

NORWELL PUBLIC SCHOOLS

21st Century Schools for 21st Century Students



NORWELL 2025 STRATEGIC PLAN

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NORWELL 2025: STRATEGIC PLAN



INTRODUCTION

Norwell Public Schools has had a long tradition of strategic planning. The *NORWELL 2025* Strategic Plan is driven by three essential concepts and questions:

- **Knowledge:** What information, facts, concepts and skills should we be teaching our students?
 - Critical Thinking
 - Problem Solving
- **Engagement:** How can we encourage student engagement, motivating them to apply their knowledge and skills across contexts?
 - Reciprocal Ownership
 - Perseverance
- **Well-Being:** In this fast-paced, complex world how do we help students find balance and develop the skills necessary to navigate the demands placed upon them?
 - The Whole Child
 - Social and Emotional Wellness

During the 2014-2015 school year, the first phase of *NORWELL 2025* began with an internal analysis conducted with the District-Wide PTO, High School Student Government, faculty and staff, and administrators as they brainstormed their views on the essential questions. During the 2015-2016 school year, the second phase of *NORWELL 2025* began as the Leadership Team identified future trends that will affect education and examined Norwell's previous *Core Values* and *Belief Statement*. A survey was developed to receive feedback from faculty, staff, and parents on the *Core Values* and *Belief Statement*. Based upon the trend analysis, the Leadership Team developed presentations on eight spheres connected to Gary Marx' *21 Trends for the 21st Century*. Focus sessions were held for parents on April 14, 2016 and May 12, 2016 and a focus session for faculty and staff was held on May 17, 2016. At these focus sessions, participants responded

NORWELL 2025: STRATEGIC PLAN

to presentations on the eight spheres and identified challenges and opportunities that they may pose for our community, our schools, and our students.

June 2016 marked the completion of the second phase of *NORWELL 2025* with the development of the components for the *NORWELL 2025* Strategic Plan. A twenty-two member Strategic Planning Team of teachers, parents, students, administrators, and community leaders developed the components of the plan over three days: June 16, 27, and 28. During this time they reviewed all of the analysis and survey information that had been conducted; they revised Norwell Public Schools' previous *Mission Statement*, *Core Values*, and *Belief Statement*. With these three core components complete, the Strategic Planning Team used them as a foundation to set four *Core Objectives* for the Norwell Public Schools and developed nine *Strategies* for attaining those *Objectives*.

In September of 2016, the third phase of *NORWELL 2025* began as 226 faculty and staff served on nine separate strategy team meetings and wrote specific *Action Plans* for implementing the *Strategies* developed by the Strategic Planning Team. Those *Action Plans* were then reviewed by the Strategic Planning Team on February 2, 2017 and May 4, 2017. The *NORWELL 2025* Strategic Plan was officially adopted by the Norwell School Committee on June 12, 2017 for implementation beginning with the 2017-2018 school year.

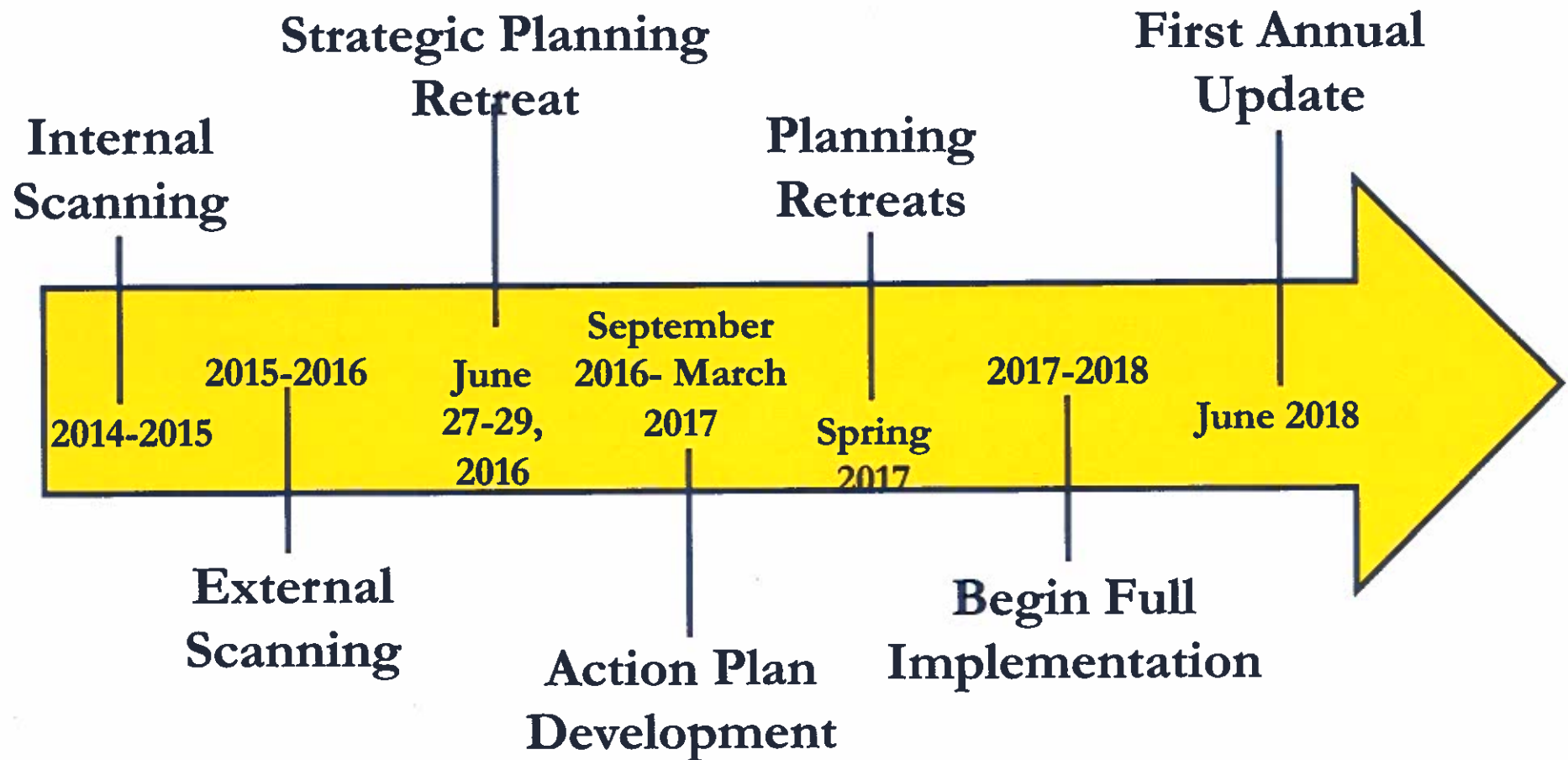
NORWELL 2025 is a focused strategy with high expectations. *NORWELL 2025* will be updated on a yearly basis and revisited every two years as trends may change. It must be clear enough to provide direction, yet flexible in order to respond to an ever evolving world. It is a strategy to which all of us in the Norwell Public Schools are firmly committed.

TEAM ROSTER

STRATEGIC PLANNING TEAM ROSTER

	COLE	VINAL	NMS	NHS	DISTRICT/ OTHER
Teachers	Alison Pagnani	Charleen Flynn	Jason Fraser	Tara Plassmann	Leah Ciolkosz John O'Briant
Parents	Patricia Lederer	Sejal Kelly	Marynel Wahl-Halatsis	Cheryl Reed	
Students				Eve Elliott Jack Pendergast	
Community					Karen Reynolds
School Committee					Alison Link Christina Kane
Administrators	Eliza Burns	Patrick Lenz	Derek Sulc	William Fish	Diane Provenzano Tracy Riordan Suzan Theodorou

GENERAL TIMELINE



NOTE: Mission: Critical issues to be addressed as they arise

NORWELL 2025: STRATEGIC PLAN OVERVIEW



MISSION STATEMENT

The mission of Norwell Public Schools, in partnership with the community, is to provide excellence in education through a challenging and supportive environment, empowering students to be versatile, innovative, and responsible citizens who are prepared to navigate and contribute to a dynamic global society.

NORWELL 2025: STRATEGIC PLAN OVERVIEW

CORE VALUES

Children First

- ☐ Basis for all decisions
- ☐ Inclusive of all children
- ☐ High expectations for all children

Cultivation of Learning

- ☐ All decisions promote student learning
- ☐ Centrality of the classroom and learning environment
- ☐ Teacher as the resident expert and facilitator of learning

Community Focus

- ☐ Service profession
- ☐ Community and family partnerships
- ☐ Listen and communicate
- ☐ Investment in the future

Continuous Improvement

- ☐ High expectations for self and organization
- ☐ Lifelong learning for all
- ☐ Foster innovative thinking

NORWELL 2025: STRATEGIC PLAN OVERVIEW

BELIEF STATEMENT

- Success requires a skill set to navigate change
- Engaging as empathetic citizens is essential for contributing to a global community
- Common experiences are a vehicle for strengthening community
- Supported schools benefit the entire community
- Learning is a lifelong endeavor
- Quality education builds character, promotes ethical behavior, develops creativity, and imparts knowledge
- Strategic community partnerships provide a return on investment
- Educating children is a partnership between the schools and the community
- Academic, social, and emotional learning are interrelated
- Ownership and respect for learning is shared between teachers and students
- Everyone learns and develops in his/her own unique way(s)
- Content and the learning process are equally important
- Physical and emotional safety and well-being are crucial for learning
- Challenges provide opportunities for self reflection, perseverance, and growth
- Motivated, caring and knowledgeable educators are essential to leading the learning process
- Thoughtful integration of technology enhances the learning process
- Critical thinking skills are necessary for filtering information, making decisions, and solving problems

NORWELL 2025: STRATEGIC PLAN OVERVIEW

OBJECTIVES

By 2023, Norwell Public Schools will provide the critical thinking, problem solving, and participatory skills to enable students to be engaged citizens and College and Career Ready.

By 2024, Norwell Public Schools will engage all students in applying standards of practice across all disciplines and across all grades K - 12 as measured by completed performance tasks with set mastery criteria.

By 2024, Norwell Public Schools will establish personalized learning experiences that allow students to engage in authentic academic and social-emotional learning.

By 2025, Norwell Public Schools will support students to recognize and establish their role in a diverse, global society and engage in civic activity.

NORWELL 2025: STRATEGIC PLAN OVERVIEW

STRATEGIES and ACTION PLAN SUMMARIES	
STRATEGY 1: Assessment & Measurement We will implement a balanced assessment system for learning that uses multiple measures to inform instruction.	
OPERATIONAL OBJECTIVE	
1.1	Classroom Assessment Opportunities: Develop a comprehensive system of assessments, including both formative and summative assessments, vertically aligned K-12 across the district while providing time to reflect on assessment data to inform adjustments to instructional strategies with an inventory of assessments warehoused in a central accessible location.
1.2	Grading Practice: Review our grading and reporting practices across all grade levels.
1.3	College & Career Readiness Measurement: Define and examine college and career readiness to improve student outcomes.
STRATEGY 2: Learning Opportunities We will create personalized learning opportunities to equip students with the critical and innovative thinking skills necessary to persevere in real world problem solving.	
OPERATIONAL OBJECTIVE	
2.1	Learning Environment/Define: Define physical learning environments for Norwell Public Schools.
2.2	Identify and Implement Learning Environment: Identify and implement learning environments that promote personalized learning opportunities and encourage critical and innovative thinking skills and real world problem-solving through authentic academic experiences.
2.3	Mastery Criteria: Establish a district-wide common understanding of key vocabulary surrounding personalized learning and mastery criteria, develop and define mastery criteria, and implement district-wide mastery criteria tools to assess students' performance and support students with feedback.

NORWELL 2025: STRATEGIC PLAN OVERVIEW

2.4	Outreach, Partnership, Research and Educating: Build connections with educational institutions that either teach and/or use constructivist pedagogy in educational practices and maintain the most current research practices in order to gather information about implementation and results of personalized learning opportunities in their setting, identifying how those practices can be integrated into Norwell Public Schools teaching practices, and educating all stakeholders of the Norwell community.
2.5	Outreach & Partnership with Local Businesses: Establish connections with businesses both local in nature and virtually that actively encourage critical thinking and collaborative problem solving philosophies in their workplace and provide authentic learning opportunities for students and begin to identify how those practices can be integrated into Norwell Public Schools teaching practices.
2.6	Supporting Educators: Provide meaningful professional development for educators based on existing strengths identified through the educator evaluation system to ensure proficiency in differentiating instruction and opportunities to personalize learning for themselves and their students.
2.7	Technology: Adopt adaptive learning technologies (Learning Management System (LMS)) that integrate curricula, assessment, and data that can be adjusted to students' individual learning paths.
2.8	Research and Pilot Personalized Learning: Research personalized learning models and collect and analyze data on how personalized learning supports all students to support a pilot group to implement a personalized learning system designed to meet the needs of all students.
2.9	School Calendar Structure: Investigate and determine whether or not the current four quarter system NPS has in place for the calendar year is most effective.
2.10	Computer Science Immersion: Investigate computer science immersion and make a plan based on the investigation.
STRATEGY 3: Collaboration We will establish and use a framework for meaningful and sustained collaboration between professionals for the betterment of all student needs.	
OPERATIONAL OBJECTIVE	
3.1	Professional Communities: Establish and foster professional collaboration communities amongst schools both within Norwell and other surrounding districts.

NORWELL 2025: STRATEGIC PLAN OVERVIEW

3.2	Supplemental Educational Opportunities: Collaborate with outside programs/agencies to create a database of resources and opportunities for students' education and enrichment.
3.3	Interdisciplinary Opportunities: Create interdisciplinary project opportunities for students through new course offerings (K-12) and to create community connections between students, teachers, and professionals both remotely and within school buildings.
3.4	Co-Teaching: Engage in and provide the necessary support, specifically time and resources, to allow co-teaching to be meaningfully practiced at each school through the use of professional development and the exploration of various co-teaching models.
STRATEGY 4: Curriculum We will review, modify, and assess curriculum cyclically for a balance of content and process, methodology, developmental appropriateness, effectiveness, and authenticity.	
OPERATIONAL OBJECTIVE	
4.1	K-12 Curriculum Coherence: Review and update K-12 curriculum across all disciplines in order to ensure alignment with regard to standards.
4.2	Interdisciplinary Learning: Augment existing K-12 Curriculum with Interdisciplinary Learning Experiences.
4.3	Global Awareness and Engagement: Cultivate a deeper student global awareness and engagement through curriculum.
4.4	Digital Literacy and Computer Science Integration: Integrate Massachusetts Digital Literacy and Computer Science standards into the K -12 curriculum.
4.5	Research and Media Integration and Advancement: Augment curricular opportunities that encourage 21st century library media skills.
4.6	Curriculum Resource Sustainability and Growth: Develop, acquire or create resources to maintain our current curriculum adoption cycle and adapt to our evolving curriculum priorities.
4.7	Kindergarten Program: Investigate the feasibility of providing a kindergarten model that would have a full day option accessible to all families.
4.8	K-12 Curriculum Transitions: Investigate and implement opportunities that promote smooth academic and social transitions between grade levels, particularly for students involved in changing buildings.

NORWELL 2025: STRATEGIC PLAN OVERVIEW

STRATEGY 5: Educators and Leaders We will attract, develop, and retain the best and brightest educators and leaders.	
OPERATIONAL OBJECTIVE	
5.1	Educator Retention: Ensure and maintain a high level of teacher retention.
5.2	Norwell Brand: Establish a unified logo and look to ensure consistency throughout the district.
5.3	Attract & Recruit: Attract and recruit educators and increase and diversify the applicant pool.
5.4	Student-teachers and University Partnerships: Establish partnerships with colleges and universities that can be used to solicit student-teachers.
5.5	Recognition of Quality Work: Ensure a sense of belonging, morale, commitment, and teacher satisfaction.
5.6	Sustained Mentoring, Professional Collaboration, and Professional Development: Increase opportunities to sustain mentoring, professional collaboration, and professional development.
STRATEGY 6: Community Partnerships We will engage in strategic partnerships with a range of stakeholders to further the Norwell Public Schools mission.	
OPERATIONAL OBJECTIVE	
6.1	Committee Creation: Create a Community Partnerships Committee to oversee establishment of community partnerships throughout the district.
6.2	Recognizing Diversity: Develop community partnerships that will promote diversity in the school system.
6.3	Intergenerational Connections: Create opportunities for intergenerational connections between students and community members.
6.4	Alumni Connection: Bring Alumni together through establishing a method of collecting accurate data to create a working and up-to-date alumni database that will be used to foster outreach opportunities and alumni events to bring the community together.
STRATEGY 7: Professional Development We will provide educators with the resources and opportunities needed to expand their practice as well as to be innovative and diversify their expertise.	

NORWELL 2025: STRATEGIC PLAN OVERVIEW

OPERATIONAL OBJECTIVE	
7.1	Professional Development to Support Curriculum Alignment: Continue to develop and expand professional development opportunities within and beyond the district for all Norwell staff members to support curriculum alignment to district, state, and national standards.
7.2	Self Directed Learning and Differentiated PD: Develop and expand self-directed, individualized plans aligned with educator, school, and district goals for all Norwell staff members to expand their content/curriculum knowledge and pedagogy; and provide differentiated and job-embedded opportunities for all staff members in Norwell that allow for personalized, relevant, and meaningful learning experiences in all content areas/respective areas of discipline.
7.3	Peer Coaching: Establish a peer coaching partnership between educators that provides systematic procedure for reflecting, hypothesizing, designing, adjusting and assessing professional practice.
STRATEGY 8: Technology We will thoughtfully integrate technology into curriculum and instruction to enhance student learning.	
OPERATIONAL OBJECTIVE	
8.1	Technology Competencies and Skills: Scope and Sequence: Create a scope and sequence of technology competencies and skills to be addressed as part of the curriculum and as stand alone skills and competencies.
8.2	Technology Opportunities for Learning: Develop and integrate coursework to support the development of students' technological knowledge and skills and apply that knowledge and those skills in appropriate settings.
8.3	Technology Rich Learning Environments: Explore and acquire appropriate technological tools and resources to enhance the student learning environment.
8.4	Digital Literacy / Social Skills: Create strategies differentiated <i>by grade level</i> to educate students about digital literacy and social skills.
8.5	Appropriate Technology Use: Create strategies differentiated <i>by grade level</i> to educate students about the acceptable use of district approved technology.
8.6	District Social Media: Expand Norwell Public Schools online, social media presence in order to connect to the global society and provide a model to our students and community at large.

NORWELL 2025: STRATEGIC PLAN OVERVIEW

8.7	Technology/ Infrastructure: Provide a safe and secure learning environment that includes high-speed connectivity, learner-centered applications and modern hardware.
8.8	Technology Professional Development: Provide opportunities for faculty to engage in appropriate professional development to enrich the integration of technology use into curriculum and instruction, including sharable digital resources.
8.9	Technology Support / Help-Desk: Provide resources for faculty, students, and parents to receive support and education in the identification and troubleshooting of technology problems. Provide timely responses to problems and technology questions.
8.10	Technology Department Structure Review: Review the needs of the district relative to technology staffing and district oversight and develop a defined department structure.

STRATEGY 9: Wellness

We will foster a safe and supportive culture to encourage staff and students to find personal meaning and work life balance.

OPERATIONAL OBJECTIVE

9.1	Health: Increase and make consistent educational outreach programs to help students, faculty and staff make better decisions about health.
9.2	Social-Emotional Supports: Evaluate the effectiveness of the NTSS Social-Emotional Program and explore additional ways to effectively support students' social and emotional well-being.
9.3	Emotional Wellness: Design and implement a series of wellness opportunities to increase the emotional well being of faculty, staff, and students.
9.4	Wellness Beyond the Classroom: Identify, provide and enhance opportunities for students beyond the classroom that promote physical and social-emotional health.

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ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
2.9 School Calendar Structure	x			X	x			X		x			
2.10 Computer Science Immersion		X											
3.1 Professional Communities			X	x	x	x	x						
3.4 Co-Teaching			X			x	x		x		x		
4.1 K-12 Curriculum Coherence	X		x	x	x			x		x			
4.3 Global Awareness and Engagement	x		x	X									
4.4 Digital Literacy and Computer Science Integration	X	x		x	x			x		x			
4.5 Research and Media Integration and Advance-ment	X	x											
4.6 Curriculum Resource Sustainability and Growth	X		x										
4.7 Kindergarten Program (MK)	x	x	x	x	x								

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ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
7.1 Professional Development to Support Curriculum Alignment	X			x									
7.2 Self Directed Learning and Differentiated PD	X			x	x			x		x			
8.1 Technology and Sequence	X			x	x			x		x			
8.3 Technology Rich Learning Environment		X	x			x	x		x		x		
8.4 Digital Literacy/ Social Skills	x		x	x	x			X		x			
8.5 Appropriate Technology Use	x	X											
8.6 District Social Media		X											
8.7 Technology/ Infrastructure		X											
8.8 Technology Professional Development	X	X											
8.9 Technology Support/ Help-Desk								x			X		

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
8.10 Technology Department Structure Review	X	X											
9.1 Health			X			x	x		x			x	
9.2 Social/Emotional Supports			X	x	X			x		x			
9.3 Emotional Wellness						x			X			X	
9.4 Wellness Beyond the Classroom						x			X			X	x

PLEASE NOTE: For Action Plans with two or more administrators, all share Leadership Responsibility equally unless a Lead Administrator (**Bold Print**) is designated.



NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 1: *Assessment & Measurement*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1.1 Classroom Assessment Opportunities	X	X	X					
1.2 Grading Practice			X	X	X			
1.3 College & Career Readiness Measurement		X	X	X				

NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 2: *Learning Opportunities*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
2.1 Learning Environment /Define	X							
2.2 Identify and Implement Learning Environment		X	X	X				
2.3 Mastery Criteria				X	X	X		
2.4 Outreach, Partnership, Research and Education				X	X			
2.5 Outreach & Partnership with Local Businesses				X	X			
2.6 Supporting Educators				X	X			

2.7 Technology		X	X	X				
2.8 Research and Pilot Personalized Learning				X	X			
2.9 School Calendar Structure	X	X		X				
2.10 Computer Science Immersion				X	X			



NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 3: *Collaboration*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
3.1 Profes- sional Com- munities	X	X	X					
3.2 Supple- mental Educa- tional Oppor- tunities				X	X			
3.3 Inter- disciplinary Oppor- tunities				X	X			
3.4 Co- Teaching			X	X				

NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 4: *Curriculum*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
4.1 K-12 Curriculum Coherence	X	X	X	X				
4.2 Interdisciplinary Learning				X	X			
4.3 Global Awareness and Engagement			X	X	X			
4.4 Digital Literacy and Computer Science Integration	X	X	X					
4.5 Research and Media Integration and Advancement		X	X					

4.6 Curriculum Resource Sustainability and Growth	X	X	X	X				
4.7 Kindergarten Program	X							
4.8 K-12 Curriculum Transitions	X	X	X					

NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 5: *Educators and Leaders*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
5.1 Educator Retention				X	X			
5.2 Norwell Brand	X		X					
5.3 Attract & Recruit	X	X	X					
5.4 Student-teachers and University Partnerships			X	X				
5.5 Recognition of Quality Work	X	X						
5.6 Sustained Mentoring, Professional Collaboration, and Professional Development	X	X	X					

NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 6: *Community Partnerships*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
6.1 Committee Creation				X	X			
6.2 Recognizing Diversity		X	X	X				
6.3 Inter-generational Connections		X	X					
6.4 Alumni Connection			X	X				



NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 7: *Professional Development*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
7.1 Professional Development to Support Curriculum Alignment	X	X	X					
7.2 Self Directed Learning and Differentiated PD			X	X	X			
7.3 Peer Coaching				X	X	X		

NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 8: *Technology*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8.1 Technology and Sequence	X	X	X					
8.2 Technology Opportunities for Learning			X	X	X	X	X	
8.3 Technology Rich Learning Environment	X	X	X					
8.4 Digital Literacy/ Social Skills		X	X	X				
8.5 Appropriate Technology Use			X	X				
8.6 District Social Media			X	X				
8.7 Technology /Infra-structure	X	X	X					

8.8 Technology Professional Development			X	X	X			
8.9 Technology Support/ Help-Desk		X	X					
8.10 Technology Department Structure Review			X	X				



NORWELL 2025: ACTION PLAN TIMELINE

STRATEGY 9: *Wellness*

July 2019

ACTION PLAN	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
9.1 Health	X		X	X				
9.2 Social/ Emotional Supports	X	X	X					
9.3 Emotional Wellness			X	X	X			
9.4 Wellness Beyond the Classroom		X	X					

NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 1: *Assessment & Measurement*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
1.1 Classroom Assessment Opportunities	X			x	x			x		x			
1.2 Grading Practice	X			x	x			x		x			
1.3 College & Career Readiness Measurement											X		

PLEASE NOTE: For Action Plans with two or more administrators, all share Leadership Responsibility equally unless a Lead Administrator (**Bold Print**) is designated.

STRATEGY 2: *Learning Opportunities*

July 2019

[illegible]

[illegible]

NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 3: *Collaboration*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
3.1 Professional Communities			X	x	x	x	x						
3.2 Supplemental Educational Opportunities													
3.3 Interdisciplinary Opportunities													
3.4 Co-Teaching			X			x	x		x		x		

PLEASE NOTE: For Action Plans with two or more administrators, all share Leadership Responsibility equally unless a Lead Administrator (**Bold Print**) is designated.

NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 3: *Collaboration*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
3.1 Professional Communities			X	x	x	x	x						
3.2 Supplemental Educational Opportunities													
3.3 Interdisciplinary Opportunities													
3.4 Co-Teaching			X			x	x		x		x		

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NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 4: *Curriculum*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
4.1 K-12 Curriculum Coherence	X		x	x	x			x		x			
4.2 Interdisciplinary Learning (Tabled)													
4.3 Global Awareness and Engagement	x		x	X									
4.4 Digital Literacy and Computer Science Integration	X	x		x	x			x		x			
4.5 Research and Media Integration and Advancement	X	x											
4.6 Curriculum Resource Sustainability and Growth	X		x										
4.7 Kindergarten Program (MK)	x	x	x	x	x								

4.8 K-12 Curriculum Transitions				x	x	x	X	x	X			X	x
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PLEASE NOTE: For Action Plans with two or more administrators, all share Leadership Responsibility equally unless a Lead Administrator (**Bold Print**) is designated.

NORWELL PUBLIC SCHOOLS: 21st Century Schools for 21st Century Students

NOTE: BOLD Dates are Primary Responsibility; NORMAL Dates are Secondary Responsibility.

NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 5: *Educators and Leaders*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
5.1 Educator Retention	x	x	x							X			
5.2 Norwell Brand									x			x	X
5.3 Attract & Recruit		x	x	X						x			x
5.4 Student-teachers and University Partnerships			X			x		x			x		
5.5 Recognition of Quality Work				X			x		x	X			
5.6 Sustained Mentoring, Professional Collaboration, and Professional Development	X			x						x			

PLEASE NOTE: For Action Plans with two or more administrators, all share Leadership Responsibility equally unless a Lead Administrator (**Bold Print**) is designated.

NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 6: *Community Partnerships*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
6.1 Committee Creation					X	x	x		x			x	x
6.2 Recognizing Diversity			X	x		x	x	x			x		
6.3 Intergenerational Connections						x			x		X	X	
6.4 Alumni Connection													X

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NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 7: *Professional Development*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
7.1 Professional Development to Support Curriculum Alignment	X			x									
7.2 Self Directed Learning and Differentiated PD	X			x	x			x		x			
7.3 Peer Coaching				X	x			x					

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July 2019

[illegible]

8.8 Technology Professional Development	X	X											
8.9 Technology Support/ Help-Desk		x						x			X		
8.10 Technology Department Structure Review	X	X											

PLEASE NOTE: For Action Plans with two or more administrators, all share Leadership Responsibility equally unless a Lead Administrator (**Bold Print**) is designated.

NORWELL 2025: LEADERSHIP TEAM ACTION PLAN ASSIGNMENTS

STRATEGY 9: *Wellness*

July 2019

ACTION PLAN	Dir. T, L & T	Dir. F, O & T	Dir. St. Svs.	Cole Princ.	Vinal Princ.	Cole Assist. Princ.	Vinal Assist. Princ.	NMS Princ.	NMS Assist. Princ.	NHS Princ.	NHS A.P. (MM)	NHS A.P. (JG)	NHS A.D.
9.1 Health			X			x	x		x			x	
9.2 Social/Emotional Supports			X	x	X			x		x			
9.3 Emotional Wellness						x			X			X	
9.4 Wellness Beyond the Classroom						x			X			X	x

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NORWELL 2025: Year 2 Action Plan Status Report (2018-2019)

	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
1.1	Classroom Assessment Opportunities: Develop a comprehensive system of assessments, including both formative and summative assessments, vertically aligned K-12 across the district while providing time to reflect on assessment data to inform adjustments to instructional strategies with an inventory of assessments warehoused in a central accessible location.	2017-18 2018-19 2019-20	Director of Teaching, Learning & Technology	<ul style="list-style-type: none"> • Reviewing current data status of DDMs within Aspen; DDM usage dependent upon EAN negotiations • Implementing a trial of PowerSchool for K-5 mathematics with math coordinators which can log common assessment data • Assessment creation will be more of a focus next year once curriculum guides become more unified this year • EAN negotiations supported the elimination of DDMs and the inclusion of a NPS common assessments list • A data analysis protocol has been introduced for discussing common assessments • This action plan has been completed and components of it will continue as regular practice • Fastbridge, a Formative Assessment System for Teachers (FAST™) to measure and monitor student progress in reading, and in math has been introduced

NORWELL 2025: Year 2 Action Plan Status Report (2018-2019)

	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
1.2	Grading Practice: Review our grading and reporting practices across all grade levels.	2019-20 2020-21 2021-22	Director of Teaching, Learning & Technology	<ul style="list-style-type: none"> • Elementary report cards revised by all elementary teachers • Process presented to School Committee and will go into effect in the 2019-2020 school year
2.1	Learning Environment/Define: Define physical learning environments for Norwell Public Schools.	2017-18	Vinal Assistant Principal	<ul style="list-style-type: none"> • This action step is almost complete • The Elementary Learning Environments Committee met three times. We have come up with common characteristics for elementary learning environments that will be shared with the Leadership Team • This action step is connected to the personalized learning strategy • Administrators on the PL strategy have met several times to define PL and how the learning environments support that definition • It has been determined that the Learning Environment Action will continue focusing upon the overall learning needs without the personalized learning action plans
2.2	Learning Environment/Identify: Identify learning environments that promote personalized learning opportunities.	2018-19 2019-20 2019-21		<ul style="list-style-type: none"> • Various furniture pieces were piloted at both Cole and Vinal Schools during the 2018-2019 school year

NORWELL 2025: Year 2 Action Plan Status Report (2018-2019)

	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
				<ul style="list-style-type: none"> A cycle is being implemented to gradually introduce specific classroom organization units over the next three years
2.7	Technology: Adopt adaptive learning technologies (learning management system ((LMS)) that integrate curricula assessment, and data that can be adjusted to students' individual learning paths.	2018-19 2019-20 2021-22	Director of Finance, Operations & Technology	<ul style="list-style-type: none"> Created a committee early in 2018 to look at the need for LMS LMS Committee unanimously voted to move ahead with choosing an LMS in FY'19 LMS implementation will begin n FY'20
2.9	School Calendar Structure: Investigate and determine whether or not the current four quarter system NPS has in place for the calendar year is most effective.	2017-18 2018-19	Cole Principal and NMS Principal	<ul style="list-style-type: none"> Gathered and reviewed research on calendar structures Survey of other districts completed and results reviewed Shared results of other districts survey with leadership team and solicited input Survey of NPS faculty complete Presentation to School Committee on January 29 and February 12 Presented a trimester calendar for elementary school and four additional early release days for elementary school to School Committee on January 29th and February 12th School Committee received the proposed changes to include trimester calendar and additional early release days for the elementary schools for adoption on June 11, 2018

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
3.1	Professional Communities: Establish and foster professional collaboration communities amongst schools both within Norwell and other surrounding districts.	2017-18 2018-19 2019-20	Director of Student Services	<ul style="list-style-type: none"> • Researched calendar time structures • Developed proposal for calendar changes to promote collaboration • Elementary framework for collaboration approved and implemented in 2018-2019 • Elementary early release day used to collaborate on curriculum and social-emotional development between schools
4.1	K-12 Curriculum Coherence: Review and update K-12 curricula across all disciplines in order to ensure alignment with regard to standards.	2017-18 2018-19 2019-20 2020-21	Director of Teaching, Learning & Technology	<ul style="list-style-type: none"> • Coherence has been a theme in the monthly Instructional Leadership Team meetings all year • Grades 4 and 5 have instituted new math pacing guides this year (K-3 were done last year) • Year-at-a-Glance curriculum documents for ELA, Math, Science, Social Studies in K-5 have been completed and will be made available on the district website before the 2018-2019 school year • K-5 curriculum maps continue to be updated and common assessments have been and will continue to be integrated into the curricula of all grades • Curriculum Overview documents for all disciplines 6-12 have been created and will replace the curriculum maps that had been on the website. These documents are more user

NORWELL 2025: Year 2 Action Plan Status Report (2018-2019)

	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
				<p>friendly for the website audience. These documents have been posted and updated on the NPS website</p> <ul style="list-style-type: none"> Curriculum Maps for all 6-12 disciplines have been updated; History and Social Studies will continue to be updated in the coming year to reflect new MA State Frameworks. These updates will continue as needed to reflect evolving MA State Frameworks Four additional Elementary Early Release Days took place during the 2018-2019 school year to address the Workshop Model and tiered support
4.4	Digital Literacy and Computer Science Integration: Integrate Massachusetts Digital Literacy and Computer Science standards into the K -12 curriculum.	2017-18 2018-19 2019-20	Director of Teaching, Learning & Technology	<ul style="list-style-type: none"> A master document identifying our current level of implementation of the standards within the 2016 DL&CS state curriculum framework for K-12 has been created (4.4.5) Developing a preliminary scope and sequence for K-12 DL&CS is in progress for K-5 (4.4.8) All K-12 faculty have been provided professional development related to digital literacy and technology integration by the end of this year (4.4.12) A DLCS scope and sequence for K-2, and 3-5 has been created (4.4.8) A Year-At-A-Glance document of curriculum topics for grades 3-5 has been created (4.4.8)

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
				<ul style="list-style-type: none"> DLCS topics and coursework will continue to evolve in grades 6-12 as younger students bring increasing competence to the upper grades Areas where DLCS are embedded within existing curricula have been identified An additional instructional technology teacher will be needed in K-5 to fully integrate DLCS standards (4.4.9) This action plan has been completed and components of it will continue as regular practice
4.5	Research and Media Integration and Advancement: Augment curricular opportunities that encourage 21st century library media skills.	2018-19 2019-20	Director of Teaching, Learning & Technology	<ul style="list-style-type: none"> Identified what constitutes 21st century library media skills (4.5.1) Documented numerous library and classroom collaboration exercises embedded within curricula (4.5.3, 4.5.4) Extensive list of library media resources have been made accessible to students and faculty. (4.5.7) Library websites are well constructed, continually updated, user friendly (4.5.7) A master list of technology subscriptions and apps has been compiled. This was necessary to facilitate smooth on-boarding of the LMS (4.5.6)

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
				<ul style="list-style-type: none"> This action plan has been completed and components of it will continue as regular practice
4.6	Curriculum Resource Sustainability and Growth: Develop, acquire or create resources to maintain our current curriculum adoption cycle and adapt to our evolving curriculum priorities.	2017-18 2018-19 2019-20 2020-21	Director of Teaching, Learning & Technology	<ul style="list-style-type: none"> A cycle for review and/or adoption has been established, in general, as ELA, Math, Social Studies, Foreign Language, Science, Arts & Wellness, Digital Literacy & Computer Science See Resource Adoption Plan Draft (4.6.1) 2017-2018 adopted K-5 and created 9-11 ELA resources (4.6.2 and ongoing) 2018-2019 will need 6-8 ELA and 6-12 math Review of site licenses from the initial 2012 adoption year are under review. One, three or six year licenses are the usual options and decisions about which to acquire are fluid and dependent upon publishers and resource providers (4.6.1) MA will be adjusting the Social Studies Curriculum Frameworks requiring new resources for the 2019-2020 school year. This fortunately coincides with our planning Adding and/or integrating Digital Literacy & Computer Science MA Curriculum Frameworks continues. A K-5 technology teacher for each building would facilitate this

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
				<ul style="list-style-type: none"> • Calm Classroom has been adopted and integrated K-12 to support social-emotional health (4.6.5) • PD for K-5 Writers', Readers' and Math Workshop continues into 2019-20202 • This action plan has been completed and components of it will continue as regular practice
4.7	Kindergarten Program: Investigate the feasibility of providing a kindergarten model that would have a full day option accessible to all families.	2017-18	Superintendent	<ul style="list-style-type: none"> • Met with principals and operations personnel to determine facility viability • Met with Director of Finance, Operations & Technology to assess bussing logistics and budget parameters • Met with kindergarten teachers and established a Google form to brainstorm program, scheduling and equity issues • Presentation recommending a full-day, fee based and half-day program based Kindergarten Program based on parent choice given on 1/8/18 • Kindergarten Program approved for the 2018-2019 school year • Kindergarten website updated for family registration and information as well as principal letters completed by 1/12/18 • Operational objective complete

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
4.8	K-12 Curriculum Transitions: Investigate and implement opportunities that promote smooth academic and social transitions between grade levels, particularly for students involved in changing buildings.	2017-18 2018-19 2019-20	Vinal Assistant Principal, NMS Assistant Principal, NHS Assistant Principal (JG)	<ul style="list-style-type: none"> • Identified current transition activities in place from 5th to 6th grade • Created and sent surveys for parents, students and teachers regarding current transition activities • Adjusted transition activities based on survey data • Solicited feedback regarding adjusted activities
5.2	Norwell Brand: Establish a unified logo and look to ensure consistency throughout the district.	2017-18	NHS Athletic Director	<ul style="list-style-type: none"> • Identified all district groups (i.e. PTO/athletic teams) that should share the NPS unified logo • Gathered and compared current sample logos used at NHS to identify consistent theme/colors; PMS color identification numbers (vegas gold/royal blue) were obtained • At this time, a menu of choices (logos) for district groups at middle/high school levels is being finalized-target completion is June 2018 • Create memorandum to share with students, parents, teachers, advisors, coaches, and administrators that clearly articulates what logos/colors are permissible to use-target completion is June 2018

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
5.3	Attract & Recruit: Attract and recruit educators and increase and diversify the applicant pool.	2017-18 2018-19 2019-20	Cole Principal	<ul style="list-style-type: none"> • Researched various advertising tools (SchoolSpring, Indeed, Monster, AppliTrack) • Piloted SchoolSpring with job postings • Tracking data on success rates with various tools • Preliminary data shows that most of our applicants are applying through the SchoolSpring posting • Spring hiring was successful with a large number of interested and qualified candidates • Will explore the SchoolSpring suite of tools over the summer
5.5	Recognition of Quality Work: Ensure a sense of belonging, morale, commitment, and teacher satisfaction.	2017-18 2018-19	Cole Principal and NHS Principal	<ul style="list-style-type: none"> • Coordinated with the Norwell Education Foundation to establish award recipient criteria • Established a nomination and review process • Implemented performance celebrating our staff members at opening day convocation • Identified the North Star teachers at each school and the Shooting Star teacher for the district • Celebrated these identified teachers at a reception on May 15th

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
5.6	Sustained Mentoring, Professional Collaboration, and Professional Development: Increase opportunities to sustain mentoring, professional collaboration, and professional development.	2017-18 2018-19 2019-20	NHS Principal	<ul style="list-style-type: none"> • Reviewed the current structure of the induction and mentoring program • Researched best practices related to induction and mentoring • Surveyed teachers who have recently completed the district's induction program • Surveyed teachers who have recently served as mentors in the district's induction and mentoring program • Will examine and track expectations of new teachers related to coursework • Will explore opportunities to formalize mentoring and coaching beyond an educator's first three years in Norwell • Created a subcommittee of new and veteran teachers and mentors to identify opportunities to adjust the current induction and mentoring practices • Will engage the Induction and Mentoring Steering Committee in executing modifications to the program

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
6.3	Intergenerational Connections: Create opportunities for intergenerational connections between students and community members.	2018-19 2019-20		<ul style="list-style-type: none"> • Partnered with council on aging to establish the first annual intergeneration Norwell Cares Day • 12th grade participated in the Senior-2-Senior fair. 11th grade spent the day working with the elementary students 10th participated in the 10's Around Town program, providing service work to the community. 9th grade participated in a mentorship program with their upperclassmen to assist their transition to high school • Along with the Council on Aging, Norwell Middle School and Norwell High School, Norwell Cares continued with the development of an annual intergenerational book club allowing members of the community to come together to discuss different viewpoints on the literary work • Partnered with the Council on Aging to establish the Senior-2-Senior Launch. A trivia competition with teams of students and senior citizen guests

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
7.1	Professional Development to Support Curriculum Alignment: Continue to develop and expand professional development opportunities within and beyond the district for all Norwell staff members to support curriculum alignment to district, state, and national standards.	2017-18 2018-19 2019-20	Director of Teaching, Learning & Technology	<ul style="list-style-type: none"> • All K-5 faculty have engaged in and will continue training on Writers', Readers', and Math Workshop until all teachers have experienced training in all three workshops • 6-12 faculty are engaged in discipline specific common unit planning during the district offered PD time this spring; social studies teachers are engaged in curriculum resource adoption. Implementation of new MA History and Social Studies curriculum begins next year. (7.1.3) • Workshops and courses continue to be financially supported by the district on an as requested/approved basis • Primary Source, a professional development resource that focuses on integrating diverse/global learning, is available to all teachers • Summer PD options for curriculum planning has been approved FY'18-'19, and will continue in FY'19-'20 • Consideration will need to be given to running a course by RBT for Skillful Teaching for non-PTS staff (7.1.3) • Powerschool for math assessments has been used for grades 3-5; it will be more fully

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
				<p>integrated for common assessments next year (7.1.6)</p> <ul style="list-style-type: none"> • Collaboration with NHS Principal on objective 5.6 has begun on mentoring PD • This action plan has been completed; portions will continue as part of regular practice and part of onboarding action plan 7.2
8.1	<p>Technology Competencies and Skills:</p> <p>Scope and Sequence: Create a scope and sequence of technology competencies and skills to be addressed as part of the curriculum and as stand alone skills and competencies.</p>	<p>2017-18 2018-19 2019-20</p>	<p>Director of Teaching, Learning & Technology</p>	<ul style="list-style-type: none"> • Research on MA Digital Literacy & Computer Science Frameworks has been done by the three Instructional Technology Teachers • Presentations on the DLCS standards have been given to administrators and K-12 faculty • Data collection on which DLCS standards are already embedded within our existing curricula has been completed • K-5 Instructional Technology Teacher will create a draft scope and sequence for grades 3-5 during 2018-2019 professional development time • K-5 Instructional Technology Teacher has created a draft scope and sequence for grades 3-5 during 2018-2019 professional development time has been completed in conjunction with action plan 4. • 6-8 and 9-12 ITTs have completed data collection of DLCS integration to facilitate

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	OPERATIONAL OBJECTIVE	TARGET DATES	LEADERSHIP RESPONSIBILITY	STATUS
				decision making about further integration or stand alone courses
8.3	Technology Rich Learning Environments: Explore and acquire appropriate technological tools and resources to enhance the student learning environment.	2017-18 2018-19 2019-20	Director of Finance, Operations & Technology and NHS Assistant Principal (MM)	<ul style="list-style-type: none"> • Carts of MBAs added to elementary schools to facilitate MCAS testing • 1 more cart of MBA's to each elementary school in Fall FY'19 • Started a pilot using TV's to replace SmartBoards and projector combinations • 5 pilots currently, all successful • Will start using T.V.'s going forward
8.7	Technology/ Infrastructure: Provide a safe and secure learning environment that includes high-speed connectivity, learner-centered applications and modern hardware.	2017-18 2018-19 2019-20	Director of Finance, Operations & Technology	<ul style="list-style-type: none"> • Updated infrastructure, switches and wifi, at the High School in FY'18 • Updated infrastructure, switches and wifi, at the Middle School in FY'19 • Erate request to upgrade Cole and Vinal Schools for FY'20
8.9	Technology Support / Help-Desk: Provide resources for faculty, students, and parents to receive support and education in the identification and troubleshooting of technology problems. Provide timely responses to problems and technology questions.	2018-19 2019-20	NHS Assistant Principal (MM)	<ul style="list-style-type: none"> • Established new pass/fail course in program of studies titled, Technical Solutions Center • Students will provide on-demand technology support to staff members, students, and members of the community (partnered with Council on Aging)