

MSAD 35 Core Values and Strategic Plan

In an effort to support all our students to become responsible, productive citizens who are well-prepared to meet the demands of a changing world and who develop compassion for others with the courage to act on their own beliefs, MSAD 35 believes that all stakeholders in the educational community should work to foster a positive culture and climate. To prepare our students for success in college and careers, and to be active, involved citizens in a future we can't yet imagine, we must design our educational system to reflect these core values and honor the voices of all.

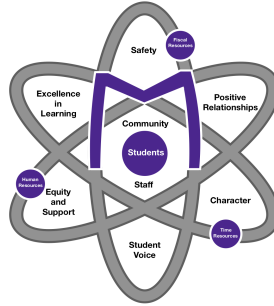
Purpose statement: This plan is designed to help guide decision making at the board, district and school level, to promote reflection, and to inspire continuous improvement.

Student Voice and Involvement				
Students are the reason for our work. Their voice, input and active engagement is vital to our continued improvement. Their success is how we measure our success.				
<p>Safety Students and staff feel physically, socially, and emotionally safe when they are at school. All members of the school community feel safe to take academic risks and develop a growth mindset.</p>	<p>Excellence in Learning Learning is the work of our schools. We seek to instill a growth mindset in all students and staff. We do this by building a culture of high expectations where learners are challenged to take risks, think creatively and persevere in difficult tasks.</p>	<p>Character We seek to develop learners who embody civility, kindness, empathy, and integrity.</p>	<p>Equity /Support There are multiple pathways to proficiency. <u>All students</u>, regardless of background, deserve the opportunity to learn and have access to ongoing support and encouragement in their learning processes.</p>	<p>Positive Relationships Student learning is enhanced when there are positive relationships and open communication between students, staff, and families.</p>
Resources and Fiscal Responsibility				

Develop/Use a dashboard approach to check in and report out our success indicators

Develop school level plans that reflect this district plan

Create a rollout strategy for fall



Fostering a Positive Culture and Climate

Culture and Climate Goals and Objectives

In an effort to support all our students to become responsible, productive citizens who are well-prepared to meet the demands of a changing world and who develop compassion for others with the courage to act on their own beliefs, MSAD 35 believes that all stakeholders in the educational community should work to foster a positive culture and climate.

With the understanding that *culture* refers to the underlying core values that define teaching and learning, and *climate* refers to the extent to which educational stakeholders are willing to actively engage in supporting them, MSAD 35 has identified the following core values as those that define the teaching and learning across all schools and programs.

- Student Voice and Agency
- Safety
- Excellence in Learning
- Character
- Equity and Support for All
- Positive Relationships

Our Goal:

Based on the above, MSAD 35 has established the following goal as it relates to culture and climate: *To prepare our students for success in college and careers, and to be active, involved citizens in a future we can't yet imagine, our goal is to actively foster a culture and climate that reflects our core values.*

In order to help ensure that all stakeholders are actively supporting the six core values that shape the culture and climate of teaching and learning, the MSAD 35 School Board has identified the following culture and climate objectives.

District Level Objectives

1. School Board

- a. Every three years the School Board will **analyze focus groups and survey data** of staff, students and community members to determine the extent to which students, staff, families, and community members believe that the schools and programs across MSAD 35 actively support the core values of the district. Results of these surveys will inform the board as it carries out the three primary functions described below.
- b. The School Board will **create policies** that provide the necessary guidance for district and school leaders to implement practices and procedures to foster the six core values.
 - i. Class sizes maintained to support learning
 - ii. Safe learning and working environment for teachers and students
 - iii. Support for professional evaluation and professional growth collaborative evaluation system/mentoring
 - iv. Guidance for proficiency based graduation
- c. The School Board, in conjunction with the Central Office, will develop a responsible annual **budget** that allows the district to fulfill its obligation to students and our community.
 - i. Classrooms are fully staffed
 - ii. Technology and supplies are adequate to support teaching, learning, assessment and administrative functions
 - iii. Consistent budget timeline is followed
 - iv. Consistent narrative and procedures around budget process
- d. The School Board will provide oversight for the district by **hiring and evaluating the Superintendent**. District core values will guide these conversations and decisions.
- e. The Superintendent will use the district's core values to guide decision making and lead the district.

Student Voice and Involvement

Foster opportunities and a clear process for students to provide input to improve culture and climate in our schools, as it relates to teaching and learning. Students are the reason for our work. Their voice, input and active engagement is vital to our continued improvement. Their success is how we measure our success.



School Board Actions

- Analyze stakeholder surveys every 3 years that measure input and involvement.
- Continue to honor student voice and include student representatives on the school board
- Annually review progress toward success indicators to inform adjustments to the strategic plan

District Leadership Actions

- Conduct and analyze stakeholder surveys every 3 years that measure input and involvement.
- At least once per year school leaders will be asked to share their data and progress with regards to student agency and receive feedback from district and school leaders.
 - Systems for student input
 - Reflect and share practices

School Leadership Actions

- Annually reflect upon and seek to improve the extent to which students have opportunities to give input and be involved in school level decision making.
- Develop strategies that enhance student-driven pedagogy. (E.g. Service learning, project based, interdisciplinary learning, Responsive Classroom, Hike through History, Genius hour, Capstone type experiences)
- Develop mechanisms for students to provide teachers and school leaders with feedback about their school experiences.
- Enhance opportunities for all students to be involved in ongoing goal setting, reflection and progress monitoring.

Success Indicators

- All schools and levels embrace practices that actively involve students in decision-making.
- All schools have clearly defined signature practices that demonstrate student agency and student-driven pedagogy.
- XXX percentage of students in every school report a sense of agency and connectedness, etc...(connect to specific survey indicators)

Safety

Establish processes that ensure students and staff feel physically, socially, and emotionally safe when they are at school. All members of the school community feel safe to take academic risks and develop a growth mindset.



School Board Actions

- Analyze stakeholder surveys every 3 years that measure perceptions about school safety
- Write and review policies as related to school safety
- Annually review progress toward success indicators to inform adjustments to the strategic plan

District Leadership Actions

- Conduct and analyze stakeholder surveys every 3 years that measure stakeholder perceptions of school safety.
- Provide district level professional development around SEL to all school personnel.
- At least once per year school leaders will be asked to share their data and progress with regards to all aspects of school safety and receive feedback from district and school leaders.

School Leadership Actions

- Annually reflect upon and seek to improve the extent to which
 - Students and staff feel safe to take academic risks and develop a growth mindset.
 - All stakeholders understand their roles and responsibilities for all safety procedures
- Annually review and revise the school's crisis plan, as well as train all stakeholders to fulfill their responsibilities during emergency situations.
- Develop/implement a curriculum for supporting social and emotional learning (SEL).
- Review and update school wide anti-bullying practices

Success Indicators

- Staff in all schools are able to implement up-to-date crisis plans.
- Students in all schools demonstrate social and emotional competencies and access SEL supports as needed. (what tools would we use to measure?)
- XXX percentage of students, families, and staff in every school report feeling safe...(connect to specific survey indicators)

Excellence in Learning

Learning is the work of our schools. We seek to instill a growth mindset in all students and staff. We do this by building a culture of high expectations where all are challenged to take risks, think creatively and persevere in difficult tasks.



School Board Actions

- Write and review policies that support excellence in learning
- Annually review student achievement data
- Administer and review stakeholder perception surveys every 3 years

District Leadership actions

- Collect and analyze student and staff perception data
 - Surveys
 - Student focus group conversations
- Analyze student performance data
 - MEA/PSAT/SAT
 - STAR
 - Common Assessments
 - AP data

School Level Actions

- Analyze staff performance data
 - Relative areas of strength/weakness on the Marshall rubrics/mini observations
 - Analyze student growth data
- Analyze student performance data
 - STAR/DRA
 - MEA/PSAT/SAT
 - Common Assessments
 - AP data
- Collect and analyze staff perception data
 - Surveys
 - Staff conversations...beyond leadership teams

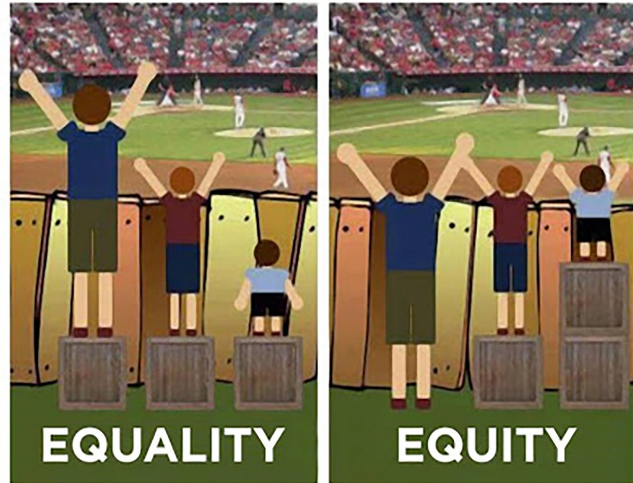
Success Indicators

- At least 80% of students demonstrate grade level proficiency on standardized formative and summative measures
- All schools show increases in the percentage of students meeting proficiency expectations on _____
- An increasing number of students access AP courses and take the AP exam

- An increasing number of students earn professional credentials through participation in vocational education
- Graduation rates continue to rise (goal: 93% in 4 years, 96% in five?)
- Post secondary plans in place for all students

Equity* and Support

There are multiple pathways to proficiency. All students regardless of background, are entitled to the opportunity to learn and have access to ongoing support and encouragement in their learning processes. District and school leaders will establish structures and practices that ensure equity and appropriate support for all students as measured by student academic achievement and perception data.



School Board Actions

- Analyze stakeholder surveys every 3 years that measure perceptions about equity and support in their educational experience.
- Write and review policies as related to equity and educational opportunities to learn
- Develop budgets that support multiple pathways for student success across the district
- Annually review progress toward success indicators to inform adjustments to the strategic plan

District Leadership Actions

- Conduct and analyze stakeholder surveys every 3 years that measure stakeholder perceptions about equity and support in their educational experience
- Annually disaggregate and analyze data of our subgroups to identify potential areas of inequity to inform the school's strategic plan.
- At least once per year school leaders will be asked to share their data and progress with regards to all aspects of equity and support, and receive feedback from district and school leaders.
- Provide resources and expertise in the interest of creating additional supports for student success

School Leadership Actions

- Annually disaggregate and analyze data of our subgroups to identify potential areas of inequity to inform the school's strategic plan.
- Annually reflect upon and seek to improve the extent to which school-level practices and procedures promote and ensure equity, including but not limited to the following:
 - Curriculum, instruction, and assessment,
 - Opportunities to receive interventions and support,
 - Opportunities for extended learning,
 - Placement in studies and courses.
 - School level policies and procedures

- Provide ongoing training, resources, support, and feedback to teachers around effective strategies related to differentiation and universally designed learning.
- Promote equity through opportunities and experiences (e.g. civil rights teams, responsive classrooms, ability awareness)

Success Indicators

- Xxx percent of students and families report feeling supported by school in helping their child be successful
- Intervention and remediation supports exist at all levels that are specifically designed to provide skills and re-teaching based on a student's identified weakness.
- Viable alternative pathways exist for students who struggle to be successful in the traditional pathway most student take toward graduation. (what might these be??)

**Equity in education means that personal or social circumstances such as gender, sexual orientation, socio-economic factors, learning differences, ethnic origin, language, or family background are not obstacles to achieving educational potential, and that all students have equitable and diversified access to and support for learning.*

Character

We embrace the belief that we are all learners who seek to embody civility, kindness, empathy, and integrity.



School board actions

- Write and review policies that support building strong character in MSAD 35 students
- Continue to celebrate successes at our schools as a part of each board meeting.
- Utilize norms to actively promote and model the character and behavior we expect to see from all stakeholders.
- Annually review progress toward success indicators to inform adjustments to the strategic plan

District leadership team actions

- District leadership team will routinely share their practices and progress with regards to character, and receive feedback from district and school leaders.
- Actively communicate local success stories that demonstrate character among our students.
- Utilize norms to actively promote and model the character and behavior we expect to see from all stakeholders.

School leadership actions

- Develop school-wide and classroom level strategies for communicating and celebrating examples of strong character.
- Develop strategies for teaching character that integrate meaningfully within the school's behavior management system.
- Utilize norms to actively promote and model the character and behavior we expect to see from all stakeholders.

Success Indicators

- An SEL/ character curriculum is in place in all schools
- Restorative practices are utilized
- Embrace service learning at all levels

Positive Relationships

Student learning is enhanced when there are positive relationships that foster a sense of belonging, and open communication between students, staff, and families.



School board actions

- Write and review policies that support positive relationships and clear communication among MSAD 35 students, staff, families and community
- Analyze stakeholder surveys every 3 years that measure perceptions of relationships and communication between students, staff and families.
- Continue to honor student voice and include student representatives on the school board
- Annually review progress toward success indicators to inform adjustments to the strategic plan

District leadership actions

- Conduct and analyze stakeholder surveys every 3 years that measure perceptions of relationships and communication between students, staff and families.
- Continue to model and support positive ongoing communication between the district and all stakeholders.
- Use district leadership team to support consistent communication around important issues and events.

School leadership actions

- Assess and reflect upon perceptions of school culture and climate as it pertains to student, staff and family relationships.
- Develop and cultivate explicit strategies for fostering and sustaining positive relationships that support student learning (e.g. student mentoring, big brother / sister, etc.)
- Model, practice and expect ongoing, clear and open communication between students, staff and families.
- Create a network of trusted adults in each building in support of every student.

Success Indicators

- Xxx percent of staff report feeling respected and valued by co-workers and supervisors
- Xxx percent of students report feeling respected and values by peers and staff
- XXX percent of families report feeling a trusting, respectful relationship between home and school
- Adult professional culture is expected and modeled in all buildings.
- District leadership teams in all buildings report feeling empowered to make important decisions for the well being and progress of the school
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