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Scituate School Department

# Strategic Plan



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*Charting a course from where we are now  
to where we want to be...*

*May 10, 2013*



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# Statement of Beliefs

## *Formal expression of the organization's*

- ❖ *Fundamental values*
- ❖ *Deep & abiding convictions*
- ❖ *Non-negotiable ethical principles*
- ❖ *Moral imperatives*

### **We Believe that:**

- All students can learn;
- Education accommodates and supports the diverse needs of students and adults as all people have unique talents and abilities;
- Education is the shared responsibility of home, school & community;
- Education enriches the quality of life;
- Schools prepare students to be creative thinkers, problem solvers and effective communicators;
- Schools empower and encourage students to be responsible citizens, productive and collaborative workers, and life long learners in a technological, changing global society and economy;
- Schools must be safe, healthy, secure, nurturing learning environments for all stakeholders;
- All interactions within the educational community must be conducted with dignity and mutual respect;
- All students are provided a differentiated, standards driven learning environment;
- We, as a community, are obligated to support our educational mission.

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# Mission

*Identifies why the organization exists*

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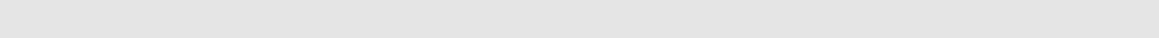
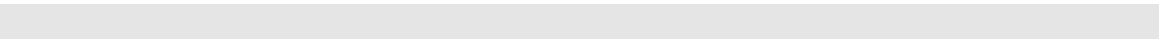
THE MISSION OF THE SCITUATE  
SCHOOL SYSTEM IS TO PROVIDE  
ALL STUDENTS WITH THE  
KNOWLEDGE, SKILLS AND  
STRATEGIES NECESSARY TO  
BECOME RESPONSIBLE,  
SUCCESSFUL, AND  
CONTRIBUTING CITIZENS IN A  
CONTINUALLY CHANGING  
WORLD.

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# Strategic Parameters


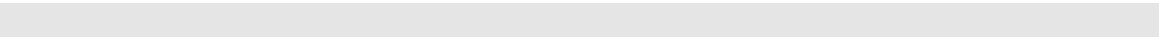
*Absolute pronouncements that establish boundaries*

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- ❖ The education, health, safety & well-being of all members of our educational community is our highest priority.
  - ❖ No other factor will take precedence over the PreK-12 instructional program.
  - ❖ We will first address reallocating existing resources and exploring outside sources before seeking additional local funding.
  - ❖ We will not tolerate prejudice of any kind.
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# Objectives

*The organization's desired results*

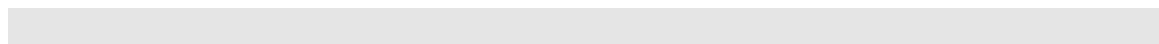
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- By 2014, we will have met or exceeded the AYP (Adequate Yearly Progress) targets in ELA (English-Language Arts).
  - By 2014, we will have met or exceeded the AYP targets in Math.
  - By 2014, we will have met or exceeded state proficiency targets in Science.
  - By 2014, we will have met or exceeded the AYP targets in the special populations subgroup (if applicable based on 3 year rolling averages).
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# Strategies

*Broad statements that describe how the organization's resources will be deployed to achieve the mission and objectives*

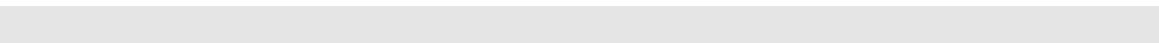
## **7 STRATEGIES**

- ◆ LEAD THE FOCUS ON LEARNING & ACHIEVEMENT
  - ◆ GUIDE THE SELECTION & IMPLEMENTATION OF CURRICULUM/INSTRUCTION/ASSESSMENT
  - ◆ RECRUIT, SUPPORT & RETAIN HIGH QUALITY STAFF
  - ◆ ENGAGE FAMILIES & COMMUNITY
  - ◆ ENSURE SAFE, HEALTHY & SUPPORTIVE ENVIRONMENTS FOR STUDENTS
  - ◆ ENSURE EQUITY & ADEQUACY OF FISCAL & HUMAN RESOURCES
  - ◆ USE INFORMATION FOR PLANNING & ACCOUNTABILITY
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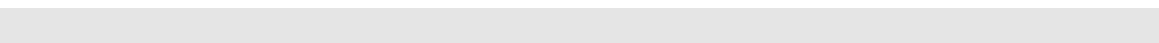


# Strategy #1

## *LEAD THE FOCUS ON LEARNING & ACHIEVEMENT*



Administration maintains a clear and visionary focus on learning and achievement. Administration articulates and provides ongoing communication to students, teachers, school leaders, parents, school committee and the community. District leadership, in conjunction with the learning community, describes what the students need to know and be able to do to achieve the district's goals for learning. The administration is able to describe what all stakeholders need to do to ensure that students reach the goals set for student learning, achievement, and their development.

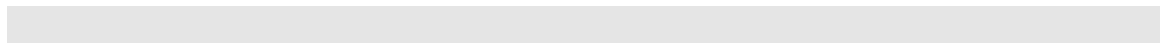




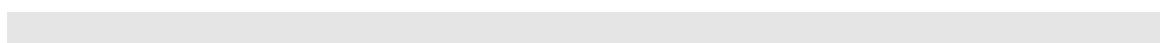


## Strategy #2

### *GUIDE THE SELECTION & IMPLEMENTATION OF CURRICULUM/INSTRUCTION/ ASSESSMENT*



The district curriculum is aligned with its mission and objectives/goals for student learning as well as with Common Core State Standards in ELA, Mathematics and all other mandated proficiencies. These curricula have a variety of embedded and web-based assessments that allow students to demonstrate levels of proficiency and teachers to gauge learning. The District Administration, building principals and teachers have extensive knowledge and understanding of outcomes-based education, differentiated instruction and management of 21<sup>st</sup> century, learning-centered classrooms and works collaboratively with schools to implement these practices.



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## Strategy #3

### *RECRUIT, SUPPORT & RETAIN HIGH QUALITY STAFF*

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The district actively recruits candidates nationally with the highest qualifications. These professionals are provided with various supports including: district mentoring program and the RI teacher induction model, critical friends and systemic, job-embedded professional development (PD) that is continual and on-going. Strategy 3 ties the PD of individuals to district and school objectives/goals. The district has policies and procedures that encourage stability and distributes leadership. Policies and procedures are revisited and revised to ensure all students have high quality educators. Teachers and administrators adhere to the RI Model of educator evaluation. Central office works closely with school administrators and teachers to assess personnel needs and develop PD based on identified needs as defined by the collaborative efforts of the professional development planning committee.

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## Strategy #4

### *ENGAGE FAMILIES & COMMUNITY*



The district affirms that parents and community members are integral to the success of the district's mission. Parents and community members acting as partners may express ideas, provide feedback, become more involved and informed in the educational process impacting student learning through the following venues:


- School-based teams:
  - NEASC committees
  - S.P. A.R.T.A. – (Scituate Parents Alumni Retirees Teachers and Assistants)
  - Scituate Booster Athletic Club
  - Parent Teacher Organizations
  - School Improvement Teams
  - Scituate Music Association
  - Scituate Prevention Partnership
  - Senior Project Presentation Night
- District strategic planning committee
- Monthly school committee meetings
- Monthly superintendent/parent meetings






## Strategy #6

### *ENSURE EQUITY & ADEQUACY OF FISCAL & HUMAN RESOURCES*



The Superintendent, in conjunction with his staff and with consent from the school committee, determines an adequate and equitable formula for the allocation of fiscal and human resources based on student need and within the parameters of existing resources. School principals, with input from their staffs, determine how these funds and human resources are allocated at the school level. These allocations are subsequently reviewed by the administration and school committee.





## Strategy#7

### *USE INFORMATION FOR PLANNING & ACCOUNTABILITY*

The district subscribes to the principles of continuous improvement via various internal and external planning and improvement activities. The district and the individual schools engage in the strategic planning process and an analysis of local and state-level data. This includes but is not limited to Uniform Chart of Accounts data, standardized test scores, interim assessment data, universal screening and progress monitoring, and local curriculum based measures. Extensive formative and summative evaluations in the form of common assessments, curriculum based measures and course proficiency tasks (i.e.- grade level assessments, Proficiency Based Graduation Requirements) are utilized to measure teaching and learning and

inform instruction. Schools employ broadly representative school improvement teams to implement the results of data analysis and chart a course for continual instructional improvement.

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# Action Plans

*Explicit step-by-step processes for realizing each strategy*

- ❑ COMMON CORE STATE STANDARDS (CCSS)---Continue to align CCSS Curriculum & fully embrace preK-12 RIDE state curriculum in preparation for the PARCC assessments.
- ❑ MENTORING---Continue the RI Teacher Induction Model as well as the district process for mentoring and induction of new teachers, contractual agreements & standards-driven professional development.
- ❑ SELF-STUDY---Ensure that all schools are participating in the Self-Study process through data analysis in all schools. At the high school level, this includes addressing the recommendations from the NEASC report.
- ❑ PERSONALIZATION---Continue to expand a more personalized learning environment at the middle and high schools including student advisory programs and senior seminar.
- ❑ APPLIED LEARNING--- Continue to implement high school requirements for applied learning through Proficiency Based Graduation Requirements (i.e. senior projects and student portfolios)
- ❑ HIGH EXPECTATIONS--- Continue to have high expectations for student performance by increasing the number of students meeting or exceeding the standard and ensuring that all students have equal access to the outcomes based curriculum.



- ❑ BEST PRACTICE----Continue to implement and share best practices in all content areas.
- ❑ PLP---Continue to provide Personal Literacy Plans (PLP) for every child PK-12 not reading on grade level.
- ❑ READING AND NUMERACY INTERVENTION---Continue progress monitoring and intervention efforts in accordance with the district RTI flowchart, the RI Regents Literacy Policy. Include specific information by which students who are performing one year or more below grade level will attain grade level abilities.
- ❑ GUIDANCE---Continue the development of the K-12 Guidance Plan (including responding to recording and planning for individual students social/emotional, academic & career needs).
- ❑ POLICIES---Maintain current and when appropriate, develop new policies, procedures and programs to ensure safe, healthy and supportive learning environments (i.e. District Social Networking Policy and Statewide Bullying Policy).
- ❑ BEHAVIOR---Administrators and staff shall maintain an orderly environment, including high standards for student behavior and clearly document student behaviors through positive behavior supports (to enhance the social and emotional wellness of all students).
- ❑ WELLNESS--Continue Wellness Committee to decrease obesity and improve health and wellness of students and staff through nutrition, physical activity, health education, wellness programs, & physical education.
- ❑ RESPONSE TO INTERVENTION-- Use student progress data and NECAP data to develop appropriate interventions for all students with an identified need. Continue the development of protocols and tools for interventions to enhance teacher practice and provide systematic support to all students who are in need.
- ❑ READING INSTRUCTION---Continue to provide scientific research based reading instruction aligned to improve the reading skills of all students PK-12 aligned to the Regents literacy policy.

- ❑ ASSURANCES---Continue to ensure the education of students who are removed from instruction for more than 10 days or whom are chronically truant.
- ❑ PERFORMANCE GAP BY DISABILITY----Improve student achievement and close the performance gap correlated with disability.
- ❑ ILP (Individual Learning Plan) --- Address strategies for responding to, recording and planning for each individual student's social/emotional, academic and career plan grades 5-12.
- ❑ BULLYING & CHARACTER EDUCATION---Continue to improve, review & refine bullying and cyberbullying prevention programs in alignment to the Statewide Bullying Policy.
- ❑ SCHOOL RESOURCE OFFICER----Continue the SRO as a key component of school safety and community outreach.
- ❑ PROFESSIONAL DEVELOPMENT---(1)Continue to offer opportunities for professional development, (2) measure the effectiveness through the use of anecdotal data at PD committee meetings. (3) Continue to support and expand PK-12 writing, math, and science curriculum development and articulation.
- ❑ TECHNOLOGY---Assess current and future technology needs to support the integration of technology into instruction and to ensure preparedness for the PARCC assessments. Technology should also be used to improve levels of home/school communication using contemporary technology (parent portal for PowerSchool).

