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Scituate School Department

Strategic Plan



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

May 9, 2008



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Statement of Beliefs

Formal expression of the organization's

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

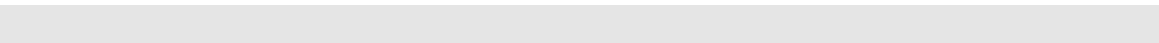
We Believe that:

- All students can learn;
- Education will accommodate and support 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 interaction 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.

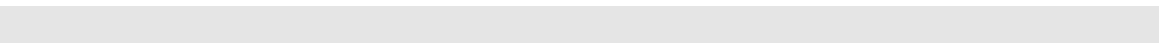


Mission

Identifies why the organization exists



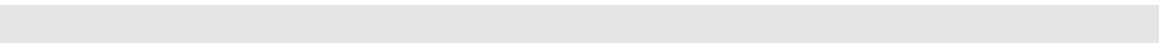
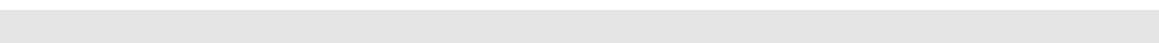
THE MISSION OF THE SCITUATE
SCHOOL SYSTEM IS TO PROVIDE
ALL STUDENTS WITH THE
KNOWLEDGE, SKILLS AND
STRATEGIES NECESSARY TO
BECOME RESPONSIBLE,
SUCCESSFUL AND
CONTRIBUTING CITIZENS IN A
CONTINUALLY CHANGING
WORLD.





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

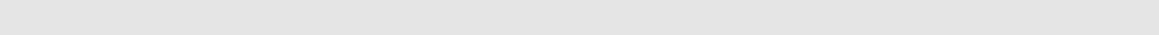
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- By 2010, we will have met or exceeded the AYP (Adequate Yearly Progress) targets in ELA (English-Language Arts).
 - By 2010, we will have met or exceeded the AYP targets in Math.
 - By 2010, we will have met or exceeded the AYP targets in the special populations subgroup.
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Strategies

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

7 STRANDS

- ◆ 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
- 



Strategy #1

LEAD THE FOCUS ON LEARNING & ACHIEVEMENT

Administration maintains a clear & visionary focus on learning & achievement. Administration articulates & provides ongoing communication to students, teachers, school leaders, parents, school committee & 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 & their development.

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Strategy #2

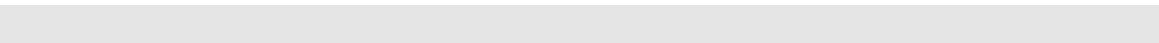
*GUIDE THE SELECTION &
IMPLEMENTATION OF
CURRICULUM/INSTRUCTION/
ASSESSMENT*

The district curriculum is aligned with its mission & objectives/goals for student learning as well as with district/state standards for literacy, numeracy and all other mandated proficiencies. These curricula have a variety of embedded assessments that allow students to demonstrate levels of proficiency and teachers to gauge learning. The Administration and district leadership have an extensive knowledge and understanding of standards-based education/differentiated instruction and management of learning-centered classrooms and works with schools to implement these practices.




Strategy #3

RECRUIT, SUPPORT & RETAIN HIGH QUALITY STAFF



The district actively recruits candidates with the highest qualifications. These professionals are provided with various supports including: mentoring, critical friends, continual, on-going, systemic, job-embedded professional development (PD) & I-Plan. PD ties the PD of individuals to district and school objectives/goals. The district has policies and procedures that encourage stability and distributes leadership. Central office works closely with school administrators and teachers to assess personnel needs and developing professional development based on identified needs.





Strategy #4


ENGAGE FAMILIES & COMMUNITY

The district affirms that parents and community members are integral to the success of the district's mission. School improvement teams, the district strategic planning committee, monthly school committee meetings, monthly superintendent/parent meetings, annual financial town meeting, and respective school parent organizations are examples of those venues in which parents and community members may express ideas and provide feedback while becoming more informed of and involved in, the educational processes impacting student learning.

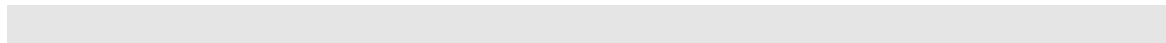


Strategy #5

*ENSURE SAFE, HEALTHY &
SUPPORTIVE ENVIRONMENTS FOR
STUDENTS*



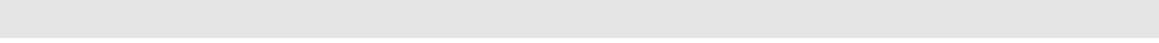
The district ensures a safe and supportive environment through the work of committees and community organizations that develop effective policies that address health and wellness, crisis response issues and safety. These policies create a learning environment that promote mutual respect and individual responsibility and ensures the safety and well-being of every member of the school community.






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 strategic planning and employ broadly representative school improvement teams to implement the results of that planning and chart a course for continual instructional improvement. Extensive formative and summative evaluations are utilized to measure teaching and learning .

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Action Plans

Explicit step-by-step processes for realizing each strategy

- GLE/GSE---Continue to crosswalk GLEs/GSEs & fully embrace K-12 RIDE state curriculum.
- MENTORING---Continue the process for mentoring and induction of new teachers, interagency agreements & standards-driven professional development.
- SELF-STUDY---Ensure that all schools are participating in the Self-Study process described in SALT.
- PERSONALIZATION---Continue to explore a more personalized learning environment at the high school.
- APPLIED LEARNING---Explore the high school requirements for applied learning for all students (work related or community service).
- 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 best practices (especially in math, reading and writing)
- PLP---Continue to provide Personal Literacy Plans (PLP) for every child K-12 not reading on grade level.
- READING INTERVENTION---Continue progress monitoring and intervention efforts (describe how below-level readers will make progress in reading) in alignment with the RI Regents Reading Policy. Include specific information by which students

who are reading 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.
- BEHAVIOR---Administrators & 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 & physical education.
- RESPONSE TO INTERVENTION---Transition all teacher support teams (TST) to Response to Intervention Teams (RTI) by September 2009.
- READING INSTRUCTION---Continue to provide scientific research based reading instruction aligned to improve the reading skills of all students PK-12 aligned w/regents reading policy.
- 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.
- 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 anti-bullying programs (with an emphasis on expanding the development of character education).
- SCHOOL RESOURCE OFFICER----Continue the SRO (continue to make public relations and communication a priority).
- 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 (specifically of the Columbia reading program).
- 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.

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Strategic Planning Participants

Annual Update May 2008

Jean Angell, High School Teacher/Athletic Director

Donna Bonneau, Hope School PTA

Sue Bryant, High School Parent

Karen Cappelli, Clayville School, Elementary Principal

Sarah Cathcart, High School Student

June Guglielmi, School Committee Member

Paul Lescault, Superintendent

John Magner, Special Education Director

Joe Roumelis, Middle School Teacher/STA Vice President

Debra Salzberg, North Scituate Elementary Teacher

Diane Scacco, North Scituate Elementary PTO

Kristen Stringfellow, Assistant Superintendent, Facilitator

David Sweet, High School Assistant Principal