

**GDRSC OVERARCHING GOALS FOR 2023 - 2024**  
**(To be viewed with the District Improvement Plan)**

**A. COMMUNITY PARTNERSHIPS**

The Groton-Dunstable Public Schools and its school committee will enhance its partnership with the communities of both towns to include town leadership in order to sustain and support an education which provides all students with the knowledge and skills necessary to pursue technical, vocational or post-secondary education or college, career and global citizenship in the 21st century. The District and the committee will establish reciprocal communication that is varied, accessible and understandable, around the belief that high quality public education is a society and community's most valuable asset.

**B. DIVERSITY EQUITY AND INCLUSION (DEI)**

The DEI CAC serves to inform and advise the GDRSC on how to better align its policies, goal setting, collective bargaining, and budget setting priorities to embrace Diversity, activate Inclusion, and achieve Equity across the district. As members of the community, the DEI, CAC may also elevate community issues relevant to the GDRSC's scope of responsibilities. The SC is asking the DEI CAC to review, respond and advise on *Measurement and Data, Policy and Protocols to Respond to Incidents of Hate & Bias* and *DEI PAGE on the Website*. These items will be worked on in collaboration with the Superintendent and Assistant Superintendent

**C. BUDGET, RESOURCES & INFRASTRUCTURE**

The Groton-Dunstable Public Schools will provide its students with a cost-effective education that maximizes effective and efficient use of taxpayer dollars while communicating regarding these efforts in a public and transparent manner

**D. STUDENT PERFORMANCE**

The Groton-Dunstable Public Schools will provide, supported by a continuous cycle of improvement, an engaging, innovative, rigorous, and individualized system of teaching and learning that provides all students with the knowledge and skills necessary for college, career and global citizenship in the 21st century while integrating social, emotional, and wellness support.

**E. EDUCATIONAL ENVIRONMENT**

It is intended that the educational environment at GDRSD will be based on best-practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials, and infrastructure required for optimum teaching and learning. A learning environment is more than just a classroom—it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. The learning environment comprises the physical space, the psychological environment and the emotional environment that supports learning.

**Welcome to the District Improvement Plan for the Groton Dunstable Regional School District School Year of 2023-2024. Below you will find the district vision, mission, beliefs and core values that drive our work as stated in the Strategic Plan. Based on these and the overarching district goals from the school committee, you will see action steps that have been developed to lead us toward equitable outcomes for all students.**

**Vision:**

In cooperation with all stakeholders, Groton Dunstable will establish coherence in our school district by creating learning environments that encourage curiosity and support an individualized joy of learning.

**Mission:**

We will build a community where students are prepared to positively take action and advocate for more just schools and for their larger world. This commitment is in service of all learners reaching their highest potential socially, emotionally and academically.

**Beliefs:**

- All students and staff should feel ACCEPTED
- All students and staff should feel a sense of BELONGING
- ALL students and staff should recognize their responsibility to positively contribute to the school COMMUNITY
- The growth of all students and staff must be supported and enriched by a DISTRICT WIDE MULTI-TIERED SYSTEM OF SUPPORT

**Core Values:**

**Acceptance**

**Belonging**

**Community**

## District Tiered Support

### Equity

# Groton Dunstable Public Schools District Improvement Plan

## Overarching Goal A: Community Relations:

The Groton-Dunstable Public Schools and its school committee will enhance its partnership with the entire communities of both towns, including town leadership, in order to sustain and support an education which provides all students with the knowledge and skills necessary to pursue technical, vocational or post-secondary education or college, career and global citizenship in the 21st century. The District and the committee will establish reciprocal communication that is varied, accessible and understandable, and that unites all citizens around the belief that high quality public education is a community's most valuable asset. The district and its school committee needs to ensure that community out-reach is in a variety of methods that will provide access for all families and community members. This part of this goal aligns with the district-wide values of acceptance, belonging, and community.

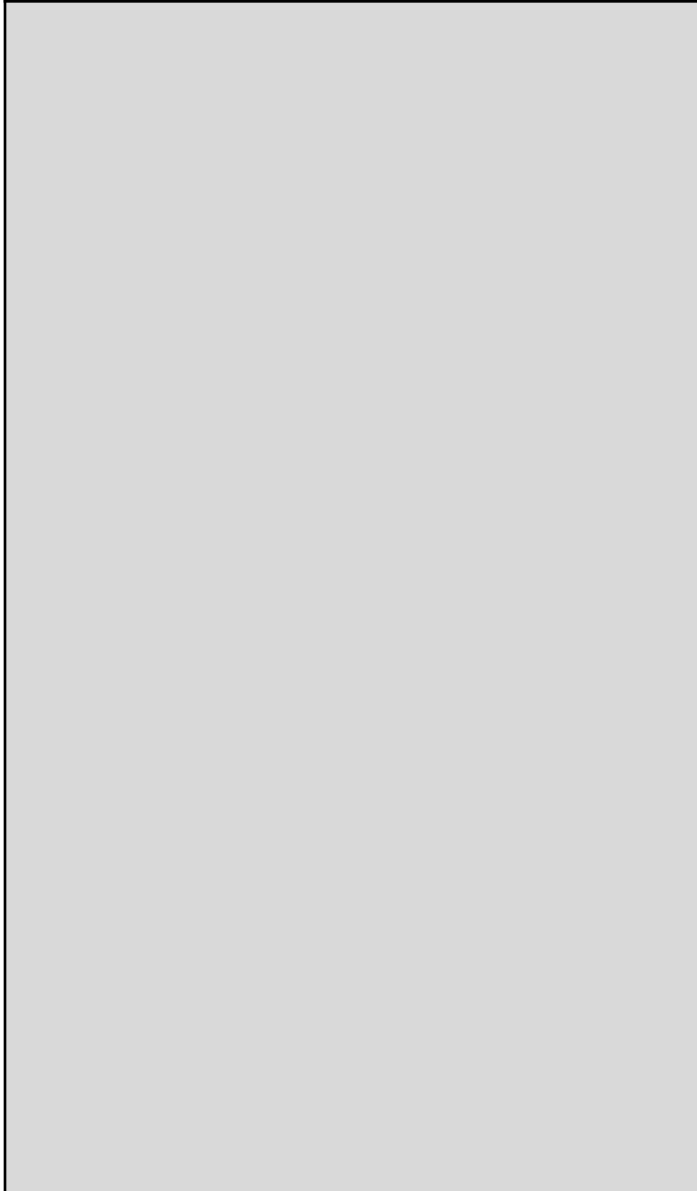
Subgoals	Action Plans
<p><b>Engagement</b></p> <p>Encourage community engagement and awareness through efficient, consistent and timely communication, outreach and engagement opportunities for parents, guardians, students and other community stakeholders.</p>	<p><b>ACTION #1: School Councils</b></p> <p>Form active <a href="#">School Councils</a> per the rules outlined under state law and per DESE in each building to engage in the critical annual work of creating the <a href="#">School Improvement Plans</a> (SIPs). These plans aim to establish a unified vision for a school, assess its needs and necessary associated professional development &amp; learning, and then outline a program to resolve all the issues uncovered. School administrators use these plans to close the achievement gap, address low performance, create equity in classrooms and make recommendations to the necessary committees to assist with needs. SIPs are approved by the Superintendent and reviewed by the SC.</p> <p><b>TIMELINE:</b></p>

- ★ By September 1, 2023 principals will have advertised for school council positions, both community positions and school positions, with a proposed calendar for meetings and a preview of the school improvement plan.
- ★ First meeting will be no later than September 29th for review and approval of the SIP in each building
- ★ Principals will submit SIPS for approval to the Superintendent by October 4th.
- ★ Superintendent will add approved SIPS to the school committee folder for review before presentation at the October 11th School Committee meeting.
- ★ Progress will be assessed intermittently throughout the school year by being placed as a school committee agenda item.
- ★ New overarching goals for the year 2024-2025 will be approved by mid May 2024.
- ★ Based on the progress made during the school year, new School Improvement Plans for the 2024-2025 school year will be approved by the last school committee in June 2024

**RESPONSIBLE:** Superintendent and Principals.

**ACTION #1B**

Engage the School Council to work together to thoughtfully plan and engage in enrichment activities that create learning opportunities and challenges above and beyond the classroom that align with curriculum frameworks and other educational goals. Enrichment activities both within and outside of the school buildings that are related to curriculum frameworks and other educational goals are an important and beneficial part of learning for our students and highly valued by the community. School Improvement Plans will include planning for annual enrichment activities



for each of the buildings that could include but not limited to in-school programs, single day excursions or multi-day excursions for review. The SC believes it is important for all activities to meet the diverse, inclusive and equitable requirement for full participation but not at the exclusion of all activities with the understanding that all activities regardless of activity type can be inclusive.

**TIMELINE:**

★ Complete by **early May 2024**, mid cycle presentation of progress required

**RESPONSIBILITY:** Superintendent, Assistant Superintendent, MTSS Tier I and II/III Coordinators, BTF, School Council

**ACTION #2: Public Forums**

Hold a minimum of two public forums and community outreach information sessions to include budget updates, superintendent search information or other key topics.

**TIMELINE:**

★ Schedule of public forums to be coordinated throughout the school calendar year.

**RESPONSIBLE:** School Committee and Superintendent.

**COMMUNICATION:**

**COMMUNICATION:**

**ACTION: #3 Communication Calendar**

Create a single district community calendar including but not limited to the events below, in order to build community relationships and bring awareness to the many activities and opportunities available to GD students, parents, guardians and community members.

- 1) School Committee Meetings and Forums
- 2) Holidays (Diversity Calendar)
- 3) District Sporting Events
- 4) District School Clubs (After or Before School)
- 5) District Art, Chorus, Band or other Events

- 6) Important Dates related to School Year Activities
- 7) PTA/PTO/Booster Club Meetings
- 8) SEPAC Events
- 9) Other events to inform the public
- 10) Half Days, Parent Teacher Conferences, etc.

**TIMELINE:**

- ★ In July and August of 2023, a calendar will be populated containing an agreed upon scope of district events.
- ★ On August 30th the calendar will be presented to the school committee including a presentation on how to access and use the calendar on the website.
- ★ Calendar will be maintained and populated as changes to dates occur or new events are planned.

**RESPONSIBLE:** Superintendent And Central Office

**ACTION #4: Written Communication**

Design, compose, and share school committee update monthly, superintendent newsletter three times a year and continue to share information every other month about curriculum, instruction and assessment newsletter (Newsbites).

**TIMELINE:**

- ★ By mid September there will be a welcome to the school year newsletter from the Superintendent and then following in January & June.
- ★ By mid October there will be a NEWSBITES and then following in December, February, April & June

**RESPONSIBLE:** Superintendent and School Committee Designee(s).

**ACTION #5: Understanding & Using the District**

	<p><b>Website.</b> Becoming more active in using the district website by creating intentional opportunities for highlighting the ways we are using the district website and identifying where we can add resources for the community to access easily.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Specific demonstration of website features at at least one school committee meeting per month during the Superintendent's Update</li> </ul> <p><b>RESPONSIBLE:</b> Superintendent and Assistant Superintendent</p>
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**Overarching Goal B: Diversity, Equity & Inclusion**

The DEI, CAC serves to inform and advise the GDRSC on how to better align its policies, goal setting, collective bargaining, and budget setting priorities to embrace Diversity, activate Inclusion, and achieve Equity across the district. As members of the community, the DEI, CAC may also elevate community issues relevant to the GDRSC's scope of responsibilities. The SC is asking the DEI CAC to review, respond and advise on the below noted items working with the Superintendent and Assistant Superintendent

Subgoals	Action Plans
<p><b>Measurement &amp; Data:</b> Defining the ways that equity and inclusion are measured across all areas of the district. Establishment of what data needs to be provided in order to understand the scope of challenges in the district and the success of DEI initiatives.</p>	<p><b>ACTION #1:</b> Define how the success or failure of equity and inclusion can be measured and with the use of what tools. Provide a clear definition and identify the metrics of what determines the success or failure of DEI initiatives in the district in order to properly measure and quantify how the district can move forward in a successful and encompassing way. Log and track data relative to the variety of hate and bias related incidents in the school for quarterly review as one of potentially multiple benchmarks towards the understanding of success or failure.</p> <p><b>TIMELINE:</b></p>

	<p>★ Complete by <b>early May 2024</b>, mid cycle presentation of progress required</p> <p><b>RESPONSIBILITY:</b> Superintendent, Asst Superintendent, DEI, CAC,</p>
<p><b>Development of Plans and Protocols to Respond to Incidents of Hate &amp; Bias</b></p>	<p><b>ACTION #2:</b> Create plans, policies and protocols similar to many in GDRSD’s market basket districts specifically acknowledging and addressing hate and bias related incidents as independent but not necessarily exclusive of bullying. The goal of the proposed plan policies and protocols are to provide school and district leaders with a thoughtful, coordinated approach to prevention and response to incidents of hate and bias in our schools in order to maintain trust with stakeholders and the community; support the needs of students, faculty and staff; educate all students, particularly potential perpetrators; promote healing and maintain a strong school climate.</p> <p><b>TIMELINE:</b></p> <p>★ Complete by <b>early May 2024</b>, mid cycle presentation of progress required</p> <p><b>RESPONSIBILITY:</b> Superintendent, Asst Superintendent, DEI, CAC, MTSS I, II/II Coordinator, SC Policy Sub-Committee</p>
<p><b>Professional Development &amp; Learning</b></p>	<p><b>ACTION #3</b> Research, review and select multiple PD/PL options to help educators support all students through the areas of diversity, equity and inclusion.</p> <p><b>TIMELINE:</b></p> <p>★ Offer a variety of professional development &amp; learning opportunities to support the areas of diversity equity &amp; inclusion in the seasonal PD &amp; PL catalogs for 2023/2024 for staff.</p> <p>★ September &amp; October 2023 engage the PD/PL committee in exploring several programs</p>



	<ul style="list-style-type: none"> <li>★ November 2023 Present these programs to the School Leadership Team &amp; Chief Energy Officers (Principals) for their input.</li> <li>★ December 2023 presentation to school committee</li> <li>★ First round PD/PL by May 2024</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, Assistant Superintendent, Professional Development &amp; Learning Committee, Principals</p>
<p><b>DEI Focused GDRSD Website Page</b></p> <p>Provide a separate area of the GDRSD webpage to highlight resources and tools promoting and supporting DEI initiatives, community engagement and awareness related to DEI.</p>	<p><b>ACTION #4:</b> Provide and populate a DEI specific page on the GDRSD website that includes but is not limited to:</p> <ol style="list-style-type: none"> <li>1) Definitions and resource to better understand DEI related conversations</li> <li>2) How to talk with your kids about Race, Bias, and Hate</li> <li>3) How to respond to incidents of Hate or Bias</li> <li>4) Reporting Hate and Bias</li> <li>5) Bullying Prevention</li> <li>6) GDRSD Policies, Plans and Protocols for Responding to Incidents Involving Hate and Bias (See item 3)</li> </ol> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Complete by <b>early May 2024</b>, mid cycle presentation of progress required</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, Asst Superintendent, DEI, CAC, MTSS I, II/II Coordinator</p>

**Overarching Goal C: Budget, Resources & Infrastructure**

The Groton-Dunstable Public Schools will provide its students with a cost-effective education that maximizes effective and efficient use of taxpayer dollars while communicating regarding these efforts in a public and transparent manner

Subgoals	Action Plans
<p><b>Timely &amp; Accurate Data</b></p>	<p><b>ACTION #1</b> Provide timely and accurate data to support financial decision-making while also engaging a collaborative process in developing the budget, engaging the leadership of both towns in the process. The budget calendar will include scheduled dates, determined in concert with the TriComm to provide information to peer boards at set milestones throughout the budget process. SC will ensure that the budget process clearly articulates how financial decisions are made in support of the district-wide values and in service of equitable outcomes for all students.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Budget calendar and budget guidance to be voted by September 2023, Subsequent dates to adhere to the budget calendar.</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, Director of Business and Finance, Chair and Budget and Finance Subcommittee.</p>
<p><b>Five (5) Year Capital and Operational Financial Plan</b></p>	<p><b>ACTION #2</b> Review the five (5) year capital and operation financial plan and update the information as required. These plans will be used as a guide to current and future budget negotiations based on this year’s work within the district and in conjunction with local stakeholders, select boards, finance committees and boards.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Initial draft to school committee September</li> </ul>

	<p>2023. Presentation to made to peer boards in each town during budget approval process.</p> <p>★ Complete by <b>early May 2024</b>, mid cycle presentation of progress required</p> <p><b>RESPONSIBILITY:</b> Director of Technology and Director of Business and Finance.</p>
<p><b>Free Access to Kindergarten</b></p>	<p><b>ACTION #3</b> The School Committee is committed to working with administration to develop a plan that would allow the continued progress towards the elimination of fees associated with Kindergarten in the district to match those of our market basket comparison districts.</p> <p><b>TIMELINE:</b></p> <p>★ Complete by <b>early May 2024</b></p> <p><b>RESPONSIBILITY:</b> Superintendent, Director of Business and Finance, Chair and Budget and Finance Subcommittee.</p>
<p><b>Florence Roche Project</b></p>	<p><b>ACTION #4</b> Open the new Florence Roche Building including training maintenance staff on new systems, and establishing protocols for efficient usage of resources all in service of a smooth opening</p> <p><b>TIMELINE:</b></p> <p>★ Spring &amp; Summer of 2024</p> <p><b>RESPONSIBILITY:</b> Superintendent, Assistant Superintendent, Director of Grounds, Director of Finance, Principal</p>
<p><b>Union Building (Swallow)</b></p>	<p><b>ACTION #6</b> Work with the Town of Dunstable committee to assist with the establishment of the future usage on the Union Building</p> <p><b>TIMELINE:</b></p>

	<p>★ To be established by Dunstable Committee</p> <p><b>RESPONSIBILITY:</b> Superintendent, Director of Finance, Dunstable Committee</p>
<p><b>PFAS Mitigation</b></p>	<p><b>ACTION #7</b> Continue to monitor and work with the multi-town committee toward short and long term solutions for PFAS.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Short Term Plan by September 2023</li> <li>★ Long term plan by December 2023</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, SC, Director of Building &amp; Grounds, Director of Finance</p>

**Overarching Goal D: Student Performance**

The Groton-Dunstable Public Schools will provide, supported by a continuous cycle of improvement, an engaging, innovative, rigorous, and individualized system of teaching and learning that provides all students with the knowledge and skills necessary for college, career and global citizenship in the 21st century while integrating social, emotional, and wellness support. GDRSD will ensure that district-wide levels of support are accessible and appropriate for all students to ensure equitable outcomes.

<b>Subgoals</b>	<b>Action Plans</b>
<p><b>Student Achievement</b></p>	<p><b>ACTION #1</b> Review key metrics used to monitor progress of student achievement and continue to measure the mitigation of interrupted learning due to COVID, such as IXL, Dibels, pre-post assessments for writing on quarterly basis at CEO principal meetings.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Present data as it become available throughout the year, for example: <ul style="list-style-type: none"> <li>● October: MCAS</li> <li>● November: Dibels &amp; IXL, pre/post writing</li> <li>● February: Dibels &amp; IXL, pre/post writing</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● April: Dibels &amp; IXL, pre/post writing</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, Assistant Superintendent, Coordinator of Mathematics, Coordinator of ELA</p>
<p><b>Multi-Tiered System of Support</b></p>	<p><b>ACTION #2</b> With guidance from the DESE 3 year academy, develop and implement a district wide plan to ensure the successful application and implementation of a Multi-Tiered System of Supports throughout the district. Provide an Action Plan with measurable goals, implementation strategies, measurement and accountability benchmarks integrated into the plan to document equitable outcomes of all students. Specific responses and strategies relative to the Overarching Findings identified in the ACCEPT Collaborative program evaluation are to be included and addressed in the plan to include all schools evaluated.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Timeline will be established based on academy dates forthcoming in June 2023.</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, Assistant Superintendent, Principals, Academy Participants</p> <p><b>ACTION #3</b> Continue to map the common understanding of the seven systems and structures that have been identified to help create a successful District Multi-Tiered System of Support</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ By December of 2023, the final common understandings of the communication system &amp; structure and supervision &amp; evaluation will be ready to share with school committee in the form of 0-5 maps,</li> <li>★ By May of 2024, the draft common understandings of the culture &amp; climate systems &amp; structures and the data culture &amp; data based decision making systems &amp; structures will be ready to share with the school committee in the form of 0-5 maps.</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, Assistant Superintendent, School Leadership Team</p>

	<p><b>ACTION #4</b> Guide and mentor the MTSS Tier I and MTSS Tiers II &amp; III coordinators as they begin their leadership roles in 2023/2024 school year.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Throughout 2023/2024 school year</li> </ul> <p><b>RESPONSIBILITY:</b> Superintendent, Assistant Superintendent</p>
<p><b>DOCUMENT TIME ON LEARNING REQUIREMENTS</b></p>	<p><b>ACTION #5</b> Provide a presentation of how and that all time on learning requirements are being met at each of the schools in the district. Indicate the amount of recess (if applicable), passing time and other time that cannot be counted towards time on learning requirements. If there are issues with meeting time on learning requirements, provide resolution as to how the time on learning requirements will be met. Indicate any budget or union related negotiations associated with complexities of meeting all academic time on task needs including those needed for recess, staff or administrative related Professional Development or prep time for classes.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Complete by <b>early May 2024</b>, mid cycle presentation of progress required</li> </ul> <p><b>RESPONSIBILITY:</b> School Leadership teams, Assistant Superintendent, and Superintendent</p>
<p><b>High School Class Scheduling</b></p>	<p><b>ACTION #6</b> Provide a presentation of proposed revisions to the high school class offerings and scheduling to include the pros and cons and budget impacts and staffing challenges associated with the proposed changes. Provide a schedule of implementation and what metrics are to be used to ensure the change is successful.</p> <p><b>TIMELINE:</b></p> <ul style="list-style-type: none"> <li>★ Complete by <b>early May 2024</b>, mid cycle presentation of progress required</li> </ul>

**RESPONSIBILITY:** School Leadership teams, Assistant Superintendent, and Superintendent

## Overarching Goal E: Educational Environment

It is intended that the educational environment at GDRSD will be based on best-practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials, and infrastructure required for optimum teaching and learning. A learning environment is more than just a classroom—it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. The learning environment comprises the physical space, the psychological environment and the emotional environment that supports learning.

### Subgoals

#### **Culture & Climate:**

The Culture and Climate Survey Committee spent time this year researching various survey instruments that could be used by the district to assess our overall school culture and climate. An instrument was selected, a pilot was conducted, and the full survey was given in the last week of May and the first 2 weeks of June. Going forward, the School Committee would like to take annual data derived from this survey to develop action plans for areas where there is the potential for growth. The School Committee and Administration should work with the School Culture and Climate Committee to continue to administer an annual survey to all stakeholder groups (Students, Faculty & Parents at all grades) in the district. This committee will also analyze the survey data and provide feedback that will help school leadership to create action plans.

### Action Plans

**ACTION #1** Communication to the District about the next survey cycle shall be sent out in early February for a survey administration to be completed no later than the second week of March. All stakeholder groups should take the survey within the same 14-day period. Analysis of data for trends will happen within a month of the data collection. School leadership and Culture & Climate Survey Committee will provide the school committee with draft action plans within one month of receiving data analysis. This timeline shall be the same year to year going forward, unless an alternative timeline is agreed to by the School Committee and Superintendent.

#### **TIMELINE:**

- ★ Analysis of the 2022-2023 school year survey shall take place between late Spring-Early Fall 2023.
- ★ A general report of the findings from the survey should be provided to the School Committee and the community in September, 2023.
- ★ Draft action plans should be completed and presented no later than the first School Committee meeting in October, based on the 22-23 survey data. The data from the vocal survey, which is a separate survey and is

administered as a part of MCAS, should be tied into these action plans as well, although the timeline for that may be slightly later in the Fall, depending on when the MCAS results are released.

**RESPONSIBILITY:** Superintendent and Assistant Superintendent, Culture and Climate Survey Committee

**ACTION #2** Connect the individual school core values established in 2022/2023 to district-wide focus of Acceptance, Belonging, Community, District-wide support resulting in Equitable Outcomes for all students.

**TIMELINE:**

- ★ Throughout the school year with a presentation on the work by May of 2024

**RESPONSIBILITY:** Superintendent, Assistant Superintendent, Principals, Behavioral Task Force

**ACTION #3** Continue to develop and reach a common understanding of the characteristics found in classrooms that support SEL, MBH, DEI and Engaging Academics in order to create a school culture and climate that support the district goal of A+B+C+D=E

**TIMELINE:**

- ★ September/October 2023 SLT work with the 8 look fors established in 2022/2023 school year
- ★ November/December 2023 presentation to school faculty at each building for discussions
- ★ January/February 2024 include in Assistant Superintendent's update
- ★ March - May 2024 identifies for reinforcement of look fors and areas where we need to support development.

**RESPONSIBILITY:** Superintendent, Assistant Superintendent, Principals, Educators, Evaluators



**Social, Emotional, & Mental & Behavioral Support (Behavioral Task Force)**

The Behavioral Task Force (BTF) was established as a method of collecting data on incidents involving student behavior which required additional support beyond what the classroom teacher was able to provide on their own. This year, the BTF assisted the Coordinator of Mental and Behavioral Health in creating and refining the Call for Support protocol. Going forward, the BTF will still operate as a District wide task force but will also work in building based teams to address specific issues going on at each school.

**ACTION #4** The creation of building based teams. The information derived from the building-based teams shall be provided to the district-wide BTF and school leadership, and will be used to determine any additional PD, staffing, resources, or other supports that are needed. The District-wide BTF should include at least one member from each building based team.

**TIMELINE:**

- ★ Building Based teams shall be formed by the end of September, 2023 and a meeting schedule agreed to.
- ★ The building-based teams shall meet once per month in order to continuously monitor issues that arise, and determine what steps or supports are needed to remediate them.
- ★ School leadership shall present to the School Committee in a regular meeting in November and May so that the School Committee is aware of any potential budgetary considerations.
- ★ The District-wide BTF should meet every other month, with the first meeting to take place in September. Focused discussions relative to the use and implementation of the tool to ensure data is consistent, accurate and beneficial is to be addressed.

**RESPONSIBILITY:** Superintendent, Assistant Superintendent, MTSS Tier I and II/III Coordinators, Building BTFs and District BTF

