

**Lake Region Union High School**  
**Orleans Central Supervisory Union**  
**Orleans, Vermont**

**Strategic Plan 2017 –2022**

*“Moving Forward!!”*

Adopted September 9, 2016

**Index**

Introduction	3
Membership in the Planning Process	4
The Strategic Planning Process	5
Core Values and Beliefs Statement	6
Focus Areas	7
Goals, Strategies and Indicators of Progress	8-13

## **Introduction**

The Lake Region Union High School board and administration recognize and celebrate the past and current efforts of teachers, staff, parents and community members in providing quality educational opportunities for area students. Over the course of Lake Region's history, there have been many extraordinary achievements in the areas of academics, extra-curricular activities, community service and social development. The board extends its gratitude to everyone who has made a positive contribution to the lives of the community's young people.

To build upon the existing strengths of the school, the board drafted its first strategic plan in 2007. The five-year plan allowed for a sustained focus, despite significant changes in board and administrative leadership. Under the first strategic plan, the school took some major steps forward, including increased graduation requirements, a community service requirement, a student advisory program, and increased energy efficiency.

The board determined that another strategic plan would allow the school to continue to build on its progress and to ensure that all students have the

opportunity to learn and to prepare for their future. Board members viewed their leadership role as establishing a clear direction for the school's success. The board undertook the strategic planning process in order to formulate its vision and turn that vision into action.

The board, administration and faculty, with input from parents, students and the community, have recently completed a Core Values and Beliefs statement to serve as the foundation of the school's ongoing work.

In order to realize the vision for the school, the board and administration have carefully selected goals and strategies to ensure both a high quality educational program and the most efficient use of resources. It is the board's intention that the strategic plan guide the collective endeavors of teachers, staff, parents and community members over the next five years.

The board extends its appreciation to the faculty, and staff members who assisted in the strategic planning process. In particular, the board would like to thank Principal Andre Messier for his role in the planning process and for his day-to-day leadership of the school.

## **Membership in the Planning Process (2012)**

Lake Region Union High School Board of Directors:

- Darlene Young, Chair
- David Blodgett, Vice Chair
- Tammy Wiggett, Clerk
- Antoinette Eubanks
- Maria Everett
- Ron Holland
- Wendy Larocque
- Linda Michniewicz
- Donald Peters Sr.
- Arthur Postman
- Michael Sanville

Andre Messier, Principal  
Stephen Urgenson, Superintendent  
Ray Proulx, Facilitator

# **Membership in the Revision Process (2015-2016)**

Lake Region Union High School Board of Directors:

- David Blodgett, Chair
- Reene Fontaine, Vice Chair
- Tammy Wiggett, Clerk
- Patricia Bermon
- Antoinette Eubanks
- Scott Lalime
- Jennifer McKenzie
- Konnie Perkins
- Jason Racine
- Michael Sanville
- Lenny Zenonos

Andre Messier, Principal

Don Van Nostrand, Superintendent

Lake Region Union High School Department Chairs

Harry Frank, Facilitator

## **The Strategic Planning Process**

In the fall of 2011, the board, administration and members of the faculty began meeting to discuss the school's core values and beliefs. The core values and beliefs statement is a requirement of the school's accreditation process through the New England Association of Schools and Colleges. The discussions leading to the final draft of the statement helped the board and administration during the strategic planning process, and the statement will continue to guide decision making. The committee that worked on the core values and beliefs statement obtained input from members of the school community, through a values survey conducted in the spring of 2012. The board approved Lake Region Union High School's Core Values and Beliefs Statement on June 18, 2012.

The board began its strategic planning in February of 2012, working with Ray Proulx, an experienced educational consultant, Andre Messier, principal and Stephen Urgenson, superintendent. To start, the board reviewed the status of its 2007-2012 strategic plan. The board then explored information about education in the 21st century, including international, national and state trends. The board also gathered information on the current educational experience at Lake Region. Information came from a variety of sources, including standardized test scores, student survey results and the school's progress report to its accrediting organization. The board also considered research on effective educational practices.

During the planning process the board and administration met with department chairs to hear

their views on educational trends and the student population at Lake Region. The board shared strategic planning information with and solicited input from school board chairs and principals from other schools in the Orleans Central Supervisory Union.

Stemming from its discussions, the board identified four broad areas on which to focus: curriculum and student learning; school culture; technology; and infrastructure. To outline its vision for the school and students, the board developed a set of goals in each area, followed by strategies to achieve the goals. Lastly, the board agreed on indicators that will allow the monitoring of progress toward achieving the goals.

The board approved the final draft of the plan in August, 2012.

Since August 2012, the strategic plan has guided our work as an educational community. As a part of that effort, the leadership team of the high school - staff, administration and board - has collected and reviewed data on the indicators of progress. That data and time for discussion has helped refine our efforts and continually focus our efforts. In the spring of 2015, the leadership team revisited the strategic plan and finalized revisions in August of 2016 to reflect our evolving understanding of what we need to do with our students and how we can be most effective together.

## **Lake Region Union High School Core Values and Beliefs Statement**

Lake Region Union High School is committed to the values that we view as vital for success in the 21<sup>st</sup> Century. In so doing:

- We believe that every student can learn.
- We believe that high expectations, perseverance and the pursuit of excellence are the cornerstones to success.
- We believe a healthy and safe environment is essential for student learning.
- We believe respect, honesty, kindness, individual responsibility, and understanding towards others are crucial elements of the school

environment.

- We believe positive relationships help students to reach their full potential.
- We believe that the educational experience should be engaging, diverse, integrated, collaborative, and designed to fit the needs of every student.
- We believe all studies and all programs should be rigorous and challenging, and should keep pace with our ever-changing world.
- We believe constant exploration in the pursuit of knowledge and wisdom fosters a higher quality of life.
- We believe that each member of the community has a role in our “... *Moving Forward!!*”

## **Focus Areas for Strategic Planning**

- **Curriculum and Student Learning**  
The school’s curriculum, or planned learning activities, should ensure that every student has the opportunity to meet his/her potential and is prepared for the future.
- **School Culture**  
The overall environment of the school should promote learning and personal growth.
- **Technology**

Equipment and software should enhance instruction and student learning.

- **Infrastructure**

The school facility should support the needs of student learning.

## **Lake Region Union High School Strategic Plan 2012-2018**

### **Focus Area #1: Curriculum and Learning Results**

**Goal #1: By 2018, 100% of students will graduate from high school.\***

\* Graduate as defined by the state.

**Strategy #1:** Refine and enhance intervention strategies.

Indicators of Progress –

- Two reports annually on students who are behind in completing graduation requirements

- (credits; proficiencies; learning expectations; LRfolio) and the associated intervention plans.
- The identified graduation rate.
- System to track students who do not complete graduation requirements in four years, interventions provided/offered, and their progress towards meeting the goal of a diploma or its equivalent.

**Strategy #2:** Promote and support the personalization of learning (ie. multiple pathways to learning; External Learning Opportunities; Personalized Learning Plans; Dual Enrollment)

Indicators of Progress –

- All high school students have a Personalized Learning Plan.
- Data tracked on community service connected to post-secondary interests.
- Increased opportunities for students to access dual enrollment courses, internships, job shadows, and external learning opportunities.
- Partnerships with virtual learning cooperatives.
- Intentionality in promoting and supporting student access to the Career Center.

**Strategy #3:** Promote and support Proficiency-Based Learning and Proficiency-Based Graduation Requirements.

Indicators of Progress –

- School Board adopts policies which provide direction for and support movement towards a proficiency-based system for student learning.
- Instructional and grading practices reflect movement towards a proficiency-based system for student learning.
- Reporting system is developed and implemented.
- Public Will – Authentic opportunities are provided for stakeholders to actively participate in conversations which communicate school plans to build support for school programs and improvement.

## **Goal #2: Lake Region students will demonstrate continuous improvement each year on the standardized assessment and on the defined Lake Region Learning Expectations.**

**Strategy #1:** Work with the Orleans Central Supervisory Union (OCSU) to develop an academic information system that will track performance levels in terms of Common Core State Standards and Next Generation Science Standards for all OCSU students from pre-K through 12.

Indicators of Progress –

- Collaborate in the development of an OCSU-wide academic information system.
- Report from the Central Office on supervisory union-wide student progress data and how that data is being used to improve student learning.

**Strategy #2:** Analyze and apply data to improve student learning and growth.

Indicators of Progress –

- Annual analysis of results on the NECAP (New England Common Assessment Program) and on the SBAC to inform curriculum and instruction.
- Timeline and system for the reporting out of student progress towards meeting graduation requirements and proficiencies (ie: quarter, semester, annual).

- Staff completes *Global Best Practices* self-assessment and determines next steps for initiating practices to move student learning forward.
- Student work is used to assess rubric efficacy and student proficiency towards learning expectations.

**Goal #3: By 2018, 100% of LRUHS graduates will have developed concrete post-secondary plans.**

**Strategy#1:** The LRUHS curriculum will be designed to ensure that all students have access to content and skill development experiences that will prepare them for post-secondary education, 21st century careers and to be competitive in the global community.

Indicators of Progress –

- All students will have Personalized Learning Plans (PLPs) updated annually.
- Students will reflect annually on their progress in attaining proficiency in the school’s identified school-wide learning expectations, and will create/update their plan for growth towards meeting the graduation requirements and establishing post-secondary readiness.
- Reporting of students’ Habits of Work skills will occur in all classes at progress and quarter marking periods.

**Strategy #2:** Develop a culture for promoting post-secondary education.

Indicators of Progress –

- Annual goals/educational aspirations of all students.
- Results of annual VSAC pre- and post-secondary survey to gather information on levels of student desire to pursue post-secondary education and to assess culture of continuous learning.

**Focus Area #2: School Culture**

**Goal #1: The LRUHS community will provide a safe, respectful and positive school environment, which fosters self-respect and integrity in every student.**

**Strategy #1:** Align and implement policies and procedures to support the goal.  
(Strategy met by creation of SU Policy manual – Available in print and on SU website.)

**Strategy #2:** Analyze and apply data to support the desired environment.

**Strategy #3:** School staff is trained around bullying, harassment, gender equality/identity, etc... areas to focus on language and expectations so policies are applied equitably.

Indicators of Progress –

- Assure that the required state policies related to school culture are reviewed annually.
- Quarterly report of student disciplinary infractions presented to School Board and staff.
- Seasonal report of student participation in co-curricular activities presented to School Board and staff.
- A review of the *Youth Risk Behavior Survey* results reveals improvements.
- Policy Manual, rules, regulations, and handbooks are reviewed, updated, and disseminated annually.
- Implement bullying/harassing survey for baseline and reveal areas of improvement for

- teaching tolerance.
- Explore methods and opportunities to infuse citizenship & cultural standards into the fabric of every student's educational path.
- Students or groups of students whose needs are not being met are identified.

**Goal #2: LRUHS will foster a culture through which every student is connected with adults who provide high expectations and standards of excellence while demonstrating sincere concern and caring for their well-being.**

**Strategy #1:** Administration will define expectations and standards of excellence and evaluate the program accordingly.

**Strategy #2:** Collect, analyze and apply data to support the desired environment.

Indicators of Progress -

- An annual report will be presented to the Board on the successes and shortfalls of the advisory program.
- A clear and focused intent/purpose for advisory is established.

## **Focus Area #2: School Culture (cont)**

**Goal #3: Lake Region Union High School will increase community engagement.**

**Strategy #1:** Determine the current level of engagement with school activities and establish a target goal to increase that level.

**Strategy #2:** Provide avenues and opportunities for community stakeholders (students, parents, Board, community, staff) to actively participate in conversations about educational issues and movements.

**Strategy #3:** Develop a communication committee (or "outreach" committee).

Indicators of Progress -

- A multimedia presentation is developed/created for high visibility events.
- Social media is used to communicate changes, rationale, school events, and school accomplishments.
- Use community bulletin boards and local media outlets to share information.
- Develop a process to facilitate communications updates (including school website).

## **Focus Area #3: Technology**

**Goal #1: Maintain learning environments that are equipped with functional and appropriate equipment to support student learning and instruction.**

**Strategy #1:** Develop a cross-disciplinary IT Resource Team to evaluate needs and improve communication. (Include students on IT Team)

Indicators of Progress —

- Team is established and meets regularly.
- Team develops a charter for their work, which will clarify purpose & allow a focus on teaching and learning needs as they change.
- The Team collects and analyzes the needs to support the desired environment.
- The Team develops an implementation plan.

**Goal #2: All teachers will demonstrate proficient use of technology to advance teaching strategies and to support student learning.**

**Strategy #1:** Identify and incorporate new technologies in instructors' teaching methods.

Indicators of Progress —

- Expectations and standards will be defined and implemented.

- Annual evaluations of staff members reveal that they are adept at the use of technology and are applying it to further student learning.
- Technology observed during classroom observations – using relevant technologies.
- Teachers post assignments digitally for student/parent access.
- Teachers maintain professional digital portfolios and possess the skills to assist students with navigating and maintaining their student learning portfolios.

**Goal #3: Every LRUHS graduate will demonstrate proficient use of applications and technology that enables them to access worldwide knowledge, to communicate broadly with multiple audiences, and to expand their global community.**

**Strategy #1:** Faculty will define expectations and necessary standards for technological proficiencies.

**Strategy #2:** Integration of the technology proficiencies into the curriculum and record accomplishments.

Indicators of Progress –

- The staff will annually review the technological skills, proficiencies and standards essential for student learning and will adjust the requirements associated with the graduation requirement associated with the learning and application of technological skills.
- The defined technological proficiencies for students will be embedded and assessed in the curriculum.
- Digital portfolios will be used to record student evidence of established Schoolwide Learning Expectations.
- Embed opportunities for online learning experiences for all students.

## **Focus Area #4: Infrastructure**

**Goal #1: The school will strive to continue a focus on the three Pillar areas that structure the *Green Ribbon Schools* program and maintain the established standards of the US EPA's *Energy Star* designation.**

**Strategy #1:** Replacement equipment will be purchased with Energy Star ratings.

**Strategy #2:** Develop a building use energy plan.

**Strategy #3:** Energy focus areas will be embedded in the curriculum, and the school building/campus and community renewable and alternative energy sources will be used as learning labs.

**Strategy #4:** Green Team, Independent Learning Opportunities, and science classes will investigate strategies for reducing energy loss/waste.

**Indicators of Progress —**

- Retrofit plan is in place.
- Annual report to the board about energy consumption and related reductions/costs/savings based on degree days and utilization.
- Real school data is used at the classroom level to support student learning and

citizenship – Associated authentic learning tasks will also support Focus Area #1.

**Goal #2: The school facility will support an increase of spaces that provide flexible and adaptable learning and teaching environments.**

**Strategy #1:** Support alternative (outdoor) learning spaces and student learning centers.

**Strategy #2:** Create a team to assess the functional needs and propose redesigns of classroom spaces (furniture, movement, etc..).

**Strategy #3:** Continue to promote an aesthetically pleasing campus.

**Indicators of Progress –**

- Via the annual budget, a minimum of one student centered space will be added.

**Goal #3: To ensure that the school facility has adequate space for the student population.**

**Strategy 1:** Investigate and identify space needs.