Dennis – Yarmouth Regional School District

2019-2023

Planning for Success

Strategic Plan and Action Steps

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

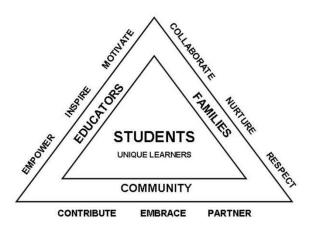| Mission |
|---|
| The mission of the Dennis-Yarmouth Regional School District is to empower each student to achieve excellence with integrity in a changing world. |
| **Vision** |
| The Dennis-Yarmouth Regional School District, a community of learners, will be an innovative leader in supporting the 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. |
| **Core Values** |

The DY Advantage

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.

Theory of Action

If we …
> Ensure student academic success with the implementation of a guaranteed and viable curriculum,
> Foster safe and supportive learning environments that allow access for all stakeholders,
> Implement a cohesive, adaptable communication plan that effectively engages all stakeholders in the success of the school district; and
> Create welcoming and safe 21st century learning spaces with environmentally sound technologies, efficient, and sustainable practices,

Then …
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.

Pillars of Success			
Student Academic Success	**Safe and Supportive Learning Environments**	**Engagement and Communication**	**Facilities**
Strategic Objectives			
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.
Strategic Initiatives			
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.			
Outcomes			

Outcomes

1.1 &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.

1.3 By June 30, 2023, a three-year curriculum review cycle will be developed and implemented for all core content areas.

1.4 By June 30, 2023, a prioritized professional development plan will be fully implemented and monitored annually.

2.1 By June 30, 2023, three phases of the special education and social-emotional program evaluations will be complete.

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.

2.3 By June 30, 2023, all schools will develop and implement site-based, annual action plans that ensure safe and supportive learning environments.

3.1 By June 30, 2023, survey data will indicate staff engagement in all school and district initiatives.

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.

4.1 By June 30, 2023, a prioritized facilities plan will be fully implemented and monitored annually.

4.2 By June 30, 2023, a prioritized technology plan will be fully implemented and monitored annually.

4.3 By June 30, 2023, a new school for grades 4-7 will be complete and other identified projects will be underway.

4.3 By June 30, 2023, work with the MSBA will continue to address the capital needs of the M.E. Small School.

Dennis-Yarmouth Action Plan
Year 1: 2019-2020

Strategic Objective	Ensure academic success with the implementation of a guaranteed and viable curriculum: **Instructional Practices**
Strategic Initiative	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

Term	Definition
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

Process Benchmark	Person Responsible	Date	Status
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, Assistant 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

Strategic Objective	Ensure student academic success with the implementation of a guaranteed and viable curriculum: **ELA**
Strategic Initiative	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

Term	Definition
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

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

Process Benchmark	Person Responsible	Date	Status
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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Ensure the academic success with the implementation of a guaranteed and viable curriculum: **Mathematics**
Strategic Initiative	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

Term	Definition
Guaranteed and Viable curriculum	A "**guaranteed and viable**" **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	**Standards-based mathematics units** 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

Process Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Ensure student academic success with the implementation of a guaranteed and viable curriculum: **Science**
Strategic Initiative	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

Term	Definition
Guaranteed and Viable curriculum	A "**guaranteed and viable**" **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	**Standards-based science units** 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

Process Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Ensure student academic success with the implementation of a guaranteed and viable curriculum: **Social Studies**
Strategic Initiative	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

Term	Definition
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

Process Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Foster a safe and supportive learning environment that allows access for all stakeholders.
Strategic Initiative	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

Term	Definition
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

Process Benchmark	Person Responsible	Date	Status
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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Foster a safe and supportive learning environment that allows access for all stakeholders.
Strategic Initiative	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

Term	Definition
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

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

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Foster a safe and supportive learning environment that allows access for all stakeholders.
Strategic Initiative	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

Term	Definition
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

Process Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Foster a safe and supportive learning environment that allows access for all stakeholders.
Strategic Initiative	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

Term	Definition
School Improvement Plan	Annual plans developed by School Councils in each school outlining prioritized goals and outcomes.

Monitoring Progress

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

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Implement a cohesive, adaptable communication plan that effectively engages all stakeholders in the success of the school district.
Strategic Initiative	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

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

Monitoring Progress: Year 1

Process Benchmark	Person Responsible	Date	Status
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/ Teachers	monthly Feb-Jun	In Process
Continue/Establish school based professional staff leadership council	Principals	1/20	In Process
Use technology tools easily accessed by school community	Principals/ Tech department	2/20	In Process

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
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

Strategic Objective	Implement a cohesive, adaptable communication plan that effectively engages all stakeholders in the success of the school district.
Strategic Initiative	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

Term	Definition
communication practices	Print, digital, and social media that is distributed by schools and accessed by families and community partners.

Monitoring Progress: Year 1

Process Benchmark	Person Responsible	Date	Status
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

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

Strategic Objective	Create welcoming and safe 21st century learning spaces with environmentally sound technologies, efficient, and sustainable practices.
Strategic Initiative	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 21st 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

Term	Definition
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: • Routine • Accessible and readily available for the task at hand • Supporting the curricular goals, and helping the students to effectively reach their goals

Monitoring Progress

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

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Successful completion of the building assessments **(Phase 1)**	Selected Vendor	3/20	In Process
The phase one capital plan for facilities improvement is accepted by the full School Committee	Supt. Asst. Supt.	6/20	Planned
Successful completion of the building assessments **(Phase 2)**	Selected Vendor	9/20	Planned
The phase two capital plan for facilities improvement is accepted by the full School Committee	Supt. 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

Strategic Objective	Create welcoming and safe 21st century learning spaces with environmentally sound technologies, efficient, and sustainable practices.
Strategic Initiative	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

Term	Definition
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: • Routine • Accessible and readily available for the task at hand • Supporting the curricular goals, and helping the students to effectively reach their goals

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
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 **(YEAR 2)**	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