

Regional School District 12

serving the communities of Bridgewater, Roxbury, and Washington

Strategic Plan 2008-2011



Achieving Excellence by Any Measure



Our Vision



Regional School District 12 continually strives to provide a culture for learning where *every student* has the opportunity to achieve academic and social success through –

- **skillful and responsive instruction** provided by inspiring, reflective, and committed teachers who model and foster a passion for learning,
- **dynamic and distributed leadership** designed to secure enriching and nurturing learning environments,
- **coherent standards-led curricula** which guide students in the development of deep understanding and higher order thinking,
- **extensive options in the wider community** for students to demonstrate understanding of and appreciation for the world beyond the classroom and school,
- **co-curricular programs** that offer a broad range of opportunities for students to develop and expand creativity,
- **high expectations** for contribution, achievement, responsibility, and leadership from all students, and
- **partnerships with parents** and others which establish positive home-school connections that enable students to become engaged designers of their own futures.

Planning for Excellence

To the Members of the Region 12 Community:

We are pleased to present you with the **Regional School District 12 Strategic Plan (2008 – 2011)**. This is the product of hard work and collaboration among the members of our district's Strategic Plan Steering Committee comprised of teachers from all levels, administration, and community members. It is also the result of considerable prior effort completed in the previous and inaugural Strategic Plan which covered the years 2004 – 2008. This was a substantial undertaking and not only represented an initial effort to think and plan long-term, it also was responsible for making some important strides in the improvement of instruction in Region 12.

What you will find in this document should not look unfamiliar and the essential format of Goals and Objectives remains the same as it was in the prior plan. Also remaining the same is the guiding belief that all children can learn at high levels and that it is our fundamental charge to insure that this occurs. This Plan, in contrast with the previous effort, does seek with increased resolve and emphasis to measure every initiative and proposed change in terms of how children will gain from what is envisioned. Whenever possible we will quantify and measure these improvements in order to gauge success and to adjust accordingly.

The new Plan is based upon a revised **Vision** (see previous page) which enumerates what we believe to be crucial to providing our students with the kind of educational environment and opportunity that will prepare them for the 21st Century. It should be said that this Plan differs from the prior effort in that it restricts emphasis to four key building blocks for *achieving excellence by any measure*:

- **Student Needs** – Operating with the firm conviction that we must pay attention to all factors that impact student learning, from school climate to interpersonal skills, to the unique learning requirements of the individual child, we commit to taking incremental steps to positively influence our students' opportunities to thrive and to learn.
- **Curriculum and Instruction** - As components at the very heart of successful and relevant learning, we will insure that our curricula are current and aligned with state and national standards through a consistent review and revision process, and we will guarantee that all educators are equipped with the tools to assess leaning and to make instructional adjustments accordingly.



Planning for Excellence

- **Data** – We will redouble our efforts to use formative and summative assessment information to shape programs and to adjust instruction. The information that is gathered at the classroom, district, and state levels will be examined and utilized to understand each learner's needs and to insure success for all.
- **Technology** – Every Region 12 learner will experience a wide range of instructionally embedded technologies, each targeted to enhance and support student learning while insuring that all students acquire the necessary technology competencies for success in the future.



Each Goal area is accompanied by one or more Objectives which break the work to be done in each category into tasks with measurable targets that are tied to a defined timetable for accomplishment. Inserted annually within this overview of the Goals and Objectives will be the Action Steps that are contemplated for the impending school year. These Action Steps are defined annually in part because the measurement of progress may well influence how the next Action Steps will be approached.

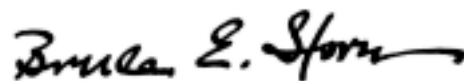


This Strategic Plan will only matter if it is executed and if it becomes a part of, and aligned with, our institutional activities each year, from budget development to professional development, to the development of school-based Success Plans. To that end, the efforts itemized under each Goal will be guided by Co-Goal Managers and individual Goal Teams comprised of teaching faculty and others. The contributions of these Teams are already represented in the texture of the Strategic Plan, and the identification and execution of Action Steps for each year will be partially the responsibility of these individuals working with building and central administration.



Thank you for your interest in our plan and for your involvement on whatever level is possible. Pursuing the Plan and ultimately having it become the core of all efforts in the District is certainly desirable and ideal. What is most important, however, is our belief that in the Plan's accomplishment we will be making certain that all of our children thrive academically and socially, and are prepared to move on with confidence and skill into whatever pursuit they choose.

So, again, thank you for taking the time to read about and understand our Strategic Plan. Through it we hope to take charge of our future and the futures of many, many learners who will carry our messages into a time we will never see.



Superintendent
Regional School District 12

Goals and Objectives

Goal 1

Student Needs

Staff of Regional School District 12 will positively address students' social, emotional, and educational needs

Objective 1

Staff will develop recommendations for elementary guidance personnel for inclusion in the FY2011 budget.

Step	Action	Outcome	Who	By When
1	Form a subcommittee to work on this goal.	Recommendation in budget.	Goal Team Leaders	FY12 budget
2	Define and write the job description.	Recommendation in budget.	Subcommittee	FY12 budget
3	Gather data to support the need.	Recommendation in budget.	Subcommittee	FY12 budget
4	Recommendation for guidance counselor shared by all three elementary schools will be added into budget.	Recommendation in budget.	Administrators recommend Superintendent complete	FY12 budget

Objective 2

Staff will determine level and range of disaffected students and investigate and implement appropriate possible remedies, including ASAP, work study, course selection, career education, and ELL intervention.

Step	Action	Outcome	Who	By When
1	Form subcommittees to investigate warning signs of a disaffected student.	List of warning signs.	Goal Managers	February 6, 2009
2	Define "disaffected student."	Definition complete.	Goal Managers	February 6, 2009
3	Form a subcommittee to develop a standard process of communication between levels.	Draft proposal of process.	Goal Managers	February 6, 2009
4	Investigate current interventions among levels.	Compile list of interventions.	Goal Managers	February 6, 2009

Objective 3

Staff and students will foster a mutually respectful climate throughout the school environment as evidenced by positive results on school climate surveys.

Step	Action	Outcome	Who	By When
1	Form a subcommittee to work on this objective.	Committee will be formed and will meet.	Goal Team Leaders	February 6, 2009
2	Review the survey from EDUCATION CONNECTION about school climate.	Determine if survey will be implemented or adapted.	Subcommittee	February 6, 2009
3	Review the recommendations from EDUCATION CONNECTION.	Determine which recommendations will be implemented and forward to Dr. Storm.	Subcommittee	March 2009

Goal 2

Curriculum & Instruction

Regional School District 12 will continuously conduct a thorough, systematic, and comprehensive curriculum review and revision process.

Objective 1

RSD 12 will develop and implement a thorough, systematic and comprehensive curriculum review and revision process.

Step	Action	Outcome	Who	By When
1	DCI will prepare a document describing the curriculum development process which will be communicated to the staff and public through the district website.	RSD 12 Curriculum Document.	DCI	July, 2008
2	Teachers will work collaboratively to identify standards (what we want all students to know and be able to do) and to create and refine lessons to positively impact student achievement.	District grade level and course curricula that ensure vertical (K-12) articulation and horizontal (common) consistency.	Teachers in coordination with DCI, principals, and department leaders	Ongoing
3	Teachers will work collaboratively to create the body of assessment evidence (both formative and summative) that determines whether students are learning the intended standards.	Assessments that accurately gauge student progress and achievement.	Teachers in coordination with DCI, principals, and department leaders	Ongoing

Objective 2

RSD 12 will continuously improve instruction through the implementation of high quality curricula for the purpose of improving student learning.

Step	Action	Outcome	Who	By When
1	Building principals and district directors will work cooperatively with teachers to continuously improve instructional quality and associated student learning outcomes through the district educator evaluation plan and through the practice of (non-evaluative) classroom walkthroughs.	Evidence of continuous improvement of instructional expertise and student learning outcomes.	Administrators and teachers	Ongoing
2	Teachers will continually integrate differentiated instructional strategies to help all students access the curriculum and successfully demonstrate knowledge and skill.	Evidence of DI strategies within curriculum units/ lessons resulting in meaningful engagement by students.	Teachers with PD support from building and district administrators	Ongoing

Objective 3

Regional School District 12 teachers will actively participate in curriculum planning and writing.

Step	Action	Outcome	Who	By When
1	Teachers will write curriculum documents and units.	Written curriculum documents in all core academic areas, the arts, physical education/ health, and elective courses.	Teachers in coordination with DCI, principals, and department leaders	Ongoing
2	All teachers will be trained in the Understanding By Design approach to curriculum design.	High quality UbD units emphasizing deep understanding for students.	Teachers in coordination with DCI and principals	Ongoing

Objective 4

RSD 12 will assess professional development needs and implement effective professional development that supports effective instruction & student learning.

Step	Action	Outcome	Who	By When
1	An annual professional development feedback survey will be administered.	Feedback to guide future PD plans to meet teachers' (and student learning) needs.	DCI through principals to teachers	Annually in May

Goal 3

Data

To develop the culture, conditions, and competencies to use data to inform instruction for the purpose of improving student achievement and to improve upon all aspects of the learning organization.

Objective 1

Develop Data Teams and Data-Led Processes.

Step	Action	Outcome	Who	By When
1	Provide training for all teachers in Data Driven Decision Making and Data Teams	All faculty members will work in collaborative teams to use data to identify priorities for targeted improvement in student learning outcomes.	DCI and Principals	2010
2	Conduct a data audit: What data do we currently collect? Of the data that we collect, what do we need to modify, discontinue, or add?	Identification, creation, and collection of the data that teachers need to have to be familiar with the strengths and needs of students.	Teachers, Principals, DCI, Director of Pupil Services	2011

Objective 2

Build Assessment Literacy: Since we are using assessment data to inform us about student learning, we need to have a body of high quality assessments and understand what the results indicate for instruction.

Step	Action	Outcome	Who	By When
1	Provide for the development of district standards-based assessments.	Benchmark assessments in core academic areas.	DCI and Principals for teachers	2010
2	Provide PD to build assessment literacy of external assessments, including the CMT and the CAPT.	Teachers will have a deep understanding of what knowledge and skills are assessed on specific tests and what results indicate for instruction.	DCI and Principals for teachers	2010
3	Continue to build a repertoire of instructional strategies to help students develop the knowledge and skill needed to achieve success on internal and external standards-based assessments.	A host of effective instructional strategies to meet student learning needs.	Teachers with the support of Principals and DCI	Ongoing

Objective 3

Set up a data management system to help make useful student learning and demographic data accessible to teachers and administrators.

Step	Action	Outcome	Who	By When
1	Decide what data to include; how to organize the data; who updates/inputs the data; whether the district's current student information system is sufficient or whether a new system is necessary.	A user-friendly data management system that assists teachers in identifying priorities for targeted improvement in student learning outcomes.	DCI, Principals, School-based data teams, and District Technology Coordinator	2011

Goal 4 | Technology

To consistently use research-based, exemplary, and essential technology to enhance teaching and learning for all students by embedding technology K-12 based on the achievement of competencies linked to Connecticut curriculum standards

Objective 1

Develop technology vision that incorporates educational and hardware implications of technology use.

Step	Action	Outcome	Who	By When
1	Create survey using www.surveymonkey.com for tech committee.	Completed survey.	Co-Managers	December 13, 2008
2	Send survey to committee members.	Responses received.	Co-Managers	January, 2009
3	Compile results and discuss.	Group consensus.	Co-Managers and Committee	February, 2009
4	Survey all school staff members.	Completed survey.	Co-Managers	March, 2009
5	Compile results and discuss with group.	Group consensus.	Co-Managers	June, 2009

Objective 2

Conduct assessment of current district technology hardware, software and use of technology for education status.

Step	Action	Outcome	Who	By When
1	Information from SSP/link to Survey Monkey.		Co-Managers	January 30, 2008
2	Develop budget request form.		Committee	February, 2008

Objective 3

Provide technical assistance to goal teams in the use of appropriate technology for goal achievement.

Step	Action	Outcome	Who	By When
1	Work with co-managers to create online forums.	Asynchronous communication among team members.	M. Nolan	Ongoing

The Planning Process: How We Got Here

This document is the result of the collaboration of many individuals who were part of an earlier planning effort, and in many ways builds on the process pursued in the development of the preceding plan. Regional School District 12 was introduced to the long-term goal setting process approximately four years ago when the prior plan was devised. At that time, several Goal Teams were formed and under the direction of the administration and Board of Education at that time, and a Strategic Planning Steering Committee, a plan was produced that involved virtually every member of the Region 12 staff.

During the 2007-2008 school year, the prior plan was re-evaluated, the Steering Committee was re-configured, stakeholder surveys were conducted, and by the end of that year, the new plan was in final form and prepared for publication. In this version, the number of Goals was limited to the four that are found in this document, and again Goal Teams were formed under the leadership of Co-Managers. The overall Objectives and the Action Steps associated with them were the work of these Goal Teams.

As mentioned under Next Steps, the Steering Committee and Goal Teams will be charged with reviewing the outcomes of each year's work in the fall of the year following, and will collaboratively devise and adjust the Action Steps consistent with annual performance and the status of Objective accomplishment.



Next Steps

This document serves as the “anchor” for district-wide Success Planning, and should be evident in the actions we take over the next three years to insure that all students are able to thrive academically and socially, and that virtually all of our efforts have a positive impact on the quality of learning and teaching for our students, our teachers, and our administration.



In order to insure that the four critical goal areas and their annual objectives and action steps are at the forefront of our institutional thinking and planning, it will be critical that we are deliberate and judicious in taking the following “next steps”:

- Make this document central to our budget development processes at the building and district levels; consider and incorporate funding directed toward the continued support of staff objectives in key goal areas
- Circulate this document among all stakeholders in the Region; stimulate discussion and input
- Annually review Success Plans with the Board of Education and examine targeted goal accomplishment at each building and level; make appropriate adjustments
- Annually validate and adjust as appropriate succeeding year objectives and action steps



Conclusion

This plan is the result of an exciting and productive process, but the publication of this summary marks only the beginning. Moreover, it is conceivable that with input and results assessment, in addition to the unpredictable impact of external challenges, this plan will be modified and adjusted. Being responsive and making changes that are called for is a positive step. Such flexibility will keep the plan vital and vibrant, and hopefully something that is referenced often.

At the Heart of It

At times, it is possible get caught up in the creation of a vision of what we would like to achieve, or in the processes that we devise to get us moving in the right direction, or in the goals, objectives, and action steps which give us concrete guidance for proceeding. It is essential, therefore, to underscore that at the heart of this long term planning effort is our commitment to **all** Region 12 students and our shared expectation that every child in a Region 12 classroom will experience academic and social success.

The execution of a plan that has children at its center requires the tireless dedication of our teachers and administrators, who in partnership with family and with our communities, will insure that we do everything within our capabilities to make what we plan for actually happen.

Thank you for looking over our plan and for choosing to take part in the accomplishment of what is so vital to guaranteeing the futures of our most precious asset, our children.



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