

King Philip Regional School District Strategic Plan 2019-2024



The King Philip Regional School District

Excellence today,

Excellence tomorrow

The Warrior Way



Warriors are.....

Welcoming

Achievers

Respectful

Responsible

Inclusive

Open

Resilient

Safe

Schools can get a better picture of how to improve learning for all students by gathering, intersecting, and organizing different categories of data more

Since August, 2018, the Superintendent has been collecting data about the King Philip Regional School District. The intent of this data collection project was to determine the district's strengths as well as to analyze its areas of need in order to inform the work of the administrative team in creating a strategic plan for the next 5 years. The following report is a summary of the methods used, the information learned and the plan created.

Throughout the 2018-2019 school year, the Superintendent conducted a variety of interviews with the district's various stakeholders. In each of these interviews three questions were asked. What are the strengths of the King Philip Regional School District? What changes to the King Philip Regional School District would you suggest? If you were making recommendations for the future, what goals/actions would you suggest? Interviews were conducted with the staffs of both buildings, parents, and community leaders.

The responses received from these inquiries are as follows:

- The district should continue to provide all students with a rigorous curriculum
- The district should continue to focus on the social/emotional issues of its students
- The district should continue to utilize public relations experts and to foster community and town engagement
- The district should continue to develop supportive, responsible, and realistic budgets
- The district should continue to offer students a wide variety of clubs, bands, sports, DECA, honor societies, etc.
- The high school should stop using GPAs to determine valedictorians
- The district should strive to lower the number of students who exit the district to attend private schools
- The district should continue to investigate and ultimately implement a later start time for students
- The district should promote acceptance of all of its students
- The district should provide significant training and parental support regarding social media
- The district should consider offering a life skills course for all high school students
- The district should investigate bringing back some tech options
- The district should provide better guidance for students regarding post-secondary options
- The district should develop a measurable plan for improving academic achievement
- The district should educate the public about non-academic requirements and unfunded mandates
- The district should help to develop and promote an alumni association

In addition to discussions with the staff, parents and community members, the superintendent also met with student groups in both buildings.

The responses received from the high school students are as follows:

- Eliminate Styrofoam lunch trays
- Offer more music opportunities
- Offer more art classes
- Offer more engineering classes
- Offer more lab sciences
- Offer financial literacy courses
- Offer more college prep workshops
- Offer more freshman and sophomore electives
- Explore offering American Sign as a language
- Offer 4 years of Latin
- Schedule snack time
- Make sure bathrooms have soap and mirrors
- Have AP teachers teach more to the subject than the text

“Without data you are just another person with an opinion.”

Scott Ebbrecht

The responses received from middle school students are as follows:

- Keep SAT – Study hall, students need time to complete homework in school
- Offer more music options
- Keep and expand the homework club
- Ask teachers to stay after school for extra help on different days rather than on the same day
- Have more and better technology
- Keep and expand the drama club
- Offer more after school sports
- Provide more time for passing between classes
- Schedule more field trips

In addition to the anecdotal data collected through these various interviews, a number of other data sources were reviewed to inform the work of the administrators as they prepared to create a strategic plan.

Enrollment by Race/Ethnicity (2018-19)		
Race	% of District	% of State
African American	1.9	9.2
Asian	2.2	7.0
Hispanic	3.0	20.8
Native American	0.0	0.2
White	90.9	59.0
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	1.9	3.8

Although some staff has expressed concerns about the attendance rates for some of the district's students, in fact, the attendance rate for KPRSD is above the state average at 95.2%.


Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.2	8.6	29.3	10.2	2.7
Female	95.4	8.2	30.1	9.4	2.3
Male	95.0	8.9	28.5	10.7	3.0
Economically Disadvantaged	90.6	16.3	54.8	29.1	7.4
High Needs	92.4	13.6	44.8	21.7	5.1
LEP English language learner	86.5	23.7	63.6	45.5	9.1
Students with disabilities	93.1	12.5	40.6	18.7	4.1
African American/Black	96.1	6.9	25.6	10.3	2.6
Asian	95.9	7.4	21.6	10.8	0.0
Hispanic or Latino	93.6	11.2	41.3	15.2	10.9
Multi-race, non-Hispanic or Latino	95.0	8.9	27.3	11.4	4.5
Native Hawaiian or Pacific Islander					
White	95.2	8.6	29.3	10.0	2.5

Even though the number continues to remain low in comparison to state data, the percentage of children attending the King Philip Regional School District whose first language is not English is on the rise as is the percent of students in Norfolk, Plainville and Wrentham who live in a home where English is not the primary language spoken.

Title	% of District	% of State
First Language not English	2.2	21.9
English Language Learner	0.7	10.5
Students With Disabilities	16.4	18.1
High Needs	22.9	47.6
Economically Disadvantaged	8.8	31.2

The King Philip Regional School District can celebrate the fact that the rate of students graduating from high school is significantly higher, 95.3%, than the state average of 87.9%.

4-Year Graduation Rate (2018)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	340	95.3	3.2	0.0	0.0	1.5	0.0
Male	167	95.8	4.2	0.0	0.0	0.0	0.0
Female	173	94.8	2.3	0.0	0.0	2.9	0.0
EL	3	-	-	-	-	-	-
Students w/ disabilities	39	71.8	23.1	0.0	0.0	5.1	0.0
Low income	42	76.2	14.3	0.0	0.0	9.5	0.0
High needs	71	80.3	14.1	0.0	0.0	5.6	0.0

	% of District	% of Stat
4-Year Private College	41.3	29.3
4-Year Public College	38.8	31.1
2-Year Private College	0.3	0.5
2-Year Public College	6.1	19.1
Other Post-Secondary	1.2	2.0
Apprenticeship	0.9	0.4
Work	3.1	9.0
Military	2.1	2.1
Other	0.6	1.6
Unknown	5.5	5.0

“The most valuable commodity I know of is information.” – [Gordon Gekko](#), *Wall Street*

The percentage of students graduating from King Philip Regional High School and going to a 2 or 4 year college or university, 86.5%, is considerably higher than the state average of 80%. Additionally, 80.1% of KP graduates attend 4 year institutions in comparison to 60.4% across the Commonwealth of Massachusetts.

As part of the Race to the Top initiative, the Massachusetts Board of Education began encouraging districts to adopt more rigorous graduation requirements, such as 4 years of mathematics for all graduating seniors. The teachers and administration of the King Philip Regional School District reviewed these requirements and adopted them. Thus, 100% of the students who graduated from the King Philip Regional School District in 2018 had completed all MassCore requirements.

Student discipline and safety issues are a concern with parents who are considering sending their children to the King Philip Regional Schools. It should be noted that during the 2018-2019 school year, no students were disciplined for an offense that would require a permanent suspension. Less than ½% of the King Philip student population received out of school suspensions for an offense deemed important enough to be reported to the Massachusetts Department of Elementary and Secondary Education. Significant offenses

included: being found to be under the influence of drugs, alcohol or tobacco products, being in possession of drug, alcohol or tobacco products or being involved in a physical altercation such as a fight.

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	2,069	18	0.7	0.3	0.0	0.0	0.0
English Learner	11	1					
Economically disadvantaged	220	7	1.8	1.8	0.0	0.0	0.0
Students w/disabilities	283	6	0.7	1.8	0.0	0.0	0.0
High needs	438	10	1.4	1.4	0.0	0.0	0.0
Female	983	4					
Male	1,085	14	1.0	0.5	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0						
Asian	37	0					
Afr. Amer./Black	41	0					
Hispanic/Latino	44	1					
Multi-race, Non-Hisp./Lat.	44	0					
Nat. Haw. or Pacif. Isl.	1						
White	1,902	17	0.7	0.3	0.0	0.0	0.0

During the 2017-2018 school year, 784 AP exams were taken by 378 KP students. Of these, 75.3% of the exams earned a score between 3 and 5.

Subject	Tests Taken	% Score 1-2	% Score 3-5
All Subjects	784	24.7	75.3
Arts	13	23.1	76.9
Studio Art: 2-D Design	13	23.1	76.9
English Language Arts	203	17.2	82.8
English Lang/Comp	135	14.1	85.9
English Lit/Comp	68	23.5	76.5
Foreign Languages	63	28.6	71.4
French Lang	14	57.1	42.9
Spanish Lang	49	20.4	79.6

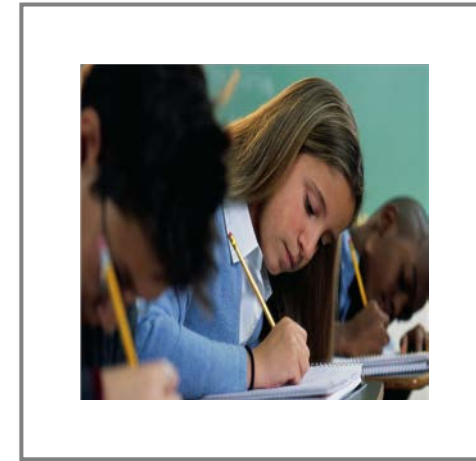
History and Social Science	206	27.7	72.3
Economics: Micro	18	38.9	61.1
Govt & Pol: U.S.	76	40.8	59.2
History: U.S.	38	13.2	86.8
History: World	52	21.2	78.8
Psychology	22	13.6	86.4
Math and Computer Science	168	32.7	67.3
Calculus AB	80	12.5	87.5
Calculus BC	13	0.0	100.0
Computer Sci A	24	54.2	45.8
Statistics	51	62.7	37.3
Science and Technology	102	25.5	74.5
Biology	59	30.5	69.5
Chemistry	28	17.9	82.1
Physics C: Mech	15	20.0	80.0
Capstone	29	0.0	100.0
Capstone Seminar	29	0.0	100.0

<u>Subject</u>	<u>Test Takers</u>	<u>Tests Taken</u>	<u>One Test</u>	<u>Two Tests</u>	<u>Three Tests</u>	<u>Four Tests</u>	<u>Five or More Tests</u>
All Subjects	378	784	139	125	75	28	11
Arts	13	13	13	0	0	0	0
Studio Art: 2-D Design	13	13	13	0	0	0	0

English Language Arts	203	203	203	0	0	0	0
English Lang/Comp	135	135	135	0	0	0	0
English Lit/Comp	68	68	68	0	0	0	0
Foreign Languages	63	63	63	0	0	0	0
French Lang	14	14	14	0	0	0	0
Spanish Lang	49	49	49	0	0	0	0
History and Social Science	194	206	182	12	0	0	0
Economics: Micro	18	18	18	0	0	0	0
Govt & Pol: U.S.	76	76	76	0	0	0	0
History: U.S.	38	38	38	0	0	0	0
History: World	52	52	52	0	0	0	0
Psychology	22	22	22	0	0	0	0
Math and Computer Science	134	168	104	26	4	0	0
Calculus AB	80	80	80	0	0	0	0
Calculus BC	13	13	13	0	0	0	0
Computer Sci A	24	24	24	0	0	0	0
Statistics	51	51	51	0	0	0	0
Science and Technology	100	102	98	2	0	0	0
Biology	59	59	59	0	0	0	0
Chemistry	28	28	28	0	0	0	0
Physics C: Mech	15	15	15	0	0	0	0
Capstone	29	29	29	0	0	0	0
Capstone Seminar	29	29	29	0	0	0	0

Like the AP data, the SAT scores were also very strong.

<u>Student Group</u>	<u>Test Takers</u>	<u>Reading / Writing</u>	<u>Math</u>
All Students	421	580	573
Economic Disadv.	26	560	565
Special Education	24	478	475
High Needs	46	527	527
Female	211	583	566
Male	210	578	581
White	401	582	574



A great deal of important data regarding risky student behavior has been gathered and the results are as follows: alcohol use by students in grades 9-12 since 2008 has dropped from 58.9% to 44.3%. This is significantly lower than the state average of 56%. Grade 9-12 students reporting using marijuana has declined from 38% in 2008 to 31%. This percentage is also below the state average of 38%. Tobacco use in the King Philip communities is also at an all-time low of 12%, down from 32% in 2008, and again lower than the state average of 20%. Of considerable concern for the district is the use of electronic vapor products. The percentage of students using these products has risen from 31% in 2014 to 41% in 2018. This percentage is consistent with the state average.

Additional data gleaned from the 2018 MetroWest Adolescent Health Survey shows a dramatic increase in the number of students dealing with mental health and social/emotional issues. Twenty-two percent of King Philip students in grades 7 and 8 and 40% of students in 9 through 12 reported that life was very stressful. Additionally, 15% of middle school students and 21% of high school students acknowledged experiencing symptoms of depression during the past 12 months. Fifteen percent of middle school, as well as, 15% of high students have considered suicide over the past 12 months. Twenty-eight percent of KP middle school students and 23% of KP high school students reported being the victims of bullying during the previous 12 months. When asked if they are able to identify a caring adult within the school that they would turn to when dealing with a significant problem, only 60% of King Philip middle school students and 67% of high school students responded yes to this question. While these percentages are in line with Massachusetts state averages, these statistics all show an increase from previous surveys and are very concerning.

For the past 20+ years, MCAS has driven instructional decisions in districts throughout Massachusetts. Overall, the data regarding King Philip growth and achievement is positive. At the King Philip Regional Middle School, students are achieving at high levels in both reading/ELA and mathematics, significantly outperforming the state. In science, the middle school students are dramatically outperforming their peers throughout the Commonwealth. In ELA and mathematics, KP middle school students have demonstrated growth from one year to the next that falls within the low moderate range. The high achievement has continued to be evidenced by the students as they move from the middle school to the high school. Once again, achievement scores in grade 10 for mathematics, English language arts and science are significantly above the state average, with science once again, dramatically outperforming the Commonwealth and average growth for grade ten is moderate

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 07 - ENGLISH LANGUAGE ARTS	55	48	9	8	46	40	39	38	6	13	386	503.8	46.8	373
GRADE 07 - MATHEMATICS	57	48	11	11	46	37	34	39	9	13	392	502.8	36.3	376
GRADE 08 - ENGLISH LANGUAGE ARTS	60	52	5	11	55	40	33	35	7	14	349	503.6	42.3	333
GRADE 08 - MATHEMATICS	53	46	4	10	49	37	41	41	6	12	349	501.5	33.4	332
GRADE 08 - SCIENCE	56	46	6	8	50	38	40	41	4	13	349	503.0	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	80	61	26	13	54	48	17	31	3	8	311	518.0	55.9	287
GRADE 10 - MATHEMATICS	70	59	18	13	52	45	26	33	4	9	313	511.2	48.9	290
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	58	52	7	10	50	42	36	37	6	11	735	503.7	44.6	706
GRADES 03 - 08 - MATHEMATICS	55	49	8	9	47	40	37	39	8	12	741	502.2	34.9	708
GRADES 05 & 08 - SCIENCE	56	48	6	8	50	39	40	40	4	12	349	503.0	N/A	N/A

Based on the extensive data available to the King Philip Regional School District's Administrative Team, the following vision, mission, and strategic plan were developed.

Vision

The King Philip Regional School District inspires students to develop their passions and prepares them to succeed in a world of rapid and constant change.

Mission

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve to their fullest potential.

This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning.

The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

Guiding Belief

We believe that students have the potential to achieve all of their aspirations when they are in an environment that does not marginalize.

Imagine an environment where every student has a champion, a voice and the supports needed to overcome their challenges and achieve their aspirations.



Strategic Plan

2019 - 20124

Goal 1: Ensure rigorous and relevant 7-12 curricula that fosters active engagement and depth of understanding.

Rationale: Most measures used in the district such as SATs, Advanced Placement Exams, and common assessments demonstrate strong performance. Over the past two years, MCAS scores show that students in grades 7, 8, and 10 are out performing their peers throughout the state of Massachusetts in mathematics, English Language Arts and Science. Yet the overall achievement in some of these areas has declined or not reached state set achievement targets. Additionally, King Philip Regional students have consistently demonstrated low, moderate growth.

Outcome: King Philip Regional students will increase achievement at or greater than state targets as evidenced by the Massachusetts assessment, MCAS, and will consistently demonstrate moderate to high growth rates.

Action Steps:	Date of Completion:	Budget Implications:
1) Foster continued collaborative analysis of district and state assessments for the purpose of measuring and informing instructional practices. Provide materials, training, and time for departments and data team to continue collaborative analysis of district and state assessments for the purpose of measuring and informing changes in instructional practices.	Ongoing	Professional Development Web Based Assessment Tools- Universal Screener
2) Review and revise existing curricula to support and align with state frameworks and Social Emotional initiatives.	Ongoing	ATLAS- Parent and Staff View Professional Development

3) Ensure continued development of transition plans and processes for elementary to middle school, middle to high school, and high school to career/college to support successful student academic learning.	June 2021	NA
4) Implement the Multi-Tiered System of Supports framework to meet the needs of all students by ensuring data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth.	June 2024	Substitute Coverage Professional Development Possible Staffing Increases
5) Cultivate a school environment that ensures equity and access and fosters a shared belief around learning that highlights resilience and opportunity for all students.	Ongoing	Substitute Coverage Professional Development
6) Fully implement a team approach at the middle school to allow teachers to establish stronger teacher-student relationships based on an improved understanding of the students and their specific learning needs, provide a feeling of continuity and mentorship for students, and create a stronger sense of community and belonging among students.	June 2021	Professional Development Possible Staffing Increases
7) Organize students in heterogeneous learning groups to create a culture of high expectations for all students by providing a safe and personalized learning environment for each student. Provide focused professional development for teachers to enable them to acquire the skills and dispositions needed in detracked schools. These include high expectations for all, differentiated instruction, cooperative learning, co-teaching, and complex instruction.	June 2021	Professional Development
8) Provide all students with high quality, differentiated instruction designed to both remediate and enrich all students based on their individual needs through the creation of inclusive learning environments which utilize a co-teaching model of instruction between general and special education teachers.	Ongoing	Professional Development Possible Staffing Increases

Goal 2: Develop a supportive learning community through a social emotional initiative to encourage the healthy development of all students.

Rationale: Based on data gleaned from the 2018 MetroWest Adolescent Health Survey, 22% of King Philip students in grades 7 and 8 and 40% of students in 9 through 12 reported that life was very stressful. Additionally, 15% of middle school students and 21% of high school students acknowledged experiencing symptoms of depression during the past 12 months. Fifteen percent of middle school, as well as, 15%

of high students have considered suicide over the past 12 months. Twenty-eight percent of KP middle school students and 23% of KP high school students reported being the victims of bullying during the previous 12 months. When asked if they are able to identify a caring adult within the school that they would turn to when dealing with a significant problem, only 60% of King Philip middle school students and 67% of high school students responded yes to this question. While these percentages are in line with Massachusetts state averages, these statistics all show an increase from previous surveys.

Outcome: Fewer King Philip students will report/demonstrate concerns associated with healthy social-emotional development such as; stress, depression, suicidal thoughts, and bullying. Students will show an increase in access and use of protective factors such as; support from caring adults within the school.

Action Steps:	Date of Completion:	Budget Implications:
1) Review current programs, supports, policies and protocols to conduct gap analysis	June 2020	NA
2) Review data on student needs and trends of the MetroWest Adolescent Behavior Survey, discipline and social-emotional data	June 2020	NA
3) Develop an action plan to implement a comprehensive social emotional framework	August 2020	NA
4) Review and revise resources for students and staff based on gap analysis outcomes.	December 2020	Resource materials Possible Staffing Increase
5) Provide ongoing and sustained professional development to provide staff with the tools to support the social emotional learning needs of all students	Ongoing	Substitute Coverage Professional Development
6) Increase family awareness and understanding of wellness through programming that includes Healthy KP and community resources.	Ongoing	NA
7) Conduct a feasibility study to consider the implementation of a later start time to support the social emotional growth of all students	June, 2020	To Be Determined through the study

Goal 3: Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.

Rationale: The King Philip Schools service 3 distinct and unique communities. Many members of these communities do not have a direct connection to the schools. It is important for community members to have a clear understanding of how the schools operate so that trust and pride can grow and be sustained. When the communities demonstrate a sense of pride in their schools they are more likely to provide support and assistance when needed. Additionally, parents and guardians play an integral role in the education of their children. It is imperative that they receive accurate and timely information about the schools and their children’s progress so that they can serve as well informed partners in the learning process.

Outcome: Parents and community members will receive timely, comprehensive and ongoing communication through a variety of mediums and modalities about the status of each school, the welfare of its students and individual student progress.

Action Steps:	Date of Completion:	Budget Implications:
1) Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.	August 2020	NA
2) Sustain effective and purposeful communications with external stakeholders.	Ongoing	NA
3) Foster a positive working partnership with families by improving methods of communication-related to student academic learning.	Ongoing	Possible Technology tool purchases and updates
4) Develop and sustain a mutually supportive and trusting relationship with Wrentham, Norfolk, and Plainville communities.	Ongoing	NA

Goal 4: Provide and enhance the integration of technology resources available to staff and students.

Rationale: Technology continues to take on an increasingly important role in 21st century education. Students need to both learn how to use technology and must have tools to assist them in the learning process.

Outcome: Based on the input of students and staff, the district will follow a clearly articulated comprehensive technology plan where KPRSD staff and students are supported with appropriate infrastructure, hardware, web-based technology, and training to utilize in an efficient manner.

Action Steps:	Date of Completion:	Budget Implications:
1) Create, implement, and analyze a survey for staff and students to better define the current and future technology needs of the district	November 2020	N/A
2) Each department will conduct a needs assessment to assist in the creation of district wide vision for technology integration.	November 2020	N/A
3) Each department will create a department based vision for technology integration.	December 2020	N/A
4) Develop and implement a District Technology Plan to support the mission, goals, and objectives of the district.	January 2021	N/A

Goal 5: Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

Rationale: Member towns support and sustain the district by providing the financial resources to enable the district to educate its students. A well defined clearly articulated and fiscally responsible budget is necessary. To accomplish this, the district needs well-maintained, safe and appropriate facilities which provide an environment where students can learn and staff can teach effectively. Dedicated faculty, staff, and administrators are the district's most valuable assets, and we need to recruit, develop, and retain the best possible workforce to educate our students.

Outcome: Develop and sustain the effective and efficient use of resources, provide a safe and well-maintained learning environment, and employ highly-qualified employees.

Action Steps:	Date of Completion:	Budget Implications:
1) FINANCE: Develop a budget which supports the district’s vision, mission, and goals, while allocating and managing expenditures consistent with district and school-level goals and available resources.	Annually	None - It literally <u>is</u> the budget
2) FACILITIES: Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment. <ol style="list-style-type: none"> 1. Update emergency response guidelines 2. Maintain and enhance video monitoring systems 3. Maintain and enhance access control systems 4. Update district’s capital improvement plan 5. Relocate central office personnel 	<ol style="list-style-type: none"> 1. Fall 2019 2. Ongoing, in phases 3. Summer 2020 4. Winter 2019/20 5. Summer 2019 	<ol style="list-style-type: none"> 1. Printing emergency guidebooks 2. Purchase of cameras 3. Purchase of control system 4. Architect & engineer contracts 5. No impact to general budget
3) HUMAN RESOURCES: Implement a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.	Initially, by summer 2020, and then ongoing	Advertising Professional development