Scituate School Department

Strategic Plan

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

2017 - 2020

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Introduction

This three-year Strategic Plan was designed by the Scituate Strategic Planning Committee. The committee includes members from the following groups: parents, teachers, building level administrators, central office administrators, students, community members, and school committee. A complete list of committee members is located at the end of this plan. The process was inclusive of all voices; the committee held several meetings during the school year. After the initial draft was completed, the draft document was disseminated to faculty, staff, and parents via email. A feedback form accompanied the document with a request for feedback on the draft. Following the collection and incorporation of this feedback, the revised draft was brought to a public forum held at Scituate High School with all stakeholders invited. Feedback from this forum was incorporated into the plan and the final document was brought to the Scituate School Committee at the May 2, 2017 meeting.

The Strategic Plan sets goals and plans for the Scituate School Department. However, document is not intended to be exhaustive or all inclusive. Each school develops a School Improvement Plan aligned to the Strategic Plan that details specific strategies, goals, and action plans. These documents are considered "living documents" that are reviewed annually with a major review and revision conducted every three years.

Statement of Beliefs & Vision

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.

Vision Statement

The Scituate School District will be an exemplary 21st century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Mission

Identifies why the organization exists

The Scituate public Schools prepares students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, community partners, civic organizations, and higher education.

Strategic Parameters

Absolute pronouncements that establish boundaries

- ❖ 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 not tolerate prejudice of any kind.

Strategies

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

6 Objectives

1. Student Achievement
2. Rigorous Curriculum
3. Safety, Health & Welfare
4. Recruit, Support, & Retain Staff
5. College/Career Readiness & Community Support
6. Technology & Data Use

Strategy #1

Student Achievement

Scituate maintains a clear and visionary focus on learning and achievement. As such, we articulate and provide 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. We are able to describe what all stakeholders need to do to ensure that students reach the goals set for student learning, achievement, and their development.

Measurable Goals:

- State Assessment Proficiency Scores (PARCC, NECAP, etc.) will increase across all grade levels based on specific cohort targets set by each school's School Improvement Plan.

- SAT & PSAT scores will increase each year based on cohort targets set by the SHS School Improvement Plan

- Senior Project Completion Rate will be 100%

- High School Graduation rate will remain at 90% or higher

- School base screening & progress monitoring tools will show growth at individual student levels (examples include STAR 360, IXL Math, and Aims Web)

Action Plans

- 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 standards-driven curriculum.

- 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 (describe how below-level students in reading and math will make progress in those subjects) in alignment with applicable RIDE regulations. Include specific information by which students who are performing one year or more below grade level will attain grade level abilities.

- RESPONSE TO INTERVENTION-- Use student progress 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.

- 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.

Strategy #2

Rigorous, Standards Driven Curriculum

The district curriculum is aligned with its mission and objectives/goals for student learning as well as with Common Core State Standards (CCSS) for literacy, numeracy and all other mandated proficiencies. The Science curriculum is aligned to the Next Generation Science Standards (NGSS). These curricula have a variety of embedded 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 standards-based education, differentiated instruction and management of learning-centered classrooms and works collaboratively with schools to implement these practices.

Measurable Goals
- Grade level leaders (elementary grades) will meet a minimum of twice per year to review and revise K-5 curriculum maps
- Content Coordinators (middle school) will meet quarterly with content area teachers to review and revise curriculum
- Department Chairs (high school) will meet quarterly with content area teachers to review and revise curriculum
- High school course offerings will be reviewed annually (guidance and administration) to ensure personalization of instruction. This includes: expansion of Honors, Dual Enrollment, Advanced Placement, and Pathways courses.
- All curriculum will be fully aligned to the Common Core State Standards (NCSS)
- Science Curriculum will be aligned to the Next Generation Science Standards (NGSS)

Action Plans

- CCSS & NGSS--- Ensure all curriculum is a fully aligned to CCSS and/or NGSS & fully embrace preK-12 RIDE state curriculum.

- SELF-STUDY---Ensure that all schools are participating in the Self-Study process through data analysis in all schools.

- PERSONALIZATION---Continue to expand a more personalized learning environment at the middle and high schools thru review and revision of course offerings on an annual basis.

- APPLIED LEARNING--- Continue to implement high school requirements for applied learning through Proficiency Based Graduation Requirements (i.e. senior projects)

- 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 standards-driven curriculum.

- BEST PRACTICE----Continue to implement and share best practices in all content areas.

- GUIDANCE---Continue the development of the K-12 Guidance Plan (including responding to, recording, and planning for individual students social/emotional, academic & career needs).

- READING INSTRUCTION---Continue to provide scientific research based reading instruction to improve the reading skills of all students PK-12 aligned with applicable RIDE requirements.

- ASSURANCES---Continue to ensure the education of students who are removed from the classroom because of a suspension of more than 10 days or who are chronically truant.

Strategy #3

Safety, Health & Welfare

The district ensures a safe and supportive environment through the work of committees and community organizations that develop effective policies that address health and wellness, crisis response issues and safety. These policies guide the development of positive climates in which mutual respect and individual responsibility prevail in order to ensure the safety and well-being of every member of the school community.

Measurable Goals

- District level bullying report will be submitted to RIDE at the end of each semester

- Monthly Suspension reports will be submitted to central office administration

- Incidents of suspensions will reduce by 5% each year

- Safety Committees will be established at each school. Meetings will take place quarterly.

- District Level Safety Committee will meet a minimum of twice per year

- District Health & Wellness committee will meet twice per year. This is an established subcommittee of the Scituate School Committee

- Surveyworks data will be reviewed annually by each School Improvement Team

Action Plans

- SELF-STUDY---Ensure that all schools are participating in the Self-Study process through data analysis in all schools.

- 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.

- BEHAVIOR---Administrators and staff shall maintain an orderly environment, including high standards for student behavior and clearly document student behaviors through POSITIVE BEHAVIORAL SUPPORTS (to enhance the social and emotional wellness of all students).

- WELLNESS--Continue Wellness Committee to decrease obesity and improve health & wellness of students & employees through nutrition, physical activity, health education, wellness programs, & physical education.

- BULLYING & CHARACTER EDUCATION---Continue to improve, review & refine bullying and cyberbullying prevention programs.

- SCHOOL RESOURCE OFFICER----Continue the SRO (continue to make public relations and communication a priority).

Strategy #4

Recruit, Support, & Retain Staff

The district actively recruits candidates with the highest qualifications. These professionals are provided with various supports including: mentoring, critical friends and systemic, job-embedded professional development (PD) that is continual and on-going. PD opportunities connect 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. Professional development is a collaborative effort among all stakeholders central administration and the professional development planning committee (members include teachers, parents, and administrators).

Measurable Goals

- All Scituate teachers will be certified teachers per appropriate RIDE certification

- Each teacher will complete a minimum of 15 hours of professional development (PD) each school year. Documented PD will promote continuous growth, reflection, and peer observation

- The RIDE evaluation model will be followed for all teachers and building level administrators

- All non-tenured teachers will participate in the Scituate School Department Mentoring program

- Substitute teachers will be RIDE certified teachers.

Action Plans

- MENTORING---Continue the process for mentoring and induction of new teachers, contractual agreements & standards-driven professional development.

- PROFESSIONAL DEVELOPMENT---(1)Continue to offer opportunities for professional development, (2) measure the effectiveness of PD by examining data, needs assessments, current practices and past PD. (3) Continue to support and expand PK-12 writing, math, and science curriculum development and articulation.

Strategy #5

College / Career Readiness & Community Support

Each school closely monitors student support services and academics to ensure proper alignment to the district vision and mission. Personalization of instruction is of the highest priority. To this end, schools will affirm 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 several venues. This includes:

- School improvement teams

- Monthly school committee meetings

- Monthly superintendent/parent meetings

- The annual financial town meeting

- Input from the respective school parent organizations

- School websites, email lists, and report nights

Measurable Goals

- Collaborative relationships will be maintained between Scituate High School and CCRI, RIC, & URI. Early enrollment credits will be available to students for specific coursework

- Community and business partnerships will be established and maintained at all schools

- Each school will establish and maintain active parental support groups. This may include PTO, PTA, SPARTA, SMA, and Boosters

- Superintendent's Monthly Coffee Hour sessions will be held with representatives from each school parent group invited to attend

- District level newsletter will be sent to all parent emails each quarter. School level newsletters will be sent to parents on a weekly basis.

Action Plans

- PERSONALIZATION---Continue to expand a more personalized learning environment at the middle and high schools thru review and revision of course offerings on an annual basis. At the elementary level, support services will available to meet students at their individual level based on assessment data.

- PATHWAYS – Create and maintain career pathways at the secondary level

- APPLIED LEARNING--- Continue to implement high school requirements for applied learning through Proficiency Based Graduation Requirements (i.e. senior projects)

Strategy # 6

Technology & Data Use

The district technology department, with input from school technology teams, ensures that adequate and appropriate systems are in place to support teaching and learning. Each school has an established technology committee to assess technology needs; technological resources are available to enhance teaching and learning and to ensure effective data collection and use.

The district and the individual schools engage in the strategic planning process and an analysis of local and state-level data to inform decision making at all levels. This includes but is not limited to Uniform Chart of Accounts data, standardized test scores, and local curriculum based measures. Extensive formative and summative evaluations are utilized to measure teaching and learning and inform instruction. Schools broadly employ representative school improvement teams to implement the results of data analysis and chart a course for continual instructional improvement.

LINK TO TECHNOLOGY ASSESSMENT TO BE ADDED

Measurable Goals

- Technology committees will be maintained at each school and meet quarterly

- District level technology committee will meet at least twice per year

- Technology plan will be updated annually by Director of Technology with input from District technology Committee

- Technology surveys will be administered annually at each school with results reviewed by technology committee

- State assessments will be administered electronically

- Students and teachers will have access to online resources and supports on a daily basis.

- Technology will support universal screening tools and progress monitoring

tools such as STAR 360, IXL Math, and Aims Web.

- District technology assessments will be conducted as needed

Action Plans

- ❑ RESPONSE TO INTERVENTION-- Use student progress 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.

- ❑ TECHNOLOGY---Assess current and future technology needs to support the integration of technology into instruction and to improve levels of home/school communication using contemporary technology (e.g. parent portal for PowerSchool).

The District Strategic Planning Committee noted that all actions plans shall be reviewed and revised every three years to address additional National and State level initiatives and mandates.

Strategic Planning Participants

Updated, January 18th, 2017

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