

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

As Superintendent of Plymouth Public Schools, my commitment to advancing the success of our students and enhancing the educational experience for our entire community remains unwavering. The 2024-25 school year has been a period of intentional growth and progress, guided by a clear, data-driven strategy that addresses our district's most pressing challenges. Through collaborative efforts and targeted interventions, we have made significant strides toward achieving our four key goals: reducing chronic absenteeism, enhancing budget transparency, optimizing transportation services, and integrating diversity, equity, inclusion, and belonging (DEIB) practices across all levels of our schools.

These goals are in alignment with our district's overarching [strategic focus areas](#): teaching and learning, social-emotional wellness, community engagement, and human capital, finance, and facilities. By leveraging evidence-based practices, fostering community partnerships, and ensuring operational efficiency, we are actively creating an environment that supports the holistic development of every student, staff member, and community stakeholder.

The progress detailed in the following report highlights substantial advances in all four goal areas, though it is important to note that the evidence provided is not exhaustive. Rather, it serves to illustrate the ongoing work and key actions taken to advance each goal. Through continued collaboration, innovative problem-solving, and a shared vision, we are moving closer to fulfilling our commitment to student success and creating a more inclusive, transparent, and efficient school system.

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 achieve this goal, a multi-faceted approach has been implemented, focusing on data-driven decision-making, personalized support for students, and active community engagement. The district has aimed to address barriers to attendance, with measurable outcomes and actionable interventions in place in schools.

Key initiatives have centered around strategic analysis of attendance data, targeted school-level actions, and building strong partnerships within the community. In collaboration with district staff, the administrative team has reviewed and analyzed school and district attendance data at several key points during the year, setting attendance goals and identifying priority areas for improvement. Stakeholder meetings, including truancy collaboration efforts with community

Superintendent's Goals | 2024-2025

April Update

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partners such as the Residence Services Director of Algonquin Heights, have been essential in fostering a collective approach to reducing absenteeism.

A cornerstone of the district's efforts has been the launch of the "Be Present" campaign, a district-wide initiative aimed at raising awareness of the importance of regular attendance. Through promotional materials such as "Be Present" stickers, attendance success plans, and multi-language flyers, the campaign reaches students and families across the district. Additionally, extensive media outreach—through platforms such as EdTV, Facebook, Instagram, and podcasts—has amplified the message, sharing compelling student and staff stories and encouraging engagement with the broader community.

To further support at-risk students, the district has implemented targeted interventions, including regular attendance reviews, personalized outreach, and the development of individualized attendance plans. School-level actions, such as monthly attendance meetings, 5-day absence letters, and child study team discussions, are helping to monitor progress and provide timely support to students and families facing attendance challenges.

As part of these efforts, the district has also established clear communication strategies, utilizing platforms like [Talking Points](#) to connect directly with non-English-speaking families. In collaboration with residence services and community partners, the district is committed to continuing efforts to reduce absenteeism through ongoing engagement and individualized support.

By focusing on these data-driven initiatives and fostering a community-based approach, the district is making strides toward achieving the goal of reducing chronic absenteeism by 5%, ensuring all students have the opportunity to succeed. End-of Year data for 2023-24 showed that over 16% of students were chronically absent. Thus far, overall chronic absence rate YTD is 9.3%, grade level chronic absent rates as follows:

PK: 9.6%	
K: 9.4%	Grade 7: 9.8%
Grade 1: 8.3%	Grade 8: 10.6%
Grade 2: 8.6%	Grade 9: 12.0%
Grade 3: 9.0%	Grade 10: 8.7%
Grade 4: 9.3%	Grade 11: 10.5%
Grade 5: 7.3%	Grade 12: 7.8%
Grade 6: 7.3%	SP: 12.5%

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell

Plymouth Public Schools

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.

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.)
 - [Translatable Survey](#) Distributed to all families for feedback regarding communication efforts
- **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:* <https://vimeo.com/1031196572> (8.8K views on Facebook)
 - *Be Present - English Language Learners at HES:* <https://vimeo.com/1045500365> (7.1K views on Facebook)
 - *Be Present - Middle School Student Services:* <https://vimeo.com/1053787182> (2.2K views on Facebook)

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

- *Be Present | Hometown Voices - Season 2 EP 1:*
<https://vimeo.com/1024463114> (2K views on Facebook)
- *Spotify:*
<https://open.spotify.com/episode/7y49kXLZLhrCg30lksUYLa?si=64a98b3c28064d81>
- *Apple Podcasts:*
<https://podcasts.apple.com/us/podcast/be-present-student-spotlight/id1719629692?i=1000675240790>
- *Facebook & Instagram*
Reel: <https://www.facebook.com/share/v/162AqZbJLy/> &
https://www.instagram.com/reel/DB1P3HYxDN2/?igsh=aGk2NzJmMGFs_cHlt
- *'Be Present' - Plymouth Public Schools 2024-25 School Year:*
<https://vimeo.com/1001693187> (16.5K views on Facebook)

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
 - [Student Success Plans](#) Established

Superintendent's Goals | 2024-2025

April Update

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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 taken a multi-pronged approach, focusing on both financial transparency and proactive community engagement. The district has worked diligently to make financial information more accessible and understandable to the public. Regularly published financial reports, including detailed budget summaries, cost center breakdowns, and revenue reports, ensure that the community is informed about PPS's expenditures, revenue sources, and overall financial health. Additionally, the district has enhanced its digital transparency platform, offering real-time financial updates, detailed reports, and information about capital projects directly on the school department's website.

To foster greater understanding, the district has implemented a comparative budget analysis, providing data that compares PPS's budget to that of similar districts. This initiative highlights the district's financial efficiency and its funding needs relative to other school systems. Furthermore, the district has made strides in engaging the community through various outreach initiatives, including an educational campaign that utilizes print materials, social media posts, and videos to explain the connection between budget decisions and educational quality. A collaborative video series with The Local Scene has provided clear and engaging content on key school finance topics, such as budget priorities and the overall school budget process.

In addition to these efforts, the district has utilized radio outreach through WATD to host multiple segments discussing key school finance topics, including the operating budget, transportation, facilities, and special education funding. This media engagement provides a direct line of communication with the broader community, ensuring that school finance discussions are accessible and informative.

Collaboration with local government officials has also been an important aspect of the district's transparency efforts. The district has partnered with the Budget Subcommittee and Select Board to foster ongoing discussions about school and municipal finance matters. Joint presentations have aligned funding priorities and expectations between the school department and the community, helping to build consensus and support for the district's financial needs.

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

These comprehensive initiatives reflect the district's commitment to enhancing financial transparency and strengthening the relationship between the schools and the community. By increasing accessibility to financial information and facilitating open discussions, the district aims to improve community engagement and support for the school budget, ensuring that all stakeholders have a clear understanding of how financial decisions are made and their impact on student education.

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](#)
 - [PPS Budget Book](#)
- **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

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](#)

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
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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
 - Presentation of Proposed FY26 Budget and Article 5 at [Precinct Caucus meetings](#)

Superintendent's Goals | 2024-2025

April Update

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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

As part of the district's ongoing commitment to improving operational efficiency while maintaining high standards of service for all students, we have undertaken a comprehensive review of the district's transportation system. The goal for this school year is to strategically analyze and implement initiatives that will reduce overall transportation expenses within the next three years. This effort involves working closely with key stakeholders, including district personnel, transportation partners, and the community, to identify cost-saving opportunities without compromising the quality and reliability of student transportation services.

To date, significant progress has been made toward achieving this goal. A comprehensive transportation study has been initiated in partnership with the Massachusetts Association of Pupil Transportation (MAPT), with the aim of assessing current operations and identifying areas for potential savings. Key activities in this process have included stakeholder interviews, which were conducted with district leadership, transportation contractors, and school principals, as well as a thorough document review of essential transportation-related materials such as the district's budget, transportation contracts, and policies.

In addition to the study's data collection and analysis efforts, several communication and public engagement initiatives have been implemented to enhance transparency and accessibility for families. The district has launched an expanded section on the transportation website, providing key information such as bus routes, policies, frequently asked questions, and important contact details for transportation inquiries. Furthermore, the district has introduced a new feedback link for First Student, allowing families and community members to submit comments, concerns, or compliments about transportation services. A pilot project with the [First View](#) student transportation monitoring platform is also underway, offering real-time tracking for enhanced communication and service reliability.

The findings and recommendations from the comprehensive transportation study are expected to be finalized in the next few weeks. These insights will be shared with the School Committee

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

before the end of the school year, providing a clear roadmap for reducing transportation expenses and improving operational efficiency over the next three years.

Below is a list of the key actions taken thus far in support of this goal, showcasing the district's proactive approach to improving transportation services while managing costs effectively.

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

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
 - Pilot Project with [First View](#) student transportation monitoring platform

Superintendent's Goals | 2024-2025

April Update

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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

Our District is committed to fostering an equitable and inclusive environment for all students, staff, and community members. Throughout the year, the district has taken significant steps towards this goal by engaging a broad range of stakeholders—including administrators, educators, students, and community partners—in the development and execution of DEIB initiatives.

Key actions have focused on creating a culture of inclusivity within the curriculum, school culture, student engagement, athletics, and career-focused programs. The district has actively integrated culturally responsive teaching practices, expanded resources to reflect diverse voices and perspectives, and promoted student leadership in DEIB initiatives. Moreover, intentional efforts have been made to enhance community and school-wide engagement, with a special focus on multilingual families, immigrant communities, and underrepresented groups. These initiatives are designed to break down barriers, promote understanding, and celebrate the diversity within the district.

The district has also prioritized data-driven approaches to assess and monitor progress. Through comprehensive reviews of student performance metrics and ongoing evaluations, the district has been able to identify areas for improvement and implement targeted actions to ensure equitable opportunities for all learners which has been integrated into our School Improvement Plans.

The actions listed below highlight the significant progress made in DEIB practices throughout Plymouth Public Schools, showcasing our district's dedication to building an environment that empowers every member of the community. While some initiatives, such as the Comprehensive Equity Audit (originally funded through federal funds and supported by the Mid-Atlantic Equity

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

Consortium) have been temporarily paused due to funding limitations, the district remains committed to advancing this work.

The actions outlined below reflect the district's ongoing commitment to integrating DEIB practices at every level of the educational experience, from the classroom to extracurricular activities, ensuring that all students, families, and staff feel respected, represented, and empowered.

DATA-DRIVEN DEIB REVIEW & EQUITY AUDIT

- Reviews of Student Performance Metrics:
 - Conducted by the entire administrative team (central admin, principals, academic coordinators, and directors)
 - Data tools used: Open Architects, district metrics
 - 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:
 - *Audit paused due to the elimination of federal funding, but commitment remains to resume the audit once funding is secured to support further improvements*

CURRICULUM & INSTRUCTIONAL EQUITY

- Culturally Responsive and Inclusive Curriculum Integration:
 - 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
 - [Expansion of activities, resources and curriculum](#) with support from curriculum leadership, specialists, and classroom teachers
 - 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

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

STUDENT ENGAGEMENT & SCHOOL CULTURE

- Student-Led DEIB Initiatives & Clubs:
 - Elementary [CARE Clubs](#): Student groups promoting empathy and inclusion
 - Allies and Eagles for Equity (High School Student Groups): Focus on empowering students to lead DEIB efforts
 - Friends Without Borders (PNHS): Supporting multilingual learners and fostering inclusivity
 - Allies for Equity Group:
 - Regular meetings with co-advisors
 - Designed heritage month posters for school-wide display
 - Attended “Connections Conference” at Clark University (March 2025) focused on DEI
- Student Council DEI Engagement:
 - Celebrated [World Down Syndrome Day](#) with a “crazy socks” event
 - Planning a DEI/anti-bias speaker event for September 2025 (pending funding)
- Cultural Arts & Community Engagement Events:
 - Cultural arts assemblies to celebrate diversity
 - Personalized Multilingual Learners (MLL) College, Career, and Technical Education 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): Fostering inclusion and connection
- Cultural and Visual Representation:
 - Flags of Origin Display: Countries of origin represented with student-designed labels and messages (PSHS)
 - Heritage Month Displays: Monthly posters celebrating cultural and ethnic identities, designed by the Allies for Equity Student Group (starting April 2025)

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

ATHLETICS & EXTRACURRICULAR DEI EFFORTS

- MIAA Events with DEI Components:
 - Students attended:
 - Student Leadership Summit (October 2024)
 - Sportsmanship Summit (November 2024)
 - DEI Summit: “Leading with Courage” (January 2025)
 - Women and Girls in Sports Day (May 2025)
- Athletic Leadership DEI Workshops:
 - Partnering with the Northeastern Center for Eliminating Hate and Anti-Bias for workshops for student team captains
- Spring Sports Women's Day:
 - All female teams host home contests on the same day to elevate women in sports
- Unified Sports Participation:
 - Continued support for inclusive sports programs
 - Megabowl: Annual basketball event with all fall sports teams participating
 - Expansion of Unified Opportunities: With support from Special Olympics of Massachusetts, Unified opportunities extended at elementary and middle schools

ACADEMIC AND CAREER-FOCUSED DEI INITIATIVES

- Strive Program:
 - PE/Strive Class: Collaboration with Carpentry and Town of Plymouth to install an interactive sensory board at Nelson Park
 - Human Behaviors Class: Partnered with Indian Brook on a literacy project and community engagement
- CCTE and Career Exploration:
 - Sent CCTE students to Women in the Trades workshop
 - Hosted Digital Divas Women in Technology Event (November 2024) for students at both high schools
- Classroom DEI Integration:
 - Core content curricula in each subject reviewed to include expansion of diverse voices, histories, and viewpoints
 - Weekly Connections Club (PNHS): New EL students paired with fluent Portuguese-speaking students to foster community integration

Superintendent's Goals | 2024-2025

April Update

Dr. Christopher Campbell
Plymouth Public Schools

COMMUNITY AND SCHOOL-WIDE DEI ENGAGEMENT

- Annual Events Promoting Inclusion:
 - Vision of a Graduate Breakfast: Recognizes students across various backgrounds, abilities and identities
 - Panther Pals: Weekly group meetings fostering connections between Strive and general education students
 - Autism Awareness Initiatives: Activities planned for April to promote awareness and support
 - [Promotion of Lending Library to Portuguese speaking families](#)

COMMUNITY & STAKEHOLDER ENGAGEMENT

- Collaboration with Local Organizations:
 - Partnered with No Place for Hate to support Dr. Martin Luther King Jr. Day celebrations, including an essay contest and visual/performance arts showcase
 - 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 communicate with multilingual families
 - High school MLL Night for 8th graders and their families
 - Regularly translated newsletters in target languages
 - [District-wide recognition](#) of varied cultures, traditions, and celebrations
 - Promotion of Unified Sports through Superintendent's podcast, [Hometown Voices](#)
 - Intentional representation of all students and abilities in social media, website content, and publications
 - Celebrating cultural events/holidays via social media campaigns