

Easton, Redding, and Region 9 School Districts

Strategic Plan:

Overview



October 17, 2005

Mission

The mission of the ER9 school community, an educational partnership of families, staff and two towns striving for excellence, is to nurture and inspire all students to realize their potential and to become self-sustaining, contributing members of a diverse, continuously changing society.

This mission is accomplished by providing a challenging, dynamic and enriching education that cultivates the unique talents of each student and fosters personal integrity, intellectual curiosity, individual well-being and civic responsibility.

BELIEFS

We Believe....

- Each individual has inherent worth.
- Each member of the community is responsible for his or her actions.
- Each individual possesses unique talents and gifts and is capable of making a valuable contribution to society.
- Individuals differ in their readiness to learn, the ways in which they learn and the rates at which they learn.
- Higher expectations challenge people to higher levels of performance.
- Motivation and effort are essential for anyone to perform his or her personal BEST.
- Education is a shared responsibility of students, staff, family and community.
- Honesty, integrity and fairness are essential to building trust.
- Individuals function better emotionally and physically in safe environments.
- Understanding diversity and respecting individual differences prepare people to function in a global society.
- Communities benefit when people contribute to the well-being of others.
- Continual learning is essential for success in a changing world.
- Innovation, risk-taking and creativity are essential for organizations to thrive.
- Shared vision, with effective leadership, is critical to the success of an organization.

OBJECTIVES

- Each student will meet the annual and long-term goals identified in the personalized learning plan tailored to his or her aspirations, talents and needs.
- All students will meet or exceed state and school-district standards for student learning or the goals identified in their individualized educational plans (IEP).
- All students will consistently demonstrate the character attributes that reflect personal integrity and civic responsibility in order to become contributing members of society.

Parameters

- We will always operate safe school environments.
- We will practice fiscal responsibility.
- No new program or service will be accepted unless it is consistent with the strategic plan, its benefits clearly justify costs and provisions are made for related staff development and program evaluation.
- No program or service will be retained unless it makes a significant contribution to the mission and unless its benefits continue to justify the cost.
- Individual school and district decisions will always be consistent with the ER9 strategic plan.

STRATEGIES

- I. **Personalized Learning Plan** - We will develop and implement policies, procedures, funding and professional development that will provide the time, conditions, and resources necessary for the creation and use of personalized learning plans.
- II. **Curriculum** - We will improve and align the curriculum across the three districts. We will assure that staff members use effective instructional strategies, as well as assessment data, to help students achieve personal learning goals and meet or exceed state and school- district standards.
- III. **Character Attributes** - We will design and implement plans for identifying, modeling and assessing the character attributes that our communities deem necessary to demonstrate personal integrity and civic responsibility.
- IV. **Communications/Partnerships** - We will capitalize on the resources in our communities in order to expand communication and to expand partnerships with parents, citizens, towns and agencies that facilitate understanding, support and achievement of our mission and objectives.

Strategy I

Personalized Learning:

Action Plan

Action Team Leaders

Jen Desmarais

Steve Clapp

Action Plan Members

Margaret Adamakos

Sarah MacMillan

Dee Preis

James Barickman

Celia Montgomery

K.C. Senie

Georgeanne Carleton

Melissa Null

Christopher Stevens

Kate Ebbott

Karen O'Brien

Betty Ustie

Paula Knudson

Jeanine Pagliaro

Al Viscio

Laura Langlois

Mary Lee Pampel

Kathleen Wasmer

Carrie LaTorre

Joan Parker

Linda Wulf

Strategy I

We will develop and implement policies, procedures, funding and Professional development that will provide the time, conditions and resources necessary for the creation and use of personalized learning plans.

Specific Results

- A) Develop and implement ongoing educational opportunities focused on personalized learning.
- B) Develop a pilot personalized learning plan at the elementary, middle and high school levels.
- C) Develop a system-wide portfolio program at the elementary, middle and high school levels.
- D) Develop a framework for an advisor/advisee program at the middle school and a mentoring program at the high school.
- E) Identify existing flexible learning environments needed to support the pilot program.

Strategy II
Curriculum Alignment:
Action Plan

Action Team Leaders
Maureen Kilbourn
Deb Marusa
Laura Coates

Action Plan Members

Fred Barna
Hollis Barickman
Holly Barnhart
Eileen Carroll
Phyllis Conley
Don Cooper
Kelly Cox
Ken Craw
Jim DeVoto
Kim Fox
Sally Francia

Jess Gaspar
Susan Green
Dorothy Han
Marie Hopkins
Sue Kaplan
Alan Katz
Chris Kearney
Kristen Keden
Kathleen Kelly
Dianna Lester
Jane Logie

Ann Marie McCarthy
Nancy McEwen
Judi Menegay
Katherine Nuzzo
Marlene Roberts
Annie Scrivani
Jessica Staley
Carol Weinschel
Lisa Welp
Alex White

Strategy II

We will improve and align the curriculum across the three districts. We will assure that staff use effective instructional strategies, as well as assessment data, to help students achieve personal learning goals and meet or exceed state and school- district standards.

Specific Results

- A) Create an accessible database with necessary and desirable information about students and students' performance.
- B) Establish guidelines for resources within schools, including personnel, technology, learning materials and time.
- C) Develop an instructional schedule that maximizes current instructional time by eliminating distracters, increasing time-on-tasks, and providing district alignment.
- D) Develop a systematic and comprehensive ER9 aligned professional development program based on the strategic plan.
- E) Develop an ER9 student assessment plan consistent with state standards and aligned vertically through grades and horizontally across district classrooms.
- F) Revise and document the K-12 ER9 curriculum to align with State Standards and pertinent National Standards.
- G) Systemize "looking at student work," including standardized assessments and class work, to evaluate and improve the effectiveness of instructional practices.
- H) Develop and implement a measurable set of criteria for student placement in order to attain curriculum standards.

Strategy III
Character Attributes:
Action Plan

Action Team Leaders

Sue Haig
Chris Wermuth



Action Plan Members

Donna Albano
John Brakeman
Mary Dale Lancaster
Lisa DeVoto
Maura Eustace
Cheryl Freeston
Wren Harper
Mary Johnson
Dan Lipsitz

Thomas Logie
Brian Luziatti
Father Lyons
Patty Morrow
Lisa Oakley
Tim O'Connor
Paula Panos
Mark Pastor
Chris Poulos

Charlie Ripperger
Dana Sampson
Helen Simmons
Gary Simone
Mary Lou Torre
Jen Wastrom
Joan Winter
Angela Yeotsas
Peggy Zamore
Monika Zawisza

Strategy III

We will design and implement plans for identifying, modeling and assessing the character attributes that our communities deem necessary to demonstrate personal integrity and civic responsibility.

Specific Results

- A) Establish Common Attributes Regarding Character to Demonstrate Personal Integrity and Civic Responsibility Within ER9 and the Wider Community.
- B) Develop and Implement Strategies to Promote ER9 Selected Character Attributes.
- C) Design and Implement a K-12 Program to Integrate the Selected ER9 Character Attributes Throughout the System.
- D) Develop a Strong Partnership with Community Organizations and Families to Endorse and Promote Established Character Attributes.
- E) Develop Appropriate Means of Assessing Student Attainment of the Selected ER9 Character Attributes.

Strategy IV
Communication/Partnerships:
Action Plan

Action Team Leaders

Jonathan Budd
Gayle Bogel

Action Plan Members

Frank Albanese
Lauren Ashton
Bernadette Baldino
Barbara Bayers
Kim Bobcock
Maureen Burns
Ross Calabro
Sandy Cooke
John Crowley
Karen Dolan

Diane Eaker
Lynn Eichhorn
Brad Harder
Jennifer Hnath
Evan Kaufman
Tom Kilbourn
David Langford
Ann Leibell
Casey Lindine
Kristin Mudge

Margaret O'Donnell
Rosemary Riber
Christina Rao
Tom Richter
Erika Sacharko
Fran Scharf
Angie Sneiderman
Sandi VanAusdal
Emmett Wallace

Strategy IV

We will capitalize on the resources in our communities in order to expand communications and to expand partnerships with parents, citizens, towns, and agencies that facilitate understanding, support and achievement of the er9 mission and objectives.

Specific Results

- A) Establish a series of public forums to discuss educational issues from budgets to curricula.
- B) Implement school-wide and community-wide reading event followed by discussion forums.
- C) Reinvigorate and expand the dynamic summer academy throughout the ER9 system.
- D) Identify and publicize community service projects for all grade clusters (K-4, 5-8, 9-12).
- E) Use the high school as a “hub” for several community activities such as dances, concerts, keynote speakers, festivals and sports.
- F) Redesign the ER9 website based on community needs.
- G) Write and publish in local media (e.g., *Easton Courier* and *Redding Pilot*) a regular column focusing on education.
- H) Consolidate schedule of school events for all three districts into one up-to-date, full-year online calendar with links to the town calendars.
- I) Establish common inter-school student activities among K-8 students in Easton and Redding.