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# THE STRATEGIC PLAN FOR THE DUXBURY PUBLIC SCHOOLS

July 2012 – June 2017



**Dr. Benedict Tantillo, Superintendent**

FACILITATED AND PREPARED BY

FUTURE MANAGEMENT SYSTEMS, INC

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## ACKNOWLEDGEMENTS

Strategic Planning is a community event. The process is more than just a decision on the future content of education in that community; it's a fully vetted consensus on the expectations and future of its children. It is not a decision made capriciously. Parents, educators, administrators, community members, town officials and a variety of stakeholders need to be heard and their voices incorporated into a commonly owned plan for the education of future generations.

The following committees, focus groups and citizens were kind and thoughtful enough to give their time and resources to make this strategic plan a powerful working document for the future of Duxbury youth. It is our hope that this is a beginning and that this plan will continue to be updated, modified, and reviewed in a way that makes it a true path to the future success of all 3,208 students. Their success will ultimately be the true measure of the Duxbury Community.

### THE STRATEGIC PLANNING COMMITTEE

<b>Name</b>	<b>Position</b>
<b>Benedict Tantillo</b>	Superintendent
<b>Edwin Walsh</b>	Assistant Superintendent
<b>Anne Ward</b>	School Committee
<b>Maureen Connelly</b>	School Committee
<b>Andrew Stephens</b>	Duxbury High School Principal
<b>Blake Dalton</b>	Duxbury Middle School Principal
<b>Christopher Trombly</b>	Alden School Principal
<b>Suzanne Billingham</b>	Chandler School Principal
<b>April Romano</b>	Chandler School Teacher
<b>Joan E. Murphy</b>	Alden School Teacher
<b>Debbie Greenglass</b>	Duxbury Middle School Teacher
<b>Jim Donovan</b>	Duxbury High School Teacher
<b>Connor O'Keefe</b>	Duxbury High School Student

<b>William Leclerc</b>	Duxbury Middle School Student
<b>Annabel McLaughlin</b>	Duxbury Middle School Student
<b>Stephen Sovick</b>	Chandler School Parent
<b>Connie Roland</b>	Alden School Parent
	Duxbury Middle School Parent
<b>Patty Guilfoile</b>	Duxbury High School Parent PTO Chair

THE DUXBURY SCHOOL COMMITTEE

<b>Name</b>	<b>Position</b>
<b>John Heinstadt</b>	Chairperson
<b>Mary Lou Buell</b>	Vice Chairperson
<b>Garry Magnuson</b>	Member
<b>Maureen Connolly</b>	Member
<b>Anne Ward</b>	Member

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*By failing to prepare, you are preparing to fail.*

-Benjamin Franklin

## EXECUTIVE SUMMARY

The Duxbury Public Schools Strategic Plan begins by setting a solid foundation for the District and builds a powerful vision for the future. That 5-year vision translates into a set of prioritized overarching goals, outcomes and strategies that set a practical, measurable path to realize that vision. The core values of *responsibility, integrity, respect, diversity, pride, learning, hard work/discipline and collaboration* are essential to what makes Duxbury a unique community. Our immutable reason for being, the 100 Year Core Purpose, begins to incorporate these values by *“cultivating each student’s natural curiosity and talents while providing the knowledge and skills necessary to be productive citizens”* while our Mission Statement - *“The Duxbury Public Schools engages students in a stimulating and diverse education that challenges all students to develop the competencies and confidence to adapt and contribute their skills in an ever-changing world. “ – defines who we are today.*

With the foundation in place, the Strategic Planning Committee began looking to the future. They asked stakeholders and faculty, town officials and School Committee members what the Duxbury School System needed to change or where they should grow and what that might look like in the future. They scanned the systems, community area, country and the world to see where they are today and where they should be 3-5 years from now. The Vision Statement summarizes the collective thought in a single sentence: *“Leverage our supportive families, our talented faculty, our high quality instruction and technologies, meaningful partnerships with our community, our students’ natural curiosity, and the gifts and talents that every one of us possesses to enable the children of Duxbury to confidently take their place in the world.”* A set of strategic notions were developed into four broad overarching goals and outcomes. Action goals and strategies were developed under each broad overarching goal.

Overarching Goal	Outcome Area (s)
<b>Give academics a higher status</b>	1. There is increased availability and access to a variety of professional development programs and the necessary funds to support those efforts.
	2. DPS has developed a culture that recognizes academics as a fun, exciting and prestigious activity.
	3. Collaboration is the standard approach for all academic related activities.

	4. Duxbury has developed a culture that has high academic expectations in all activities.
<b>Foster and support a curriculum that is robust, innovative, rigorous, and relevant for all students</b>	1. Technology and Data are used at all levels to improve instruction and prepare students to be college or career ready by graduation from High School.
	2. Teaching of literacy skills is an integral part of all content areas at every grade level.
	3. Project-based real world learning experiences are integrated into the curriculum.
<b>Forge new ways to provide authentic collaborative experiences and opportunities for our students to become college and career ready and globally astute upon graduation from high school.</b>	1. Students collaborate with other students and experts from around the world.
<b>Strengthen communication and partnerships with the community.</b>	1. The Duxbury community supports financial initiatives that strengthen the ability to provide quality instruction and sustained effective leadership at all levels.
	2. School officials will continue to cultivate and expand relationships and partnerships with local colleges and universities, businesses, agencies and town government.
	3. School administrators and faculty actively engage parents and family members in a school culture of learning, safety and mutual respect.

## AN ENVISIONED FUTURE – ROOTED IN THE PAST, UNDERSTANDING THE PRESENT AND FOCUSED ON THE FUTURE

### OVERVIEW

Strategic planning is a powerful tool for guiding the future of a school district in an integrated and meaningful way. It helps the district maintain its focus in an ever-changing educational environment yet has the ability to be a dynamic decision-making document that can foster change when and where appropriate. Above all, it's a commonly owned transformative process that engages educational professionals and stakeholders alike in determining who they are, who they need to be in the future and what remains the unchanging constants in the district.

Diagram I outlines the strategic planning process used in completing the Duxbury Strategic Plan. The process begins with building a base of core values that permeate all aspects of the plan, from the core purpose to the final action goals and strategies. The core purpose and the mission statement give the plan a solid base on which to build. The “informing” documents – the external/ internal scans and the focus groups – tell us about educational issues and what is on people’s minds in the community, in the state and around the country. All these notions are evaluated in the analysis of educational strengths, weaknesses, opportunities and threats and analyzed for potential opportunities for the future. The SWOT (strengths, weaknesses, opportunities, threats) opportunity intersections become the base for the overarching goals and help to build the outcomes, action plans and strategies. The majority of the work in building this strategic “house” for Duxbury was completed by the Strategic Planning Committee consisting of school personnel, students, parents, community members and stakeholders. The final steps of outcomes, action plans and strategies were completed by the District Leadership Team.

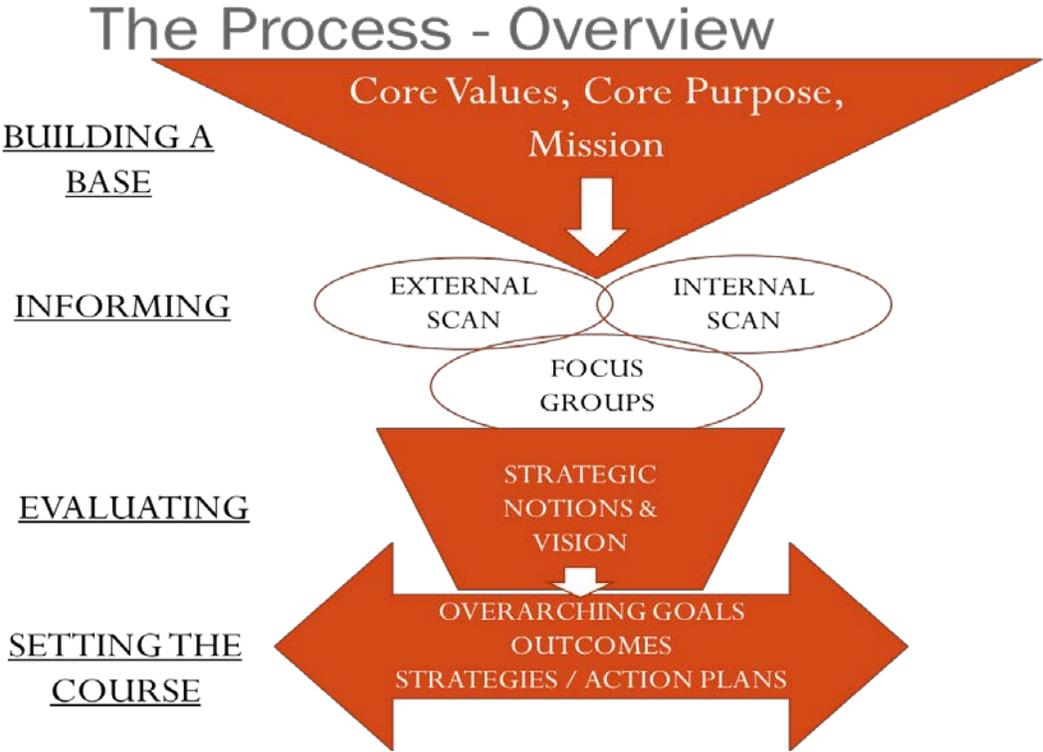
This is meant to be a dynamic plan in every meaning of the word. It is dynamic in its change oriented vision for transformation in a number of areas over the next 3-5 years. It is not designed as a static document, but a dynamic document that should be reviewed regularly and modified to meet the ever-changing educational needs of the Duxbury Schools. It is, in fact, a working document that should be the driving force and focal point for the continuous improvement of quality in the District.

The plan is essentially divided into three separate areas –

- The foundation areas of **Core Purpose, Core Values and Mission;**
- The informational area that helped to inform the working committee and school leadership that contains the **Focus Group, Internal Scan and External Scan summaries;**
- The section that evaluates all the information and sets a new course through our **Strategic Notions, Overarching Goals, Outcomes, Action Goals and Strategies.**

Strategic plans, in order to be dynamic and responsive, must be measurable. The measures for this plan are in the action goals, the real implementation section of the plan. Meet the measures outlined in this section and you satisfy the proposed outcomes. Satisfy the outcomes, and you meet the far broader overarching goals.

Finally, in order to make this a readable, working document, we have boiled down the volumes of information generated through this year-long process to the bare essentials. The Appendix contains the detail in copious amounts and is available for all to read.



## THE FOUNDATION

### CORE VALUES

**Core Values** are enduring, passionate and distinctive beliefs that form the very core of the school district. They are:

- a. Deeply held;
- b. Define why we do what we do and who we are;
- c. Permeate the fabric of the organization;
- d. Guide us in all decisions;

**And are so fundamental and deeply held that they seldom change, if ever.**

The Duxbury Core Values are found throughout the various guiding statements, such as the mission and vision statements, and permeate the overarching goals and action plans. The Strategic Planning Committee generated dozens of values for the Duxbury Public Schools; eight were strong enough to be considered *core*, the remainder were designated as “supporting values” and can be found in the Appendix.

### THE CORE VALUES OF THE DUXBURY PUBLIC SCHOOLS

1. Take personal **responsibility**
2. Act with **integrity**
3. **Respect** self and others
4. Embrace **diversity**
5. Take **pride**
6. Actively **learn**
7. Foster **hard work and discipline**
8. Cultivate and sustain **collaborations** that promote learning and team work
9. Continuous **improvement**

### CORE PURPOSE

Leaders change, programs come and go and trends fade away. But the essential nature of an organization, the very heart and essence of why that organization exists, can only disappear if the organization itself disappears. School districts are no different than other organizations; they will and have changed many times over the years, yet their essential reason for being never changes. A **Core Purpose** essentially defines that never-changing reason for being by setting a hundred year horizon. What will the purpose of the Duxbury Public Schools be in 100

years that is identical to the purpose today and the purpose 100 years ago? Without a core purpose, a school district can lose sight of why it exists; with a core purpose firmly in place, it can build around the core to meet the ever-changing needs of students and families.

#### THE CORE PURPOSE STATEMENT

The Core Purpose Statement for the Duxbury Public Schools is:

***“Cultivate each student’s natural curiosity and talents while providing the knowledge and skills necessary to be productive citizens.”***

#### THE MISSION STATEMENT

Mission statements explain who you are and your fundamental reason for existing. They are:

- a. A place in time description – Mission Statements can and will change;
- b. Fundamental questions for all organization and ask:
  - i. What do you do;
  - ii. Who benefits from your work;
  - iii. What are the results of your work;
  - iv. What are the core values of your organization;
  - v. What are the challenges of the organization;

Unlike the Core Purpose, Mission Statements can change and often do albeit in small increments. The changes in the Duxbury Public School’s Mission Statement reflect that shift towards a new horizon in education. It is more globally oriented than its predecessor and talks about “engagement” rather than just teaching. The shifts, although subtle, really represent shifting sands in education and begin to bridge the gap between who we are today and who we will need to be in the future..

#### THE NEW MISSION STATEMENT

The new ***Mission Statement*** for the Duxbury Public Schools is:

***“The Duxbury Public Schools engage students in a stimulating and diverse education that challenges all students to excel while developing the competencies and confidence to adapt and contribute their skills in an ever-changing world.”***

## INFORMING THE PLAN

### INTRODUCTION – WHY WE DO SCANS

Internal and external scans allow the planning team and all stakeholders to take a look at school and community resources, strengths and assets in light of trends and influences on the Duxbury Public Schools. The internal scan takes an inventory of the school and community resources, demographics and a variety of issues that relate to school performance. It is, in fact, a snapshot in time. Ultimately, it allows the planning team to extract the School District's key strengths and challenges to develop strategies that support educational priorities for the future.

An external scan looks at what is happening outside of the community and school district on a regional, national and even a global level. It can encompass a variety of topics ranging from trends in education to shifting demographics in various sectors. Ultimately, the external scan is the study that makes our plan most strategic and keeps our educational goals and strategies up to date.

### THE INTERNAL SCAN SUMMARY

#### THE COMMUNITY

The overall population in Duxbury experienced its largest growth in the 1970s and 1980s with an average population boom in each 10 year period that exceeded 50%. The growth in the 2000s has slowed considerably. From the year 2000 to the year 2010, Duxbury grew a mere 5.7 % in overall population to a total of 15,059. The School District can expect a slow steady growth with approximately 41% of this growth comprised of families with children under the age of 18 years. The median per-capita income in 2010 was \$106,245, making Duxbury among the wealthiest towns in Massachusetts.

The town and School District have a strong working relationship with monthly meetings between the Superintendent and Town Administrator. The town was due to complete its own strategic plan in 2011; when published it will be reviewed for items that impact the contents of this strategic plan.

#### THE SCHOOLS

The Duxbury School System has four schools, set up by grade levels; each school is a town-wide school.

- Chandler School: Preschool through Grade 2
- Alden School: Grades 3 through 5
- Duxbury Middle School: Grades 6 through 8

- Duxbury High School: Grades 9 through 12

The Alden, Middle and High School are located on the school campus along with the Duxbury Free Library, Percy Walker Pool, and Student Union. The Candler School is located in West Duxbury. The elementary schools are in good to fair condition. The upper schools are in poor condition and dysfunctional for project-based, global teaching and learning. The School Building Committee (SBC) has been working with the Massachusetts School Building Authority (MSBA) as part of the model school program for a new co-located middle and high school behind the present middle school. The town approved the funding for the new construction in the fall of 2011; it is expected that the new school will be complete for the 2014 – 2015 school year.

#### THE TEACHING STAFF

Over 98 % of the Duxbury teachers are white, reflecting the composition of the student body. Just over 1% is minority. Most of the teachers in the school system are female. Going from Chandler (Early Childhood School) to high school, the number of male teachers at each school increases.

The largest age bracket of teachers at each school is 49 to 56 years of age. We can expect that there will be a steady stream of retirees in the next five years that will create an increasingly young, less experienced teaching staff as those new to the profession are hired.

According to 2010-2011 DESE data, 97.8% of Duxbury teachers are licensed in their teaching assignments; 99.8% of teachers are highly qualified. At Chandler and Alden Schools, 100% of the core academic classes are taught by teachers who are highly qualified. The average student to teacher ratio of the District is 14.1, slightly higher than the statewide average of 13.9:1.

#### FINANCE

Duxbury Public Schools enjoys a relatively stable financial position. Despite the prolonged economic downturn, the town and the School District have balanced the operating budget without a Proposition 2 ½ override or employee layoffs. Many towns have resorted to one or both measures in order to balance the budget. While some departmental and District budget requests, including capital needs, have not been fully funded, and some program or service reductions have occurred, on the whole the District has provided roughly the same level of service to students for the last ten years.

As in similar towns, Duxbury's school budget is slightly more than half (about 58%; higher when health insurance is included) of the total town budget. The School Department is the largest employer in town and operates more square feet of buildings than any other department. The school budget is approved by the voters each year at Town Meeting and is expended under the direction of the School Committee. Duxbury receives only about 10% of its revenue from the

state. The town, and hence the School Department, rely primarily on the property tax base and local receipts (fees) for revenue to fund programs and services.

Challenges to funding include slower growth in local receipts, cuts in state aid, and Proposition 2 1/2 on the revenue side and rising costs associated with enrollment, health insurance, energy, building repairs, technology, unfunded mandates and contractual obligations.

#### SCHOOL FUNDING

Ninety percent of the District’s funding comes from the town’s general fund appropriation at Town Meeting. The rest comes mostly from Chapter 70 (state education aid), and grants. Fees offset some costs such as transportation, community education and athletics.

The budget cycle begins in early fall. Building principals and department heads develop programmatic budgets and submit their requests to the business manager and superintendent. The School Department works with town officials to understand the anticipated revenue for the coming fiscal year and works collaboratively with the town to achieve a balanced budget. Contractual obligations are funded first, followed by critical academic needs. The superintendent presents budget recommendations, including reductions as necessary, to the School Committee. A public hearing on the budget is held, adjustments are made to the budget according to available resources, and the School Committee votes the final number to be presented to the voters at Town Meeting. The budget may be amended up or down on the floor of Town Meeting.

#### **District Budget Trends**

FY08	\$26,018,308	
FY09	\$26,746,458	
FY10	\$27,646,458	
FY11	\$27,946,458	
FY12	\$28,946,458	

*The average annual budget increase over the last 5 years is about 3 percent.*

The majority of the budget is dedicated to contractual obligations (salaries, energy and bus contracts, out-of-district tuition, etc.). This distribution has stayed somewhat constant over the last five years.

#### ENROLLMENT

The district performs a ten-year enrollment forecast each year for Pre-K through Grade 12. This data enables the District to plan for significant changes in the numbers of students in each grade and to adjust staffing accordingly when possible. This District is in a period of historically

high enrollment (3,200-3,400 students), including three large size classes of about 300 students each (2015, 2016 and 2018). Enrollment is projected to decline over the next ten years. The DMS/DHS building project and local real estate market could have some unanticipated impact on enrollment.

#### CAPITAL BUDGET

Each year, school officials compile the list of capital needs. Capital items typically include technology, mechanical equipment, extraordinary building and grounds repairs, furniture, etc. The town usually funds capital requests in two ways: within the levy limit and through temporary borrowing (example is replacement of Chandler roof in FY10). From FY04 to FY08 capital requests were not funded at all. In FY09 to FY11, the average annual capital budget was \$372,000. The town and schools have committed to greater consistency in capital budget allocation.

#### COST CONTROL

During the process of budget development and throughout the fiscal year, the school department pursues opportunities for cost savings. In recent years, this has included:

- Outsourcing of food service function
- Developing in-house programs for special education
- Increasing fees
- Suspending or staggering DHS course offerings
- Postponing building repairs, textbook replacement
- Renegotiating energy contracts
- Adjusting staffing according to enrollment
- Leasing computers vs. purchasing
- Early budget freezes annually
- Ongoing building energy monitoring

In summary, with careful management and community support, Duxbury Public Schools is financially stable and operates extremely efficiently with available resources. In terms of per-pupil spending, however, Duxbury is not keeping pace with the state average and similar towns. In terms of spending above foundation budget and net school spending (state mandated minimum spending levels for districts) Duxbury spends only about 10% above required levels compared with similar towns that spend 13-15% or more above and a state average of 13% above required levels. Funding for capital has been inconsistent from year to year and annual percent increases in the operating budget have been trending downward. The trend for special education spending is rising. The average teacher salary in Duxbury has fallen below the state average and similar towns (Duxbury is \$66,667 vs. the state average of \$68,781).

Duxbury voters have decided to support funding for the construction of a new, co-located middle school and high school. The project would be funded through a debt exclusion and will require a temporary tax increase. Construction will begin in June 2012. The town has approved several other capital projects that also require temporary tax increases. A challenge for the school department will be to determine how best to provide at least the same level of service, promote high standards for students and staff, and close the gap in per pupil spending with reasonable annual budget requests.

## THE STUDENT POPULATION

### THE BASICS -2011-12

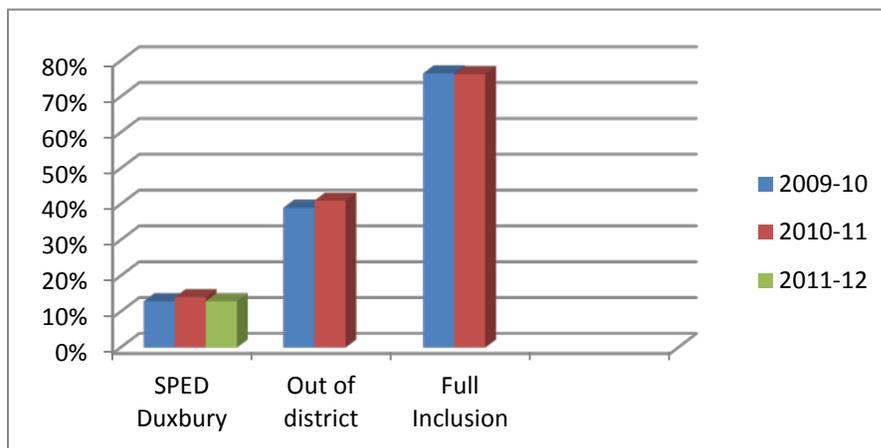
<b>Total Student Population</b>	<b>Duxbury</b>	<b>MA</b>
<b>Current Duxbury Census – K-12</b>	<b>3,289</b>	<b>NA</b>
<b>MA estimate of PK-12 population growth - 2013-2019</b>	<b>(2.1%)</b>	<b>NA</b>
<b>Per-Pupil expenditure</b>	<b>\$11,083</b>	<b>\$13,055</b>
<b>Attendance Rate</b>	<b>95.6</b>	<b>94.7</b>
<b>Average # of days absent</b>	<b>7.3</b>	<b>9.1</b>
<b>In-School Suspension Rate</b>	<b>0.1</b>	<b>3.5</b>
<b>Out-of-School Suspension Rate</b>	<b>2.5</b>	<b>5.6</b>
<b>Graduation Rate</b>	<b>98.2</b>	<b>83.4</b>
<b>Retention Rate</b>	<b>0.2</b>	<b>2.1</b>
<b>Truancy Rate</b>	<b>0.0</b>	<b>2.5</b>

Duxbury can expect a slow, if not negligible growth in population over the next six years. The per-pupil expenditure is well below the state average in 2011. Some of this may be due to the town absorbing a number of services that schools traditionally absorb, like plowing and maintenance. On all indicators for students noted above, Duxbury exceeds the state average. The student body is predominantly white (see below) with a small multi-race and Asian population a distant second.

Enrollment by Race/Ethnicity (2011-12)		
Race	% of District	% of State
African American	0.6	8.3
Asian	1.1	5.7
Hispanic	1.0	16.1
Native American	0.0	0.2
White	95.7	67.0
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	1.6	2.5

The Special Needs population in Duxbury is well under the State average – 12.9 % to 17% for the Commonwealth. Nearly 77% of the children in special education programs are in full inclusion programs, far exceeding the State average of 57%. They have a small percentage of low income students (3.7%) with an even smaller population on free and reduced lunch. English proficiency is not an issue in Duxbury.

Title	% of District	% of State
First Language not English	0.2	16.7
Limited English Proficient	0.0	7.3
Low-income	3.7	35.2
Special Education	12.9	17.0
Free Lunch	2.8	30.4
Reduced Lunch	0.9	4.8



## ACHIEVEMENT

### 2011 Ranking of Schools from Boston Magazine

Ranking	School District	5th Grade MCAS Scores: English	5th Grade MCAS Scores: Math	5th Grade MCAS Scores: Science	8th Grade MCAS Scores: English	8th Grade MCAS Scores: Math	8th Grade MCAS Scores: Science	10th Grade MCAS Scores: English	10th Grade MCAS Scores: Math	10th Grade MCAS Scores: Science	Avg. SAT Scores: Reading	Avg. SAT Scores: Writing	Avg. SAT Scores: Math
1	Dover-Sherborn	88	82.5	80.5	96	83	69	96	95	96	586	593	616
2	Concord-Carlisle	89.5	81	80	94	77	70	96	92	93	601	601	617
3	Weston	91	86	85	95	77	75	94	93	83	615	617	623
4	Lincoln-Sudbury	83	77	76	94.5	77	64.5	97	93	73	599	597	616
5	Lexington	87	89	81	95	84	73	95	94	93	620	622	641
6	Manchester Essex	76	65	52	94	74	64	96	92	90	559	562	566
7	Wayland	83	76	73	95	82	80	94	95	89	601	607	628
8	Northborough-Southborough	79	68.5	68	94	68	57.5	93	91	90	556	562	576
9	Hamilton-Wenham	80	75	78	91	73	67	94	94	91	580	579	572
10	Sharon	80	75	77	93	74	62	96	95	94	580	590	593
11	Wellesley	84	77	64	95	76	44	96	95	77	608	620	625
12	Newton	85	80	76	91	77	64	89	90	82	601	608	619
13	Cohasset	78	78	79	95	79	59	98	94	87	547	556	561
14	Westwood	87	84	81	90	70	61	94	93	92	580	577	600
15	Acton-Boxborough	89.5	81	83	93	81	73	96	94	96	610	610	642
16	Newburyport	64	52	62	92	70	62	91	87	87	557	554	571
17	Medfield	81	62	63	92	76	74	95	97	95	581	573	592
18	Bedford	80	74	71	90	72	57	86	86	80	572	556	587
19	Holliston	77	74	76	93	74	53	91	92	91	578	575	593
20	Winchester	89	85	87	95	82	76	97	95	94	591	603	616
21	Masconomet	84	73.7	78	92	77	77	94	94	89	541	544	567
22	Belmont	84	75	73	96	77	78	94	96	92	580	589	608
23	Brookline	80	80	73	91	75	57	87	91	81	581	585	604
24	Marblehead	81	72	71	92	77	66	93	90	85	561	560	583
25	Cambridge Rindge and Latin	59	53	45	75	45	34	70	77	59	498	493	503
26	Westford	88	86	85	95	86	78	97	95	94	587	582	602
27	Duxbury	81	72	64	91	70	55	92	93	86	541	549	551

On the Boston Magazine annual rankings of schools, the achievement section, for 2011, Duxbury ranked 27<sup>th</sup> out of 138 school districts. The rankings used statewide testing scores, MCAS and SATs, as the basis for this placement. Looking at the combined advanced and proficient scores, Duxbury's 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade science and their 8<sup>th</sup> grade math score were lower than a number of the high performing schools.

At the high school level, MCAS scores in all areas, other than science, exceeded the State averages and were competitive with comparable districts. In the spring of 2011, there were 249 students at Duxbury High School, who took an AP class/ exam. Students took 447 total AP exams. 103 students took one exam, 102 students took two exams, and 38 took three exams. Six students took four or more exams. Students received a 3, 4 or 5 on 79% of total AP exam taken. The average three part SAT score for Duxbury High School students is 1621 out of 2400. The average Critical Reading score is 532. The average writing score was 537 and the average Mathematics score was 552. Ninety-five students from the Class of 2011 were members of

National Honor Society. More recent performance information on Duxbury High School is impressive; they were ranked as the 13<sup>th</sup> highest performing high school in Massachusetts in the 2012 US News and World Report annual rankings of high schools nationwide. The evaluation was based on a high schools ability to prepare students for college and the world of work. Even more impressive, Duxbury High School ranked 272 out of 21,000 high schools evaluated nationwide.

## Duxbury

Massachusetts's Duxbury School District contains 1 high school, and it received a gold, silver, or bronze medal.

### All Schools in District

State Rank	School	College Readiness	Math (Avg. Proficiency)	English (Avg. Proficiency)
#13	<b>Duxbury High School</b> 130 ST GEORGE ST DUXBURY, MA 02332  #272 Nationally Ranked	<b>54.6</b>  Above MA Avg 65% Tested (AP®) 51% Passed (AP®)	<b>3.7</b>  Above MA Avg 94% Proficient 6% Not Proficient	<b>3.4</b>  Above MA Avg 93% Proficient 7% Not Proficient

Duxbury excels not only in the classroom but also on the sports fields and music areas. Athletic Director Thom Holdgate was named 2010 MIAA Athletic Director of the Year in Massachusetts. The Duxbury High School Boys’ Lacrosse Team won eight of the last ten state championships. The Boys’ Golf Team won back-to-back state championships. The football team won the state championship in 2005, 2008, 2010 and 2011. Girls’ Hockey won the 2011 and 2012 state championship. Boys’ Hockey won the 2007 State Championship and Girls’ Lacrosse won the 2007 state championship. Duxbury has won five of the last ten Boston Globe “Dalton Awards” which recognize athletic excellence.

The Duxbury Public Schools have a record 680 students ranging from 5th Grade – 12th Grade playing an instrument. Recently, Duxbury High School musicians performed in Boston Symphony Hall, Carnegie Hall, Washington DC and Walt Disney World.

## THE EXTERNAL SCAN SUMMARY

### THE WORLD

#### ESSENTIAL FINDINGS:

1. Information moves at the speed of light, we are inundated with technology and it is ever changing; people are using some type of media more than any other period in history.
2. Other skills that are necessary to address include: critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurship, effective oral and written communication, accessing and analyzing information, curiosity and imagination.
3. Teamwork/Collaboration is going on across the globe.
4. New brain research has indicated both sides of the brain work together in an elegant and efficient way. The left side (hemisphere) of the brain deals with logical – linear thinking, analytical thinking and sequential thought. The right side deals more with understanding context over strictly text, synthesis over analysis, and simultaneous-processing over step by step linear processing. Right brain skills include artistry, empathy, and big picture thinking. Left-brain skills still matter, however, right brain skills matter more; they are the engines of our economy.
5. College-ready means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential. In today's economy, a career is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education.
6. Schools that educate the whole child must be learning organizations, places where student voices are heard and respected and where learning is challenging, relevant, and relationship-driven.

#### IMPLICATIONS:

1. We need to meet our students where they live (virtual world).
2. Technology use has to be invisible and students need to understand the acceptable use of technology and need to learn how to differentiate between good and bad resources.
3. Schools need to think globally.
4. STEM courses should be considered as a graduation requirement.
5. Teachers require access to extensive professional development to reach our students in their world; the world is changing so rapidly that we can no longer just teach “subjects.”
6. Due to the ever-changing demands of a global society with many cultures the shifting priorities, students who can think on their own, take risks and connect to/with people within and outside of our country, state, town and classroom will be more successful.

7. The demands of change will require future workers to learn skills on their own; online learning experiences for all students are beneficial.
8. Students will be expected to demonstrate business, civic, health and environmental literacy, be creative and innovative, able to communicate and think critically to solve problems, develop flexibility, adaptability, leadership, and responsibility to be successful members of society.
9. Opportunities to solve real-world problems in project-based learning environments or through internships are growth promoting.
10. Students who are college and career Ready will be better prepared to meet the challenges of post high school endeavors.
11. Schools should be places of learning that encourage and celebrate every aspect of each student's capacity for learning and which provide positive external supports and internal strengths in order to succeed.

*Sources:*

*The World Is Flat (Thomas Friedman), Skills for the Future (Tony Wagner/Harvard), 21st Century Skills (The Conference Room), Whole New Mind (Daniel Pink), Did You Know?, College and Career Ready Resources.*

## THE NATION

### ESSENTIAL FINDINGS:

1. US Dept. of Ed Strategic Goals: Goal 1: Improve student achievement, with a focus on bringing all students to grade level in reading and mathematics by 2014; Goal 2: Increase the academic achievement of all high school students. Goal 3: Ensure the accessibility, affordability, and accountability of higher education, and better prepare students and adults for employment and future learning.
2. The aim of the Elementary and Secondary Education Act (ESEA) reauthorization was to support innovative approaches to teaching and learning; to bring lasting change to our lowest-performing schools; and to investigate and evaluate what works and what can work better.
3. Race To The Top (RTTT) Initiatives: Improve teacher and principal effectiveness based on performance; ensure effective teachers and leaders in every classroom; use data to inform instruction; increase college and career readiness; develop and implement the teaching and learning system; turn around the lowest achieving schools
4. The one-to-one device initiative centers on the augmentation of problem solving, critical thinking, and communication skills. While honing these vital mechanisms, students are preparing for a global society that demands superior technological skills.

5. Project-Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. It is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.
6. Authentic activities match as nearly as possible real-world tasks; provide the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information; collaboration is integral and required for task completion; assessment is seamlessly integrated; interdisciplinary perspectives allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures.

#### IMPLICATIONS:

1. Plan for/sustain ample/well-used Instructional time.
2. Provide structures and supports to ensure/improve teacher quality.
3. Create opportunities for genuine learning, for students to think outside of the “academic box” and to learn outside of the “academic box”, and for the development of the ability to adapt to changing circumstances/demands as needed.
4. Provide more mathematics instruction and greater understanding of applied mathematics.
5. Ensure that technology initiatives are considered/sustained to improve teaching and to create robust learning opportunities for all students, including exploration of a one-to-one device program.
6. Explore/sustain project-based learning, internships, and other authentic activities.

#### Sources:

*U.S. Dept. of Education Strategic Plan 2001-2012, Elementary and Secondary Education Act 2010, Race To The Top Initiatives, One-To-One Laptop Initiatives, Project-Based Learning; Authentic Learning.*

#### THE STATE

#### ESSENTIAL FINDINGS:

1. Gov. Patrick’s Agenda: Readiness Project Goal I - Transform public education in the commonwealth, we must meet the learning needs of each student and provide the understanding, encouragement, support, knowledge and skills each requires to exceed the state’s high expectation and rigorous academic standards. Readiness Goal II – provide mentoring for all teachers in the first three years; accelerate the entry of highly qualified teachers into public schools, particularly in high-needs

- districts and high priority disciplines such as science, technology, engineering and math. Readiness Goal III – Provide students with multiple pathways to postsecondary education and the workforce that are based on high, internationally benchmarked academic and employment standards. Provide two years of postsecondary education or the equivalent in a professional trade as the new baseline of our state education system. Readiness Goal IV – Structure the school day and school year to match the needs of students, teachers and families, provide sufficient resources to support the development of a truly 21<sup>st</sup> century public education system, leverage information technology to support innovations in teaching and learning.
2. Race To The Top Objectives: Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce; providing curricular and instructional resources that support teacher effectiveness and success for all students; concentrating great instruction and additional supports for educators, students, and families in our lowest performing schools; increasing our focus on college and career readiness for all students
  3. MA Conditions for School Effectiveness articulate what schools need to have in place in order to educate their students well.
  4. MA District Standards articulate what structures and supports need to be in place.
  5. MA Mathematics Curriculum Frameworks 2011 create the next generation of pre-Kindergarten through Grade 12 standards in order to help ensure that all students are college and career ready in mathematics no later than the end of high school.
  6. MA English Language Arts and Literacy Curriculum Frameworks 2011 set requirements not only for English Language Arts but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

#### IMPLICATIONS:

1. Rigorous standards and support are essential.
2. Mentoring of all teachers with attention to the high need for teachers in STEM.
3. Multiple pathways to postsecondary education and the workforce.
4. Structure of the school day and school year to match the needs of students, teachers, and families and provide sufficient resources.
5. MA Conditions for School Effectiveness: i. Effective district systems for school support and intervention; ii. Effective school leadership; iii. Aligned curriculum; iv. Effective instruction; v. Student assessment; vi. Principal's staffing authority; vii. Professional development and structures for collaboration; viii. Tiered instruction and adequate

- learning time; ix. Students' social, emotional, and health needs; x. Family-school engagement; xi. Strategic use of resources and adequate budget authority.
6. MA District Standards are in these areas: Leadership and Governance; Curriculum and Instruction; Assessment; Human Resources and Professional Development; Student Support; Financial and Asset Management.
  7. MA Mathematics Curriculum Frameworks 2011 – Guiding Principles and Standards for Mathematical Practice Focus Teaching and Learning: Make Sense of Problems and Persevere in Solving Them; Reason Abstractly and Quantitatively; Understand the Arguments and Critique the Reasoning of Others; Model with Mathematics; Use Appropriate Tools Strategically; Attend to Precision; Look For and Make Use of Structure; Look For and Express Regularity in Repeated Reasoning.
  8. MA English Language Arts and Literacy Curriculum Framework 2011 – Skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

*Sources:*

*Governor Patrick's Agenda June 2008, MA Race To The Top Initiatives, MA District Standards and Conditions for School Effectiveness, MA Curriculum Frameworks 2011.*

## THE FOCUS GROUPS

Focus groups are designed to engage and gather important information from key populations in the community. Focus group information:

- Is presented and analyzed as some of the “key findings” or themes for the plan;
- Becomes an important part of the internal and external scans;
- Provides opinions and information from a wide group of community and school members;
- Helps to build the overarching goals and system priorities;
- Gives immediate feedback on how people see the Duxbury Public Schools with current, past and future issues.

Between August 2011 and January 2012, Future Management Systems (“FMS”) conducted five focus groups of varying sizes and compositions. The groups included: parents of students in the system, school administrators, teachers in various schools at a variety of levels, town officials and the School Committee. A consistent set of questions were posed to all participants:

1. What is working well in the Duxbury School System?
2. Where do you feel the schools in general or at specific levels need to invest energy toward developing and improving? What are the short-term priorities? What are the long-term priorities?
3. What history or background information does the Strategic Planning Committee need to know in order to build successful strategies for the future?
4. What are the three most important values that the Duxbury Public Schools should embrace?
5. Is there anything else that you would like the Strategic Planning Committee to know and consider in order to make effective strategies for the future?

There is no question that everyone participating has a passion and love for the educational system in Duxbury. Parents were grateful for the quality of faculty and administrators and Duxbury staff appreciated the dedication of students and community members and the wonderful resources they provide. Town administrators talked about the excellent collaboration with the schools, making them feel that education was a joint effort. All agreed that there is still much work to be done. From the wide variety of responses, several common themes emerged:

- **Communication** at all levels and between all parties is critical. Determining how and when to communicate to all stakeholders in an increasingly complex and demanding educational environment is vital.

- **Academic achievement** needs to be on par with arts and athletics. They need to generate the enthusiasm, passion and pure enjoyment that these co-curricular activities bring the students, parents and staff of the system. Most important, they need to share the status currently enjoyed by arts and athletics.
- Make **education for everyone** not just high end learners. Average students, students in “the middle” and students who are not going on to college were populations that could easily get lost in the constant push for academic achievement.
- **Real life education** for students, including basic life skills, commitment to the welfare of the community and the skills to succeed in an ever-changing, global culture, needs to be a significant part of the Duxbury plan in the future.
- **Collaboration** between groups is critical. Town and school, teachers and parents, administration and community are a few of the collaborative groupings discussed.
- Develop a strong **community vision**, one that would help drive a common agenda for education, was described as a major priority.

## STRATEGIC NOTIONS

Strategic notions are a distillation of the work done on the base information (core purpose, core values and mission) and priorities contained in the evaluative information (focus groups and scans) during the planning process. Generated by the planning team, the areas noted below in Chart II represent the areas of opportunity for growth and improvement built on the strengths of the District. They are not in any priority order. They represent thirteen of twenty-one strategic notions that had broad support across constituencies and that the Committee agreed were vital for future growth. The full list is contained in the Appendix. The thirteen areas of opportunity were used to generate a District Vision Statement and ultimately were prioritized into overarching goals designed to provide a focused approach to future growth.

## Chart II

### Strategic Notions - Building Opportunities on Strengths

#### Strengths to Build On

- Community Support
- Partnerships
- Arts and Sports
- Campus Setting
- Culture
- Strong Volunteers
- Teaching staff
- Accessible to parents
- Strong leadership
- New High School and Middle School
- Schools well grouped

#### Opportunities for Growth

- Technology
- Life-skills / project-based learning
- Make education for everyone
- Real world orientation
- Tiered instruction
- Collaborations
- Compete globally
- Focus on quality
- Early focus on careers
- Teacher evaluation and growth
- Use data to inform and change
- Cross function, cross grades
- Make academics high profile

## A VISION FOR THE FUTURE

A **Vision Statement** articulates the hopes and dreams of a school district encapsulated in a single, inspirational thought. When reading it, people should understand, in a general sense, where the Duxbury Public Schools are going and be inspired to join the movement. It is not designed as a business plan or even a general game plan; it is, in the end, a common framework on which to build the goals and action plan, a rallying statement that keeps everyone focused on the gold ring.

### THE VISION STATEMENT

The vision statement for the Duxbury Public Schools is:

***“Leverage our supportive families, talented faculty, high quality instruction and technologies, meaningful partnerships with our community, our students’ natural curiosity, and the gifts and talents that every one of us possesses to enable the children of Duxbury to confidently take their place in the world.”***

## THE DISCUSSION

This statement was one of nine statements generated during the planning sessions. It appeared to best capture the real essence of the plan with a good measure of inspiration and simplicity that made it one of the favorites. Other themes that emerged really provide more detail on the vision and several are well worth listing here:

1. Education is Duxbury's primary business. This is a community that will continue to place a high premium on education.
2. Research based educational practices are important to explore and include in future endeavors. The integration of technology into educational programs and services and developing the ability to take learning beyond the school walls were frequently mentioned as target areas for well researched practices.
3. Duxbury needs to develop an environment where students' strengths are celebrated and learning is exciting. Education needs to generate the same enthusiasm as extracurricular activities.
4. Everyone agrees that we need to provide a healthy and challenging learning environment for all students. Health was discussed frequently as both mental and physical health.
5. Curriculum needs to be rigorous and relevant; instructional practices need to be focused on promoting student achievement. "Taking their place in the world" translated, at least in part, to becoming a District whose students could compete on a global level.
6. Duxbury needs to support accessibility to knowledge and information through state of the art technology and social media opportunities. Technology continues to be thought of as the vehicle that will fuel the curriculum of the future.
7. Preparation for the future took the broadest stroke possible – prepared academically, prepared practically, prepared emotionally and prepared culturally.

*Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan.*

-Tom Landry



## OVERARCHING GOALS, OUTCOMES AND WORK PLANS

### INTRODUCTION AND SUMMARY

Overarching goals are the first step in operationalizing the district vision. Using just a few words, they summarize a unique set of prioritized concepts that ultimately define future direction for the system. Expected outcomes further amplify each overarching goal and the action plans add measurable steps for application.

The Strategic Planning Committee developed a long list of strategic notions and District issues. These were enhanced by internal and external scans which examined the current condition and future possibilities for the School District, Duxbury community, state and country. The senior leadership and consultants then reduced this information to four prioritized overarching goals and the strategic planning team generated ideas for outcomes and strategies under each of these outcomes.

The following are key factors that should be addressed within the next three to five years in order for the Duxbury Public Schools to achieve its vision.

**OVERARCHING GOAL I: GIVE ACADEMICS A HIGHER STATUS**

Expected Outcome One: *There is increased availability and access to a variety of professional development programs and the necessary funds to support those efforts.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. Every administrator will be an active member of his/her respective State and National organizations and report their activity and learning to the team a minimum of twice yearly.						

*STRATEGIES*

- **Participation in quarterly and annual state meetings and annual national meetings allows administrators to strengthen capacity to keep the goals in this plan on track, to collaborate with leaders throughout the region, state and nation, and incorporate effective resources and strategies.**
- **Assessment of progress toward goals will document incorporation of above.**
- **On-going involvement with and evaluation of administrators by Superintendent will assess impact on teaching and learning.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
2. Duxbury will sustain its current professional development process to annually assess the current and strategic learning needs of faculty, staff and administration with a focus on the goals of the strategic plan. The building-based Leadership Team will develop the most effective ways of presenting key learning topics and assess ways to explore and develop alternative ways of delivering professional development.						

*STRATEGIES*

- **Strategize on how to better deliver professional development to include but not**

**limited to:**

- National speakers
- Virtual programs
- National conferences
- Explore modifying school schedules to support PD.
- Use community, regional and state expertise where and when appropriate.

Expected Outcome Two: *DPS has developed a culture that recognizes academics as a fun, exciting and prestigious activity.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. A standard agenda item will be set for the School Committee agenda for academic presentations or recognition of academic excellence in the Duxbury Public Schools with a focus on 21 <sup>st</sup> century fluency/skill development.						

*STRATEGIES*

- The Leadership Team will develop a year-long plan for topics and presenters for the School Committee agendas no later than the first School Committee meeting in September.
- Presenters will include a mix of students, teachers and parents to give a broad view of accomplishments.

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
2. Each school administrator, with the support of faculty members, will share more professional						

development activities and recognition of academic excellence on a monthly basis as evidenced by articles and presentations in school newsletters, web pages, ceremonies, social media, community publications and other available and emerging sources of communication.						
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*STRATEGIES*

- **Establish a network for identifying contacts.**
- **Use District, building and organization web sites.**
- **Use blast emails and other emerging modes of communication.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
3. The Superintendent of Schools and the central office staff will inform the community at large of innovative school practices and existing/developing areas of academic excellence on a monthly basis using existing media resources and emerging sources of communication.						

*STRATEGIES*

- **Use current and emerging technologies to reach all constituents on a daily, weekly and monthly basis.**
- **Develop a variety of websites that are generated at various levels including Central Office, School Committee, building, and department and teacher sites.**
- **Use Local access TV to create awareness of issues and achievements in the system.**

Expected Outcome Three: *Collaboration is the standard approach for all academic related activities*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
<p>1. The senior leadership team will articulate a structural plan for collaboration with strategies for implementation that will be embraced by all stakeholders. The plan will:</p> <ul style="list-style-type: none"> <li>a. Create norms for collaboration;</li> <li>b. Assess current status of collaborative efforts;</li> <li>c. Develop vision for collaboration at all levels;</li> <li>d. Develop a collaborative structure at all levels using the concepts of PLCs and high performance team structure.</li> </ul> <p>The three year plan will be presented to the School Committee no later than January 1, 2013.</p>						

*STRATEGIES*

- **Develop a common language and protocols that provide a system for engaging in the difficult discussions and complex tasks associated with collaboration for everyone connected to the DPS.**
- **Develop collaborative SMART goals.**
- **Target key areas both internally and externally for collaboration.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
<p>2. Faculty and building leadership will build collaborative activities into all curricular and co-curricular activities. These will serve as models for students. Activities and expectations for collaborations will be made a formal part the common core scope and sequence of activities no later than September 2014.</p>						

*STRATEGIES*

- **Collaboration is the norm vs. the rare interaction and is driven by lesson plans and class and team projects.**
- **Teachers are guided to develop team goals to enhance teaching and learning and as promoted by the MA Educators Evaluation Model System.**

Expected Outcome Four: *Duxbury has developed a culture that has high academic expectations in all activities.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY14	FY 15	FY 16	FY 17
3. All schools will develop and offer no less than two academic enrichment activities annually that are of high interest to students.						

*STRATEGIES*

- **Survey students on possible enrichment activities.**
- **Collaborate with PTOs and PTAs and community groups to research possible activities.**
- **Building will select activities that align with student interest and goals for curriculum.**

**OVERARCHING GOAL II: FOSTER AND SUPPORT A CURRICULUM THAT IS ROBUST, INNOVATIVE, RIGOROUS AND RELEVANT FOR ALL STUDENTS**

Expected Outcome One: *Technology and Data are used at all levels to improve instruction and prepare students to be college or career ready by graduation from High School.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. Technology solutions that enhance learning will be integrated into designated areas of academic instruction. An annual technology plan will delineate hardware, software, PD, and academic goals for the use of technology as a tool for student learning and advancing the goals of the strategic plan						

*STRATEGIES*

- **The Director of Technology, in conjunction with the Technology Committee, will take leadership in collaboratively developing the annual technology plan that includes specific goals for effectively integrating technology solutions in each subject area system-wide.**
- **The Leadership Team will review and have input into the Technology Plan.**
- **The Technology Plan will be developed to align with the goals of the strategic plan.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
2. Teachers will become comfortable using the full capacity of the current information system as evidenced by performance on the teacher evaluation system.						

*STRATEGIES*

- **Assign an “early adopter” of technology solutions on each teacher team as the mentor and support person for the effective use of the information system;**
- **Set a series of standard annual teacher goals that require the active use of the information system;**
- **Provide increased online and help desk support on using the system-wide information system that is easily accessible to all faculty and staff;**
- **Provide a website to support users of the information site that includes best practices and a chat room for asking questions and support.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
3. The school system will develop a culture of collaborative inquiry as evidenced by faculty members using data to plan, implement, and assess student learning. Data teams / PLCs will be established in each building for a term review of formative data and instruction targeted to meet the various levels of skill development.						

*STRATEGIES*

- **Develop a PLC training program and implementation strategies.**
- **Develop a timeline for implementation of data teams and PLCs.**
- **Orient faculty and community to the idea of collaborative inquiry and data driven instruction.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
4. Training and ongoing support will be designed for school based data teams and monthly meetings of the teams will be scheduled in each school with the goal of translating formative data into specific curriculum instructional goals and strategies.						

*STRATEGIES*

- **Strategies and protocols for Data Driven Dialog will be adopted and used as an impetus for using student data to plan and implement instruction.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
5. Train and support a District Data Team that meets monthly to focus on data collection including but not limited to MCAS.						

*STRATEGIES*

- Use the MA Department of Elementary and Secondary Education District Data Team Tools to develop and train a District Data Team.
- Acquire the appropriate training from the District, region, or private resources.

Expected Outcome Two: *Teaching of literacy skills are an integral part of all content areas at every grade level.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY1 4	FY 15	Y16	FY 17
1. Students will demonstrate appropriate literacy skills in all curriculum areas. Content-based literacy skills will be an integral part of all curriculum as evidenced by the revised scope and sequence in each content area.						

*STRATEGIES*

- Cross grade level curriculum review teams will assure that literacy skills are tied to curriculum scope and sequence and formative/summative assessments are adapted for each building in all subject areas.
- Identify what technology would best support this effort, what currently exists, and address the gap.
- Develop a system-wide culture for literacy through increased teacher training, setting expectations for the integration of literacy components in all subject areas and by modifying the “Understanding by Design” template.
- Incorporate literacy training goals into the new teacher evaluation system.

Expected Outcome Three: *Project-based real world learning experiences are integrated into the curriculum.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. Students at each grade level will have at least one project-based learning opportunity yearly.						
<p><i>STRATEGIES</i></p> <ul style="list-style-type: none"> <li>• Each school will build their capacity for project-based learning by gathering community resources.</li> <li>• Teachers and administrators will identify local businesses, parents and community members who can provide potential collaborations.</li> <li>• Each building will build a library of books and materials to support project based learning.</li> </ul>						

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
2. All teachers and administrators will attend PD programing that promotes project-based learning.						
<p><i>STRATEGIES</i></p> <ul style="list-style-type: none"> <li>• Project-based learning programs will be built into the school-wide professional development program annually.</li> <li>• Goals will be developed by teacher and building teams that support project-based learning.</li> <li>• System newsletters and websites will identify outside workshops on project-based learning.</li> <li>• Early adopters of project-based learning will be used to mentor and support colleagues and be praised for their efforts.</li> </ul>						

**OVERARCHING GOAL III:** FORGE NEW WAYS TO PROVIDE AUTHENTIC COLLABORATIVE EXPERIENCES AND OPPORTUNITIES FOR OUR STUDENTS TO BECOME COLLEGE AND CAREER READY AND GLOBALLY ASTUTE UPON GRADUATION FROM HIGH SCHOOL.

Expected Outcome One: *Students collaborate with other students and experts from around the world.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. Members of the faculty, students and school community will have opportunities to collaborate with other children beyond the “school walls.” Each child at each grade level will have a minimum of one collaborative opportunity per year and faculty will coordinate these activities to make them meaningful, shared and cumulative as children progress through grade levels.						
<p><i>STRATEGIES</i></p> <ul style="list-style-type: none"> <li>• <b>Parameters of global online collaboration will be determined, language standardized and responsibility for implementation will be determined at all grade levels.</b></li> <li>• <b>Administration will secure funding for global collaboration online platforms.</b></li> <li>• <b>Training will be designed and implemented to support global collaboration online.</b></li> <li>• <b>Successful global online collaborations will be featured on the District website, in newsletter and in local access TV programs.</b></li> </ul>						

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
2. Each student will have a minimum of one global/international experience built into his/her school year no later than the 2015/16 school year. A plan will be developed by the building teams that outlines the potential content and process for the implementation of a broad-based global strategy presented to the school committee no later than March 2014.						

*STRATEGIES*

- Each school will build its capacity for global experiences by gathering community resources.
- Teachers and administrators will identify local businesses, parents and community members who can provide potential global experiences.
- Each building will build a library of books and materials to support global international experiences.
- Build an online repository of resources that can be used for global experiences.
- A committee of teachers at all grade levels and administrators will be formed to work on a system-wide plan for global/international experiences.

**OVERARCHING GOAL IV:** STRENGTHEN COMMUNICATION AND PARTNERSHIPS WITH THE COMMUNITY.

Expected Outcome One: *The Duxbury community supports financial initiatives that strengthen the ability to provide quality instruction and sustained effective leadership at all levels.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. The School Committee and Superintendent will strategize and develop ways of enhancing current and potential funding sources that bring a minimum of an additional \$500,000						

targeted for new and innovative methods for quality improvement of education in Duxbury.						
<p><i>STRATEGIES</i></p> <ul style="list-style-type: none"> <li>• Hire development consultant to plan potential strategies for fundraising and support the Superintendent and School Committee in finding and asking for funds.</li> <li>• Explore community and family foundations in Duxbury.</li> <li>• Consider securing a professional grant writer.</li> </ul>						

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
2. Further explore working with the Town to reduce non-educational expense and focus more funds on education.						
<p><i>STRATEGIES</i></p> <ul style="list-style-type: none"> <li>• Set up regular “cost reduction” meetings with the town administrator and Superintendent.</li> <li>• Investigate joint meetings of the School Committee and the Selectman each year.</li> <li>• Identify collaborative bidding and service projects that may consolidate expenses including shared financial and HR services.</li> </ul>						

Expected Outcome Two: *School officials will continue to cultivate and expand relationships and partnerships with local colleges and universities, businesses, agencies and town government.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. The school District will seek out and establish a stronger relationship with local colleges or universities to: <ol style="list-style-type: none"> <li>Enhance the frequency and quality of professional development programs;</li> <li>Help support faculty and students through the increased use of student internships and feeder programs for key positions;</li> <li>Share information on the latest trends in education;</li> <li>Share faculty for a variety of projects and enhancements;</li> <li>Help promote leadership skills at all levels in the Duxbury system.</li> </ol>						

*STRATEGIES*

- **Build on current offerings in collaboration with Syracuse University and Bridgewater University.**
- **Seek and engage other universities in credit bearing courses.**
- **Continue to identify and engage teachers who have expertise and the capacity to be leaders as an integral part of professional development and growth.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
3. The Superintendent and administrators will meet regularly with town officials and the local business association to discuss areas of opportunities and plan potential collaborations that benefit Duxbury students.						

*STRATEGIES*

- **Convene a minimum of two roundtables and focus groups each year to engage stakeholders and gain insight, information, and support.**

Expected Outcome Three: *School administrators and faculty actively engage parents and family members in a school culture of learning, safety and mutual respect.*

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. Parents and family members will have multiple opportunities to learn about, understand, and engage in discussions about the strategic plan and progress toward goals. School councils will annually review and discuss the school improvement plan and progress towards meeting the strategic goals of the system.						

*STRATEGIES*

- **Convene combined School Council Meetings that meet twice per year - once in October and once in April.**
- **Assess progress and recommend additional activities as needed to achieve goals.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
1. Parent and student feedback will be sought and summarized in an annual report to the Superintendent.						

*STRATEGIES*

- **Explore and create a system-wide survey.**
- **Identify a system to solicit and evaluate feedback.**
- **Assess progress and adjust course and activities, as needed.**

Action Goals/Data Measures	Person(s) Resp.	Targets				
		FY 13	FY 14	FY 15	FY 16	FY 17
2. Each building will maintain a database of parent and family areas of expertise and include them in school activities where resident experts will enhance projects.						

*STRATEGIES*

- **Establish an ad hoc committee to solicit entries and develop this database.**
- **Expand this database to include community members.**

## APPENDIX

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# FOCUS GROUPS FOR DUXBURY P/S AND STRATEGIC NOTIONS

## WHAT ARE THE STRENGTHS

### SCHOOL COMMITTEE

1. Three generations of families in Duxbury- long term commitment to the town and school district. Great community spirit.
  - a. Highly educated and affluent
2. Campus like setting
3. Partnership with Bittel
4. Music Programs, Sailing/Rowing
5. Linkages with engineers for robotics programs
6. Increased offerings at all levels
7. Culture
8. New Superintendent – great leader
9. Everyone has a voice
10. Much better levels of access
11. Town takes pride – community values are the best
  - a. Arts boosters are a good example
12. Good relationship with the town – meet with town administrator regularly
  - a. Support their educational system
13. Strong volunteers
14. Levels of schools – well grouped, developmentally appropriate

### PARENTS

1. Teachers have good reputation

### SYSTEM ADMINISTRATORS

1. Teachers have strong reputation
2. Curriculum development is outstanding
3. Funding tight but do a good job with what they have.
4. Strong support from the top
5. We have a good range of SPED programs.

## TEACHERS

1. Communication with Parents
  - a. Newsletters
  - b. Websites
  - c. Parent meetings
2. Size of the town and school community – has a small town feel
3. Good SPED department
4. Hire good people
5. Excellent arts and sports
6. Excellent AP Program – Prepares students well
7. Schools reflect the community – well balanced, caring and supportive

## TOWN OFFICIALS (RICHARD MACDONALD, JOHN MADDEN, SHAWN )

1. Town understands and supports schools
2. There is an effective blending of mutual goals between schools and town;
3. Been able to consolidate certain services between town and schools
4. Superintendent works very well with the town
  - a. There is a paradigm shift
    - i. Professional
    - ii. Not political
    - iii. AAA Bond rating
    - iv. Led to big projects being passed
5. Town and schools have earned trust
  - a. School Committee and Selectman talk
  - b. Very strategic
6. Ben has raised the bar
7. Music and sports

## WHAT ARE THE CHALLENGES

### SCHOOL COMMITTEE

1. Families with history in Duxbury may be change resistive
2. Do we want to be a traditional school or something else?
3. Need a community vision
4. Academics need to mirror music and athletics
5. Focus on academics
6. Maintain high expectations for all students

7. Give teachers time to do value-added
8. Need to find better ways to support teachers

#### PARENTS

1. Schools not consistent with homework and expectations
2. Students need to well-prepared when they graduate – ready to compete in
  - a. Technology
  - b. Life skills
  - c. What to expect on the outside – use project-based learning.
  - d. Capstone on practical issues like how to balance an checkbook
  - e. Plenty of hands-on.
3. Make every child feel independent – promote individuality.
4. Make education for everyone not just high end learners.

#### SYSTEM ADMINISTRATORS

1. SPED is limited at HS
2. Need to do a better job with non-college bound kids
3. Teachers and administrators need to be trained in use of technology.
4. Advancing the use of technology - spending lots of \$ but just keeping up with basic demands
  - a. Technology needs to reflect 21<sup>st</sup> century needs like homework on-line.
  - b. Staff need training in technology
  - c. Technology must be 1:1 – include all children.

#### TEACHERS

1. SPED limited at High School – Too much aimed at high end
2. Practical, real life education limited

#### WHAT ARE THE OPPORTUNITIES

##### SCHOOL COMMITTEE

1. Possible partnerships with local colleges and universities
2. Focus on careers early on
3. Give students and opportunity to compete globally
4. How do you look at quality – hiring and supervision
5. Better professional development
6. A new vision for professional learning communities and technology
7. High school building project / change in middle school
8. Lots of space for community, everyone will benefit

## PARENTS

1. Everything depends on having a good vision
  - a. Prepare students for life
2. Integrate practical components into academics
3. Better teacher evaluations
4. Have teachers know each other – styles, strengths and weakness to make recommendations in transitions
5. Better teacher training and professional development
6. A technologically modern facility – built with technology in mind.

## SYSTEM ADMINISTRATORS

1. Broader use of technology
2. Need to build teams/PLCs
3. Too many initiatives – need to plan out priorities and resources
4. Need to address mandates including Common Core Standards and new Evaluation System
5. Use data to look at patterns and individualize curriculum.
6. Need common planning/team time

## TOWN OFFICIALS

1. Financial need to be combined
  - a. Too much redundancy – need to consolidate with the town
    - i. Payroll
    - ii. Payables
    - iii. A/R
    - iv. Employee benefits
    - v. Maintenance
    - vi. Facilities
    - vii. Collectively prioritize needs – “no magic money tree”
2. I/T is a priority for School – could they sell services back to the town.
3. Improve graduation rate (?)
4. Use all the variables to judge the schools including fiscal management.
  - a. Need more disclosure on how \$ are spent.
5. Need a better way to handle SPED transportation – more transparent in comparing costs.

## WHAT ARE THE THREATS

### SCHOOL COMMITTEE

1. How do we measure success?
2. Need to raise achievement level – we're good but not good enough
3. Groups are hesitant to partner
4. Last plan not strategic – more tactical
5. Apply resources more evenly to all students; average students get lost.

### PARENTS

1. Can feel intimidated by teachers
2. Parents can be unreasonable
3. How to best divide the High schools and Middle School population.
4. Too focused on sports

### SYSTEM ADMINISTRATORS

1. Technology could take over
  - a. Need the basics – needs to be a tool not a substitute
2. Too many initiatives – teachers stressed
  - a. Makes it hard to build teams.

### TEACHERS

2. Addressing common core standards properly.
3. Arrange for common planning time and build team functions.
4. Need sharing time/PLCs
5. Train regular education teachers about SPED – Gen Ed and Sped Should co-teach.
6. Use common formative and summative assessments
  - a. More PD around common assessments
  - b. Use data to inform instruction
7. Better use of non-SPED options – RTI
8. Do training in social thinking for children
9. Make curriculum bottom up rather than top down
10. Include parents in new initiatives.
  - a. Tie PTAs into new initiatives

## WHAT ARE THE CORE VALUES

### SCHOOL COMMITTEE

1. Individual
2. Child-centered
3. Respect Differences
4. Excellence
5. Accountability

#### PARENTS

1. Integrity
2. Honesty
3. Transparency
4. Responsibility
5. Accountability
6. Respect for self and others
7. Leadership by example

#### TOWN OFFICIALS

1. Propriety Thinking
  - a. Fear of Losing jobs in the school district
  - b. Looking at important issues.

## STRATEGIC NOTIONS FROM THE STRATEGIC PLANNING COMMITTEE

1. Building of High School / Middle School
  - a. Design around learning concepts
2. Opportunities with retiring boomers
  - a. Attract male teachers
  - b. Promote racial diversity
  - c. Continue mix of experienced / new faculty
  - d. Hire the best teacher available – hire to fit system strategies
    - i. Look for qualities and competencies that fit.
  - e. Actively pursue quality educators
3. Pre-K diagnostic kindergarten and half day enough for early intervention
4. Increase regular education – support tiered instruction
5. Underfunding education
  - a. Buildings
  - b. Technology
  - c. Student to teacher ratio
6. Work with town in strategic planning – produce a joint plan
7. P/D is minimal – low compared to state
8. Increase in science / SAT scores
  - a. Use PSAT
  - b. SAT prep elective
9. Increase math skills at Middle School
10. Coordination of efforts at all levels – cross grades, cross functions
11. Use of data to inform instruction
  - a. Form effective Data Teams at all levels
12. Authentic instruction
  - a. College / career readiness
    - i. Near to real experience
13. Managing information
  - a. Assure access to latest information tools
  - b. Capital investment needed for equipment
14. Team work and collaboration
  - a. Collective problem solving, teachers and students
15. Strike a balance between classic instruction and need to survive and thrive in real world
  - a. How to handle finance
  - b. Flexibility / leadership
  - c. How to work outside the box – real world problems
16. Sports / Music = teams , **a good model for academics**
  - a. Can academics gain the status of arts and athletics
17. Perception of academics –something that is fun and exciting.
18. Look at the real world experience, the interconnectedness of world – reflect real life
  - a. How to get there – what it looks like
  - b. “Courage to effect large scale change”

19. Different pathways for students
  - a. Independent schedules
20. Paying for change – how to do it
21. Change perceptions in education in Duxbury
  - a. Make academics high profile
22. Develop strategies for learning concepts that drive the design of the new H/S and M/S;
23. Opportunities to shape the faculty with future retirements;
  - a. Attract male faculty at the elementary level
  - b. Promote racial diversity
  - c. Continue mix of experienced / new faculty
  - d. Hire the best teacher available – ones that fit the strategies
    - i. Look for qualities and make the connection of hires to the strategic plan.
  - e. Actively pursue quality educators
24. Increase regular education support with a focus on tiered education;
25. Focus on adequately funding Duxbury education;
  - f. Buildings
  - g. Technology
26. Coordinate Strategic Plan with Town;
27. Focus on the targeted growth of Professional development;
28. Develop more effective science programs system wide- math at the 7 and 8 grade
29. Increase the score of SATs;
  - h. Use PSATs
  - i. ?????
30. Coordinate efforts at all levels – cross grades. cross functions;
  - j. Create a data driven system – use of data teams
  - k. Assure access to the use of the latest informational tools
  - l. Build teams and collaboration and every level
    - i. Use our music and athletic programs as models
  - m. Courage to effect change on a large scale
31. Create “real experience” using authentic education;
  - n. Strike a balance between classic education and the need to survive in the real world
    - i. Where are the \$
    - ii. Develop flexibility and leadership
    - iii. Tackle real world problems creatively
32. Inspire a passion for lifelong and productive global citizenship;
33. Change the perception of academics in Duxbury;
  - o. Gain the status of athletics and arts
  - p. Make academics high profile

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# PRELIMINARY OVER-ARCHING GOALS FOR THE DUXBURY STRATEGIC PLAN

*This draft is based on the work of the Strategic Plan Committee at the September 23, 2011 meeting.  
Each Overarching Goal is followed by ideas for objectives –the next level down from the Over-Arching goals.*

## 1. Give academics a higher status.

- increase student achievement
- make academics fun and exciting
- build new avenues to increase the rigor and relevance of the curriculum
- support professional accountability and collaboration to assure students learn at the highest possible level
- hold each person accountable for working collaboratively to fulfill our fundamental purpose of making sure that all students learn at high levels

## 2. Foster and support a curriculum that is robust, innovative, rigorous, and relevant.

- use technology to support the creation of individualized, multilevel curriculum that takes into account the individual learning needs of each student
- make curriculum decisions that are data driven using dynamic information gathered daily to continually inform teachers and administrators
- effectively access and use data to monitor and address student progress and chart progress toward goals

## 3. Forge new ways to provide authentic experiences and opportunities for our students so that they are ‘college and career’ ready and globally astute upon graduation from high school

*\*collaboration with other students throughout the globe on common projects  
\*internships*

*\*community service      \*academic competitions      \*STEM courses/opportunities  
\*opportunities to make oral presentation and receive feedback      \*collaboration with  
institutions of higher education      \*embedded project-based learning embedded  
problem-based learning      \*small group work      \*teacher guided vs. teacher directed work  
\*systematically provide/assess higher level thinking      \*fewer worksheets      \*one-to-one  
devices      \*models of peer tutoring/mentoring      \*technology that is embedded, used as a  
tool and so much of the norm that it seems invisible      \*interdisciplinary  
explorations/opportunities      \*broader methods for showing what has been learned  
\*range of modes for demonstrating what has been learned (authentic, performance)  
\*capstone project for seniors      \*professional development, resources, and time for  
collaboration to support these initiatives*

## 4. Strengthen collaboration to ensure that all students learn at high levels.

- build high performing teams and PLCs at all levels of the system to promote collective, strategic, and commonly-owned decision making and sustained implementation of change
- hold each person accountable for working collaboratively to ensure that the conditions for continuous school improvement are in place

- create a 'through line' across goals [strategic plan/district goals----school goals----professional practice goals---student learning goals]

5. Individually and collectively contribute to an environment where individuals are accepted and respected.

- sustain institutional excellence by recruiting, hiring, and professionally developing staff and innovations in teaching and learning

6. Strengthen communication and partnerships with the community.

- strengthen financial stability and provide the leadership, buildings, resources, and supports to achieve the goals of this strategic plan
- support financial initiatives that strengthen the ability to provide quality instruction and leadership