

Concord and Concord-Carlisle Regional Public Schools District Vision Plan Overview 2023-2028

Mission

The mission of the school districts is to educate all students as lifelong learners, caring citizens, and responsible contributors in our increasingly diverse global society.

Vision

Students of Concord and Concord-Carlisle Regional Schools actively seek varied pathways through which they achieve their potential and find joy in learning. They will possess a strong sense of self and embrace their responsibilities as members of our ever-changing local and global communities.

Vision of Student Learning

I am a student in Concord Public Schools and Concord Carlisle High School.

- My safe learning environment is created by respectful relationships with my teachers and my peers.
- My teachers are knowledgeable, highly skilled, and passionate.
- My teachers care about me by affirming me, giving me useful feedback, and working with me individually when I need it.
- I am learning important content based on agreed upon standards, clear goals, and real world applications.
- My learning experiences are engaging, enjoyable, and challenging.
- My learning experiences vary from one another (individual vs. group work; creative vs. repetitive practice; novel vs. known; digital vs. traditional; personal choice vs. consistent topic).
- I am learning how to learn by staying organized, breaking down assignments, managing my time, using all available resources, and always giving my best effort.
- I take risks, learn from my mistakes, and know every day that I am growing.
- When I struggle, I continue to grow and learn.
- With hard work, I will be prepared for higher learning, the work world, and knowledgeable citizenship in my community and the wider world.

I am a student in Concord Public Schools and Concord Carlisle High School.

Core Values

The Concord and Concord-Carlisle Regional School District values:

- Belonging
- Excellence
- Engagement
- Inclusion
- Innovation

Theory of Action

If we...

- Provide engaging, innovative learning experiences that support multiple paths to success,
- Ensure our students' well-being through fostering genuine connections and a sense of belonging,
- Create a collaborative and inclusive culture that values diversity and the uniqueness of each learner, and
- Create a physical environment that catalyzes student learning,

Then...

Our students will find their passion, be joyful learners, and be empowered to chart their path to success.

Strategic Objectives

Multiple Paths to Success	Well-Being & Mental Health	Inclusive Culture	Innovative Environment
1. Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.	2. Develop and create a sound infrastructure to support the well-being and mental health of our school community - students, staff, administrators, and families.	3. Create a collaborative and inclusive culture in the schools and community that values diversity and recognizes the contributions and uniqueness of each learner.	4. Create an environment that catalyzes student learning through safe, healthy, and innovative indoor and outdoor spaces.

Strategic Initiatives

1.1 Improve student growth and achievement (and mitigate unfinished learning due to the pandemic).	2.1 Ensure all students PK-22 have opportunities to develop self awareness, self management, social awareness, relationship skills, and responsible decision making.	3.1 Provide regular professional development to all members of the CPS/CCHS faculty focused on DEIB standards and skills.	4.1 - Identify flexible, accessible, and safe outdoor learning spaces
1.2 Develop and expand the multi-tiered system of support through the use of data, clearly defined tiers of prevention and intervention, additional enrichment opportunities, and clear communication among all stakeholders.	2.2 Provide all staff with access to high quality professional development on student well being and strategies to accommodate mental health challenges.	3.2 Develop opportunities to celebrate and embrace intersecting identities, fostering an environment of inclusion, acceptance and belonging.	4.2 - Increase and leverage the use of outdoor spaces for learning and play.
1.3 Expand learning opportunities that are student-driven and increase student engagement and joy in their learning.	2.3 Partner with students, educators, and community members to identify and engage with best practices for achieving optimal student well-being with a focus on homework and ways for all students to achieve greater balance in their lives.	3.3 Incorporate instructional materials and practices throughout K-12 that positively reflect the diverse students within the population.	4.3 - Create food options that are -sustainable -multicultural -healthy -delicious
1.4 Maintain and enhance resources and opportunities to help students evaluate their range of options for transitions to high school, college, and career.	2.4 Convene a task force to examine staff stress, develop recommendations, implement an action plan, periodically measure the impact and collectively determine the next steps.	3.4 Create and promote safe spaces, where the voices and needs of diverse students and their families are valued and heard.	4.4 Partner with parents and community members to identify and engage with best practices for student technology, including social media use.
1.5 Ensure that all students have learning opportunities that are standards-based, consistent across classrooms, and hold high expectations.	2.5 Develop and implement a multi-tiered system of support with 3 active tiers to support the social, emotional, and mental health needs of all students.	3.5 Continue efforts to recruit, hire, and retain diverse administrators and faculty.	4.5 - Create opportunities for shared and unified communication across all schools for educators and

			community
1.6 Provide professional development opportunities to faculty around innovative pedagogy, using data to inform instruction, and best practices for supporting diverse student needs.	2.6 Continue to improve practices to ease student transitions: from one school to another; one town to another; preK into kindergarten; and individual move-in in non-traditional grades.		

Strategic Outcomes for Progress Monitoring (Metrics, Resources, and Protocols)

Multiple Paths to Success	Well-Being & Mental Health	Inclusive Culture	Innovative Environment
<p>1.1 Increase student performance by 10% as measured by STAR, MCAS, and district-wide benchmark assessments by 2028. Increase the number of students designated as “making progress” by 10% as measured by the ACCESS test by 2028. Maintain or improve student performance on select high school measures: AP exams, SAT, ACT.</p>	<p>2.1 SEL and Health Lessons and units of study taught entered into Atlas. Identify and implement social, emotional, and behavioral screeners Offer a program or class for each age group each semester on at least one of self awareness, self management, social awareness, relationship skills, or responsible decision making.</p>	<p>3.1 All faculty will receive in-person professional development for a minimum three hours during the school year. Attendance and post test data will be used to validate participation and impact.</p>	<p>4.1 Create a team to explore, prioritize, design and implement at least one additional outdoor space option at each school with sun shelter.</p>
<p>1.2 Create, maintain and support MTSS systems at the elementary, middle and high school levels to support student needs in the areas of reading, writing, and math.</p> <p>Adopt and utilize data warehouses to maintain records of student progress, document tiered interventions and communicate information to families and school staff.</p>	<p>2.2 List of professional development opportunities offered to staff show courses on well being.</p> <p>At least 80% of educators K-12 participate in one PD Path related to age-specific methods for improving student well-being and mental health from 2023-2028</p>	<p>3.2 Every school will organize five school-wide activities during the school year that intentionally celebrates and embraces the intersecting identities of students, staff, and families. Annual survey of event success and participation will be assessed.</p>	<p>4.2 At least one working garden is established at each school and teachers are provided with support and PD in this space, including one model lesson plan for educators to use as a guide at the elementary, middle school, and high school level.</p>
<p>1.3 Teachers incorporate more activities and forms of instruction (games, small group work, turn and talk, etc.) into classes to engage students with different learning styles.</p> <p>Design annual student culture surveys to measure engagement and joy in their learning.</p>	<p>2.3 Student feedback surveys demonstrate that at least 50% of students see improvement in well being, life-homework balance, and homework practices.</p> <p>As measured in the Youth Risk Behavior Survey, student stress is cut in half from 2022 measurement.</p>	<p>3.3 Twice a year, each school with student and staff representatives will engage in equity walks within the area of diversity, equity, inclusion, and belonging. These walks will focus on both visible and invisible disabilities.</p>	<p>4.3 Continue to pursue multicultural food offerings, introducing one new meal offering each semester. Consider utilizing a working garden in meal offerings.</p>
<p>1.4 Utilize data to track and communicate outcomes of post graduates to all stakeholders.</p> <p>Post graduate fairs are marketed and include colleges, universities, military recruiters, ROTC, apprenticeships, trade schools and employers.</p>	<p>2.4 By the end of the 2023-2024 Academic Year, a District-Wide task force consisting of members from all schools and grade levels has developed a survey (or other input tool) and has received feedback and data from all stakeholders regarding staff stressors. With survey results, this team develops a plan and implements the plan by 2028.</p>	<p>3.4 By 2028, each school will have at least monthly community building activities that all students participate in, such as responsive classroom meetings or restorative justice community building circles. Measured in an annual culture survey.</p>	<p>4.4 Work with the IT department to investigate ways to strike more of a balance in use of and access to technology, and implement at least one practice at each level of schooling that moves us toward that goal.</p>
<p>1.5 Three regular processes show marked improvement in these areas: lessons and units of study taught entered into Atlas; Annual curriculum review processes; and, System of Supervision and Evaluation.</p>	<p>2.5 Create, maintain and support MTSS systems at the elementary, middle and high school levels to support student needs in the areas of social emotional and mental health. Implement and use data from SEL screener, mental health and wellness screener, and suicide prevention screener. Create Tier 2 intervention skill development workshops at all levels and at prioritized area of need.</p>	<p>3.5 By 2025, 20% of newly hired CPS/CCRSD administrators, faculty and staff will identify as people of color. 100% of these staff will be retained from year to year.</p>	<p>4.5 Create a district wide calendar of events annually, that every school contributes to; readily accessible to parents/students/community via district website.</p>
<p>1.6 List of professional development opportunities</p>	<p>2.6 As measured by the existence of transition plans at each transition</p>		

offered to staff to fulfill the recertification requirements.	point. Document best practices for student transitions from town-to-town (by end of 2023-2024 school year), school-to-school (by end of 2024-2025), preK to K, and move-in to non-traditional grades by the end of 2026 school year. Implement and revise practices by end of plan period.		
---	--	--	--

District Strategic Objectives

<p>Multiple Paths to Success</p> <p>1. Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.</p>	<p>Well-Being & Mental Health</p> <p>2. Develop and create a sound infrastructure to support the well-being and mental health of our school community - students, staff, administrators, and families.</p>	<p>Inclusive Culture</p> <p>3. Create a collaborative and inclusive culture in the schools and community that values diversity and recognizes the contributions and uniqueness of each learner.</p>	<p>Innovative Environment</p> <p>4. Create an environment that catalyzes student learning through safe, healthy, and innovative indoor and outdoor spaces.</p>
--	---	--	---

Thoreau Strategic Initiatives

<p><u>1.1</u> Improve student growth and achievement (and mitigate unfinished learning due to the pandemic).</p> <ul style="list-style-type: none"> Use of grade level teams to analyze academic data (including MCAS) to identify gaps and make adjustments to instruction based on this data Continue to refine MTSS support system for literacy and mathematics Adopt Amplify mClass Dibels 8th Edition as K-2 screener. 	<p><u>2.1</u> Ensure all students PK-22 have opportunities to develop self awareness, self management, social awareness, relationship skills, and responsible decision making.</p> <ul style="list-style-type: none"> Pilot Responsive Classroom, which includes explicit opportunities for students to develop these skills and to make connections with peers and adults. 	<p><u>3.1</u> All faculty will receive in-person professional development for a minimum three hours during the school year:</p> <ul style="list-style-type: none"> In monthly faculty meetings, staff will be introduced to Responsive Classroom (led by Responsive Classroom Faculty Leads) and Restorative Justice (led by Restorative Justice Planning Committee and Pathways to Restorative Justice) At least 50% of staff will pilot Responsive Classroom during the 2023-2024 school year 	<p><u>4.1</u> Revisit ways in which our display spaces can be used as teaching tools to highlight student learning, diversity and community.</p>
<p><u>1.2</u> Develop and expand the multi-tiered system of support through the use of data, clearly defined tiers of prevention and intervention, additional enrichment opportunities, and clear communication among all stakeholders.</p>	<p><u>2.2</u> Provide all staff with access to high quality professional development on student well being and strategies to accommodate mental health challenges.</p> <ul style="list-style-type: none"> Time at faculty meetings will be dedicated to learning about Responsive 	<p><u>3.2</u> Every school will organize five school-wide activities during the school year that intentionally celebrates and embraces the intersecting identities of students, staff, and families.</p>	<p><u>4.2</u> At least one working garden is established at each school and teachers are provided with support and PD in this space, including one model lesson plan for educators to use as a guide at the</p>

<ul style="list-style-type: none"> • Continue PD around MTSS • Math as academic focus, shore up identification and interventions 	<p>Classroom</p> <ul style="list-style-type: none"> • PD Paths provide staff with many learning opportunities focused on well being and mental health 	<ul style="list-style-type: none"> • Heritage Week • Whole school assemblies with a focus on celebrating diversity • Continue to celebrate and strengthen Neurodiversity Week 	<p>elementary, middle school, and high school level.</p> <ul style="list-style-type: none"> • Continue to partner with the PTG to update and improve Grounds for Learning • Feasibility study to address erosion, parking and maintaining outdoor spaces. • Identify spaces where students can engage in hands-on nature play, particularly digging.
<p>1.5 Ensure that all students have learning opportunities that are standards-based, consistent across classrooms, and hold high expectations.</p> <ul style="list-style-type: none"> • Support staff in integrating the use of decodable texts in early literacy development 	<p>2.4 Convene a task force to examine staff stress, develop recommendations, implement an action plan, periodically measure the impact and collectively determine the next steps.</p> <ul style="list-style-type: none"> • Identify and promote opportunities for faculty and staff to connect and recharge. 	<p>3.4 By 2028, each school will have at least monthly community building activities that all students participate in, such as responsive classroom meetings or restorative justice community building circles.</p> <ul style="list-style-type: none"> • See notes under Strategic Initiative 2 - daily/weekly community building activities are a component of Responsive Classroom • Identify and implement cross-grade level assemblies to promote community building 	
<p>1.6 Provide professional development opportunities to faculty around innovative pedagogy, using data to inform instruction, and best practices for supporting diverse student needs.</p>	<p>2.5 Develop and implement a multi-tiered system of support with 3 active tiers to support the social, emotional, and mental health needs of all students.</p> <ul style="list-style-type: none"> • In collaboration with district consultant, 	<p>3.5 By 2025, 20% of newly hired CPS/CCRS D administrators, faculty and staff will identify as people of color. 100% of these staff will be retained from year to year.</p>	

<ul style="list-style-type: none">● See 1.2 and 1.5● PD will occur during monthly faculty meetings and bi-weekly grade level meetings	Thoreau's MTSS planning committee will develop an MTSS framework for SEL/mental health	<ul style="list-style-type: none">● Collaborate with DEIB Director and HR Director to recruit diverse candidates to apply to open vacancies	
--	--	---	--