathematical rigor insures students have the opportunity to learn concepts and practices needed to be prepared for College and Career Readiness.           |

**Monitoring Progress: Year 1**

| <b>Process Benchmark</b>                                                                                                   | <b>Person Responsible</b>                                                                             | <b>Date</b> | <b>Status</b> |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------|---------------|
| Identify and review mathematics units of study grades PreK-12 including common assessments using Eureka math as a resource | Director of STEM, Principals, Math Department Chair, Coaches, Curriculum Leadership Council, Teachers | 6/20        | In Process    |
| Curriculum calendars are complete for 20-21 school year                                                                    | Director of STEM, Coach, Curriculum Leadership Council, Teachers                                      | 6/20        | Planned       |

|                                                                                                               |                                                                                          |      |            |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------|------------|
| Updated curriculum maps K-12 will be published on the District website                                        | Director, Coach, Curriculum Leadership Council                                           | 6/20 | Planned    |
| Review and revision of standards-based report cards for grades K-5                                            | Admin Team, Curriculum Leadership Council, K-5 Teachers                                  | 6/20 | In Process |
| Continued implementation of district electronic platform for curriculum storage and assessment administration | Admin Team, Math Department Chair, Coaches, Curriculum Leadership Council, K-10 Teachers | 6/20 | Ongoing    |

### Measuring Impact

| Early Evidence of Change Benchmark                                                                                                                         | Person Responsible                                           | Date                              | Status     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------|------------|
| Principals reporting that 80% of all classrooms are using shared pacing guides and Eureka resources in Grades K-8 mathematics classes through observations | Superintendent                                               | 02/20                             | In Process |
| Grades K-10 curriculum team leaders hold vertical discussions about the sequence of skills and knowledge in the District's mathematics curriculum          | Director of STEM, Coaches, Curriculum Leadership Council     | 11/19, 4/20, 6/20                 | In Process |
| Educators will have assessment information that may be used during instruction that provides feedback to adjust teaching and learning                      | Admin Team, Coaches, Curriculum Leadership Council, Teachers | Various dates throughout the year | Ongoing    |

### Resources Supporting Implementation

- Curriculum Leadership Council
- Electronic curriculum and assessment platform

**Dennis-Yarmouth Action Plan  
Year 1: 2019-2020**

|                             |                                                                                                               |
|-----------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Ensure student academic success with the implementation of a guaranteed and viable curriculum: <b>Science</b> |
| <b>Strategic Initiative</b> | 1.2 Develop grade-level standards-based units with appropriate pacing.                                        |

**Describing Implementation**

Implementation of a guaranteed and viable science curriculum through the focused work involving the Executive Leadership Team, the Administration Team, Science coach, and teachers.

**Defining Key Terms**

| <b>Term</b>                      | <b>Definition</b>                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guaranteed and Viable curriculum | A “ <b>guaranteed and viable</b> ” curriculum is often defined as a mechanism through which <u>all</u> students have an equal opportunity (time and access) to learn <u>rigorous</u> content.                                                                                                                                                                                             |
| Standards-based science units    | <b>Standards-based science units</b> refers to a system of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. The expectations are outlined in the 2016 Science and Technology/Engineering Curriculum Framework. |

**Monitoring Progress: Year 1**

| <b>Process Benchmark</b>                                      | <b>Person Responsible</b>                                                                                   | <b>Date</b> | <b>Status</b> |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------|---------------|
| Research standards-based curriculum resources for science K-8 | Director of STEM, Principals, Science Department Chair, Coach, Curriculum Leadership Council, K-10 Teachers | 6/20        | In Process    |

| Process Benchmark                                                                                             | Person Responsible                                                                                          | Date | Status     |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------|------------|
| Identify science units of study grades K-10                                                                   | Director of STEM, Principals, Science Department Chair, Coach, Curriculum Leadership Council, K-10 Teachers | 6/20 | Ongoing    |
| Curriculum calendars are complete for 20-21 school year                                                       | Director of STEM, Coach, Curriculum Leadership Council, K-12 Teachers                                       | 6/20 | Planned    |
| Updated curriculum maps K-10 will be published on the District website                                        | Director, Coach, Curriculum Leadership Council                                                              | 6/20 | In Process |
| Review and revision of standards-based report cards for grades K-5                                            | Admin Team, Coach, Curriculum Leadership Council, K-5 Teachers                                              | 6/20 | In Process |
| Continued implementation of district electronic platform for curriculum storage and assessment implementation | Director of STEM, Principals, Math Department Chair, Coaches, Curriculum Leadership Council, K-10 Teachers  | 6/20 | Ongoing    |

### Measuring Impact

| Early Evidence of Change Benchmark                                                                                                                    | Person Responsible                                         | Date              | Status     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------|------------|
| Principals reporting that 80% of all classrooms are using shared pacing guides and units of study in Grades K-10 science classes through observations | Superintendent                                             | 02/20             | In Process |
| Grades K-10 curriculum team leaders hold vertical discussions about the sequence of skills and knowledge in the District's science curriculum         | Director of STEM, Coaches, Curriculum Leadership Council   | 11/19, 4/20, 6/20 | In Process |
| Educators will have assessment information that may be used during instruction that provides feedback to adjust teaching and learning                 | Admin Team, Coach, Curriculum Leadership Council, Teachers | 6/30/20           | Ongoing    |

### Resources Supporting Implementation

- Curriculum Leadership Council (Expanded to grades 8-10)
- Electronic curriculum and assessment platform (Expanded use of assessment module)
- K-8 science resources for implementing standards from the 2016 Massachusetts Science and Technology/Engineering Framework (Est: \$100,000)

**Dennis-Yarmouth Action Plan  
Year 1: 2019-2020**

|                             |                                                                                                                      |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Ensure student academic success with the implementation of a guaranteed and viable curriculum: <b>Social Studies</b> |
| <b>Strategic Initiative</b> | 1.2 Develop grade level standards-based units with appropriate pacing.                                               |

**Describing Implementation**

Implementation of a guaranteed and viable Social Studies Curriculum at grades K-5 through the focused work involving the Director of Humanities and Arts, the Curriculum Leadership Council, Administration, and teachers.

**Defining Key Terms**

| <b>Term</b>  | <b>Definition</b>                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------|
| Scope        | Describes the depth and breadth of the content of a specific grade level; the content to be taught |
| Pacing Guide | A document for teachers which outlines when standards should be taught and assessed                |

**Monitoring Progress: Year 1**

| <b>Process Benchmark</b>                                                                      | <b>Person Responsible</b>               | <b>Date</b> | <b>Status</b> |
|-----------------------------------------------------------------------------------------------|-----------------------------------------|-------------|---------------|
| Attend DESE workshop on H/SS Framework                                                        | Curriculum Leadership Council, Director | 8/19        | Met           |
| Conduct crosswalk of 2003 v. 2018 content standard                                            | Curriculum Leadership Council, Director | 8/19        | Met           |
| Communicate with K-5 teachers: expectations of content to be taught for 2019-2020 school year | Curriculum Leadership Council, Director | 9/19        | Met           |

| Process Benchmark                 | Person Responsible                      | Date         | Status     |
|-----------------------------------|-----------------------------------------|--------------|------------|
| Identify Power Standards at K-5   | Curriculum Leadership Council, Director | 10/19, 11/19 | Met        |
| Conduct resource needs assessment | Curriculum Leadership Council           | 3/20         | Planned    |
| Elicit feedback from teachers     | Curriculum Leadership Council           | 3/20         | Planned    |
| Create Scope & Pacing Guides      | Curriculum Leadership Council, Director | 5/20         | In Process |

### Measuring Impact

| Early Evidence of Change Benchmark                                                                                                                                                         | Person Responsible                      | Date  | Status     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------|------------|
| K-5 Principals report that all K-5 teachers are incorporating Social Studies into their schedule for the 2019-2020 school year, teaching the content as directed by the Social Studies CLC | Admin Team                              | 8/19  | Met        |
| 100% of K-5 Scope & Pacing Guides are completed and available to teachers                                                                                                                  | Curriculum Leadership Council, Director | 5/20  | In Process |
| K-5 principals report that 80% of teachers are using the Scope & Pacing Guides as evidenced through classroom observations                                                                 | Admin Team                              | 11/20 | Planned    |

### Identifying Resources Supporting Implementation

Social Studies Curriculum Leadership Council (Newly created FY20)

Director of Humanities

History and Social Science Framework

**Dennis-Yarmouth Action Plan  
YEAR 1: 2019-2020**

|                             |                                                                                                                 |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Foster a safe and supportive learning environment that allows access for all stakeholders.                      |
| <b>Strategic Initiative</b> | 2.1 Conduct program evaluations on a 3-year cycle for Special Education and Social Emotional Learning programs. |

**Describing Implementation**

**YEAR 1:** Conduct a comprehensive program review of: Self-contained Special Education Programs and Behavior Specialists.

**Defining Key Terms**

| <b>Term</b>                               | <b>Definition</b>                                                                          |
|-------------------------------------------|--------------------------------------------------------------------------------------------|
| Safe and Supportive Learning Environment  | A place where the health and well-being of all students is prioritized and addressed.      |
| Self-contained Special Education Programs | Substantially separate special education programs supporting high needs, complex learners. |

**Monitoring Progress**

| <b>Process Benchmark</b>                       | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|------------------------------------------------|---------------------------|-------------|---------------|
| Develop rubric for program evaluation          | Dir of Pupil Services     | 6/20        | Met           |
| Prioritize which programs will be reviewed     | Dir of Pupil Services     | 6/20        | Met           |
| Determine how program success will be measured | Dir of Pupil Services     | 6/20        | In Process    |

**Measuring Impact**

| <b>Early Evidence of Change Benchmark</b>                                                                             | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------|-------------|---------------|
| Resources (including staffing) will be realigned to support SEL in a cost effective, strategically planned way(20/21) | Admin Team                | 6/21        | In Process    |
| New programming to accommodate growing student learning needs (20/21)                                                 | Admin team                | 6/21        | In Process    |

### **Identifying Resources Supporting Implementation**

- Previous Independent Program Reviews
- Staff assignments
- Monitoring tools
- Surveys
- Director of Pupil Services
- BCBA/Behavior Support Staff

**Dennis-Yarmouth Action Plan  
YEAR 2: 2020-2021**

|                             |                                                                                                                 |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Foster a safe and supportive learning environment that allows access for all stakeholders.                      |
| <b>Strategic Initiative</b> | 2.1 Conduct program evaluations on a 3-year cycle for Special Education and Social Emotional Learning programs. |

**Describing Implementation**

**YEAR 2:** Conduct comprehensive program review of: School Social Workers and support staffing, ALP and contracted resources, such as Calmer Choice, PBIS, Gosnold services, and Tools of the Mind.

**Defining Key Terms**

| <b>Term</b>       | <b>Definition</b>                                                                   |
|-------------------|-------------------------------------------------------------------------------------|
| ALP               | DYRHS Alternative Learning Program - for at risk students                           |
| Calmer Choice     | Mindfulness training for students K-7                                               |
| PBIS              | Schoolwide Positive Behavior Interventions and Supports                             |
| Gosnold services  | Contracted Direct SEL counseling                                                    |
| Tools of the Mind | Kindergarten Program that supports Approaches to Play and Social Emotional Learning |

**Monitoring Progress**

| <b>Process Benchmark</b>                             | <b>Person Responsible</b>            | <b>Date</b> | <b>Status</b> |
|------------------------------------------------------|--------------------------------------|-------------|---------------|
| Engage family and community partners through surveys | Dir of Pupil Services and Principals | 10/20       | Planned       |

**Measuring Impact**

| <b>Early Evidence of Change Benchmark</b>                                                                      | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|----------------------------------------------------------------------------------------------------------------|---------------------------|-------------|---------------|
| Resources (including staffing) will be realigned to support SEL in a cost effective, strategically planned way | Admin Team                | 6/21        | In Process    |
| New programming to accommodate growing student learning needs                                                  | Admin Team                | 6/21        | In Process    |

## **Identifying Resources Supporting Implementation**

- Previous Independent Program Reviews
- Staff assignments
- Monitoring tools
- Surveys
- Director of Pupil Services

**Dennis-Yarmouth Action Plan  
YEAR 1: 2019-2020**

|                             |                                                                                                                       |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Foster a safe and supportive learning environment that allows access for all stakeholders.                            |
| <b>Strategic Initiative</b> | 2.2 Provide professional development (PD) to staff on trauma to support Social Emotional Learning (SEL) for students. |

**Describing Implementation**

The District will identify PD resources, prioritize needs and offer PD opportunities in the areas of Safe and Supportive Schools, Trauma Sensitive/Informed response to behavior, Inclusive Practices and SEL Standards.

**Defining Key Terms**

| <b>Term</b>               | <b>Definition</b>                                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trauma Sensitive/Informed | Instructional practices sensitive to the needs of students who have experienced or are experiencing a deeply distressing event.                                           |
| SEL Standards             | MA DESE Social Emotional Learning Standards PK-12.                                                                                                                        |
| Inclusive Practices       | Instructional and Behavioral strategies that improve academic and social emotional outcomes for all students with and without disabilities in their educational settings. |

**Monitoring Progress**

| <b>Process Benchmark</b>          | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|-----------------------------------|---------------------------|-------------|---------------|
| Organize District SEL committee   | Dir of Pupil Services     | 6/20        | In Process    |
| Identify currently SEL resources  | SEL Committee             | 6/20        | Planned       |
| Prioritize needs for PD           | SEL Committee             | 6/21        | Planned       |
| Provide high quality PD for staff | Directors                 | 6/21        | Planned       |

### Measuring Impact

| Early Evidence of Change Benchmark                                         | Person Responsible                                    | Date | Status     |
|----------------------------------------------------------------------------|-------------------------------------------------------|------|------------|
| Evidence of increased inclusive, trauma sensitive practices across schools | Principals                                            | 6/22 | Planned    |
| Increased time on learning                                                 | Principals                                            | 6/22 | Ongoing    |
| Decreased out of district placements                                       | Out of District Coordinator and Dir of Pupil Services | 6/22 | Ongoing    |
| Decreased suspensions                                                      | Principals                                            | 6/22 | Ongoing    |
| Decreased tutoring                                                         | Dir of Pupil Services                                 | 6/22 | Ongoing    |
| Decreased chronic absenteeism                                              | Admin team                                            | 6/22 | In Process |

### Identifying Resources Supporting Implementation

- Data Specialists and reports
- BCBAs and student data
- Educator Guidebook for Inclusive Practices
- DESE Accountability targets (restraint, suspensions, absenteeism)

**Dennis-Yarmouth Action Plan  
Year 1: 2019-2020**

|                             |                                                                                            |
|-----------------------------|--------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Foster a safe and supportive learning environment that allows access for all stakeholders. |
| <b>Strategic Initiative</b> | 2.3 Develop annual Social Emotional Learning (SEL) goals for each school.                  |

**Describing Implementation**

Each school will develop a School Improvement Plan (SIP) Goal specific to the school needs which continuously reviews and monitors SEL support systems and student success.

**Defining Key Terms**

| <b>Term</b>             | <b>Definition</b>                                                                                  |
|-------------------------|----------------------------------------------------------------------------------------------------|
| School Improvement Plan | Annual plans developed by School Councils in each school outlining prioritized goals and outcomes. |

**Monitoring Progress**

| <b>Process Benchmark</b>                                      | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|---------------------------------------------------------------|---------------------------|-------------|---------------|
| To be determined by the SEL Committee – Action planning 20/21 | SEL Committee Chairperson | 10/20       | Planned       |

**Measuring Impact**

| <b>Early Evidence of Change Benchmark</b>                                              | <b>Person Responsible</b>                  | <b>Date</b> | <b>Status</b> |
|----------------------------------------------------------------------------------------|--------------------------------------------|-------------|---------------|
| Anticipated quarterly review of benchmarks identified through School Improvement Plans | SEL Committee, Principals, School Councils | 10/21       | Planned       |

**Identifying Resources Supporting Implementation**

- School Improvement Plans (SIPs)
- SEL Committee members
- School Councils

**Dennis-Yarmouth Action Plan  
Year 1: 2019-2020**

|                             |                                                                                                                                     |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Implement a cohesive, adaptable communication plan that effectively engages all stakeholders in the success of the school district. |
| <b>Strategic Initiative</b> | 3.1 Engage staff in school /district initiatives.                                                                                   |

**Describing Implementation**

The administrative team will decide upon annual initiatives and disseminate information in meaningful ways including faculty and PLC meetings.

**Defining Key Terms**

| <b>Term</b> | <b>Definition</b>                                                                           |
|-------------|---------------------------------------------------------------------------------------------|
| PLC         | Professional Learning Community – a method to foster collaborative learning among teachers. |
| Initiative  | Targeted focus for school and district improvement.                                         |

**Monitoring Progress: Year 1**

| <b>Process Benchmark</b>                                              | <b>Person Responsible</b>      | <b>Date</b>        | <b>Status</b> |
|-----------------------------------------------------------------------|--------------------------------|--------------------|---------------|
| Prioritize district initiatives to be communicated                    | Admin Team                     | 1/20               | Met           |
| Introduce initiatives at faculty meetings                             | Principals                     | 2/20               | Planned       |
| Revisit initiatives at PLC meetings                                   | Principals/<br>Teachers        | monthly<br>Feb-Jun | In<br>Process |
| Continue/Establish school based professional staff leadership council | Principals                     | 1/20               | In<br>Process |
| Use technology tools easily accessed by school community              | Principals/ Tech<br>department | 2/20               | In<br>Process |

**Measuring Impact**

| <b>Early Evidence of Change Benchmark</b> | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|-------------------------------------------|---------------------------|-------------|---------------|
| Create and administer staff survey        | Admin Team                | 3/20        | Planned       |

### **Identifying Resources Supporting Implementation**

- Teach Point
- The Educator Effectiveness Guidebook for Inclusive Practice
- Educator Evaluation rubrics
- Administration Team

**Dennis-Yarmouth Action Plan**  
**Year 1: 2019-2020**

|                             |                                                                                                                                     |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Implement a cohesive, adaptable communication plan that effectively engages all stakeholders in the success of the school district. |
| <b>Strategic Initiative</b> | 3.2 Unify and study communication with families                                                                                     |

**Describing Implementation**

Pre K -12 administrators will identify and implement consistent communication practices based on input from families, community partners, and the administrative team.

**Defining Key Terms**

| <b>Term</b>             | <b>Definition</b>                                                                                                |
|-------------------------|------------------------------------------------------------------------------------------------------------------|
| communication practices | Print, digital, and social media that is distributed by schools and accessed by families and community partners. |

**Monitoring Progress: Year 1**

| <b>Process Benchmark</b>                                                                              | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|-------------------------------------------------------------------------------------------------------|---------------------------|-------------|---------------|
| Each school will share family communications from the 19-20 school year and look for common practices | Principals                | 2/20        | Planned       |
| Each school will create and send a common survey to families about communication preferences          | Principals                | 4/20        | Planned       |
| Create and send a family survey about communication                                                   | Principals                | 5/20        | Planned       |
| Agree to baseline communication policies among schools                                                | Principals                | 6/20        | Planned       |

**Measuring Impact**

| <b>Early Evidence of Change Benchmark</b>        | <b>Person Responsible</b> | <b>Date</b> | <b>Status</b> |
|--------------------------------------------------|---------------------------|-------------|---------------|
| Record of family communications per school       | Principal/<br>designee    | 6/20        | Planned       |
| Published list of common communication practices | Principal/<br>designee    | 6/20        | Planned       |

### **Resources Supporting Implementation**

- Google Suite/ forms
- Social media platforms
- School/District websites
- Assistant Director of Digital Learning and Library Services

**Dennis Yarmouth**  
**Action Plan 2019-2023**

|                             |                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Create welcoming and safe 21st century learning spaces with environmentally sound technologies, efficient, and sustainable practices. |
| <b>Strategic Initiative</b> | 4.1 Create and execute a three-year facilities plan.                                                                                  |

**Describing Implementation**

Most of the schools our students learn in every day were not designed for 21st century educational requirements. Physical space does have an important influence and impact on the way education can be delivered. “It is important to create a space that matches educational goals because the environment will heavily influence students' activities.” A 21<sup>st</sup> century learning space is often characterized by its flexible layout, furniture utility, technology integration, and more natural and incandescent lighting.

Follow the link below to this article to better understand how facilities impact learning.

<https://www.schooloutfitters.com/article/21st-century-learning-spaces-define-expectations-shape-experiences>

*To begin this initiative we will complete an evaluation of all facilities and grounds. We will move this initiative forward based on a prioritized list developed from the evaluation.*

**Defining Key Terms**

| <b>Term</b>                           | <b>Definition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21st Century Learning Spaces          | Spaces where interactive learning, higher level thinking skills, and student engagement are pervasive and supported by the environmental design.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Environmentally Sound Technologies    | Techniques and technologies capable of reducing environmental damage through processes and materials that generate fewer potentially damaging substances, recover such substances from emissions prior to discharge, or utilize and recycle production residues.                                                                                                                                                                                                                                                                                                         |
| Flexible Layout and Furniture Utility | Adaptable furniture and equipment that teachers and students can rearrange and use on a daily basis to best suit their learning needs.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Technology Integration                | The use of technology resources—computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc.—in daily classroom practices, and in the management of a school. Successful technology integration is achieved when the use of technology is: <ul style="list-style-type: none"> <li>• Routine</li> <li>• Accessible and readily available for the task at hand</li> <li>• Supporting the curricular goals, and helping the students to effectively reach their goals</li> </ul> |

### Monitoring Progress

| Process Benchmark                                                                                                                                         | Person Responsible                                       | Date                                    | Status  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|---------|
| Meet with School Dude Reps to explore service they offer for evaluating facilities                                                                        | Asst. Supt.<br>Facilities Manager                        | 12/19                                   | Met     |
| Review School Dude proposal for decision to move ahead or explore other vendors                                                                           | Asst. Supt.<br>Facilities Manager                        | 12/19                                   | Met     |
| Set up schedule for building assessments once a vendor is selected                                                                                        | Asst. Supt.<br>Facilities Manager                        | 1/20<br>(Phase 1)<br>7/20<br>(Phase 2)  | Planned |
| Complete facility evaluations based on a two-phase schedule<br><b>Phase 1-FY20, Phase 2-FY21</b>                                                          | Selected Vendor                                          | 3/20<br>(Phase 1)<br>9/20<br>(Phase 2)  | Planned |
| Meet with the District's financial advisor, as needed, to identify possible funding options                                                               | Asst. Supt.<br>Supt.                                     | 4/20<br>(Phase 1)<br>9/20<br>(Phase 2)  | Planned |
| Develop the plan that will move forward for approval by the School Committee                                                                              | Asst. Supt.<br>Supt.                                     | 5/20<br>(Phase 1)<br>11/20<br>(Phase 2) | Planned |
| Share the draft plan with School Committee's Capital Planning Subcommittee for review and feedback                                                        | Asst. Supt.<br>Supt.                                     | 6/20<br>(Phase 1)<br>11/20<br>(Phase 2) | Planned |
| Convey plan to full School Committee for a vote to move forward                                                                                           | Capital Planning<br>Subcommittee<br>Supt.<br>Asst. Supt. | 6/20<br>(Phase 1)<br>11/20<br>(Phase 2) | Planned |
| Communicate the approved plan with Town Administrators, Boards of Selectmen and Finance Committees, seek support, and develop warrant articles, if needed | School Committee<br>Asst. Supt.<br>Supt.                 | 11/20 – 1/21<br>(Phase 1 & Phase2)      | Planned |
| Communicate plans for facilities upgrades with school employees, families, and community members                                                          | Asst. Supt.<br>Supt.                                     | 1/21 – 4/21<br>(Phase 1 & 2)            | Planned |

### Measuring Impact

| Early Evidence of Change Benchmark                                                             | Person Responsible   | Date  | Status     |
|------------------------------------------------------------------------------------------------|----------------------|-------|------------|
| Successful completion of the building assessments <b>(Phase 1)</b>                             | Selected Vendor      | 3/20  | In Process |
| The phase one capital plan for facilities improvement is accepted by the full School Committee | Supt.<br>Asst. Supt. | 6/20  | Planned    |
| Successful completion of the building assessments <b>(Phase 2)</b>                             | Selected Vendor      | 9/20  | Planned    |
| The phase two capital plan for facilities improvement is accepted by the full School Committee | Supt.<br>Asst. Supt. | 11/20 | Planned    |
| A successful town meeting votes in both towns to begin projects                                |                      | 5/21  | Planned    |

### Identifying Resources Supporting Implementation

- MSBA
- Appropriate Vendors
- Building Committee(s)

**Dennis Yarmouth  
Action Plan 2019-2023**

|                             |                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Objective</b>  | Create welcoming and safe 21st century learning spaces with environmentally sound technologies, efficient, and sustainable practices. |
| <b>Strategic Initiative</b> | 4.2 Create and execute a three-year district technology plan.                                                                         |

**Describing Implementation**

A technology plan provides a framework and roadmap for future projects by empowering stakeholders to teach and learn in a 21st century environment.

**Defining Key Terms**

| <b>Term</b>            | <b>Definition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Technology Integration | <p>The use of technology resources—computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc.—in daily classroom practices, and in the management of a school. Successful technology integration is achieved when the use of technology is:</p> <ul style="list-style-type: none"> <li>• Routine</li> <li>• Accessible and readily available for the task at hand</li> <li>• Supporting the curricular goals, and helping the students to effectively reach their goals</li> </ul> |

**Monitoring Progress**

| <b>Process Benchmark</b>                                                                                          | <b>Person Responsible</b>                     | <b>Date</b> | <b>Status</b> |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------|---------------|
| Identify older Wireless Access Points that are nearing end of life and should be replaced in the next three years | Director of Technology                        | 2/20        | In Process    |
| Identify computer hardware that must be replaced in the next three years                                          | Director of Technology                        | 3/20        | In Process    |
| Survey Stakeholders to determine technology needs                                                                 | Assistant Director of Technology              | 3/20        | In Process    |
| Investigate Maker Space plans                                                                                     | Director and Assistant Director of Technology | 3/20        | In Process    |
| Document Network Infrastructure at all buildings including all key network wire closet locations, WAN Connections | Director of Technology                        | 4/20        | In Process    |

| Process Benchmark                                                                                        | Person Responsible                            | Date    | Status     |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------|------------|
| Develop/investigate adding technology classes for grades 6-7 and coaching for grades 4-5 and grades 8-12 | Director and Assistant Director of Technology | 4/20    | In Process |
| Review iPad replacement cycle for students and staff and students                                        | Director and Assistant Director of Technology | 5/20    | In Process |
| Evaluate and update existing plan for centralized printing at PK-5 schools                               | Director and Assistant Director of Technology | 5/20    | In Process |
| Investigate E-sports Plan                                                                                | Director and Assistant Director of Technology | 5/20    | In Process |
| Identify Funding Sources                                                                                 | Director of Technology                        | FY20/21 | Planned    |
| Write Plan <b>(YEAR 2)</b>                                                                               | Director and Assistant Director of Technology | 6/21    | Planned    |

### Measuring Impact

| Early Evidence of Change Benchmark                                                           | Person Responsible                          | Date | Status  |
|----------------------------------------------------------------------------------------------|---------------------------------------------|------|---------|
| The prioritized technology plan has been created, implemented and will be monitored annually | Director & Assistant Director of Technology | 6/21 | Planned |

### Identifying Resources Supporting Implementation

- Director of Technology
- Assistant Director of Digital Learning and Library Studies