Somerset Public Schools

Somerset Berkley Regional School District

SOMERSET BERKLEY REGIONAL
AND
SOMERSET PUBLIC SCHOOLS
"All Students Achieving Excellence"

2026-2031 Strategic Plan

The Somerset & Somerset Berkley Commitment:
Relational, Coherent, and Future-Ready

Dear Somerset and Somerset Berkley Community Members,

I am pleased to present the 2026–2031 Strategic Plan for Somerset Public Schools and the Somerset Berkley Regional School District. This plan reflects the voices of our students, families, educators, and community partners, and it establishes a shared direction for our PreK–12 system over the next five years. It is built on three interconnected commitments: protecting the relationships that define our schools, creating coherence across every grade and building, and preparing every student for a rapidly changing future.

For decades, the towns of Somerset and Berkley have been defined by their close-knit, relational character. When we surveyed and met with more than 1,500 students, families, and educators, we heard one consistent, foundational message: relationships matter. Maintaining highly personalized, respectful, and trusting relationships between educators, students, and families is not simply a cultural asset but an essential cornerstone of our school system. A warm, safe, and nurturing environment where students are known, valued, and supported is the prerequisite for all meaningful learning. We protect this relational foundation through our visible security networks, our student social and emotional supports, and cherished school traditions that build pride and a sense of belonging.

However, trust alone is not enough. To truly deliver on our promise of "All Students Achieving Excellence," we must construct a highly equitable and consistent educational continuum.

Our community feedback revealed a clear structural challenge: a critical need for systemic coherence. Student experiences, academic expectations, homework guidelines, and behavioral interventions can vary from classroom to classroom and building to building. To resolve these inconsistencies, this five-year plan marks a strategic pivot toward vertical alignment. Somerset Public Schools (PreK–8) and the Somerset Berkley Regional School District (9–12+) are fully integrating their strategic roadmaps, establishing joint curriculum committees, shared professional development, and standardized, non-evaluative instructional coaching models. We are organizing our entire system to ensure that access to high-quality instruction is never a matter of chance.

Upon this foundation of relational trust and systemic coherence, we are launching an intentional shift to future-ready learning. The Class of 2031 will graduate into an economy disrupted by technological acceleration and shifting workforce realities. We must prepare our students, in developmentally appropriate ways, from their earliest years to navigate this world. This journey begins by securing foundational literacy and numeracy in our elementary schools. It expands in middle school by establishing early college and career exploration, expanding global readiness through targeted world language acquisition, and providing students with ample opportunities to demonstrate their learning through projects and performance-based assessments.

By the time our students enter Somerset Berkley Regional High School, this preparation accelerates. Our students will engage in modern coursework that meets Massachusetts' newest graduation frameworks, which include financial literacy, AI and digital literacy, and active civic instruction. This educational journey culminates in student-driven capstone projects, work-based learning, and performance-based assessments while expanding students' early college options. We embrace student-centered learning environments that foster genuine independence, responsibility, and real-world mastery.

A plan is only as strong as its implementation. Each year, we will monitor progress against clear, measurable goals and report our results to both School Committees and the community. I am grateful to everyone who contributed their time and perspective to this work. Together, we will ensure that every student in Somerset and Somerset Berkley is known, supported, and prepared to achieve excellence.

Sincerely,
Jeffrey Schoonover, Ed.D.
Superintendent
Somerset Public Schools & Somerset Berkley Regional School District

Our Theory of Action

IF we deliver engaging, relevant, and authentic learning experiences to all students that demonstrate real-world connections, and IF we promote and implement high-quality instructional practices while maintaining healthy, secure, and safe facilities that positively impact teaching and learning, and IF we engage families and the communities to support this work, THEN all students will be prepared to experience success and achieve excellence in their rapidly changing worlds.

Strategic Plan Process and Context:

The Analytical Foundation of our Strategic Priorities

This five-year strategic plan is not a top-down mandate. It represents the direct, synthesized input of over **1,483 participants** who shared their voices during our comprehensive 2025–2026 planning cycle.

The strategy was built through a multi-step analytical process, which included:

1. **Stakeholder Surveys (January - March 2026):** Direct, detailed feedback from **1,092 students**, **236 parents/guardians**, and **155 professional educators** across all district buildings.
2. **Strengths & Challenges Gallery Walks:** Community-wide interactive sessions that systematically mapped Somerset's core assets against its limiting organizational bottlenecks.
3. **Start-Stop-Continue Frameworks:** Collaborative planning activities where educators and administrators explicitly identified the practices that must be started to prepare for a modern economy, stopped to reduce stress and initiative overload, and continued because they represent our competitive strengths.
4. **2031 Headline Dreaming Activities:** A visioning exercise where stakeholders projected the news stories and quantitative successes they expect Somerset to celebrate in five years.
5. **School-Level Faculty Feedback Sessions (Winter–Spring 2026):** Direct engagement with the faculty at each individual school building, mirroring the collaborative data analysis and priority-mapping of the January kickoff activities to ensure grass-roots educator ownership.
6. **SBRHS Student Visioning Focus Groups (Winter–Spring 2026):** Interactive visioning sessions where high school students engaged in the **Start-Stop-Continue** and **2031 Headline Dreaming** frameworks, ensuring their direct experiences explicitly shaped the district's future-ready benchmarks.
7. **Leadership Team Pillar Action Sprints (Spring 2026):** Direct working sessions where district leaders analyzed the community data and converted high-level goals into concrete actions, assignable roles, timelines, and measurable KPIs.

The Future-Ready Graduate

Graduates meet rigorous academic benchmarks, backed by deep critical thinking, problem-solving and a strong foundational mastery of literacy and mathematics. They apply their knowledge through authentic, performance-based demonstrations of learning.

RESILIENT



Graduates use healthy coping skills, self-advocacy, and persistence to navigate challenges, adapt to changes, and manage time effectively. They view struggle as a natural, productive part of learning and growth.

- Capable of managing academic pressure, balancing rigorous study with personal well-being.
- Demonstrates accountability by taking ownership of mistakes, adhering to timelines, and seeking constructive feedback.
- Exhibits coping mechanisms and perseverance when faced with academic or personal setbacks.

ACADEMIC



Graduates meet rigorous academic benchmarks, backed by deep critical thinking, problem-solving and a strong foundational mastery of literacy and mathematics. They apply their knowledge through authentic, performance-based demonstrations of learning.

- Demonstrates strong reading, writing, and mathematical reasoning across all disciplines.
- Actively engages in early college, Advanced Placement (AP), and innovative pathways to build advanced academic credentials.
- Successfully completes a senior capstone project, demonstrating multidisciplinary research, public presentation skills, and readiness for post-secondary life.

Vision of the Graduate

INDEPENDENT



Graduates are confident, motivated, self-directed, and financially literate navigators of their own futures. They possess the practical life skills and career awareness required to make informed decisions and manage adult responsibilities.

- Maintains an active, personalized Career and Academic Plan (MyCAP) starting in Grade 6 to guide their postsecondary transition.
- Demonstrates mastery in personal finance, including budgeting, credit management, and long-term investing.
- Successfully transitions to postsecondary workspaces through hands-on internships, mentoring, and work-based learning.

DIGITIAL-CITIZENS



Graduates are fluent in digital, media, and artificial intelligence literacy. They utilize technology ethically, safely, and productively to solve problems, collaborate, and create.

- Critically evaluates digital media, distinguishing verified facts from misinformation, and identifying bias in media sources.
- Understands the ethical, developmental, and professional implications of emerging technologies, including generative artificial intelligence.
- Maintains a safe, responsible, and positive digital footprint across online communities.

Vision of the Graduate

EMPATHETIC



Graduates are civic-minded, culturally competent contributors who value diverse global perspectives, kindness, and inclusiveness. They understand their responsibility to participate constructively in democratic processes and community improvement.

- Participates in student-led, non-partisan civics action projects in middle and high schools to address local and national issues.
- Builds linguistic and cultural competence, aiming for bilingualism through expanded language acquisition programs of study and the State Seal of Biliteracy.
- Collaborates effectively with peers from diverse backgrounds, listening to understand and working toward shared solutions.

RESPECTFUL



Graduates cultivate positive, trusting relationships and communicate effectively with peers, educators, and community members. They appreciate the contributions of others and foster environments of mutual dignity and inclusion.

- Practices active, respectful listening and disagrees with dignity in public and academic forums.
- Actively contributes to a school culture of belonging, supporting school traditions, peer mentorship programs, and collaborative activities.

Demonstrates global and local awareness, treating all members of the school and civic community with equal respect and dignity.

Vision of the Graduate Elementary Schools



PERSEVERANCE

Students will push themselves to work through challenges.



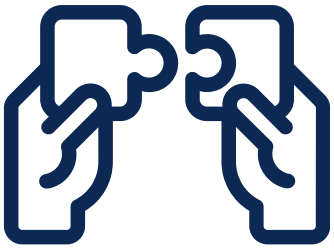
RESPECT

Students care enough to consider how their words and actions impact others.



INDEPENDENCE

Students are motivated to establish and work toward meaningful goals, make responsible decisions, and connect with others who support them in their work.



DIVERSITY, EQUITY, AND INCLUSION

Students believe that their individual and unique perspectives and backgrounds are valued equally and make their school a better place.



EMPATHY

Students work to understand how someone else is feeling and show compassion to others.

The Class of 2031 Aspirational Targets

To measure our success in realizing this graduate profile, the district will work toward achieving these primary targets by 2031:

Category	2031 Strategic Target	Community Headline Inspiration
High School Graduation	100% Graduation Rate	*"SBRHS Achieves Historic Zero-Dropout Rate through Comprehensive Support"*
Postsecondary Value	50% of graduates earn at least 15 college credits through early college and Advanced Placement programs.	"SB Graduates Save Millions in Tuition via Integrated Early College"
Academic Rigor	75% of students successfully complete at least one Advanced Placement (AP) or early college course.	"Rigor for All: Somerset Berkley Dismantles Barriers to Advanced Coursework"
Real-World Experience	100% of students complete an Internship, Capstone Project, or Work-Based Learning experience.	"SBRHS Senior Capstones Transform Local Businesses and Civic Spaces"
Systemic Mentorship	100% of students report having at least one trusted staff mentor who supports and believes in them.	"Belonging First: Every Somerset/SB Student Named, Known, and Mentored"
Linguistic Competence	25% of graduates earn the State Seal of Biliteracy, supported by 25% of Grade 8 students completing the high school equivalent of Spanish 1.	"Somerset Berkley Breaks Records for Multilingual Graduates Prepared for Global Trade"
Early Literacy Foundation	90% of Grade 3 students reading at/above grade level	“Elementary literacy program helps bridge the early reading gap.”

Strategic Pillar

1 Teaching Excellence

Focus:
Instructional practice, professional development, coaching, coherence, and future-ready pedagogy.
Core Strategic Intent:
Establishing deep, equitable consistency of high-quality instructional practices across every classroom and building, while modernizing professional development to empower teachers as designers of student-centered, future-ready learning.

Priorities

PK-12 Vertical and Horizontal Alignment

- Form joint vertical design teams between Somerset SPS (PreK-8) and SBRHS (9-12), explicitly inviting Berkley Middle School representatives, to build common backward-mapped developmental rubrics for core transferable skills, such as writing, problem-solving, critical thinking, and civic agency. Pair this vertical work with horizontal alignment protocols within and across schools, such as shared formative assessment calendars.

Define and Implement Instructional Non-Negotiables

- Develop a clear, district-wide set of "instructional non-negotiables" rooted in Universal Design for Learning (UDL) principles and high-leverage practices (HLPs).

Deploy Non-Evaluative Coaching & Feedback Loops

- Transition instructional leadership practices to focus on frequent, small, "bite-sized" observation and coaching cycles led by administrators and content coordinators to normalize continuous feedback and collaborative growth.

Institutionalize Principal-Led PDSA Improvement Cycles

- Building principals lead at least two Plan-Do-Study-Act (PDSA) improvement cycles per school year, each addressing a locally identified problem of practice, so continuous, small-scale, tested improvement becomes a routine leadership habit.

Strategic Pillar

1 Teaching Excellence

Priorities

Implement a Hybrid, Responsive Professional Learning Model

- Transition to a dual-track professional development framework that balances systemic district and state mandates (e.g., the 2026–2027 elementary literacy implementation) with teacher-led, department-specific, and choice-based learning modules. This model preserves the necessary collective training while actively honoring teachers' voices and personalized professional growth needs.

Scale Peer Observation

- Create structured systems for teachers to engage in peer-to-peer classroom visits.

Pilot Future-Ready Pedagogical Practices

- Launch a Year 2 pilot of student-directed, project-based learning with a volunteer teacher cohort in each building, testing the instructional shifts required for 75% student-facilitated instructional blocks before committing to a systemwide scale-up.

Fully Embed Future-Ready Pedagogical Practices

- Expand instructional models to feature regular student-directed, project-based learning where students are active facilitators of learning ("doing the doing") for 75% of instructional blocks.

Strategic Pillar

1 Teaching Excellence

Key Metrics and Evidence of Success

1. 100% of educators receive at least 2 non-evaluative feedback walk-throughs annually.
2. Staff survey indicates increased confidence in coaching quality and professional safety.
3. 100% of principals complete and document at least two PDSA cycles per school year, using a shared district template.
4. PDSA cycle updates are a standing agenda item at existing monthly leadership meetings, rather than a separately scheduled reporting requirement.
5. Create an annual PD framework detailing the balance between mandated systemic tracks and personalized choice pathways.
6. Launch of a choice-based PD catalog featuring at least 15 teacher-led modules for autonomous learning blocks.
7. 100% completion of targeted, mandated rollouts (e.g., elementary literacy in 2026–2027).
8. The annual staff survey indicates 80% or higher satisfaction with the balance between structural requirements and individual teacher choice.
9. 80% of teachers will participate in at least one peer-observation cycle by 2030-2031.
10. Pilot cohort of at least 3 teachers per building established by Year 2.
11. Pilot walkthrough data and pilot teacher testimony compiled into a scale-up plan presented to the Year 3–5 team.
12. Classroom walkthrough data indicate high levels of active student cognitive engagement.
13. Student experience surveys show a 25% increase in academic mindset and cognitive lift.

Strategic Pillar

2

Student Learning and Growth

Focus:
Student outcomes, foundational skills, MTSS, accountability, career pathways, credentialing, and future-ready skills.
Core Strategic Intent:
Equipping all students with strong foundational skills, robust personal accountability, and specialized, modernized graduation pathways (MyCAP, Capstones, AI/Digital Literacy, Civics, and Financial Literacy) that prepare them for postsecondary success.

Priorities

Enhance and Continuously Improve the PK–12 MTSS Framework

- Strengthen the district's established Multi-Tiered System of Supports (MTSS) along two parallel tracks: refine the use of universal screeners, optimize targeted WIN (“What I Need”) blocks, and deepen specialized numeracy/math and literacy interventions, such as dyslexia screening. Implement universal math and literacy screeners in high school.

Establish a Streamlined SST System Using Aspen ICON Alerts

- Migrate all Student Support Team (SST) documentation from standalone Google Forms into dedicated Aspen tabs, and implement an automatic ICON alert that activates after a student's initial SST meeting and follows them across grades and schools, building directly on the district's PK-12 MTSS framework and extending consistent tracking district-wide.

Address Chronic Absenteeism & Update Attendance Policy

- Establish proactive, supportive intervention protocols for chronically absent students.

Embed College & Career Readiness in Middle School (Grades 6-8)

- Launch structured career exploration pathways starting in Grade 6. Integrate annual Middle School Career Fairs with explicit "path forward" mapping that outlines the high school and technical prerequisites required for various fields.

Strategic Pillar

2

Student Learning and Growth

Priorities

Launch MyCAP Planning & Financial Literacy Modules

- Formally implement My Career and Academic Plan (MyCAP) beginning in Grade 6 and extending through high school. Integrate a required personal financial literacy module that addresses topics such as budgeting, credit, and investing.

Special Education Service Delivery Model

- Engage an independent comprehensive study of PK-12 special education service delivery, covering caseload distribution, co-teaching model fidelity and proper pairing of teachers, service minute delivery against IEP mandates, clustering/inclusion rates, and staffing ratios relative to comparable districts

Expand Middle School World Language Pathway to Increase Spanish I Completion

- Increase the percentage of 8th grade students who complete high school Spanish I by building a phased middle school world language pathway.

Expand Early High School Experiences for 8th Graders

- Allow eligible 8th-grade students to take or audit high school-level courses, in collaboration with SBRHS.

Integrate AI & Digital Literacy Graduation Requirements

- Develop and implement an AI and Digital Literacy learning module as a required MyCAP milestone (aligned with June 2026 MA Graduation Council Recommendations). Focus the curriculum on media literacy, identifying misinformation, evaluating sources, and the ethics of artificial intelligence.

Capstone Readiness

- Establish a PK–12 progression of authentic demonstration of learning: elementary passion projects, middle school mini-capstones, and the existing senior capstone, so every student practices presenting original work before reaching Grade 12.

Strategic Pillar

2

Student Learning and Growth

Priorities

Expand Capstone Projects & Work-Based Learning (WBL) Infrastructure

- Design and implement a scaffolded readiness and support plan for high school seniors engaging in Capstone projects, internships, service-learning, and work-based experiences, specifically structured to build student independence, responsibility, and strict adherence to timelines.

Strengthen and Embed Active Civics Instruction

- Revitalize K-12 social studies pathways to incorporate student-led, non-partisan civics projects in middle school and high school, focused on identifying and addressing real-world community problems.

Expand CTE and Early College Pathways

- Pursue state approval for additional Career and Technical Education (CTE) pathways and expand Dual-Enrollment/Early College opportunities, moving towards the target of 25% of students graduating with an industry credential or Associate Degree.

Strategic Pillar

2

Student Learning and Growth

Key Metrics and Evidence of Success

1. 100% of PK-5 students screened three times annually using validated universal screeners in literacy and math.
2. Reduced percentage of students requiring Tier 3 intensive reading and math interventions.
3. 100% of active SST students receive a documented end-of-year determination (watch, refer, or conclude) in Aspen.
4. Reduction of the overall district chronic absenteeism rate to under 10% by 2030.
5. 100% of Grades 6-8 students participate in Career Fairs and document initial career interests.
6. 100% of students in Grades 6-12 actively maintain a digital MyCAP portfolio.
7. 100% of high school students complete the personal finance module before graduation.
8. Special Education Service Delivery Report completed with findings and prioritized recommendations.
9. Reduction in clustering of Students with Disabilities (SWD) in specific classrooms/sections
10. Percentage of 8th-grade students completing high school Spanish I increases year-over-year following full implementation in Year 4, tracked against a pre-implementation baseline.
11. All stakeholder groups (families, students, staff) surveyed annually regarding the early high school experience program, with results used to refine logistics.
12. Assessment data and access to pathways and internship opportunities tracked for participating students to evaluate program impact.
13. School Committee-approved AI & Digital Literacy curriculum implemented district-wide.
14. 100% of graduating seniors demonstrate digital literacy competency via their MyCAP milestone.
15. Student and family survey indicates increased confidence in public presentation skills.
16. 100% of seniors will complete and present a Senior Capstone Project by 2031
17. 100% of seniors will complete a work-based learning experience by 2031.
18. 100% of students will complete required, state-aligned civics action projects in Grade 8 and High School.
19. Student surveys indicate increased civic efficacy and community connection.
20. Successful launch of at least two new Chapter 74-approved programs by 2030.
21. By 2031, 50% of graduates will earn at least 15 college credits through early college and Advanced Placement programs.

Strategic Pillar 3

Facilities & Organizational Development

Focus:
Capital projects, scheduling, HR systems, role clarity, organizational structure, and communication infrastructure.

Core Strategic Intent:
Creating optimal, clean, safe, and modernized learning environments, while streamlining operational workflows and organizational structures to ensure administrative efficiency and educational focus.

Priorities

Mitigate Organizational Ambiguity with Explicit Role Clarity

- Draft and publish a comprehensive district-wide organizational chart with detailed, public-facing role clarity profiles to streamline communication and eliminate administrative silos.

Execute Immediate Upkeep and Maintenance Plan

- Design and implement a proactive routine cleaning and maintenance plan for all schools.

Centralize PK-12 Student Registration

- Move to a centralized student registration model at the Central Office to ensure consistent residency verification.

Reform the Secondary School Schedule

- Conduct a structured, collaborative review of the secondary (SMS and SBRHS) schedules with deep faculty input. Focus on balancing common planning time, optimizing academic support blocks, and maximizing instructional time.

Build Somerset Public Schools (PK–5) Facilities Master Plan & CIP

- Conduct a rigorous physical and structural audit of all PreK–5 district facilities, prioritizing capital upgrades for elementary school buildings to explicitly address open-concept instructional distractions, ventilation systems, and modern safety frameworks.

Strategic Pillar

3

Facilities & Organizational Development

Priorities

Establish SBRHS (9–12) Lifecycle Capital Asset Plan

- Initiate a comprehensive structural and mechanical systems audit of Somerset Berkley Regional High School to map out the proactive replacement, upgrade, and funding schedules for major building systems (e.g., HVAC, roofing, technological infrastructure) as the facility crosses its second decade of operation.

Execute Capital Upgrades & Classroom Modernization

- Systematic execution of the facilities master plan, focusing on retrofitting older spaces to create flexible, modern, and quiet learning environments that mitigate open-concept noise issues.

Pursue Long-Term Enrollment Sustainability & Branding

- Launch an intentional enrollment marketing and brand-positioning campaign highlighting Somerset's and Somerset Berkley’s unique career pathways, CTE programs, and robust student opportunities to attract and retain regional families.

Strategic Pillar 3

Facilities & Organizational Development

Key Metrics and Evidence of Success

1. Complete organizational chart published on the district website.
2. Staff survey indicates 90% clarity on reporting structures and functional responsibilities.
3. Reduction in response time to custodial and maintenance requests.
4. Monthly administrative walkthroughs show a high standard of upkeep; student focus groups report increased satisfaction.
5. 75% of new student registrations are processed through central administration.
6. Completed schedule recommendation report with consensus from faculty working groups.
7. Approval of a revised secondary school schedule to launch no later than the 2028-2029 school year.
8. Completed PK-5 Facilities Master Plan presented to School Committees and Town Selectmen.
9. Integration of early-stage elementary capital projects into the town's capital improvement schedule.
10. Completed SBRHS Lifecycle Audit and 10-Year Capital Replacement Schedule delivered to the Regional School Committee.
11. Completion of scheduled phase-one elementary school facility modernizations.
12. Feedback from teachers and students confirms improved acoustics and learning conditions in upgraded classrooms.
13. Stabilization of school enrollment metrics.
14. Increased positive public relations coverage and modernized digital presence.

Strategic Pillar

4

Family and Community Engagement

Focus Area:
Trust, communication, partnership, equity of access, and shared ownership of student success.

Core Strategic Intent:
Cultivating a co-owned educational ecosystem by establishing standardized communication, removing financial barriers to student participation, and building deep, active, and accessible partnerships between families, schools, and alumni.

Priorities

Establish Family & Educator Communication Standards

- Distribute a baseline survey to families and teachers regarding current communication platforms and expectations. Draft and publish unified, bi-directional communication standards that define response expectations, simplify ParentSquare usage, and explicitly provide regular feedback opportunities.

Audit and Cleanse Student Data Systems (Aspen)

- Perform a comprehensive audit and data-cleansing process within Aspen to establish robust checks, balances, and legal validity for family contact information, language preferences, and guardian permissions.

Restructure Back-to-School and Parent Conference Nights

- Transition from traditional, rigid scheduling models to introduce interactive "Community & Curriculum Collaboration Nights".

Launch Elementary Family Math + Game Night

- Host an annual elementary family event that showcases grade-level math concepts through Bridges curriculum-aligned games and traditional family games, building shared math language between school and home.

Strategic Pillar

4

Family and Community Engagement

Priorities

Public Relations & Digital Storefront Upgrades

- Guarantee accurate, dynamic, and timely updates across the district website, school social media channels, and ParentSquare platforms.

Launch Digital Parent Education Clearinghouse

- Partner with organizations like MEFA (Massachusetts Educational Financing Authority) and local civic entities to launch an online educational platform offering asynchronous financial planning, college/career prep, and child development resources for families.

Family AI Supports

- Add a family-facing AI and digital literacy module to the Somerset/SB Parent Academy digital portal, paralleling the mandatory student AI/digital literacy graduation requirement, so families are equipped to support safe and informed AI use at home.

Record and Stream Educational Content for Equitable Access

- Ensure that all primary parent education workshops, financial aid seminars, and school information nights are recorded, closed-captioned, and translated into multiple languages to guarantee access for parents with non-traditional work schedules.

Establish Active Graduating Senior & Alumni Network

- Systematically collect personal, non-district email addresses from graduating seniors starting with the Class of 2026 to build an active alumni database. Connect current students with alumni mentors for career shadowing and internships.

Strategic Pillar

4

Family and Community Engagement

Key Metrics and Evidence of Success

1. Baseline survey completed with 50% family participation.
2. Published "District Communication Standards & Protocols Handbook" for all schools.
3. 100% of student records in Aspen are verified with accurate, updated contact information, guardian data, and demographic/ethnicity information.
4. Successful hosting of restructured Community Nights across all schools with documented attendance records.
5. 40% increase in attendance from families historically underrepresented at traditional conferences.
6. At least one Family Math + Game Night hosted annually in each elementary school by March, staffed by building administrators, classroom teachers, interventionists, and math coaches.
7. Family attendance tracked and reported annually, with year-over-year participation growth used as a measure of family engagement in math.
8. Post-event family survey administered each year, with results used to refine game selection and format for the following year.
9. Launch of the "Somerset/SB Parent Academy" digital portal.
10. Family AI literacy module live within the Parent Academy portal at launch.
11. Video library of all major family events created with multilingual audio/subtitle options.
12. Analytics indicate strong post-event asynchronous viewing metrics.
13. Alumni database established and growing annually by 150+ verified entries.
14. 25% of senior internships or career day events supported directly by active alumni.

Alignment with Massachusetts Graduation Standards

This strategic plan is uniquely designed to place Somerset and Somerset Berkley at the forefront of educational practice by fully integrating the June 2026 recommendations of the Massachusetts K-12 Statewide Graduation Council.

Following the historic 2024 voter repeal of the high-stakes MCAS graduation requirement, Massachusetts has transitioned to a comprehensive, modern system that measures readiness through coursework, end-of-course assessments, and applied, real-world mastery.

This five-year strategic plan directly incorporates these statewide components into our graduation requirements, utilizing a phased transition timeline starting in the 2026–2027 school year:

State Graduation Requirement	Somerset / Somerset Berkley Integration
MassCore Alignment	Core expectation for 100% of SBRHS students.
MyCAP Planning	Scaffolded portfolio development starting in Grade 6.
Financial Literacy	Embedded personal finance module and graduation milestone.
AI & Digital Literacy	Mandatory competency module focusing on media evaluation.
Work-Based Learning	Fully integrated Capstone projects and internships.
Civic Engagement	Active, non-partisan student-led projects in Grades 8 and 11.