

BREWER SCHOOL DEPARTMENT

Strategic Plan

2017-2022

**PROVIDING PATHWAYS TO
EXCELLENCE FOR ALL LEARNERS**



Cheri B. Towle, Superintendent of Schools

School Committee

Chair: Kevin Forrest

Vice-Chair: Ashley Blanchard

Mark Farley

Tammy Smith

Ben Umel

Strategic Plan Development Team

A representative community team was identified to facilitate the development of the Brewer School Department strategic plan priorities and goals. We appreciate the valuable contributions of the following community members:

Chairperson

Cheri Towle, Superintendent of Schools

School Committee

Chair: Kevin Forrest

Vice-Chair: Ashley Blanchard

Mark Farley

Tammy Smith

Ben Umel

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Many thanks to the teachers, parents, and students for their feedback at our community forums and workshops to guide the work of this plan and create the future for our children within this document.

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Introduction

This strategic plan details the guiding philosophies, priorities, and goals for the Brewer School Department. The plan guides the work of the school system and engages the community to improve student achievement, and optimize human, fiscal, and programmatic resources to meet the needs of students. Primarily, the strategic plan provides the framework to ensure that the work of the school system is data driven and clearly focused on student success.

The Brewer Public Schools takes seriously their charge to ensure the success of all of our community's children while students in our school's system and after graduation as they pursue post-secondary studies, military, and career aspirations. The strategic plan outlines initiatives, programs, and services focused to ensure the school district's mission.

Strategic planning provides a variety of purposes in school departments, including:

1. Clearly defining the purpose of the organization and to establish realistic priorities, goals, and objectives consistent with that mission in a defined time frame within the organization's capacity for implementation.
2. Communicating those goals and objectives to the school system's constituents.
3. Developing a sense of ownership of the plan.
4. Ensuring the most effective use is made of the organization's resources by focusing those resources on key priorities.
5. Providing a base from which progress can be measured and establish a mechanism for informed change when needed.
6. Listening to everyone's opinions in order to build consensus about where the organization is going.

Progress toward the achievement of goals related to the strategic plan's key priorities will be reviewed annually. Modifications will be made to respond to current trends, availability of resources, and changing district emphases as defined by the School Committee.

Strategic Plan Development Process

The Brewer School Department's strategic plan was developed using the High Performance Model designed by the Partnership for Excellence. The High Performance Model helps education organizations become leaders of their own learning. It is a blueprint for success. The blueprint involves the development of an organization's strategic plan which is built around ongoing thorough assessment of internal processes and capabilities. The model addresses the interconnectedness of all factors, internal and external, that will influence the journey along the path to high performance excellence.

The High Performance Model incorporates the philosophy and principles of quality management. It combines research, philosophy, and understandable processes to assist all levels within education organizations. The following four drivers within the High Performance Model promote the assurance of continuous improvement over time:

- **Leaders at All Levels** means that people at every level of education must be empowered to take on responsibility and leadership necessary to achieve success.
- **Core Values** ask, "What do we believe about students and learning?" The High Performance Model is based on these eleven Core Values seen in high performance organizations: Learning-Centered Education; Visionary Leadership; Systems Perspective; Agility; Organizational & Personal Learning; Managing for Innovation; Focus on the Future; Management by Fact; Valuing Faculty, Staff and Parents; Social Responsibility; Focusing on Results; and Creating Value.
- **Customer Focus** stresses identifying customers and listening to their wants and expectations. It translates these wants and needs into priorities from which goals are developed.

Systems Thinking is about alignment. It is making sure that what is done in classrooms is connected to school, district, state, and national goals. Appropriate alignment achieved only through daily focused review and adjustment of practices and policies to established goals.

Strategic Plan Development Process Continued

The district initiated an endeavor to design a new strategic plan, entitled, Pathways to Excellence. During the 2015-2016 school year, a development team consisting of students, parents, staff, and community leaders, was convened to assist in the identification of school system priorities and goals. The district reviewed prior studies conducted on the district and gathered new information to facilitate the development of the district's strategic plan through a high performance model. A high performance model helps districts come to consensus on defining system-centered priorities and goals, develop the means for achieving them, and identify the tools for measuring success.

A variety of processes were implemented with the intention of seeking input from staff members across the district and the larger community.

- All district administrators facilitated school and district department staff and representative community groups through an input solicitation process where participants were challenged to brainstorm responses and submit responses to the question: What would be important for our school system to do to meet the needs of students and all other school system customers and stakeholders in the 21st century? Through community forums and professional development sessions, information was collected and reviewed at strategic planning meetings to coordinate focal themes for our district strategic plan. The process enabled the district to better define recommendations from the community and to find common categories from the responses collected.
- The Strategic Plan Development Team met 10 times to consider the faculty and community input and to develop district priorities and goals. Five priorities were developed: Curriculum and Instruction; Professional Culture; Resources and Management; Commitment to Community; and Physical and Technological Infrastructure.
- Following the development of priorities and goals, the strategic planning committee was charged with forming each related goal and to develop action items associated with each goal.

Vision Statement

A vision statement captures the long-term picture of what an organization wants to become. It must be inspirational, memorable, and reflect the desires of those with vested interests.

After input from multiple sources, the district identified a vision statement that sets high expectations for all involved in the academic success of students in the Brewer School Department. The following broad statement establishes a desired future condition all Brewer Schools employees and students can strive to achieve in their personal contributions:

Brewer School Department will be an innovative learning community preparing students to reach their full potential as leaders, learners and critical thinkers in a complex and changing world.

Mission Statement

A mission statement is a formal short written statement defining the purpose of an organization. The mission statement guides the actions of the school district, spells out its overall purpose, provides a sense of direction, and guides decision-making.

Responsive to the input of the strategic planning committee, the following mission statement was established to provide guiding direction:

Brewer School Department educates all students through relevant and engaging instruction to achieve personal success and contribute to their community.

The mission statement calls for all members of the Brewer School Department to concentrate all efforts, and resources, to work toward ensuring that each student is equipped with the skills, attitudes, and values necessary for success in life.

Core Values

Core values are those vital few principles that all members of the organization are expected to use, live by, and demonstrate on a daily basis, while executing their work responsibilities. Core Values are the essential and enduring tenets of an organization.

With assistance of the strategic planning committee, the following value statements were crafted as a guiding code for our work in the Brewer School Department.

- 1. We agree to make decisions in the best interest of students.**
- 2. We agree to promote positive relationships with all stakeholders, through transparent communication.**
- 3. We agree to prepare students for entrepreneurial thinking, college, military and workforce readiness.**
- 4. We agree to respect our community through cultural and instructional responsiveness and communicative practices.**
- 5. We agree to develop personalized learning pathways for students through collaboration, student ownership, and goal setting.**
- 6. We agree that we will enhance our craft through personal and professional development, collaboration, and continuous improvement.**

7. We agree to use cutting edge technology to enhance highly engaged teaching and learning.

Strategic Priorities and Goals

The Strategic planning committee was charged with classifying and organizing the contributions from the faculty and community. Over a period of several months, committee members carefully reviewed the inputs received, and established the following priorities and goals:

Focus Area #1: Curriculum and Instruction

- Goal 1-1 To provide teachers and students with the opportunity to learn in a relevant, rigorous, innovative and comprehensive learning environment raising achievement for all students to be successful in our global community.
- Goal 1-2 Implement a student-centered, proficiency based school system allowing for multiple pathways of success.
- Goal 1-3 Adopt a model to measure our progress toward implementation of a student-centered learning system.

Focus Area #2: Professional Culture

- Goal 2-1 To promote positive and trusting relationships with all stakeholders through honesty and transparency, where people come first.
- Goal 2-2 Administrators will be diligent toward our learning about second order change and about student-centered school systems.
- Goal 2-3 Build a capacity of teacher leaders at all levels for instructional support.
- Goal 2-4 Establish a plan for instructional supports for children, parents, teaching teams and the learning community as a whole.

Focus Area #3: Resources and Management

Goal 3-1 To identify, procure, develop and retain highly effective programs, materials and people consistent with the communities' expectations of a high performing school district.

Focus Area #4: Commitment to Community

Goal 4-1 To foster shared responsibility for students' success by building trust, collaboration and engagement among staff, families and community partners.

Focus Area #5: Physical and Technological Infrastructure

Goal 5-1 To provide a functional and safe infrastructure that embraces technology as a tool to enhance highly engaged teaching and learning.

Focus Area #1: Curriculum and Instruction

Goal 1-1 To provide teachers and students with the opportunity to learn in a relevant, rigorous, innovative and comprehensive learning environment raising achievement for all students to be successful in our global community.

Action Strategies:

- a. Evaluate current educational offerings, and research current literature and programs to develop a plan for what should be sustained, modified, implemented, or deleted.
- b. Gather and organize data (internal and external) to evaluate success/effectiveness of programs and school culture and climate.
- c. Prioritize identified curricular areas based on LD 1422 and 4722-A implementation plan.
- d. Review research for the purpose of ensuring that current and proposed educational offerings align with the district's student learning and achievement goals.
- e. Plan for professional development for faculty.

Goal 1-2 Implement a student-centered, proficiency based school system allowing for multiple pathways of success.

Action Strategies:

- a. Align measurement topics across each learning community.
- b. Focus on developing learner-centered instructional strategies including regrouping and strategic intervention.
- c. Increase opportunities for online and project based learning, both within and outside of the classroom.
- d. Include comprehensive integration of education technology as an instructional tool and learning tool.
- e. Establish common, formative assessments and/or creation of an assessment bank to include rubrics and exemplars to help establish greater consistency in scoring.

- f. Use formative assessment data to check and adjust instruction, monitor student progress, give explicit feedback, track progress, and celebrate success.
- g. Give learners “voice and choice” in determining how they demonstrate evidence of learning.
- h. Build system to allow for proficiency advancement.

Goal 1-3 Adopt a model to measure our progress toward implementation of a student-centered learning system.

Action Strategies:

- a. Implement software that tracks the child’s academic growth over time.
- b. Determine cycle times of data gathering, processing and analysis for the system model.
- c. Determine process of sharing data with stakeholders, such as opening up the portal, progress report format, report card format and transcripts.

Focus Area #2: Professional Culture

Goal 2-1 To promote positive and trusting relationships with all stakeholders through honesty and transparency, where people come first.

Action Strategies:

- a. Build communication with the Brewer community by gathering and using input from all stakeholders.
- b. Establish a system for information and feedback to and from students, staff, family and communities (survey, email, blog, Facebook, mailings, etc.).

Goal 2-2 Administrators will be diligent toward our learning about second order change and about student-centered school systems.

Action Strategies:

- a. Define second order change with faculty and determine where the district lies on the second order change continuum.
- b. Administrators will attend and participate in all available trainings.
- c. Principals will determine ways to share ideas among faculty and support professional development of teachers.
- d. Establish a system to understand where each teacher is on the proficiency based implementation tool.

Goal 2-3 Build a capacity of teacher leaders at all levels for instructional support.

Action Strategies:

- a. Provide training for all teachers that delivers and models the latest research on effective instruction.

- b. Develop curriculum leaders amongst the teachers and learners; leadership teams developed within each learning community.
- c. Establish protocols for teachers to conduct peer observations and provide feedback.

Goal 2-4 Establish a plan for instructional supports for children, parents, teaching teams and the learning community as a whole.

Action Strategies:

- a. Establish RTI systems at each school building.
- b. Establish student assistance teams at each school building.
- c. Establish multiple pathways to graduation at the high school.
- d. Provide learning experiences that contribute to “everyday life success” prior to graduation.

Focus Area #3: Resources and Management

Goal 3-1 To identify, procure, develop and retain highly effective programs, materials and people consistent with the communities’ expectations of a high performing school district.

Action Strategies:

- a. Build the capacity at all levels to promote student centered learning and support current instructional practices.
- b. Establish hiring practices through policies and regulations as a district that align with our teaching philosophy and district vision and mission.
- c. Obtain funding for programs, professional development, and materials to support student centered learning.
- d. Obtain funding for programs, professional development, and materials to support the physical and emotional health of our students and families.
- e. Coordinate efforts with local and state agencies that support high achievement for all learners.
- f. Utilize career and workforce partnerships to learn outside of our classrooms.
- g. Create systemic practices within each learning community that allow for feedback from all stakeholders for continuous improvement.

- h.** Explore flexible schedule options to support proficiency based learning and the time teachers need to implement our new system and support student achievement.

Focus Area #4: Commitment to Community

Goal 4-1 To foster shared responsibility for students' success by building trust, collaboration and engagement among staff, families and community partners.

Action Strategies:

- a.** Build communication with the Brewer School Department community by gathering and using input from stakeholders.
- b.** Plan and hold training about student-centered schools for bus drivers, secretaries, food service, custodians and technology.
- c.** Implement a plan to meet with community groups, town leaders, and elected officials to talk about our vision for a student-centered school system.
- d.** Establish a system for student-centered learning information and feedback to and from students, staff, family and communities.
- e.** Use data to check and adjust the state of our community relations.
- f.** Utilize career and workforce partnerships to learn outside of our classrooms.
- g.** Provide multiple opportunities to increase parent involvement.
- h.** Showcase student work multiple times per year.
- i.** Plan family nights like literacy, math and tech cafes.

- j. Plan postsecondary and after graduation events to prepare parents and students for life after high school.

Focus Area #5: Physical and Technological Infrastructure

Goal 5-1 To provide a functional and safe infrastructure that embraces technology as a tool to enhance highly engaged teaching and learning.

Action Strategies:

- a. Build the capacity of technology at all grade levels to promote student centered learning and support current instructional practices.
- b. Include comprehensive integration of educational technology as an instructional tool and learning tool.
- c. Continue to improve our infrastructure at Brewer High School through the Trustees.
- d. Explore how STEAM can impact learning pathways at Brewer School Department.

Focus Area #1

Curriculum and Instruction

Goal 1-1

Provide teachers and students with the opportunity to learn in a relevant, rigorous, innovative and comprehensive learning environment raising achievement for all students to be successful in our global community.

Actions	Leadership	Timeframe	Evaluation	Status
Evaluate current educational offerings, and research current literature and programs to develop a plan for what should be sustained, modified, implemented, or deleted.	Superintendent, principals, directors, curriculum leaders and team leaders.	By the end of the fall semester of each year	Copy of the plan	
Gather and organize data (internal and external) to evaluate success/effectiveness of programs and school culture and climate.	Superintendent, Principals, directors.	By the end of the spring semester each year.	Assessment and program results. 360 Survey/ 7C Survey	
Prioritize identified curricular areas based on LD 1422 and 4722-A implementation plan.	Superintendent, Principals, directors.	By the end of the spring semester each year.	Prioritized List	
Review research for the purpose of ensuring that current and proposed educational offerings align with the district’s student learning and achievement goals.	Superintendent, principals, directors, curriculum leaders and team leaders.	On-going.	Resources and support to implement educational offerings	
Plan for professional development for faculty.	Superintendent, principals, directors, curriculum leaders and team leaders.	By the end of the spring semester each year.	MCCL, GSP, Teacher Feedback, Data	

Focus Area #1

Curriculum and Instruction

Goal 1-2

Implement a student-centered, proficiency based school system allowing for multiple pathways of success.

Actions	Leadership	Timeframe	Evaluation	Status
Align measurement topics across each learning community.	Curriculum leader and teachers	School Year 2017-18 HS School Year 2018-19 BCS	Program of Studies Course Syllabi Empower Report Cards	
Focus on developing learner-centered instructional strategies including regrouping and strategic intervention.	Curriculum leader, principals and teachers	School Year 2018-19 and ongoing	RTI referrals	
Increase opportunities for online and project based learning, both within and outside of the classroom.	Curriculum leader, guidance counselors. Principals, teachers, community	School Year 2017-18 and ongoing	Pathway evaluation; student improvement survey	
Include comprehensive integration of education technology as an instructional tool and learning tool.	IT Director and Curriculum Leader; teachers	School Year 2017-18 and ongoing	Need IT to create a technology plan and evaluation tool	
Establish common, formative assessments and/or creation of an assessment bank to include rubrics and exemplars to help establish greater consistency in scoring.	Teachers with director from principals and curriculum leaders	School Year 2018-19 and ongoing	Empower Bank; Student Learning Walks; Student Learning Showcases	
Use formative assessment data to check and adjust instruction, monitor student progress, give explicit feedback, track progress, and celebrate success.	Curriculum director guides teachers in this work	School Year 2018-19 and ongoing	Empower data collection; RTI referrals; rubric feedback; capacity matrix	
Give learners “voice and choice” in determining how they demonstrate evidence of learning.	Curriculum leader guides this work with teachers	School Year 2018-19 and ongoing building more choice and pathways over time	Student learning data; NAEP; NWEA; SAT; PSAT	
Build system to allow for proficiency advancement and explore college and career ready framework as additional diploma pathway.	School committee, Superintendent, Principals, Curriculum leaders and Teachers	School Year 2017-18 Policy School Year 2019-20 HS School Year 2020-21 BCS	Written policy; grouping and regrouping structures In place; fluid scheduling exists	

Focus Area #1

Curriculum and Instruction

Goal 1-3

Adopt a model to measure our progress toward implementation of a student centered learning system.

Actions	Leadership	Timeframe	Evaluation	Status
Implement software that tracks the child’s academic growth over time.	Curriculum Director, IT Department, Data Specialist, Principals, Guidance, Teachers	2017-18 School Year HS (9 th Grade) 2018-19 School Year HS (9 th -12 th Grade) 2018-19 School Year BCS	New Report Cards and Progress Reports; Parent Feedback Survey	
Determine cycle times of data gathering, processing and analysis for the system model.	Superintendent, Curriculum Leaders, Principals, Data Specialist	2018-19 School Year	Plan will be created and policy written on feedback cycles in 17-18; first feedback in 18-19	
Determine process of sharing data with stakeholders, such as opening up the portal, progress report format, report card format and transcripts.	Superintendent, Curriculum Leaders, Principals, Data Specialist	2016-17 School Year Timeline Created 2017-18 School Year New Reporting Grade 9 2018-19 School Year New Reporting Entire District	Parent forums and education pamphlets posted for each stage. Examples posted of progress reports, report cards and transcripts on web site. Feedback surveys completed after each phase to improve format.	

Focus Area #2

Professional Culture

Goal 2-1

To promote positive and trusting relationships with all stakeholders, through honesty and transparency, where people come first.

Actions	Leadership	Timeframe	Evaluation	Status
Build communication with the Brewer community by gathering and using input from all stakeholders.	Superintendent, Principals, Program Leaders, Curriculum and Team Leaders	2017-18 HS Feedback Survey 2018-19 9 th Grade PBE Feedback Survey 2019-20 and ongoing feedback surveys	Review of feedback surveys Data review meetings at the end of each school year with stakeholders and developing of district goals for next year Continuous growth feedback loops posted	
Establish a system for information and feedback to and from students, staff, family and communities (survey, email, blog, Facebook, mailings, etc).	Superintendent, Principals, Program Leaders, Curriculum and Team Leaders	2017-18 School Year	Create communication action plan and adopt policy	

Focus Area #2

Professional Culture

Goal 2-2

Administrators will be diligent toward our learning about second order change and about student-centered school systems.

Actions	Leadership	Timeframe	Evaluation	Status
Define second order change with faculty and determine where the district lies on the second order change continuum.	Superintendent, Principals, Curriculum leaders and Teachers	2017-18 Professional Development Opening Days	Evaluate at beginning and end of school year	
Administrators will attend and participate in all available trainings with faculty.	Superintendent, Principals	Ongoing Yearly	Attendance Records and Participation	
Principals will determine ways to share ideas among faculty and support professional development of teachers.	Principals	Ongoing Yearly	Agendas/activities demonstrating professional development; conferencing with teachers around evaluations and growth mindset practices.	
Establish a system to understand where each teacher is on the proficiency based implementation tool.	Superintendent, Principals, Curriculum leaders and Teachers	2017-18 School Year Each teacher assessed where they are on the proficiency based implementation tool. Goals created to move along this continuum. (Danielson Model) 2018-19 School Year Reassessment of all teachers on proficiency based implementation tool. Mentor teachers provided to support teachers not progressing. (Danielson Model)	Data collected district wide of where are teachers are collectively on the proficiency based implementation tool. Goals created to move our district forward along the continuum. Reassessed and evaluated yearly.	

Focus Area #2

Professional Culture

Goal 2-3

Build a capacity of teacher leaders at all levels for instructional support.

Actions	Leadership	Timeframe	Evaluation	Status
Provide training for all teachers that delivers and models the latest research on effective instruction.	Superintendent, Curriculum Director, Principals, Specialists	16-17 School Year MCCL 17-18 School Year Building a Culture of Engagement and Learning/Personalized Learning in PBE/Recording and Reporting Achievement in PBE 18-19 School Year Develop a continuous improvement cycle focused on targets/plan/teach and learn/assess/verify and reflect. 20-21 School Year District Wide Curriculum Maps and Pathways	Recording of number of Teachers in Brewer Way Courses, Book Talks, Professional Development Sessions Surveys at professional training sessions Collection of teacher evidence on Empower; Teacher learning walkthroughs "museums" Publishing of Curriculum Pathways in District Wide Program of Studies	
Develop curriculum leaders amongst the teachers and learners; leadership teams developed within each learning community.	Superintendent, Curriculum Director, Principals, Curriculum Leaders, Teachers	16-17 School Year HS Curriculum Leaders 17-18 School Year District Wide Team Leaders and HS Curriculum Leaders K-12	Positions posted and meeting agendas.	
Establish protocols for teachers to conduct peer observations and provide feedback.	Superintendent, Curriculum Director, Principals	16-17 School Year Peer observations suggested and modeled 17-18 School Year Peer observation training provided and required by all teachers to observe at least one peer 18-19 School Year Continued Peer observation model with feedback tool	Informal evidence for teachers to use if they wish for their evaluations Copy of training and attendance record Copy of peer observation completion forms	

Focus Area #2

Professional Culture

Goal 2-4

Establish a plan for instructional supports for children, parents, teaching teams and the learning community as a whole.

Actions	Leadership	Timeframe	Evaluation	Status
Establish RTI systems at each school building.	Principal, Guidance Counselors, Pupil Services Director, Curriculum Leaders	<p>2016-17 School Year HS Implements SST Team and Mentors Model</p> <p>2016-17 School Year BCS Implements Reading Supports through Title I Restructuring</p> <p>2017-18 School Year BCS creates an RTI Action Plan</p> <p>2018-19 BSD adopts RTI policy for BCS and BHS</p>	<p>Printed SST Schedule for HS and RTI Referral Form</p> <p>New Schedule Created for Grade 3/4 for ELA</p> <p>Sharing of RTI Action Plan at School Committee Meeting</p> <p>Policy Adoption</p>	
Establish student assistance teams at each school building.	Superintendent, Principals, Guidance Counselors	<p>2016-17 School Year BHS creates SST team</p> <p>2017-18 School Year BCS creates SST team</p>	<p>Referral Form and SST pamphlet for high school</p> <p>Referral Form and SST pamphlet for BCS</p>	
Establish multiple pathways to graduation at the high school.	Superintendent, Principals, Guidance Counselors, Teachers	<p>2016-17 School Year BHS graduation standards established</p> <p>2017-18 School Year Program of Studies updates with multiple pathways clearly established</p>	<p>Googledoc with standards and Empower access</p> <p>Program of Studies posted on our website</p>	
Provide learning experiences that contribute to “everyday life success” prior to graduation.	Superintendent, Principals, Guidance Counselors, Teachers	<p>2016-17 School Year Alignment of courses to standards at the high school and graduation policy update to include authentic learning.</p> <p>2017-18 and ongoing Continue to create learning experiences that provide “everyday life success” K-12.</p>	<p>Career Development requirement added to graduation policy. Senior course that covers life after high school added to program of studies.</p> <p>School Family Nights sharing of student learning.</p>	

		2018-19 Senior seminar classes (six per year) that identify important concepts that seniors should know and be able to do prior to graduating. These are offered during Witches Meeting.	Senior seminar feedback surveys.	
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Focus Area #3

Resources and Management

Goal 3-1

To identify, procure, develop and retain highly effective programs, materials and people consistent with the communities’ expectations of a high performing school district.

Actions	Leadership	Timeframe	Evaluation	Status
Build the capacity at all levels to promote student centered learning and support current instructional practices.	Superintendent, Principals, Guidance Counselors, Teachers, Parents, Community	2016-17 School Year PBE Newsletters on Website; PBE Forum; Freshmen Parent Night	Website; Forum Data and Attendance Information	
			Website; Feedback Surveys	
		2017-18 School Year PBE Freshmen Parent Night; PBE 101 Monthly News and Info Nights; PBE 101 Feedback	Report Card Feedback	
		2018-19 School Year PBE Grading Practices and Reporting Practices Feedback and Support	Community Involvement; Student Shadowing	
		2019-2020 School Year Capstone Project Community Support	Capstone Project Showcase	
		2020-2021 School Year Capstone Projects		

<p>Establish hiring practices through policies and regulations as a district that align with our teaching philosophy and district vision and mission.</p>	<p>Superintendent, Principals, Directors</p>	<p>2016-17 School Year Establish Administration Hiring Practices</p> <p>2017-18 School Year Establish Teaching Hiring Practices</p>	<p>Administration hiring regulation developed and filed online</p> <p>Teacher/faculty/ed tech hiring process and interview questions established</p>	
<p>Obtain funding for programs, professional development, and materials to support student centered learning.</p>	<p>Superintendent, Principals, Finance Director, Curriculum Director, Pupil Services Director, Athletics Director, Librarians</p>	<p>Ongoing – continue to pursue additional revenues to the BSD</p> <p>2017-18 School Year Superintendent explores large scale grant opportunities</p>	<p>Budget reports</p> <p>Grant opportunities and applications</p>	
<p>Obtain funding for programs, professional development, and materials to support the physical and emotional health of our students and families.</p>	<p>Superintendent, Principals, Finance Director, Curriculum Director, Pupil Services Director, Athletics Director, Librarians, PCHC, BPD</p>	<p>Ongoing – continue to pursue additional revenues to the BSD</p> <p>2016-17 School Year PCHC established case management action plan for student health center; Collaborated with BPD on Heroin Alert Program and SRO Policies and Training</p> <p>2017-18 School Year Work with PCHC for how to support more enrollment into our student health centers.</p>	<p>Budget reports</p> <p>PCHC Memorandum of Understanding and Action Plan</p>	

<p>Coordinate efforts with local and state agencies that support high achievement for all learners.</p>	<p>Superintendent, Directors, Principals, UMFK, Thomas College, UMO, Bridge Year, PLTW, Other</p>	<p>2016-17 School Year Dual Enrollment with UMFK, Bridge Year and Thomas College offered</p> <p>2017- 18 School Year Project Lead the Way STEM Program Phase One; Begin Thomas College Dual Enrollment</p> <p>2018-19 School Year Project Lead the Way STEM Program Phase Two</p>	<p>Dual Enrollment Agreements</p> <p>Project Lead the Way Student Enrollment Numbers, Completion and Feedback Surveys</p>	
<p>Utilize career and workforce partnerships to learn outside of our classrooms</p>	<p>Superintendent, Directors, Principals, Guidance Counselors. Teachers, Community, Parents</p>	<p>2016-17 School Year Establish pilot job shadows through JMG and internships using PLP paperwork</p> <p>2017-18 School Year Create a workforce partnership database for student access within the guidance department</p> <p>2018-19 School Year Establish community service and job shadow experiences for students within the school department focusing on Capstone and alternative methods to meet standards</p> <p>2019-2020 School Year Capstone and service learning projects established</p>	<p>Feedback from JMG and students that participated in internships and job shadows this year</p> <p>Database</p> <p>Capstone documents and process</p> <p>Capstone event</p>	

<p>Create systemic practices within each learning community that allow for feedback from all stakeholders for continuous improvement.</p>	<p>Superintendent, Directors, Principals, Directors and Teachers</p>	<p>2016-17 School Year Discuss Continuous Improvement Feedback Models</p> <p>2017-18 School Year Create feedback loops for specific actions in this document and others to incorporate in a calendar.</p> <p>Begin data end of year review sessions with stakeholders for a year in review and next steps.</p> <p>2018-19 School Year Pilot feedback loops and make adjustments.</p> <p>Continue end of year data review sessions with stakeholders for future planning.</p> <p>2019-20 School Year Feedback loops with adjustments are continued.</p>	<p>Feedback Models</p> <p>Feedback Calendar/Events</p> <p>Data Session Agenda and Invites</p>	
<p>Explore flexible schedule options to support proficiency based learning and the time teachers need to implement our new system and support student achievement.</p>	<p>Superintendent, Directors, Principals, Directors and Teachers</p>	<p>2016-17 School Year HS explored potential options and needs; BCS implemented 3/4 ELA model</p> <p>2017-18 School Year Study flexible school schedules that allow for grouping and regrouping of students and support student achievement</p>	<p>New Schedules</p>	

Focus Area #4

Commitment to Community

Goal 4-1

To foster shared responsibility for students’ success by building trust, collaboration and engagement among staff, families, and community partners.

Actions	Leadership	Timeframe	Evaluation	Status
<p>Build communication with the Brewer School Department community by gathering and using input from stakeholders.</p> <p>a. Plan and hold training about student-centered schools for bus drivers, secretaries, food service, custodians and technology.</p> <p>b. Implement a plan to meet with community groups, town leaders, and elected officials to talk about our vision for a student-centered school system.</p> <p>c. Establish a system for student-centered learning information and feedback to and from students, staff, family and communities.</p> <p>d. Use data to check and adjust the state of our community relations.</p>	<p>Superintendent, Directors, Principals, Directors</p>	<p>2017-18 School Year Trainings for Bus drivers, secretaries, food service, custodians and technology</p> <p>2017-18 School Year Workshop with Trustees, City Council and School Committee on Student Centered School System</p> <p>2017-18 School Year Feedback loops created</p> <p>2018-19 School Year Feedback loops piloted</p> <p>2017-18 School Year and ongoing Data end of year stakeholder sessions on school goals</p>	<p>Feedback Form</p> <p>Feedback Form</p> <p>Feedback Loop Document</p> <p>Feedback Loop Data</p> <p>End of Year Data Sessions and Goals/End of Year Report</p>	
<p>Utilize career and workforce partnerships to learn outside of our classrooms.</p>	<p>Superintendent, Directors, Principals, Directors, Guidance Counselors, Community and Teachers</p>	<p>2016-17 School Year Establish pilot job shadows through JMG and internships using PLP paperwork</p> <p>2017-18 School Year</p>	<p>Feedback from JMG and students that participated in internships and job shadows this year</p> <p>Database</p>	

		<p>Create a workforce partnership database for student access within the guidance department</p> <p>2018-19 School Year Establish community service and job shadow experiences for students within the school department focusing on Capstone and alternative methods to meet standards</p> <p>2019-2020 School Year Capstone and service learning projects established</p>	<p>Capstone documents and process</p> <p>Capstone event</p>	
<p>Provide multiple opportunities to increase parent involvement.</p> <p>a. Showcase student work multiple times per year.</p> <p>b. Plan family nights like literacy, math and tech cafes.</p> <p>c. Plan postsecondary and after graduation events to prepare parents and students for life after high school.</p>	<p>Superintendent, Principal, Directors, Teachers</p>	<p>2017-18 School Year Plan at least two family nights showcasing student work at BCS and 9th Grade Museum of learning standards.</p> <p>2017-18 School Year New HS Principal works to develop a plan for life after high school events.</p> <p>2018-19 School Year HS Principal implement events for Life after high school including Senior Seminar/Capstone.</p>	<p>Invitations and Attendance Data</p>	

Focus Area #5

Physical and Technological Infrastructure

Goal 5-1

To provide a functional and safe infrastructure that embraces technology as a tool to enhance highly engaged teaching and learning.

Actions	Leadership	Timeframe	Evaluation	Status
<p>Build the capacity of technology at all grade levels to promote student centered learning and support current instructional practices.</p>	<p>Superintendent, Curriculum Director, IT Director</p>	<p>2016-17 School Year Ipad implementation K-4; Explore MLTI options for 5-8; continue chromebooks at high school; explore 3D printers and Makerspace labs</p> <p>2017-18 School Year Purchase MLTI Laptops at reduced cost to support grades 5-6 and renew grades 7-8 new MLTI; continue chromebooks at high school; explore additional options for Makerspace Lab</p> <p>2018-19 School Year Study how technology is used in classrooms and how the SAMR model can enhance learning.</p> <p>2019-2020 School Year Propose technology based on study in 2018-19 school year.</p>	<p>Numbers of devices per student ratio</p> <p>Makerspace in High School Lab Grant Proposal/STEM Courses</p> <p>Number of Devices for Grades 5/6 Accessed/MLTI contracts</p> <p>Makerspace lab remodel plans for library and BCS possibly</p> <p>Technology Study</p> <p>Technology Plan</p>	

<p>Include comprehensive integration of educational technology as an instructional tool and learning tool.</p>	<p>Superintendent, Curriculum Director, IT Director</p>	<p>2018-19 School Year SAMR Model Training</p> <p>2019-20 School Year SAMR Model Integration Examples</p>	<p>Training</p> <p>Lessons as Instructional and Learning Tools</p>	
<p>Continue to improve our infrastructure at Brewer High School through the Trustees AND discuss the population growth at Brewer Community School.</p>	<p>Superintendent, Trustees, Facilities Director, Finance Director, School Committee, Community, City Council, Teachers, Principals</p>	<p>2017-18 School Year Population study to discuss enrollment at BCS and possible need for addition.</p> <p>2018-19 School Year Depending on BCS needs, look at Phase III and when financially we pay off debt to take on a possible Phase III. What would that look like?</p>	<p>BCS Population Study and Building Needs Plan</p> <p>Phase III Plans</p>	
<p>Explore how STEAM can impact learning pathways at Brewer School Department.</p>	<p>Superintendent, Curriculum Director, Principals, IT Director, Librarian, Science, Math Art, Technology Teachers</p>	<p>2016-17 School Year Explore STEM program for high school</p> <p>2017-18 School Year Pilot Project Lead the Way Year One</p> <p>2018-19 School Year Pilot Project Lead the Way Year Two; Explore STEM for K-8</p> <p>2019-20 School Year Pilot STEM K-8.</p>	<p>STEM hiring and materials and training</p> <p>Student data results</p>	

<p>Create a five-year facilities improvement plan to then determine priorities and necessary funding.</p>	<p>Superintendent, Facility Director, Principals, Finance Director, Trustees</p>	<p>2018-19 Plan will be developed and shared with the trustees.</p> <p>2018-19 Priority list will be discussed and Finance Director will guide any additional bonds needed that fit into the budget process and timeline.</p> <p>Yearly: A project list should be developed yearly based on the fiscal demands, safety needs, and priority itemization.</p>	<p>Review of plan and update it yearly based on decisions made and the current needs at that time of the BSD.</p>	
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Glossary of Terms

(These terms will be defined for the second reading).

Authentic Learning

Bridge year

Capstone

college and career ready

framework

Content Areas

Danielson model

dual enrollment

ELA

Empower

feedback loop

formative assessments

graduation standard

growth mindset

Guiding Principles

JMG

LD 1422

learning target

Makerspace

Mission

MLTI

NEAP

NWEA

PBE

PCHC

PLP

PLTW

Proficiency based education

PSAT

RTI

SAMR

SAT

Second order change

SRO
SST
Stakeholders
STEAM
STEM
student centered
summative assessments
trustees
Vision
Witches Meeting

