

Strategic Plan – Goals and objectives

Goal 1. MSAD #53 will educate students individually and as a community to achieve and succeed academically and socially.

Objective 1 - In accordance with the NCLBA, 100% of students will be proficient in reading and math based on the state comprehensive assessment, with the percentage of students increasing each year by at least 10% per year until the goal is attained, making Safe Harbor, as follows:

Vickery School Grades 3 -5 Reading

2009-2010 -- 55% Proficient on NECAP
(Teaching Year)
2010-2011 – 65% Goal
2011-2012 – 75% Goal
2012-2013 – 85% Goal
2013-2014 – 95% Goal
2014-2015 – 100% Goal

Warsaw Middle School Grades 6-8 Reading

2009-2010 – 67% Proficient on NECAP
(Teaching Year)
2010-2011 – 77% Goal
2011-2012 – 87% Goal
2012-2013 – 97% Goal
2013-2014 – 100% Goal
2014-2015 – 100% maintained

Vickery School Grades 3-5 Math

2009-2010 -- 44% Proficient on NECAP
(Teaching Year)
2010-2011 – 54% Goal
2011-2012 – 64% Goal
2012-2013 – 74% Goal
2013-2014 – 84% Goal
2014-2015 – 94% Goal
2015-2016 – 100%

Warsaw Middle School Grades 6-8 Math

2009-2010 -- 51% Proficient on NECAP
(Teaching Year)
2010-2011 – 61% Goal
2011-2012 – 71% Goal
2012-2013 – 81% Goal
2013-2014 – 91% Goal
2014-2015 – 100% Goal

1. Action step: What: Warsaw Middle School will create a program of improvement for math (CIPS) state plan
Who Reports: Middle School Principal
Developers: 5-8 CIPS team and Data team
Timeline: December 6, 2010
Evidence: Completed plan for submission (SEE WARSAW SCHOOL IMPROVEMENT PLAN IN ADDENDUM)
2. Action step: What: The PK-4 schools will create a program of improvement for math (CIPS) state plan
Who Reports: Elementary School Principal
Developers: PK-4 CIPS team and Data team
Timeline: December 6, 2010
Evidence: Completed plan for submission (SEE VICKERY SCHOOL IMPROVEMENT PLAN IN ADDENDUM)
3. Action step: What: The PK-4 schools will create a program of improvement (CIPS) state plan for ELA
Who Reports: Elementary School Principal
Developers: PK-4 CIPS team and Data team

Timeline: December 6, 2010

Evidence: Completed plan for submission (SEE VICKERY SCHOOL IMPROVEMENT PLAN IN ADDENDUM)

4. Action step: What: The results of the NECAPS will be reported to the Board annually.
Who Reports: Elementary and Warsaw School Principals
Developers: PK-4 and 5-8 CIPS team and Data team
Timeline: March 7, 2011
Evidence: Documents of results

5. Action step: What: All district schools will continue to implement the district Strategic Plan for Literacy and SIPs for Math
Who Reports: Curriculum Specialist and School Principal(s)
Developers: District Literacy Team
Timeline: Grade K-4 Reading w/DIBELS (oral reading fluency, phoneme segmentation, nonsense word fluency, initial sound fluency) and math with AIMSWEB - MCOMP and MCAP; Grades 5-8 reading and math w/NWEA - November 1, 2010 Reading 25 books - June 16, 2011
Evidence: Student documentation of reading (25 books), results from common literacy assessments DRA, NWEA, DGEL.

Objective 2 – Fully implement a Response to Intervention process for addressing the academic and behavioral needs of all students by July 2012.

1. Action Step: What: Provide professional development to staff in formative assessment, data analysis and differentiating instruction
Who Reports: Principals and RTI Coordinator
Developers: Administrative Team
Timeline: Ongoing
Evidence: Schedules and agenda from in-service days and workshops

2. Action Step: What: Create Skills Block classes to provide specific, targeted skills instruction in math and/or reading to all students with identified needs. Skills Block curriculum will center on essential skills and will be determined according to the needs of students. Regular and frequent progress monitoring will inform instruction and student groupings. Skills Block instruction will supplement, not supplant, regular classroom instruction.
Who Reports: Principals and RTI Coordinator
Developers: Principals, RTI Coordinator, Teachers, Literacy Specialists, Math Coordinators
Timeline: K-8 Math and K-6 Reading - January 10, 2010 and March 7, 2010
Evidence: School schedules

3. Action Step: What: Create “push-in” intervention support through Special Education and Title I for reading and math
 Who Reports: Principals and RTI Coordinator
 Developers: Title I Coordinator and staff, Principals, Special Services Director
 Timeline: February 7, 2010
 Evidence: Title I and Special Education schedules

4. Action Step: What: Create teaching position with Title I ARRA funds: RTI Coach for SY 2010 – 2011 (one year position)
 Who Reports: Principals and RTI Coordinator
 Developers: Administrative Team
 Timeline: August 30, 2010
 Evidence: Job description and contract

5. Action Step: What: Identify and implement Universal Screening (Assessments)
 Who Reports: Principals and RTI Coordinator
 Developers: RTI Coordinator, Curriculum Teams, Student Assistance Teams, Principals
 Timeline: Curriculum Specialist June Board Reports
 Reading, Writing, Math – Finalize SY 2009-2010
 Behavior – Develop classroom management plans and rubrics, SY 2009-2010
 Pilot use of rubrics, SY 2010 – 2011
 Finalize and fully implement, SY 2011-2012
 Evidence: Assessment calendar, student scores

6. Action Step: What: Identify Curriculum Based Measures for progress monitoring of students at Tiers I, II and III, and implement their use
 Who Reports: RTI Coordinator and Principals
 Developers: RTI Coordinator, Title I Staff, RTI Coach
 Timeline: Curriculum Specialist June Board Reports
 Reading, math – SY 2009-2010
 Writing – SY 2010 – 2011
 Behavior – pilot 2010 – 2011, finalize 2011- 2012
 Evidence: Master copies of CBMs, student scores

7. Action Step: What: Identify and implement intervention strategies for all Tiers
 Who Reports: RTI Coordinator and Principals
 Developers: RTI Coordinator, Title I Staff, RTI Coach, Teachers
 Timeline: Curriculum Specialist June Board Reports
 Reading, writing, math – SY 2009-2010 and 2010 – 2011
 Behavior – SY 2010 – 2011 and 2011 – 2012
 Evidence: Master copies of strategies, lesson plans

8. Action Step: What: Identify Tier 2 supports for behavioral needs

Who Reports: RTI Coordinator and Principals
Developers: RTI Coordinator, Principals, Student Assistance Teams, RTI Coach
Timeline: Curriculum Specialist June Board Reports SY 2010 – 2011 and 2011-2012
Evidence: Program descriptions

9. Action Step: What: Provide professional development in effective instructional practices through Professional Learning Groups
Who Reports: RTI Coordinator and Principals with CIPs data teams and one PLG
Developers: Administrative Team
Timeline: April 4, 2011
Evidence: Professional Learning Group lists, schedule, agendas and minutes
10. Action Step: What: Inform parents/guardians about the District RTI Plan
Who Reports: RTI Coordinator and Principals
Developers: Administrative Team, Student Assistance Team, Title I Staff
Timeline: August 30, 2010
Evidence:
 Individual students' reports sent to parents
 SAT meeting minutes
 Principals' newsletters
 District Web site

Goal 2. MSAD #53 will foster connections and supports for school, home, and community partnerships.

Objective 1: Explore and consider how the district and the district's towns could better coordinate and facilitate recreational programming for students.

1. Action step: What: Meet with town officials and others to discuss ideas
Who reports: Superintendent
Developers: Superintendent with district AD, MCI Headmaster and AD, town manager/selectmen, Pittsfield town recreation director and others
Timeline: October 4, 2010 board meeting
Evidence: meeting minutes and determinations
2. Action step: What: Check with Superintendents state-wide to determine if any districts have a consolidated student recreation and school athletic program under one director.
Who reports: Superintendent
Developers: Superintendent with district AD, MCI Headmaster and AD, town manager/selectmen, Pittsfield town recreation director and others
Timeline: August 30, 2010
Evidence: email to Superintendents state-wide and feedback

3. Action step: What: The district will develop a mentor program
 Who reports: Special Services Administrator, Principals
 Developers: Special Services Administrator, Principals, Dean of Academics,
 Dean of Curriculum Studies
 Timeline: November 2010
 Evidence: number of students engaged in program

4. Action step: What: The district will develop an internship program
 Who reports: Special Services Administrator, Middle School Principal,
 Developers: Special Services Administrator, Middle School Principal, Dean of
 Curriculum Studies, Co-op Director, Alternative Education teacher
 Timeline: November, 2011
 Evidence: number of students engaged in an internship program with local
 businesses

Goal 3. MSAD #53 will provide for adequate resource allocation through predictable as well as innovative and creative means.

1. Action step: What: Funding/Budgeting decisions will be based on set criteria developed by the school board, DIT and administration December, 2009.
 Who reports: Superintendent and Budget Committee
 Timeline: March and April Board meetings
 Evidence: Board agenda and budget development process

2. Action step: What: Utilize Jobs Bill funding to provide carry forward funding to the 2011-2012 fiscal year.
 Who reports: Superintendent
 Timeline: October 2010 and thereafter if changes occur
 Evidence: Application for funding

3. Action step: What: The board will take political action to promote additional school funding with local and state legislators.
 Who reports: Board Chair
 Timeline: Whenever appropriate
 Evidence: Communications to local and state legislators

4. Action step: What: The summer of 2011 administrative team will search for and select at least one large grant opportunity related to prioritized program(s) for which they will complete and submit an application.
 Who reports: Superintendent
 Timeline: Complete work during summer 2011; report October board meeting
 Evidence: Written grant