



# Driving toward 2030

*Strategic Plan*

***Empower • Ignite • Shape***

# Superintendent's Message: *DRiving Toward 2030*

Dear DR Community,

The towns of Dighton and Rehoboth have a rich history of faithfully supporting the education of the next generation. The Dighton-Rehoboth Regional School District plays a pivotal role in shaping the lives of its residents, especially the youth, by influencing their future prospects. Understanding the need for a strong educational base in the modern era, I initiated the *DRiving Toward 2030* Strategic Plan to continually empower our educators. This collaborative plan aims to introduce innovative and progressive approaches to education as we near the next decade, serving as both a roadmap and a task list to prioritize the ways that we can ignite the love of learning for current and future students.

Previously, the absence of a comprehensive strategic plan resulted in reactive decision-making within DRRSD, leaving the District susceptible to the influence of individual leadership ideologies. The new plan emphasizes a collective approach, valuing input from stakeholders both within and outside the school system. Through the *DRiving Toward 2030* strategic planning initiative, students, staff, families, and community representatives were engaged to ensure inclusivity and progress, aiming to sustain and enhance the positive momentum of our *#WeAreDR* mindset for the benefit of students and the community.

At the heart of the Strategic Plan are three core principles: empowering staff, igniting the fires of learning and curiosity in students, and shaping the futures of our students and our District. These goals are interconnected and structured around five main pillars: Safe & Healthy Learning Environments, Curriculum & Instruction, Extended Learning Opportunities, Funding & Facilities, and Community Engagement, each with specific objectives aimed at advancing the overall mission. While recognizing the inability to address every challenge faced by DRRSD, the plan commits to addressing significant structural issues through 2030, aiming to put an end to the habit of delaying difficult questions while striving for meaningful progress.

The leadership of the Dighton-Rehoboth Regional School District expresses appreciation for those involved in developing the *DRiving Toward 2030* Strategic Plan and calls for continued collaboration to facilitate a renaissance of education in our schools. Through dedication to this plan, our District aspires to create an environment conducive to student success, fostering a community united in its commitment to education, and ensuring a brighter future for all residents.

Thank you!

*Together, we are DR!*



Bill Runey, Superintendent





## School Committee

**Christopher Andrade**, Chairperson (Dighton)

**Richard Barrett** (Rehoboth)

**Donna Berdos** (Dighton)

**Eliza Couture** (Dighton)

**Karen DaSilva** (Rehoboth)

**Katie Ferreira-Aubin**, Secretary (Rehoboth)

**Glenn Jefferson** (Dighton)

**Peter Latour** (Dighton)

**Aaron Morse**, Vice Chairperson (Rehoboth)

**Jeffery Reber** (Rehoboth)

## Central Office Administration

**Bill Runey**, Superintendent

**Frederick Souza, Jr.**, Assistant Superintendent

**Marie-Juanita DiGioia**, Special Education Director

**Debra Sansone**, Human Resources Manager

**Leo Brehm**, Director of Instructional Technology



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# Strategic Planning Committee

Thank you to our Strategic Planning Committee members, who spent countless hours collecting and analyzing data, engaging with stakeholders throughout the District, reviewing volumes of feedback, and collaboratively drafting an ambitious document that will guide our work in the future.

Safe & Healthy Learning Environments	Curriculum, Instruction & Learning Outcomes	Expanded Learning Opportunities	Community Engagement	Funding & Facilities
Amy Abrams	Jacqueline Ash	John Herald	Arnold Chamanlal	Leo Brehm
Aaron Andrade	June Cruz	Eileen Kelleher	Eliza Couture	Lynn Dessert
Paula Janson	Tracey Gustafson	Joseph Medeiros	Dustin Demers	Steve Donovan
Teresa Jefferson	Katie Ferreira-Aubin	Christina McGourty	Marie-Juanita DiGioia	Katelyn Lima
Kris Kefor	Cheryl Howard	Debra Sansone	Jeff Reber	Courtenay St. Germain
Brianne Kelleher	Cheryl Leandro	Rebecca Souza		
	Mason Morgado			
	Kimberly Ouellette			
	Lisa Owen			

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# Meet Our Schools!



**Elementary Schools**  
 Two Schools  
 1,115 PK-4th Students

**Middle Schools**  
 Two Schools  
 856 5-8th Students

**High School**  
 One School  
 633 9-12th Students

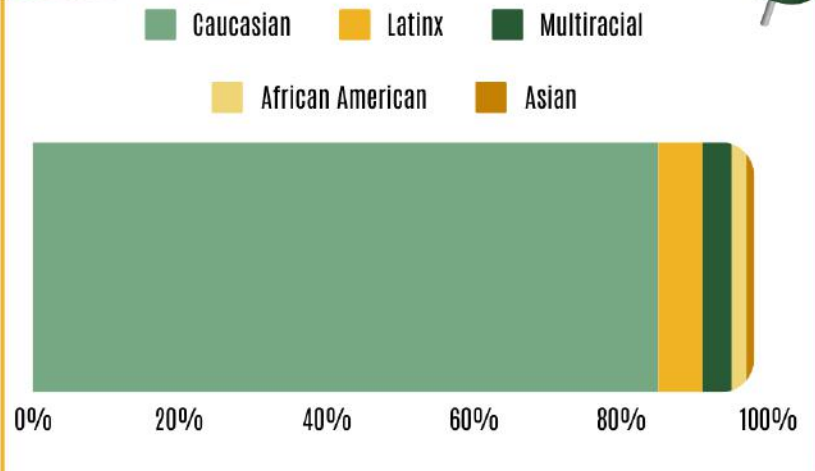
2023-2024 Enrollment Data

**15%**  
 Free / Reduced Lunch

**<1%**  
 English Learners

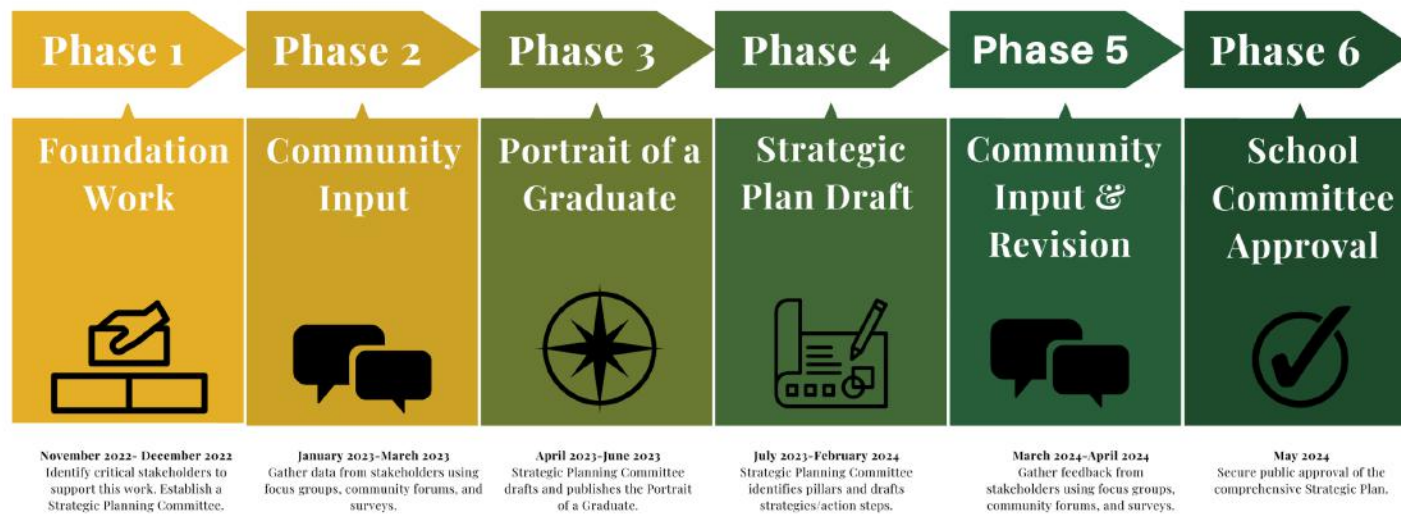
**22%**  
 IEPs  
 (Individualized Educational Plans)

## Student Snapshots



# The Process

The Dighton-Rehoboth Regional School District utilized a multi-year process to develop a Portrait of a Graduate, a Mission Statement, and a Strategic Plan.



## Next Steps

Each school will develop School Improvement Plans outlining time-bound, actionable, and measurable goals that align with the *Driving Toward 2030* Strategic Plan.

# Portrait of a Graduate

The Portrait of a Graduate, developed in 2023, articulates the collective hopes and dreams that our community has for our students and the skills, experiences, and habits that all students need to be prepared for college, career, and life.

## Dighton-Rehoboth Graduates are...

**Collaborators**  
Engage as active members of teams, consider diverse perspectives, and demonstrate awareness of how to work effectively with others.

**Communicators**  
Listen actively and communicate ideas clearly through written, verbal, and visual means to a variety of audiences.

**Critical Thinkers**  
Use logic, reasoning, and flexibility to analyze situations and creatively solve problems.

**Globally Minded and Community Engaged**  
#WeAreDR - Build awareness of the world beyond Dighton-Rehoboth while actively engaging at the local level.

**Self and Socially-Aware**  
Understand and advocate for oneself and others using compassion and kindness.

**Future Ready**  
Become resilient, responsible, independent, and curious decision-makers who continuously set goals, build life skills, and look for growth opportunities.



## *Mission*

*The Dighton-Rehoboth Regional School District empowers staff to ignite curiosity and facilitate meaningful learning, preparing students to navigate future complexities while shaping their path to success in an ever-changing world.*

# *DRiving Toward 2030 Pillars*



**Pillar 1: Safe & Healthy Learning Environments**



**Pillar 2: Curriculum, Instruction, & Learning Outcomes**



**Pillar 3: Expanded Learning Opportunities**



**Pillar 4: Community Engagement**



**Pillar 5: Funding & Facilities**

*We Are DR!*






## Pillar 1: Safe & Healthy Learning Environments

**Guiding Belief:** Create an inclusive, safe, and welcoming environment that empowers students to self-advocate, thrive socially and academically, and reach their unique potential.

**Indicators of Success:**

- Demonstrated evidence of students’ problem-solving skills, self-advocacy, growing confidence, and positive feelings.
- Increased student attendance and decreased dropout rate.
- Integrated social emotional and trauma-informed instructional practices into daily school life.

Strategies	Action Steps
<b>1A:</b> Create an inclusive community.	<b>1A.1:</b> Continue to promote and communicate about practices and policies that ensure students’ physical, social, and emotional safety at school. <b>1A.2:</b> Consider all religious holidays when creating the District and school calendars and sending out family communication. <b>1A.3:</b> Support differentiated instruction and responses to students’ unique needs to enhance academic and social success. <b>1A.4:</b> Support staff in understanding and using appropriate language when referring to students. <b>1A.5:</b> Provide training on special education, gender, race, LGBTQIA+, religion, and Title IX and the law (protected classes etc.).

Strategies	Action Steps
<p><b>1B:</b> Build confidence and self-advocacy in students.</p>	<p><b>1B.1:</b> Offer consistent and ongoing Professional Development in responding to developmental and age-appropriate expectations within the classroom.</p> <p><b>1B.2:</b> Continue the District-wide K-12 implementation of a Tier 1 Universal Screener.</p> <p><b>1B.3:</b> Develop tiered academic and social emotional systems of support in alignment with the District Curriculum Accommodation Plan (DCAP).</p> <p><b>1B.4:</b> Provide continuous Professional Development on embedding Social Emotional Learning (SEL) competencies into the classroom instruction and activities.</p> 
<p><b>1C:</b> Create robust restorative practices.</p>	<p><b>1C.1:</b> Provide ongoing Professional Development on implementing restorative practices and Positive Behavior Interventions and Supports (PBIS).</p> <p><b>1C.2:</b> Develop school-based and District-wide Positive Behavior Interventions and Supports (PBIS) teams.</p> <p><b>1C.3:</b> Offer best practices through training, observations, and feedback about the importance of Social Emotional Learning (SEL) - inclusive practices and trauma-informed classrooms.</p>
<p><b>1D:</b> Offer more opportunities for student choice, autonomy, and self-paced learning.</p>	<p><b>1D.1:</b> Review schedules to consider how to increase flexibility during the school day which may include increased time for personalized learning.</p> <p><b>1D.2:</b> Include voice and choice (by interest or areas of strength) in the classroom.</p> <p><b>1D.3:</b> Offer ongoing Professional Development regarding student choice and self-advocacy in learning.</p> <p><b>1D.4:</b> Survey students to offer more flexibility and choices for afterschool activities at all levels where appropriate.</p>

Strategies	Action Steps
<p><b>1E:</b> Promote wellness and healthy choices.</p>	<p><b>1E.1:</b> Assess the current school meal program and identify areas for improvement.</p> <p><b>1E.2:</b> Educate students and parents about the importance of healthy eating habits.</p> <p><b>1E.3:</b> Develop awareness of the benefits of movement breaks and physical activity.</p>





## Pillar 2: Curriculum, Instruction, & Learning Outcomes

**Guiding Belief:** Empower and support staff to deliver high-quality curriculum and instruction that ignites all minds and shapes their futures.

**Indicators of Success:**

- Integrated student-centered learning practices in all learning spaces.
- The demonstration of skills and knowledge across various contexts, as determined by the analysis of student work.
- A regular practice of educators from different schools and grades collaborating effectively, communicating regularly, and sharing best practices.

Strategies	Action Steps
<p><b>2A:</b> Assess current learning environments across buildings to identify needs for equity and enhance hands-on, student-centered learning experiences.</p>	<p><b>2A.1:</b> Identify and create opportunities to include more student-centered practices within the curriculum (i.e. inquiry and project-based learning, interdisciplinary/cross-disciplinary projects, Project Lead the Way, etc.).</p> <p><b>2A.2:</b> Evaluate curriculum and instructional practices to ensure inclusivity and lack of bias using DESE’s framework from <b>IMplement MA Process</b>.</p> <p><b>2A.3:</b> Conduct an equity audit to partner with students, families, and employees to gather data and generate ideas on how our schools can best serve students of all backgrounds (DESE requires equity audit for all Massachusetts Districts).</p> <p><b>2A.4:</b> Create look-fors and deploy Learning Walks to gauge equity across the learning environments.</p>
<p><b>2B:</b> Adapt curriculum to ensure alignment with state standards and coherence across schools and grades.</p>	<p><b>2B.1:</b> Develop a PreK–12+ curriculum map, including a scope and sequence for each grade and subject.</p> <p><b>2B.2:</b> Ensure horizontal and vertical alignment of the curriculum and assess the integration of transferable skills.</p> <p><b>2B.3:</b> Provide opportunities for clear and transparent access to what is being taught in schools.</p>

Strategies	Action Steps
<p><b>2C:</b> Provide time and Professional Development for staff to innovate, revise, and collaborate.</p>	<p><b>2C.1:</b> Ensure teacher voice and choice in expanding Professional Development opportunities within the District (examples - SEL, differentiated instruction, technology).</p> <p><b>2C.2:</b> Provide time for professional collaboration to ensure horizontal and vertical alignment within District schools.</p> <p><b>2C.3:</b> Provide Professional Development that includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• fostering student agency, choice, and voice in lessons</li> <li>• inclusivity and bias</li> <li>• project-based learning</li> </ul> <p><b>2C.4:</b> Provide teachers with opportunities for peer-coaching and peer-observation to offer constructive feedback and support and continue to utilize educators to lead Professional Development and share their expertise.</p> <p><b>2C.5:</b> Provide opportunities to develop common assessments and rubrics that are aligned to standards.</p> <p><b>2C.6:</b> Establish a focus or theme for staff learning to provide coherent and consistent learning opportunities that translate into coherent shifts in instructional practices across the District.</p>
<p><b>2D:</b> Incorporate digital literacy and computer science skills into current curriculum PreK-12+.</p>	<p><b>2D.1:</b> Conduct a technology audit to determine the current and needed equipment and resources.</p> <p><b>2D.2:</b> Identify and create ways to weave essential digital literacy skills such as critical thinking, collaboration, and problem-solving into each subject area, fostering student engagement through technology.</p> <p><b>2D.3:</b> Expand High School digital literacy and computer science classes so more students have access.</p> <p><b>2D.4:</b> Identify best practices for a balanced use of technology within the classroom.</p> <p><b>2D.5:</b> Ensure that every student understands what it means to be a responsible digital citizen in an ever-changing technology landscape (i.e. What does it mean to be a responsible digital citizen while using social media, artificial intelligence (AI), personal devices, etc.?).</p>



## Pillar 3: Expanded Learning Opportunities

**Guiding Belief:** Offer Experiential Learning Opportunities both in and beyond the classroom to cultivate inclusive, innovative, and diverse pathways that foster future readiness.

**Indicators of Success:**

- The introduction of Career and Technology Education to students in Dighton and Rehoboth at an early stage in their school career.
- Additional opportunities for experiential and hands-on learning experiences.
- Expanded opportunities for project-based learning experiences.

Strategies	Action Steps
<b>3A:</b> Expand existing and develop new experiential learning opportunities offerings in all programs of study PreK-12+.	<b>3A.1:</b> Garner student feedback on specific academic and vocational-related interests and explore scheduling pathways that will expand opportunities for students to participate in both Career & Technical Education (CTE) and Advanced Placement (AP). <b>3A.2:</b> Increase CTE programming (Chapter 74) that represents current demand, such as but not limited to Culinary Arts, Health & Wellness, and Criminal Justice. <b>3A.3:</b> Integrate multidisciplinary field trips into supporting curriculum. <b>3A.4:</b> Incorporate team competitions and challenges within classrooms and school experiences.



Strategies	Action Steps
<p><b>3B:</b> Create clear explanations of different Career Paths and how to explore the different pathways.</p>	<p><b>3B.1:</b> Start career exploration in the elementary grades and job shadowing starting at grade 5.</p> <p><b>3B.2:</b> Invite community and family members to share during a Career Day.</p> <p><b>3B.3:</b> Develop a local mentorship program with area businesses.</p> <p><b>3B.4:</b> Integrate opportunities to connect with local businesses, industries, and government agencies as part of various curriculum.</p> <p><b>3B.5:</b> Increase students' financial literacy in terms of understanding post-secondary costs as related to careers.</p> <p><b>3B.6:</b> Create shadowing opportunities in supporting curriculum.</p>
<p><b>3C:</b> Cultivate learning opportunities outside of the classroom.</p>	<p><b>3C.1:</b> Expand field study/trip opportunities such as, but not limited to, visiting fields related to dental, medical, plumbing, accounting, sales, cosmetology, and criminal justice.</p> <p><b>3C.2:</b> Partner with external organizations to do “mini-consulting” projects that require no financial costs to the organizations but yield a high impact.</p> <p><b>3C.3:</b> Require volunteer hours to graduate.</p> <p><b>3C.4:</b> Develop innovation pathways for internship opportunities.</p> <p><b>3C.5:</b> Integrate service learning, peer-mentorship, and/or experiential learning opportunities that are integrated into units of study (i.e., expanding and maintaining a nature trail as part of an elementary science unit).</p> <p><b>3C.6:</b> Develop a system and structure for sustainable clubs and intramurals at all levels.</p>

Strategies	Action Steps
<p><b>3D:</b> Explicitly teach life skills PreK-12+.</p>	<p><b>3D.1:</b> Add specific life skills units of study at all grade levels.</p> <p><b>3D.2:</b> Offer mock job interviews and opportunities.</p> <p><b>3D.3:</b> Explicitly teach financial literacy, including but not limited to taxes, personal finance, student loans, and credit card debt.</p>



## Pillar 4: Community Engagement

**Guiding Belief:** Build bridges through strong school partnerships, community connections, and family engagement to create a unified District.

**Indicators of Success:**

- More school-hosted events and increased attendance figures at these events.
- Increased community partnerships.
- Increased enrollment, particularly at the high school level.



Strategies	Action Steps
<p><b>4A:</b> Increase strategic partnerships with business and nonprofit organizations to provide students with experiential learning opportunities in the community or region.</p>	<p><b>4A.1:</b> Determine a list of businesses and nonprofit organizations in or near Dighton and Rehoboth for possible student learning opportunities.</p> <p><b>4A.2:</b> Survey students regarding their interests in learning opportunities in the community.</p> <p><b>4A.3:</b> Survey staff to help determine appropriate community opportunities based on student interest.</p> <p><b>4A.4:</b> Identify a liaison between the school District, businesses, and community agencies.</p> <p><b>4A.5:</b> Use communication strategies including but not limited to social media, cold calling, and in-person visits to develop relationships with businesses in the community.</p> <p><b>4A.6:</b> Use existing co-op structure to develop agreements between school District and community businesses for our partnerships.</p>
<p><b>4B:</b> Create additional opportunities for community participation in school events.</p>	<p><b>4B.1:</b> Invite the community to school events such as athletics, musical performances, theater, graduation ceremony, etc.</p> <p><b>4B.2:</b> Provide opportunities to bring students out into the community, such as but not limited to a book club at the senior center, art night at local businesses, etc.</p> <p><b>4B.3:</b> Create a Career Day that includes and invites community members.</p> <p><b>4B.4:</b> Create a schedule of dine-around/shop-around fundraisers with a portion of sales going to the District.</p>
<p><b>4C:</b> Create more avenues for student feedback about teachers, administration, and school committee.</p>	<p><b>4C.1:</b> Create Professional Development opportunities for teachers to learn how to better incorporate student choice, voice, and relevancy into their lessons.</p> <p><b>4C.2:</b> Develop and distribute a student survey at the start, middle, and end of the year to be analyzed by the District Leadership Team.</p>

Strategies	Action Steps
<p><b>4D:</b> Increase opportunities to welcome students and families into each school through robust orientations that include students, parents, guardians, and caregivers.</p>	<p><b>4D.1:</b> Dighton and Rehoboth schools will strive to boost engagement by offering joint activities and events that unite both communities.</p> <p><b>4D.2:</b> Work with the Central Office to determine the use of One Call (or similar platforms) to help advertise events.</p> <p><b>4D.3:</b> Coordinate efforts among schools for ongoing and intentional opportunities for cross-school involvement, such as inviting elementary students to band events; inviting middle school to high school art shows, etc.</p> <p><b>4D.4:</b> Continue distributing the weekly newsletters at each school.</p> <p><b>4D.5:</b> Develop and publish a District-wide activities calendar.</p>
<p><b>4E:</b> Design a multi-tiered orientation to DRRHS that includes multiple touchpoints for middle school students to experience our high school.</p>	<p><b>4E.1:</b> Get students to visit the Dighton-Rehoboth Regional High School and Career &amp; Technology Education (CTE) programs more frequently, beginning in the elementary grades and continuing through middle school years.</p> <p><b>4E.2:</b> Provide free tickets and/or invitations to Dighton-Rehoboth Regional High School sporting events to elementary and middle school students.</p> <p><b>4E.3:</b> Continue with a CTE Showcase during the school day.</p> <p><b>4E.4:</b> Continue to utilize the <i>Green &amp; Gold Night</i> Open House to showcase the opportunities available at Dighton-Rehoboth Regional High School.</p>



Strategies	Action Steps
<p><b>4F:</b> Implement a comprehensive communication strategy from schools to families and stakeholders, optimizing different avenues and content to foster engaging interactions.</p>	<p><b>4F.1:</b> Maintain weekly communication via digital platforms.</p> <p><b>4F.2:</b> Increase digital presence through social media platforms in order to better reach students, families, alumni, and the community.</p> <p><b>4F.3:</b> Designate a social media coordinator/communications liaison for each building in the Dighton-Rehoboth Regional School District.</p> <p><b>4F.4:</b> Use print and non-print resources to reach all community members and stakeholders, such as alumni, senior citizens, businesses, government, libraries, etc.</p> <p><b>4F.5:</b> Develop an Alumni Relations platform.</p>





## Pillar 5: Funding & Facilities

**Guiding Belief:** When we invest in, maintain, and enhance facilities and professional learning opportunities, the Dighton-Rehoboth Regional School District (DRRSD) will offer a high-quality learning environment for all students and staff.

**Indicators of Success:**

- Completion of a comprehensive facilities and maintenance plan outlining areas for improvement.
- Implementation of a revised budget process that allows for more efficient and responsible allocation of funds, with regular monitoring and adjustments as needed.
- Implementation of enhanced security measures that are effective in ensuring the safety of students and staff.

Strategies	Action Steps
<p><b>5A:</b> Conduct a thorough analysis of the current facilities and identify areas that need improvement.</p>	<p><b>5A.1:</b> Conduct regularly scheduled facilities and grounds walkthroughs with the Director of Maintenance and Ground, school and District administration, and custodial staff.</p> <p><b>5A.2:</b> Develop a custodial and maintenance plan for the District.</p> <p><b>5A.3:</b> Analyze class sizes in the District and make recommendations to the Superintendent.</p> <p><b>5A.4:</b> Develop a Capital Improvement Plan for the District.</p>
<p><b>5B:</b> Identify supplemental resources and funding.</p>	<p><b>5B.1:</b> Research and apply for grants and government funding opportunities to secure additional resources.</p> <p><b>5B.2:</b> Develop partnerships with local businesses, organizations, and community members to garner financial support.</p> <p><b>5B.3:</b> Continue to support campus-based Parent Teacher Organization (PTO) and Parent Teacher Student Association (PTSA).</p>

Strategies	Action Steps
<p><b>5C:</b> Enhance the budget process and procedures to be more responsible.</p>	<p><b>5C.1:</b> Analyze spending patterns and identify areas where expenses can be reduced.</p> <p><b>5C.2:</b> Increase transparency and accountability by aligning a budgeting and financial reporting system.</p> <p><b>5C.3:</b> Explore opportunities for shared services or partnerships with other schools or organizations to reduce costs.</p> <p><b>5C.4:</b> Regularly review and adjust the budget to allocate resources efficiently.</p>
<p><b>5D:</b> Enhance school security.</p>	<p><b>5D.1:</b> Assess the existing security infrastructure and identify vulnerabilities and areas that need strengthening.</p> <p><b>5D.2:</b> Secure funding, procure, install, and maintain security cameras, alarms, and access control systems.</p> <p><b>5D.3:</b> Monitor safety protocols and emergency response plans.</p> <p><b>5D.4:</b> Provide staff and students with comprehensive safety training and awareness programs.</p>
<p><b>5E:</b> Continue to support training and Professional Development for staff.</p>	<p><b>5E.1:</b> Conduct a Professional Development needs assessment.</p> <p><b>5E.2:</b> Construct and monitor a District-wide Professional Development plan based on the needs assessment.</p>



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