

# Superintendent's Goals | 2024-2025

## Update

Dr. Christopher Campbell  
Plymouth Public Schools

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As Superintendent of Plymouth Public Schools, I am committed to driving meaningful progress in key areas that directly impact student success, community engagement, and operational efficiency. Throughout the 2024-25 school year, our district has taken a strategic and data-driven approach to addressing chronic absenteeism, enhancing budget transparency, optimizing transportation services, and integrating diversity, equity, inclusion, and belonging practices across all levels of our schools. These goals align with our district's broader [strategic focus areas](#)—teaching and learning, social-emotional wellness, community engagement, and human capital, finance, and facilities. By leveraging collaborative partnerships, innovative solutions, and targeted interventions, we are making measurable strides toward fostering an inclusive, supportive, and high-performing educational environment. The following update highlights key initiatives and progress made toward each of these goals.

### **Goal 1: Student Learning Goal**

During the 2024-25 school year, the Superintendent will work with stakeholders to reduce chronic absenteeism by 5%. This will be achieved through targeted data analysis, personalized support plans, and community engagement. Strategies will focus on addressing cultural, socioeconomic, and systemic barriers to attendance, with an emphasis on measurable outcomes and actionable interventions.

#### **Strategic Focus Area #1: Teaching and Learning**

To support this goal, the district has taken a multi-pronged approach, including data-driven decision-making, school and community partnerships, and the launch of the "Be Present" campaign. Below are key initiatives and actions taken to address absenteeism.

### **Data-Driven Decision-Making & Administrative Collaboration**

- **October 4, 2024:** The administrative team reviewed school and district attendance data, identified priority areas for improvement, and developed a list of initiatives at both the school and district levels.
- **December 6, 2024:** The administrative team analyzed absenteeism data (via Open Architects), examined trends by subgroup, reviewed Attendance Works resources, and set attendance goals for the second quarter.
- **January 24, 2025:** The school attendance supervisor and administrative team reviewed district and school attendance data, shared best practices, and explored media tools such as Talking Points for improved communication.
- Established Truancy Collaboration Meetings with the Residence Services Director of Algonquin Heights, North Plymouth schools' administrators, and district staff.

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### Community & Family Engagement: The "Be Present" Campaign

A district-wide initiative to promote attendance awareness through student incentives, family outreach, and multi-platform messaging.

- **Promotional Materials & Events:**

- "Be Present" stickers for students
- Attendance Success Plans (adapted from Attendance Works)
- Trunk or Treat event at Algonquin Heights
- Posters in multiple languages: *Be Present / Quem Falta, Faz Falta (When you're missing, we miss you)*
- Flyers for middle school students and families
- District-wide *Attendance Counts* flyer shared via school newsletters (Smores, etc.)

- **Media Outreach:**

- EdTV *Be Present* Videos
- Facebook & Instagram Reels, reaching thousands of views
- Podcasts featuring student perspectives on attendance
- Vimeo videos highlighting student and staff stories on attendance efforts
- Sample media links:
  - *Be Present - 1st Grade at FFES*: [Watch Here](#) (8.8K views on Facebook)
  - *Be Present - English Language Learners at HES*: [Watch Here](#) (4.2K views on Facebook)
  - *Be Present | Hometown Voices - Season 2 EP 1*: [Watch Here](#) (2K views on Facebook)
  - *Spotify Podcast*: [Listen Here](#)
  - *Apple Podcast*: [Listen Here](#)
  - *District Video - Plymouth Public Schools*: [Watch Here](#) (10K views on Facebook)

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### Targeted Interventions & School-Level Actions

- **Partnership with Residence Services at Algonquin Heights**
  - Monthly attendance review meetings
  - Publicizing attendance challenges and incentives for students meeting attendance goals
- **Intervention & Communication Strategies**
  - Elementary and Middle School 5-day absence letters
  - Credit Denial Hearings with improvement plans and incentives in place
  - Regular Child Study Team meetings to discuss at-risk students
  - Home visits by the Supervisor of Attendance for the most at-risk students, developing individualized attendance plans with families
  - Weekly attendance meetings involving the school nurse, Student Adjustment Counselor (SAC), and Principal
  - Personalized outreach to students with high absenteeism, including detailed letters and phone calls
  - Use of [Talking Points](#) for direct communication with families, particularly non-English-speaking households

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### BUDGET TRANSPARENCY

#### Goal 2: District Improvement Goal

By the end of the 2024-25 school year, the Superintendent will enhance community understanding and support for the school department's budget through comprehensive communication and transparency initiatives. Success will be measured by increased community engagement and improved perceptions of financial transparency.

#### Strategic Focus Area #4: Human Capital, Finance, and Facilities

To achieve this goal, the district has implemented a multi-pronged approach, including regular financial reports, comparative analyses, digital transparency tools, and proactive community engagement efforts. Below are some of the key initiatives and actions taken thus far to promote budget transparency and community involvement.

#### Strategic Focus Area: Human Capital, Finance, and Facilities

#### Financial Transparency & Public Reporting

- **Regular Publication of Financial Reports**
  - Accessible reports detailing expenditures, revenue sources, and budget allocations
  - [FY26 Budget Chart](#)
  - [FY26 Cost Center Summary Report](#)
  - [FY26 Cost Center Object Summary Report](#)
  - [FY26 Detailed Budget Report](#)
  - [Revolving Accounts Revenue Report](#)
  - [Grant, Chapter 70, Medicaid, Circuit Breaker Revenue Report](#)
  - [Superintendent's Budget Presentation](#)
- **Comparative Budget Analysis**
  - Provide data comparing Plymouth Public Schools to similar districts to highlight efficiency and funding needs
- **Digital Transparency Platform**
  - Enhanced the [school department's website](#) with:
    - Budget summaries
    - Detailed Budget Reports
    - Capital Projects Status
    - End-of-Year Audit Reports
    - Real-time financial updates

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### Community Engagement & Public Awareness Campaigns

- **Educational Outreach Campaign**
  - Multi-platform initiative using:
    - Print materials
    - [Videos](#)
    - Social media posts explaining the connection between budget decisions and educational quality
- **Video Series Collaboration** (with *The Local Scene*)
  - Engaging, community-focused videos on school finance topics:
    - [School Budget Overview](#)
    - [Understanding School Finance](#)
    - [Budget Priorities Explained](#)
    - *Community Conversations: Plymouth Public Schools* - [Watch Here](#)

### Stakeholder Partnerships & Public Discussions

- **Radio Outreach (WATD Radio)**
  - Hosted multiple 30-minute segments on school finance topics, including:
    - Operating Budget
    - Transportation
    - Facilities & Capital (Two-Part Series)
    - Special Education Funding
- **Collaboration with Local Government**
  - Partnering with the Budget Subcommittee and Select Board to foster ongoing discussions on school and municipal finance matters
  - Joint [presentations](#) to align funding priorities and community expectations

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### TRANSPORTATION STUDY

#### Goal 3: District Improvement

By the end of the 2024-25 school year, the Superintendent will work with key stakeholders to strategically analyze and implement initiatives aimed at reducing overall transportation expenses within the district over the next three years, enhancing operational efficiency while maintaining high standards of service for all students.

#### Strategic Focus Area #4: Human Capital, Finance, and Facilities

To achieve this goal, the district has partnered with the Massachusetts Association of Pupil Transportation (MAPT) to conduct a comprehensive transportation study. The study includes a thorough analysis of current routes, utilization rates, and inefficiencies, along with targeted improvements to service and communication. We have also initiated a few initiatives to enhance our communication and public engagement efforts in this area.

#### Comprehensive Transportation Study & Data Analysis

- **Partnership with MAPT** to assess current transportation operations and identify cost-saving opportunities
- **Key activities completed thus far:**
  - **Stakeholder Interviews:**
    - Conducted a series of interviews with district personnel and transportation partners, including:
      - Superintendent
      - School Business Administrator
      - Special Education Director
      - Bus Contractors
      - District Transportation Coordinator
      - School Principals
  - **Document Review:**
    - Analyzed essential transportation-related documents, including:
      - School budget
      - External transportation contracts
      - Capital plan
      - Strategic plan
      - Financial reports
      - School Committee transportation policies

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### **Communication & Public Engagement Initiatives**

- **Enhanced Transportation Website**
  - Developed an expanded section on the district [website](#) to improve transparency and accessibility for families, including:
    - Bus Route Information (including winter bus stop changes)
    - Frequently Asked Questions on transportation policies and services
    - Key Contact Information for transportation inquiries
    - Bus Services Rules & Policies to clarify expectations for students and families
    - [First Student Feedback Link](#) allowing parents and community members to submit comments, compliments, questions, or concerns

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### ENHANCE AND INTEGRATE DEI PRACTICES

#### Goal 4: Professional Practice Goal

Engaging all relevant stakeholders, the Superintendent will enhance and integrate diversity, equity, inclusion, and belonging (DEIB) practices across all levels of Plymouth Public Schools to create an equitable learning environment that empowers every student, staff member, and community member.

**Strategic Focus Area #1: Teaching and Learning;**  
**Strategic Focus Area #2: Social Emotional Wellness;**  
**Strategic Focus Area #3: Community and Engagement;**  
**Strategic Focus Area #4: Human Capital, Finance, and Facilities**

Through data-driven decision-making, culturally responsive curriculum updates, professional development, and community partnerships, the district is embedding DEIB principles into teaching, learning, school culture, and operational structures. Below are some of the initiatives undertaken thus far this year to support this goal.

#### Data-Driven DEIB Review & Equity Audit

- **Quarterly Reviews of Student Performance Metrics**
  - Conducted by our entire administrative team (central admin, principals, academic coordinators and directors) using [Open Architects](#) and other data tools to analyze student performance across all subgroups and share best practices
    - Review meetings held on:
      - September 6, 2024
      - October 4, 2024
      - December 6, 2024
      - December 19, 2024
      - January 10, 2025
      - January 24, 2025
- **Comprehensive Equity Audit** (in progress)
  - Evaluating district policies, procedures, and operational structures through:
    - School and district self-assessments
    - Stakeholder surveys
    - Curriculum and data analysis
    - Staff and student interviews



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### Curriculum & Instructional Equity

- **Integration of Culturally Responsive and Inclusive Curriculum**
  - Implementation of [Investigating History](#) curriculum
  - Diversity audits of classroom libraries, technology tools, and curricular materials
  - Monthly cultural and diversity celebrations integrated into instruction by teachers and literacy specialists
  - Training for educators on culturally responsive teaching, unconscious bias, and inclusive pedagogy ([Confianza](#))
- **Equitable Access to Learning Resources**
  - Expansion of classroom libraries to reflect diverse cultures and identities
  - Initial training and planning for *Title II* laws regarding ADA accessibility in educational materials

### Student Engagement & School Culture

- **Student-Led DEIB Initiatives & Clubs**
  - Elementary CARE Clubs
  - Allies and Eagles for Equity (high school student groups)
  - Friends Without Borders (PNHS) to support multilingual learners
- **Cultural Arts & Community Engagement Events**
  - Cultural arts assemblies to celebrate diversity
  - Personalized MLL College, Career, and Technical Education (CCTE) event for students and families
  - MLL Family Nights to strengthen engagement
  - Display of flags in both high schools representing the nationalities of students
  - [Start with Hello](#) training (Sandy Hook Promise) to foster inclusion

### Community & Stakeholder Engagement

- **Collaboration with Local Organizations**
  - Partnered with *No Place for Hate* to support Dr. Martin Luther King Jr. Day celebrations, including a middle school essay contest and Visual and Performing Arts performance
  - Ongoing support for immigrant students and families through:
    - School-centered coffee gatherings
    - Multilingual district [communications](#)
    - Partnerships with town leadership and volunteer groups
- **Inclusive Communication Strategies**
  - Use of [Talking Points](#) to reach multilingual families
  - High school MLL night for 8th graders and their families
  - Regularly translated newsletters in target languages