

Algonquin Regional High School

School Improvement Plan

2016-17 through 2017-18



District Mission Statement

The Mission of the Public Schools of Northborough and Southborough is to provide an exceptional educational experience for every student in a safe environment.

From: Vision 2020: The Strategic Plan for Northborough-Southborough Schools

School Core Values Beliefs and Learning Expectations

Algonquin Regional High School is a community committed to providing a safe, supportive, and challenging learning environment which fosters critical and creative thinking. We believe respect, responsibility, and collaboration are essential to individual growth and academic achievement

From NEASC *Leadership and School Culture* Standard Committee, created 2013, affirmed 2016

School Improvement Goals

Goal 1:	The Faculty and Staff support and promote a learning environment that encourages high expectations and performance.
Goal 2:	The Faculty and Staff promote the health, safety, and welfare of the student
Goal 3:	The School Community celebrates diversity, encourages collaboration, and fosters a challenging learning environment that promotes personal responsibility and social growth in students
Goal 4:	The School and District support the ongoing professional development and personal growth of faculty and staff
Goal 5:	To attract and nurture community support for our school. To continue, and to enhance connections in our community that are mutually beneficial and serve to encourage our students to give back to our home towns.



Foreword

Algonquin Regional High School is the public high school for the communities of Northborough and Southborough Massachusetts. Enrollment for the 2016-2017 year was **1452** students, another slight decrease from the previous year, and a continuation of the downward trend of the school student population. Simple and straightforward population projections, which do not include any scenarios for significant changes in the towns' housing stock nor introduction of school choice, point to steady declines.

The school has been recognized nationally and regionally for its high graduation rate, expansive selection and opportunity to take Advanced Placement (AP) courses, and its effective use of funding, as indicated by per pupil expenditures. In the widely-referenced Newsweek survey, Algonquin was ranked 8th in the state in 2016-17. The course catalog features a deep selection of academic courses and electives taught by a talented and energetic faculty. Notably, the school's music, art, drama, writing, business programs, and athletics regularly garner awards, recognition, and distinction in regional, state, and national events and competitions.

Over 92% of Algonquin graduates go on to higher education, in public and private 4 and 2 year programs. Other students choose training institutes, military careers, or employment. The most popular college majors are science, engineering, business, and humanities, including psychology, sociology, history, and education.

The school is a participant in a district-wide initiative to review and more effectively organize its curriculum using an online program (ATLAS) that requires wide collaboration by teacher teams and departments in curriculum development. Algonquin is a regular participant in the Metrowest Health Risk Survey, having conducted surveys in 2010, 2012, 2014, and 2016. Complete results of the most recent survey will be released in late May and will be reviewed by numerous standing committees and presented to several public forums. Preliminary results indicate the rising impact of stress, and suggest a greater emphasis needs to be placed on understanding unique gender preferences in the learning environment for boys and girls.

District budget increases have slowed over the past two years and the school community has been responsive in raising revenue, trimming operating costs, and becoming more energy efficient. Participation fees for sports, activities and student parking continue to be in effect, with family caps for school athletics in place since the 2015-16 year. This School Improvement Plan describes many programs and initiatives that will improve our school. They are achievable through

teamwork and cooperation, and in their very requirements of effort and accountability improvements will come. They do not rely on extra funding, but rather on a shared vision of a better school.

Incorporating *Vision 2020 – Strategically Planning for the Future.*

Four years ago, a group of parents, students, community members, teachers, and administrators completed the creation of a strategic plan for the public schools of Northborough and Southborough. This document was released to the educational community in April of 2013, and it has served to assist school councils, teachers, and administrators in each of the towns' ten schools as they construct or update their School Improvement Plans (SIPs). In his letter to the community, the superintendent of schools mentioned this connection; *“Each year, we will refer to this document as we measure our progress; review goals, and timelines. I will be very excited to witness the integration of the impressive and innovative objectives contained in this document with future budget priorities and the goals outlined in the individual school improvement plans.”*

With a strategic focus on **communication, curriculum, student support services, and technology**, Vision 2020 gives valuable direction to the work of the Algonquin School Council. Throughout the current plan, there is strong evidence that the goals of the SIP echo the focus of the new strategic plan. In the coming years, these focus areas will become more pronounced in the work of all Algonquin and district groups, including the Site-Based Leadership Team, the Student Assistance Team, the Curriculum Leaders Group, The Faculty Senate, the newly created Algonquin Health and Wellness Committee, and of course the School Council. With the advent of a new teacher evaluation protocol, teacher goals (SMART goals) will also be aligned with the Vision 2020 document.

Re-Thinking the role of the School Council

Over the past four years, the Algonquin School Council has modified its role in order to better promote the vision and mission of the strategic plan. The group has focused on specific activities contained in the Action Plan, and has observed events and been the audience for guest presenters. All of this has helped the Council to determine effectiveness, impact, and alignment to the strategic plan. As such, the group functioned as a “watch dog”, probing the existing plan in a variety of ways, and gathering input from a number of sources, including students, faculty, parents, and staff. As a small but effectively representative group, the Algonquin School Council is well-suited to a review and audit function. In this way, it has been able to make a more sustained and timely contribution to the ongoing efforts to improve the quality and relevance of our many programs.

Action Plan

SIP Goal #1: The Faculty and Staff support and promote a learning environment that encourages high expectations and performance.				
Description of Proposed Action/Activity	Research/Rationale	Desired Results	Person(s) Responsible	Timeline/Progress
<p>Activity # 1: Support and enhance performance opportunities for students, including Robotics, DECA, Music (MICCA and MAJE), Science Olympiad, Debate Club, Model UN, Math League, HOSA, Harbinger, Sachem, Unified Sports, various clubs, and Athletics.</p> <p><i>Vision 2020 connection: Student Support Services and Curriculum.</i></p>	<p>When students compete and perform, they increase their powers of concentration and sharpen their performance. Multiple opportunities to compete and perform are a foundation for future success at Algonquin and beyond.</p>	<p>Greater awareness and a record of the increase in existing opportunities and creation of additional events.</p>	<p>Principal, SBLT Athletic Director Coaches Club Advisors</p>	<p>Track the progress of these varied events and opportunities, and monitor their funding support and ongoing development of student leaders</p>
<p>Activity #2: Support the creation of a Writing Center at Algonquin.</p>	<p>Skillful content language writing is a vital skill for success in high school, college, and career.</p>	<p>A rise in the quality of effective written work at Algonquin across all departments</p>	<p>Principal Teacher Advisors Facility Director SBLT</p>	<p>Startup in September 2016. Center is located in former AV storeroom on Library hallway.</p>
<p>Activity #3: Selection of a Learning Management System (LMS, and finalizing of Implementation/familiarization plan.</p> <p><i>Vision 2020 connection: Communication and Technology.</i></p>	<p>LMS usage is high at college and universities, and growing in acceptance at high schools. A flexible and user-friendly LMS will help users organize various education tools and online services.</p>	<p>Selection was followed by implementation, and that was aided by input from teachers, students, and parents.</p>	<p>Principal, Information Technology personnel, Digital Literacy Leaders, Faculty and Staff.</p>	<p>LMS Selection in 2016-17, and scheduled for roll-out in 2017-18.</p>
<p>Activity #4: Career and Technical Fair Improvements, including broader notification, wider assortment of schools, inclusion of gap year programs</p>	<p>The Career and Technical Fair was established to give targeted students a wider</p>	<p>A higher number of students finding relevant and stimulating</p>	<p>Principal Guidance Director; Guidance Counselors,</p>	<p>2015-16 Fair was revamped and decentralized; by embedding rep</p>

<p><i>Vision 2020 connection: Student Support Services and Communication</i></p>	<p>understanding of job and career opportunities.</p>	<p>vocational and technical programs</p>	<p>CRC Director</p>	<p>visits with regular CRC programming more students participated.</p>
<p>Activity #5: Data Analysis Improvements to gain information about school operations, academic results, and alumni feedback</p> <p><i>Vision 2020 connection: Communications</i></p>	<p>A more formal approach to data gathering and analysis will allow for our programs to be evaluated by authentic metrics.</p>	<p>Making the thoughtful and frequent use of data a part of more decisions.</p>	<p>Principal Guidance Director SBLT Department Chairs Special Education</p>	<p>Data analysis becomes a normal practice, and the uses of that analysis becomes integral to the final decision</p>
<p>Activity #6: Enhancing upper school student familiarity with careers and work.</p> <p><i>Vision 2020 Connection: Curriculum</i></p>	<p>When junior and senior students have knowledge, understanding, and some experience with mentors in career and work settings, they make better choices for college and beyond.</p>	<p>Greater clarity in the college application process, greater awareness of emerging interests and passions.</p>	<p>Principal Guidance Director and staff SBLT</p>	<p>Expand the variety and number of guest speakers and career days; pilot Math Career Day.</p>
<p>Activity #7: Phased changes to Student Academic Rank, Grading Scheme, and Introduction of Unweighted GPA</p>	<p>At a high performing high school, disclosing rank to students and prospective colleges is counter-productive to communicating a holistic summary of student achievement.</p>	<p>Algonquin students will increase their intrinsic appreciation for their work and the courses they take</p>	<p>Principal Guidance Director</p>	<p>April 2017 SC approval of Rank change, planned proposal for grading scheme change in 2017-18</p>

SIP Goal #2: The Faculty and Staff promote the health, safety, and welfare of the students				
Description of Proposed Action/Activity	Research/Rationale	Desired Results	Person(s) Responsible	Timeline/Progress
<p>Activity # 1: Enhance student welfare and safety programs and initiatives including events surrounding anti-bullying programs such as <i>Kids On the Block</i>, District Speakers' series, Be The Change Club, North-South Day, Diversity Awareness Cultural Show, Peer Leaders.</p> <p><i>Vision 2020 connection: Student Support Services and Technology</i></p>	<p>Voluntary student wellness programs constitute the best antidote to bullying behavior. Other programs that focus on sharing and community, giving back, and taking a stand motivate students to speak out against meanness.</p>	<p>Numbers. The more students are involved in these programs, the more effective we will be.</p>	<p>Principal Club Advisors Department Chairs/SBLT Student Activities Director</p>	<p>Continue to support guest speakers like Jeff Yelden (2015) and Kevin Wanzer (2016). <i>Day for Change</i> expands to all frosh (2017), Diversity Awareness revamped in 2017.</p>
<p>Activity #2: Increase the awareness and negative effects of bullying by streamlining the process to get help for a bullying situation and the consequences associated with bullying.</p> <p><i>Vision 2020 connection: Student Support Services, Curriculum.</i></p>	<p>Making the reporting of bullying behavior straightforward and widely known helps to lessen the reluctance of witnesses and victims.</p>	<p>Analyzed data may help determine the frequency and nature of bullying, giving us the direction of programming.</p>	<p>Principal Administrators Guidance Counselors Teachers</p>	<p>Student Health & Wellness Committee support of ARHS initiatives, promote and encourage voluntary student disclosure.</p>
<p>Activity #3: Continue, and expand training in basic therapeutic practices, such as Social Thinking, DBT, and LGBT Sensitivity that enhance character development and social skills.</p> <p><i>Vision 2020 connection: Curriculum</i></p>	<p>A focused approach to "soft" skill student development increases the likelihood of better inter-personal and classroom outcomes.</p>	<p>Teachers and staff are more confident of their abilities to positively impact all students.</p>	<p>Principal Student Support Services Leaders, Guidance Director, Student Advisory Team</p>	<p>DBT is a possible grant opportunity for 2016-17. Social Thinking and LGBT training is ongoing.</p>
<p>Activity #4: Provide a safe, effective learning environment for students with physical and/or mental health issues to transition into the full school population.</p> <p><i>Vision 2020 connection: Curriculum.</i></p>	<p>Students who are not able to attend a full or partial daily schedule benefit from inclusive programs of therapy and support.</p>	<p>Earlier and more effective retention of students via RISE and ACCESS programs.</p>	<p>Principal ISS Coordinator Program personnel</p>	<p>Annual reviews of student outcomes leading to improved practice.</p>

<p>Activity #5: Continue to analyze and address the data compiled from the 2010, 2012, 2014, and 2016 Metrowest Health Risk Survey. Prepare for follow-on activities after release of 2016 full report.</p> <p>Vision 2020 connection: Student Support Services, Curriculum, Communication.</p>	<p>Baseline (2010, 2012, 2014, and 2016) data will provide an enriched analysis of student health and welfare issues.</p>	<p>General data analysis and graphs provided by EDS vendor. Some custom data.</p>	<p>Principal Administrators School Council Clubs & Advisors</p>	<p>Spring summary results received 2017, Waiting for full results. Plan to share and respond in Fall 2017.</p>
<p>Activity #6: Increase the Awareness of Gender Learning Preferences in the school setting.</p> <p>Vision 2020 Connection: Student Support Services, Curriculum.</p>	<p>Gender preferences in learning approaches have profound implications for teaching practice. Boys and girls “do” school differently, and knowing how to reach both is critical to success.</p>	<p>Performance of both genders improves, as seen in choice of elective courses, academic performance, and disciplinary outcomes.</p>	<p>Principal Teacher/Staff Advisors</p>	<p>Further research at neighboring schools, study group formation, report out and activities for faculty meetings (2016-17)</p>
<p>Activity #7: Establish a School Health & Wellness Committee</p>	<p>When schools take the initiative to organize and focus positive and uplifting messages and activities good results follow.</p>	<p>Health and Wellness Week.</p>	<p>Health & Wellness Committee, Principal</p>	<p>Pilot week held in Spring, 2017. Plans for revision and improvement in the works.</p>

SIP Goal #3 The School Community celebrates diversity, encourages collaboration, and fosters a challenging learning environment that promotes personal responsibility and social growth in students				
Description of Proposed Action/Activity	Research/Rationale	Desired Results	Person(s) Responsible	Timeline/Progress
<p>Activity # 1: Career, Vocational and Technical Program(s)</p> <p>Vision 2020 connection: Communication, Student Support Services, Curriculum.</p>	<p>With rising costs of 4 year public and private colleges/universities limiting post-secondary choices, 2 year, certificate, and technical training Institutes have become more viable and attractive</p>	<p>To further enhance the number of attending schools and institutes, including military and gap year programs. To ensure students have good choices.</p>	<p>Principal Guidance Director College/Career Resource Center Assistant</p>	<p>Continue to measure the effectiveness of this program and others that offer guidance and support for non-college work and career pathways</p>
<p>Activity #2: Rising Student Awards Ceremony.</p> <p>Vision 2020 connection: Communication.</p>	<p>Recognizing the academic excellence and resiliency of students in a public ceremony keeps the focus on learning</p>	<p>To celebrate the achievement and effort of more than 200 students every year</p>	<p>Principal Department Chairs/SBLT</p>	<p>End of 2nd semester (June) Includes exemplary awards; book, scholarship, and student athlete</p>
<p>Activity #3: Unified Team Development and Support.</p> <p>Vision 2020 Connection: Student Support Services.</p>	<p>Unified Team comprised of Special and Regular Education student-athletes stimulates learning, improves school climate, gives opportunities for community service.</p>	<p>A more inclusive school, with awareness of the unique talents and value of individuals in collective activities</p>	<p>Principal SPED Director Athletic Director Team Coaches</p>	<p>Find sources for greater funding support for these extraordinary learning opportunities</p>
<p>Activity #4: RISE Program Development and support.</p> <p>Vision 2020 Connection: Student Support Services, Curriculum.</p>	<p>Meeting the emotional, psychological, and academic needs of recovering students to successfully complete high school.</p>	<p>Achievement of academic credit, potential for gradual transition to regular classrooms</p>	<p>Principal ISS Coordinator District SPED Director</p>	<p>Orderly succession of content teachers and support staff. Increase of summary data analysis that shows value and leads to constructive adjustments.</p>

<p>Activity #5: Athletic Program Management, Mission, and Practice.</p> <p>Vision 2020 Connection: Co-Curricular, Communication</p>	<p>A high quality athletic program, combining a high degree of access and a steady development of successful programs, expands and enhances the learning of the school day</p>	<p>Positive experiences, challenging contests, hands-on learning, and feedback. The development of student leaders</p>	<p>Principal Athletic Director On staff coaches</p>	<p>High participation and performance in all 3 seasons.</p>
<p>Activity #6: Algonquin Important Event Support; Freshmen Orientation, Carnival, Club Extravaganza, Best Buddies Ball, Honor Society (8) Inductions, Poetry Out Loud, Day For Change, etc.</p> <p>Vision 2020 Connection: Communication, Student Support Services.</p>	<p>The development and maintenance of traditional and inclusive events enhances affiliation, socialization, and school spirit.</p>	<p>A greater sense of community, and a stronger regard for the power of collaboration</p>	<p>Principal Department Chairs/SBLT Student Activities Director</p>	<p>Several events continue to remain vibrant and significant in participation and popularity</p>
<p>Activity #7: ACCESS Program Development and Support.</p> <p>Vision 2020 Connection: Student Support Services, Curriculum.</p>	<p>Replacing home tutoring with a modified daily schedule with a safe- base classroom and tutoring support will speed up recovery and social re-entry</p>	<p>Less student downtime, quicker recovery of academic standing</p>	<p>ISS Director, Guidance Director, Student Assistance Team (SAT), Principal</p>	<p>Pilot Year is complete. During 2nd year, data collection will be crucial.</p>

SIP Goal #4 The school and district support the ongoing professional development and personal growth of faculty and staff				
Description of Proposed Action/Activity	Research/Rationale	Desired Results	Person(s) Responsible	Timeline/Progress
<p>Activity #1: Use the Teacher Evaluation Process to bolster professional development and exemplary teaching practice.</p> <p>Vision 2020 Connection: Communication.</p>	<p>States participating in the RTTT federal funding program are required to adopt new teacher evaluation processes</p>	<p>Effectively implement improvements to the evaluation process</p>	<p>Superintendent Algonquin Regional Teachers Association (ARTA) Principal Department Chairs</p>	<p>Debrief and reflect on impact of changes regularly at NASA meetings and with Association partners</p>
<p>Activity #2: Co-Teaching Program Development and support.</p> <p>Vision 2020 Connection: Curriculum and Student Support Services.</p>	<p>The co-taught model is grounded in the proven value of peer-to-peer learning, as well as the acknowledged benefit of collaborative lesson planning and teaching between Special and Regular educators.</p>	<p>Better academic outcomes for students on IEPs, enhanced team working skills for students in co-taught classrooms</p>	<p>Principal ISS Coordinator District SPED Director Core Department Chairs</p>	<p>End of year data analysis of student outcomes, annual coaching and mentorship of co-taught teams.</p>
<p>Activity #3: Continue with Curriculum Mapping initiative; completion and maintenance.</p> <p>Vision 2020 Connection: Curriculum.</p>	<p>Curriculum should be widely shared, easy to access, and easy to modify. Using internet-based SW tools, move from a paper-based process to an online process</p>	<p>Greater uniformity from class to class, greater use of state/ federal standards, greater collegial sharing</p>	<p>Principal Department Chairs/SBLT District Curriculum members Asst. Superintendent</p>	<p>Complete stage two for all departments. Establish guidelines for new course mapping, and new teacher familiarization</p>
<p>Activity #4: RETELL/SEI Endorsement</p> <p>Vision 2020 Connection: Curriculum, Communication</p>	<p>Federal and State regulations now require teachers and administrators to be trained and endorsed in teaching practices that help English Language Learners to succeed in school.</p>	<p>Achievement of broad-based DESE endorsement of teachers and administrators at Algonquin.</p>	<p>Superintendent Principal District ELL Coordinator School ELL Coordinator Faculty Administration</p>	<p>Take full advantage of DESE sponsored course work/endorsement, defray costs to individual teachers after initial implementation period is over.</p>

<p>Activity #5: NEASC analysis of actionable recommendations</p> <p>Vision 2020 Connection: Curriculum.</p>	<p>NEASC visit yielded list of 28 recommendations. ARHS will work with NEASC and address remaining list v.v. NEASC changes to role</p>	<p>A reconciled list of priorities that embraces the school's goals and plans for improvements</p>	<p>Principal Administrators Department Chairs/SBLT</p>	<p>Two-year progress report submitted Jan 2016. Five Year report due in October 2018.</p>
<p>Activity #6 Broaden Leadership Opportunities and training support.</p> <p>Vision 2020 Connection: unknown.</p>	<p>By expanding Leadership Capacity, schools increase program strength and ensure smooth and orderly transitions and succession.</p>	<p>Greater delegation of responsibilities for school programs, events, and initiatives</p>	<p>Principal Senior Administrators Department Chairs Central Office</p>	<p>(2016-17) 8 ARHS teachers/staff are part of Worcester State Leadership Cohort (year 1 of 2)</p>

SIP Goal #5 To attract and nurture community support for our school. To continue, and to enhance connections in our community that are mutually beneficial and serve to encourage our students to give back to our home towns.				
Description of Proposed Action/Activity	Research/Rationale	Desired Results	Person(s) Responsible	Timeline/Progress
<p>Activity #1: Recognize and support existing connections with our towns, such as Athletic Boosters, Northborough-Southborough Education Foundations, Northborough-Southborough Music Association, Algonquin Parent-Teacher Association and seek and develop more.</p> <p>Vision 2020 Connection: Communication.</p>	<p>In working more closely with school, town and area connections, synergy in joint ventures may result. These include opportunities for community service for students.</p>	<p>Make connections with the leaders and officers of these groups and organizations to better coordinate initiatives</p>	<p>Principal/Assistant Principals Department Chairs Athletic Director Guidance Director</p>	<p>Periodic updates on joint ventures and cooperative activities</p>
<p>Activity #2 Seek grants and donations that enhance teaching and learning.</p> <p>Vision 2020 Connection: Curriculum and Student Support Services.</p>	<p>A more concentrated approach to grant and donation opportunities will yield greater funding for teaching and learning.</p>	<p>Greater support for the professional development and material support for staff</p>	<p>Principal and/or designee</p>	<p>Annual tracking of activity, results, and uses</p>
<p>Activity #3: Make effective use of budget savings, new energy efficiencies, donations, and rental income to refurbish and enhance the school building and campus.</p> <p>Vision 2020 Connection: Curriculum.</p>	<p>The building and campus require regular repair, maintenance, upgrades and investments that exceed normal budget spending</p>	<p>To keep an aging building in full operation, with upgrades and improvements that positively impact student activities</p>	<p>Principal Facility Director</p>	<p>Identification of desired investments by priority and cost</p>

Glossary of Terms

SBLT	School Based Leadership Team; At Algonquin, this group is comprised of department chairs and administrators
RISE	Academic/Therapeutic Program at Algonquin (Raising Inspirational Student Expectations)
RTTT	Federal Grant Program for Education – Race To The Top
NEASC	New England Association of Schools and Colleges – Independent accreditation agency – audit/visit to Algonquin May 2013
Edline	Commercial internet services company. Product(s) allow web-based communications with users (teachers, students, parents)
ISS	Instructional Support Services Department – includes Special Education, School Adjustment Counselors, Nurses, Aides
ACCESS	A pilot student support program started in 2015-16 that gained substantial funding through the Metrowest Health Foundation
SPED	Special Education
STEM	Popular acronym for Science, Technology, Engineering, and Math.

School Council Membership 2016-2017

Zbysia Guigucz	Teacher
Michelle Rehill	School Librarian
Barbara Dyer	Parent
Greg Manousos	Parent
Leslie Rutan	Parent
Ed Wiser	Parent
Rachel Fier	Parent
Jackie Barnes	Parent
Max Donahue	Student (2017)
Isabella Masciarelli	Student (2018)
Jason Howe	Student (2019)
Tom Mead	Principal

Addendum

Vision 2020 – The Public Schools of Northborough and Southborough

Areas of Strategic Focus, Summary

Communication:

1. Communication with parents, teachers, and community members is informative, timely and engaging
2. Communication with parents, teachers, and community members provides opportunities for feedback
3. Communication within the district reflects our desire to be transparent as we pursue our educational mission of working together as one community of learners
4. Community outreach reflects our desire to engage all stakeholders to support our mission of transparency as we work together as one community of learners

Curriculum:

1. Align our Pre-K-12 curriculum to the state standards
2. Develop 21st Century Skills in all students
3. Expand professional development opportunities that support ongoing PreK-12 curriculum initiatives
4. Align assessments with rigorous curriculum standards and 21st Century skills identified at state and district levels

Student Support Services:

1. Continue to build and support a dynamic learning environment for all students
2. Provide training for staff that supports effective instruction and the delivery of services for all students
3. Expand our collaboration with parents, community members and agencies, along with outside providers, to ensure that our students' health and wellness needs are being met
4. Provide support for students at significant transitions and build resiliency in all children
5. Build consistency in student support services protocols and procedures within the district

Technology:

1. Build a robust technology infrastructure, that adequately meets the teaching, learning and administrative needs of the district
2. Effectively expand the use of technology to meet the needs of all learners
3. Provide professional development to support district-wide goals in technology and promote innovation
4. Provide adequate access to digital tools that support 21st Century teaching and learning and the organizational processes that support our schools

Core Values, Beliefs, and Learning Expectations