

**Sheepscot Valley Regional School Unit #12**

***Long Range Plan***

***(5 Years: 2012 to 2016)***

**\*\*DRAFT\*\***

(January 24, 2012)

[Please CLICK HERE to Give Us Your Thoughts on This DRAFT Plan](#)

**SVRSU #12 MISSION STATEMENT**

*The mission of the Sheepscot Valley Regional School Unit #12 is to educate each and every student to the fullest of her/his potential, enabling her/him to participate fully as a productive and self-fulfilled member of a democratic society. SVRSU #12 envisions strengthening community commitment to education and improving/maintaining comprehensive educational programs by managing resources wisely, creatively, equitably and cost-effectively.*

**I. OUR BELIEFS:**

**A. Future Search / Regional Planning Committee:**

1. Our administrative structure must strengthen the efforts of each member school, to prepare each student to be an able, effective and self-confident young adult.
2. Our staff members are an important and integral part of the successful positive learning experience of every student.
3. Our students are at the center of every decision in SVRSU #12; our responsibility as learning facilitators is to work in partnership with one another, our students, their families, and with the wider community to effect maximum student success.
4. Our schools prepare students for the challenges of sustaining strong values and acquiring new skills, in a constantly changing world.
5. Our use of the latest technology enhances teaching and learning opportunities for all stakeholders.
6. Our facilities promote student and staff achievement, as well as their health and well being. They are also available to the greater community.
7. Our district's performance is measured via a continuous and re-occurring process of data collection, using "multiple measures" to guide decision-making.

## B. Maine's Learning Results and Common Core:

### 1. Maine Learning Results Guiding Principles:

Each student will leave SVRSU #12 schools as...

- a. a clear and effective communicator.
- b. a self-directed and lifelong learner.
- c. a creative and practical problem solver.
- d. a responsible and involved citizen.
- e. an integrative and informed thinker.

### 2. Maine Common Core Mission:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### 3. Why Have Educational Standards?

a. Educational standards identify the skills and knowledge that students should have when they graduate from high school, and benchmark the development of those knowledge- and skill-sets either grade-by-grade, or over the course of a grade span.

b. Standards are established to ensure that all students, no matter where they live, are prepared for success in postsecondary education (college, technical training, etc.) and/or the workforce.

c. Educational standards help teachers by providing clear goals for student learning. **Standards do not tell teachers how to teach**, but they do help teachers identify the knowledge and skills their students should have so educators can develop appropriate instructional planning. Standards also help students and parents by setting clear and realistic goals for success.

d. Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepare them for success in college and work. Of course, standards are not the only thing that is needed for our children's success, but they provide an accessible roadmap for our teachers, parents, and students.

1. Historically, what students have been expected to learn has varied widely from state to state. Use of Common Core Standards supports a national effort to improve outcomes for students.

## **II. OUR GOALS:**

- A. Foster a comfortable, safe environment; providing an atmosphere of support and respect for others, where the complexity and diversity of individual learners is recognized and accommodated.
- B. Develop a cohesive, personalized and rigorous curriculum that is meaningful, relevant and directed toward the fulfillment of the future aspirations of our students.
- C. Enhance parental involvement in student learning.
- D. Hire, develop and retain talented and dedicated staff, to serve as positive role models for students and the community.
- E. Maximize the use of resources to serve our students.
- F. Enhance school involvement with communities.
- G. Develop a “continuous improvement” process.

## **III. ACTION STEPS THAT SUPPORT THE GOALS ABOVE:**

### **A. Learning Environment:**

1. Further develop Response to Intervention (RTI) programming to include formal behavior / school climate component
2. Develop and implement formal district “support team” for crisis management and consult
3. Formalize a focused program of bullying / teasing / harassment prevention for use in all schools

### **B. Curriculum:**

1. Develop and implement a process to identify interests and skill levels for all stakeholders
2. Develop and implement interdisciplinary programs and hands-on activities to improve student engagement
3. Create additional life skills workshops opportunities; more community connections
4. Develop and implement an individualized, standards-based learning plan program for all students, Pre Kindergarten to Adult, including a process to recognize and support diverse paths for learning, with clear learning outcomes and high expectations, allowing students to help design their own plans
  - a. Phase I-Investigate/Study mass customization models
  - b. Develop recommendations
  - c. Implement a customized program for all learners

C. Parental Involvement:

1. Develop and implement annual parent survey
2. Encourage child/parent tutoring time supported by teachers and Adult Education
3. Develop and implement a student-led conference protocol for all schools

D. Staffing / Professional Development:

2. Develop and implement evaluation & training programs, focused on improving student growth/success
  - a. Teacher and principal evaluation model critical components:
    - Sharing best practices
    - Peer collaboration; self-reflection and peer observations
    - Goal-setting (Support Workshops / Conferences / Coursework)
    - Use of student achievement data (individual, class, building, district)
  - b. All teachers participate in NBPTS TakeOne!
  - c. Training plan to utilize technology effectively both for student support (assessment, data handling) and in the classroom

E. Resources:

1. Complete an energy and facility use audit for each RSU #12 building
2. Develop and implement a plan for facilities use to their maximum potential / strive for maximum energy efficiency; including all renovations or remodels

(A rational Facilities Plan will reflect changing programming and enrollment patterns and make maximum effective use of available resources)

3. Obtain high quality curriculum materials to make available to students  
(In accordance with curriculum work)

F. Community Involvement:

1. Develop and implement a plan to encourage book clubs / toddler circles
2. Develop and implement a plan for sharing library resources / work in cooperation with local communities for the sharing of resources (e.g. “inter” library loan)
3. Develop and implement a plan to connect students to their communities through community-based interactions, such as community service
4. Develop and implement a plan to expand access to TANDBERG and/or “wi-fi” to support adult learning opportunities in all communities

G. Continuous Improvement:

1. Develop and implement TIF/Maine Schools for Excellence “Scorecard” System:
  - a. District Measures for all content areas
  - b. Building / Team Measures for all content areas
  - c. Individual Staff Measures (Admin & Staff Evaluation Models)
  - d. Data entry and tracking via state “Data Management Warehouse”
2. Develop (Student) Comprehensive Assessment System / Update Reporting procedures, including student (standards-based) report cards
4. Develop and implement annual parent and student surveys to obtain stakeholder input / feedback on teacher, school and district performance

[CLICK HERE for the LRP Questions Survey](#)