

**Strategic Plan
Report**

2022-2023 to 2027-2028

Board approved September 19, 2022

“Moving Forward”

**Orleans Central Supervisory Union (OCSU)
Lake Region Union Elementary-Middle School District (LRUEMSD)
Lake Region Union High School District (LRUHSD)**

Strategic Planning Background and History	3
The 2022 Strategic Planning Process and Team	4
Contributors to the OCSU/LRUEMSD/LRUHSD	6
Strategic Planning process of 2022	6
OCSU - LRUEMSD - LRUHSD	7
Vision, Mission, and Core Beliefs	7
The Current State	8
Community Feedback	8
State-wide Assessments	9
Local Comprehensive Assessment System	11
Needs-based Professional Development	12
Multi-Tiered System of Support (MTSS)	13
An Ideal Future	15
The Six Pillars	16
Focus Areas and Goals	16
Excellence in Academic Achievement	16
Positive School Climate	17
Engaged Families and Communities	17
Outstanding Educators and Staff & Employer of Choice	17
High-Performing School Boards	18
State-of-the-Art Facilities	18
Strategic Plan At-A-Glance	19

Strategic Planning Background and History

The schools and districts of Orleans Central Supervisory Union have a long history of strategic planning as the foundation for continuous improvement based on strengths.

In 2007, Lake Region Union High School District's (LRUHSD) board drafted its first strategic plan. The five-year plan allowed for a sustained focus, despite significant changes in the 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.

In 2015, the LRUHSD 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 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, 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 carefully selected goals and strategies to ensure both a high-quality educational program and the most efficient use of resources throughout the strategic planning processes. The strategic plan has guided the collective endeavors of teachers, staff, parents, and community members, and has served as a touchpoint for key decisions throughout the plan's term.

In 2016, The Executive Committee of Orleans Central Supervisory Union (OCSU) identified a need to align the vision, mission, and goals of our school communities to help drive the purpose of the supervisory union's work. Committee members recognized that while the supervisory union had demonstrated a strong record of achievement through financial and academic support of its member schools, a strategic plan would significantly enhance the work of the organization by providing areas of focus the Committee felt would provide the greatest opportunity for systems growth.

The OCSU Strategic Planning Committee members sought to establish a common vision, mission, and statement of core values and beliefs, identifying short and long-term goals, and developing an annual work plan for the Board and administration to carry out. The Executive Committee studied a variety of documents and completed an exercise to help the members understand community values and beliefs held around schools and learning. Ultimately, the Committee found that the comprehensive and thoughtful statements used in the Lake Region Union High School strategic plan clearly and succinctly portrayed the beliefs across all the schools. Lake Region Union High School's work was adopted for the Orleans Central Supervisory Union.

These strategic plans have guided the region's work as an educational community and have been an important foundation for continuous improvement through the collaborative efforts of school boards, administration, faculty, staff, students, and communities.

The boards of OCSU, Lake Region Union Elementary Middle School District (LRUEMSD), and LRUHSD extend their sincere appreciation to the faculty, staff, administration, and board members who assisted in the strategic planning processes.

<u>Membership in the LRUHSD Planning Process (2012)</u>	<u>Membership in the LRUHSD Revision Process (2015-2016)</u>	<u>Membership in the OCSU Planning Process (2016)</u>
• Darlene Young, Chair	• David Blodgett, Chair	• Amy Leroux, OCSU & Irasburg Chair
• David Blodgett, Vice Chair	• Reene Fontaine, Vice Chair	• Kathy White, Barton Chair
• Tammy Wiggett, Clerk	• Tammy Wiggett, Clerk	• Teresa Diette, OCSU Vice Chair
• Antoinette Eubanks	• Patricia Bermon	• Richard Epinette, Glover
• Maria Everett	• Antoinette Eubanks	• Leah Rogers, Glover Chair
• Ron Holland	• Scott Lalime	• Tammy Lalime, Orleans Chair
• Wendy Larocque	• Jennifer McKenzie	• Adam Trevits, Albany Chair
• Linda Michniewicz	• Konnie Perkins	• Jami Blair, Westmore Chair
• Donald Peters Sr.	• Jason Racine	• Dave Blodgett, Lake Region Union High School Chair
• Arthur Postman	• Michael Sanville	• Donald Van Nostrand, Superintendent
• Michael Sanville	• Lenny Zenonos	• Heather Wright, Business Manager
• Andre Messier, Principal	• Andre Messier, Principal	• Bev Davis, Director of Instruction
• Stephen Urgenson, Superintendent	• Lake Region Union High School Department Chairs	• Kathy Poginy, Director of Special Services
• Ray Proulx, Facilitator	• Harry Frank, Facilitator	• Julie Lavine, Pre-kindergarten Lead Teacher

The 2022 Strategic Planning Process and Team

In 2022, the strategic planning process was expanded to include all, OCSU, LRUEMSD and LRUHS. The district was restructured in 2018, unifying all elementary school districts into one, and changing the membership of the OCSU board. All of the boards recognized that it was an important time to reflect on how they worked together to achieve desired outcomes and share ownership in delivering on those desired outcomes, though the specific action steps and roles and responsibilities of each board and school or schools may vary.

The strategic planning process spanned over three months and included six meetings that were held in addition to each board's normal work. The work included a thoughtful review of roles and responsibilities, law and policy, and a study of data on the current levels of performance of

students in OCSU. Continuous improvement plans, required for State and Federal purposes, were reviewed to ensure the strategic plan considered and supported the priorities and work identified by faculty, staff, and administration in the areas of Vermont's Education Quality Standards, needs-based professional learning, a local comprehensive assessment system, and a tiered system of support, also known as a Multi-Tiered System of Support, or MTSS. (MTSS is a school-wide, data-driven, proactive framework for improving both learning and behavioral outcomes for all students. A school's MTSS framework utilizes evidenced-based practices and effective systems to improve core instruction and intervention to provide support to students who need extra help as early as possible in any areas that are required.)

Community feedback was also an important part of the process. Feedback from parents, community members, faculty, staff, and students was solicited through an online survey, and the themes and suggestions that emerged were considered thoughtfully as part of the strategic planning process. The administrative team contributed directly as well, joining in the planning process.

Based upon that study of the current state and future needs, board members engaged in a future planning exercise where they identified an ideal future 5 years from now. They agreed that, although each elementary school has its own version of a vision, mission, and core beliefs, they all align with the visions of OCSU and LRUHSD. There was consensus that the OCSU/LRUHSD Vision, Mission, and Core Beliefs would serve as the overarching version for all, and while elementary schools can and should leverage the versions and language that make sense and are owned in their individual schools, the expectation is that each will work to articulate the alignment between school-specific language and the shared vision, mission, and core values, as all schools and all boards increasingly work together toward common goals and outcomes.

The vision for an ideal future is the basis for six pillars, or focus areas, and is supported by goals and action steps, many of which are a shared responsibility of all, OCSU, LRUHSD, and LRUHSD, and some of which are the primary responsibility of all.

**Contributors to the OCSU/LRUEMSD/LRUHSD
Strategic Planning process of 2022**

- David Blodgett
- Gerry Cahill
- Richard Carbonetti
- Jesse Coe
- Carmen Cook
- Dan Demaine
- Jennifer Edlund
- Sherrie Gentry, Orleans Principal
- Larry Fliegelman, Brownington Principal
- Julie Lavine, Director of PreK
- Toni Eubanks
- Vicki Gentler
- Bryanne Marquis
- Rachel Maxwell
- Krista Mayer
- Linda Michniewicz
- Barbara Postman
- Angelique Brown, Glover Principal
- Jessica Thomas, Albany Principal
- Crista Perkins, Business Manager
- Tracy Wrend, Consultant
- Mike Sanville
- Angelique Thomas
- Amanda Ticehurst
- Neil Urie
- Freddie Very
- Penny Chamberlin, Superintendent
- Mike Moriarty, Dir. of Curriculum & Instruction
- Jenna Lawrence, Barton Principal
- Andre Messier, Lake Region HS Principal
- Jeff Coburn, Wildbranch Consulting

OCSU - LRUEMSD - LRUHSD

Vision, Mission, and Core Beliefs

Our Vision:

All of our students will have choices for success throughout their lives.

Our Mission:

It is the mission of the Orleans Central Supervisory Union, Lake Region Union Elementary Middle School District, and Lake Region Union High School District to provide an environment that celebrates diversity and creativity, promotes inclusion and integrity, and partners with parents and community members to give students access to a 21st-century education.

Core Beliefs:

The Orleans Central Supervisory Union, Lake Region Union Elementary-Middle School District, and Lake Region Union High School Districts are committed to the values that are viewed as vital for success in the 21st-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 of 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
- We believe that the foundation for student success relies upon a highly qualified and dedicated faculty and staff.

Prior to the formation of the LRUEMS District in 2018, each elementary school developed and used school-specific visions, missions, and core beliefs. This work and history are important and valued as a key piece of each elementary school's identity. The Strategic Planning Committee found that, while the vocabulary and format may differ, the content is strongly aligned with OCSU and LRUHS's historical commitment to the Vision, Mission, and Core Values above. Each elementary school may continue to use its version of the Vision, Mission, and Core Values, recognizing that LRUEMSD is now a single district and all share responsibility for student outcomes PK-12. Thus, each elementary school is asked to explicitly consider and articulate the alignment between the school's vision, mission, values, and the shared OCSU/LRUEMS/LRUHS mission, vision, and values as part of their ongoing work.

The Current State

Community Feedback

A survey was shared broadly in all OCSU communities in May of 2022 and was open to everyone. There were 137 responses, which is a good response rate for the first survey of this kind. Survey respondents represented all of the towns of Albany, Barton, Brownington, Glover, Irasburg, Orleans, and Westmore fairly evenly, and included both elementary and high school stakeholders. Parents made up the largest group of responders, 62%, and students, faculty and staff members, community members, grandparents or other family members also provided feedback. Feedback was very positive, yet also showed areas where growth is needed.

Questions were asked with a five-point response scale, with 1 being the least positive and 5 being the most positive response for each question. The averages of each of the responses are below:

Question	Score (1-5)
How well are our schools preparing students for next year?	3.26
How well do the resources, opportunities, and technology at our schools meet students' needs?	3.49
Do you feel that families in our region have the tools and resources needed to support their students with school success?	3.06
How welcoming are our schools?	3.59
How confident are you that our schools are supporting our students socially and emotionally?	3.14
Do you feel our schools are safe?	3.8
How well do our school facilities provide a safe, healthy, and productive learning environment that prepares students for their futures?	3.52
When you want to, how difficult or easy is it to get information about your school district or school board?	3.31
When you want to, how difficult or easy is it to contact your school and school board?	3.61
How well are our schools and school districts managed and governed?	3.14

Narrative feedback also offered insightful perspectives, useful ideas, and evidence of the care and commitment all stakeholders have for our schools. People had a lot to say and took the time to write it. Board members reviewed every single comment. Some of the things noticed as part of the review of the feedback are:

- It was overall very positive.

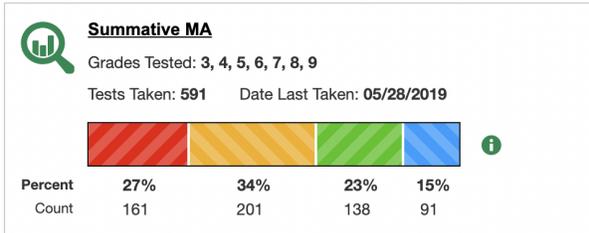
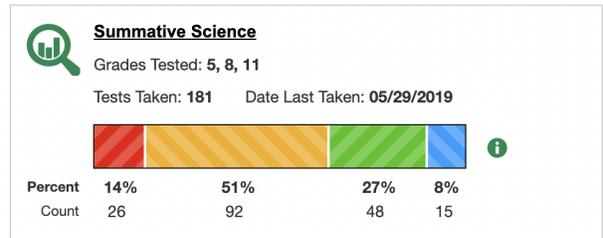
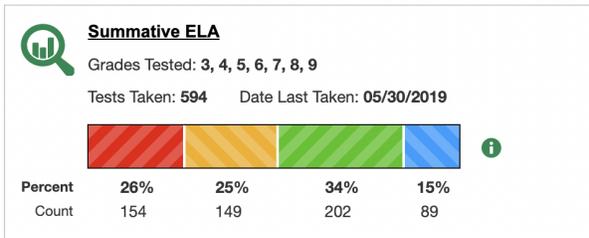
- Feedback suggests that the systemic response to the impact of the pandemic was positive.
- There is still a lot of evidence of bullying and parent concern in this area. Is this related to the impacts of the pandemic, and fewer social interactions?
- Critical comments were productive and often included useful thoughts and suggestions.
- There is some evidence that families feel that they can contact schools, but are they feeling heard?
- Comments indicated that individuals contacted the school board, but they are not sure what happened.
- Comments suggested that community education about the roles and responsibilities of the board and how the school board works might be helpful.
- Parents need more opportunities to learn about online access to information about how their student is doing in school, both how to access information and what it means.
- Some parents don't feel they have a good connection with their students' schools. How do we build events that help all to feel comfortable being a part of schools? To make schools more accessible?
- Some people want a focus on basic academics, however, some emphasize the importance of also including social-emotional learning,

The boards are very grateful for everyone's thoughtful feedback. Additional surveys and opportunities for feedback may be considered in the future, as this was helpful, and people expressed an appreciation for and interest in sharing their thoughts and feedback.

State-wide Assessments

Students in Vermont schools participate in state-wide assessments on a yearly basis in grades 3 through 8, grade 9, and grade 11. The content areas students are assessed on are Literacy, Math, and Science. The testing window opens each spring in March and concludes in June. Statewide assessments are valuable for looking at overall student proficiency, proficiency within different demographic groups, growth over time, and comparison with the state as a whole.

Below is the overall proficiency of OCSU students on the State-wide assessments taken in the Spring of 2019 (pre-pandemic):

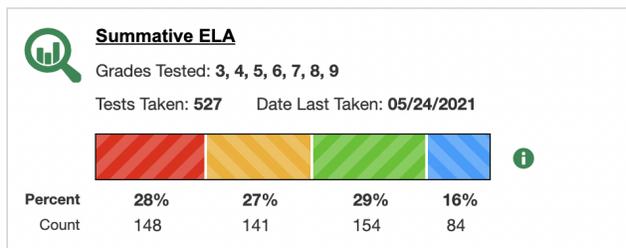
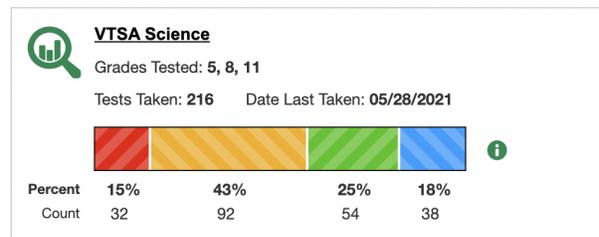
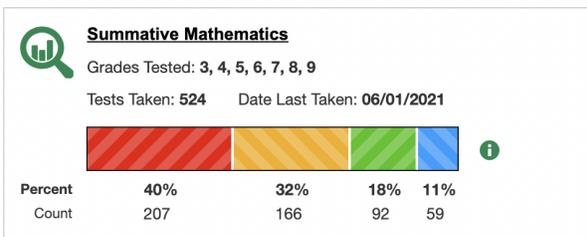


Key:



State-wide testing was canceled in the Spring of 2020 due to school closure as a result of the COVID-19 Pandemic. Testing resumed in the 2020-2021 school year but student participation was not mandatory.

Below is the overall proficiency of OCSU students on the State-wide assessments taken in the Spring of 2021 (during the pandemic):



School leaders use state-wide assessment data to make decisions about academic programming for student learning. For example, in the Spring of 2021, based on literacy data, the decision was

made to adopt a K-2 phonics program with the goal to improve reading for all students. Data from state-wide assessments supported this decision:

Reporting Year	3rd Grade Students Proficient or Above in Reading
2019	50%
2018	29%
2017	45%
2016	64%

Local Comprehensive Assessment System

The Vermont Educator Quality Standards require that all supervisory unions and school districts develop and implement a local assessment system. This system must include a variety of formative and summative assessment types: portfolios, exhibitions, projects, and/or student or teacher-designed assessments. OCSU is committed to the following outcomes for our local assessment system:

- To be able to make timely decisions about student learning both as individual educators and as a system based on what they know and are able to do towards learning outcomes.
- To create a system that ensures all students are accessing curriculum and instruction at different benchmarks: PK-2; Grades 3-5; Grades 6-8; Grades 9-12.
- To be able to access and analyze assessment data in a system of supports for struggling learners and those who need enrichment.

In the 2021-2022 school year, OCSU adopted STAR 360, which is an assessment platform for literacy and math. The purpose of this initiative was to vertically align assessments for Kindergarten through grade 12. The goal of the initial rollout was to give benchmark assessments three times per year (Fall, Winter, & Spring) to track student growth over time. These assessments are a useful predictor of performance on the statewide assessments. Below are benchmark assessment results for 9th-grade students in the area of reading:

Categories/Levels	Current Benchmark	Students	
	Scaled Score	Number	Percent
At/Above Benchmark			
Level 4	At/Above 1171 SS	20	20%
Level 3	At/Above 1110 SS	30	30%
Category Total		50	50%
Below Benchmark			
Level 2	Below 1110 SS	24	24%
Level 1	Below 1058 SS	27	27%
Category Total		51	50%
Students Tested		101	
Students Not Tested		6	
Total Students		107	

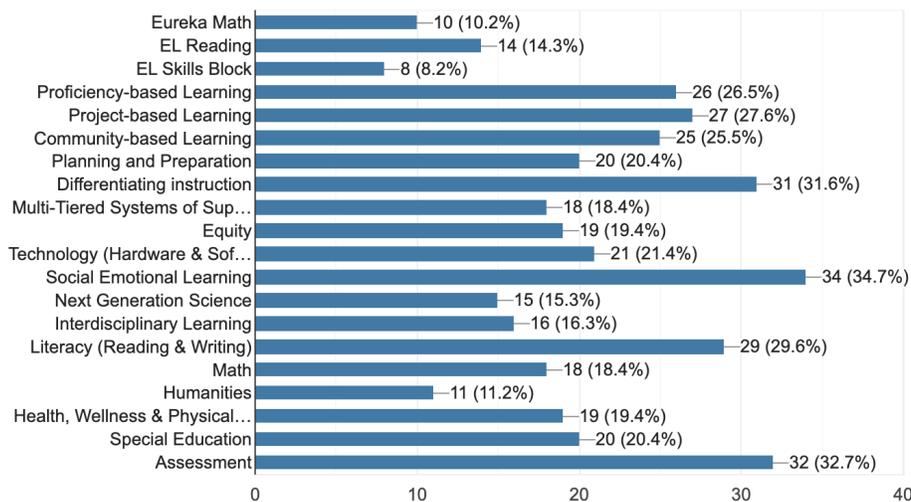
Needs-based Professional Development

Each supervisory union is required to develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction, as required in 16 V.S.A. §261a(a)(5). In OCSU, our leadership team(s) regularly seek staff input on their professional learning needs. This comes through our supervision and evaluation plan, which includes the “Teacher Evaluation Plan” (TEP) and assessment of staffing needs.

For example, teachers completed a survey during an OCSU In-service training day in the Spring of 2022. Below is how they responded to what topics staff would like the most training on.

Looking ahead to future in-service time, I would like workshops on the following topics (check all that apply). [Copy](#)

98 responses



Multi-Tiered System of Support (MTSS)

Federal and State education agencies have been advocating for multi-tiered systems of support in schools. More recently, Act 173 of 2018 will shift the funding mechanism of special education from a reimbursement system to a block grant system by 2025. The new model aims to simplify the administration of funds at both state and local levels and align with policy priorities to expand and strengthen best practice supports for students who struggle.

The AOE has formulated the following theory of action for achieving the goals of Act 173. If the board of each SU/SD ensures that:

1. Each school implements the district's written and delivered curriculum (2120.6. Curriculum Coordination); and
2. Each supervisory union or school district develops and implements a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction, with time for professional learning embedded into the school day (2121.3. Needs Based Professional Learning); and
3. Each school administers assessments of student performance using methods developed by the State Board of Education with students who are unable to participate in district or state assessments given an alternate assessment (2123.2. Development and Implementation of Local Comprehensive Assessment System); and
4. Each school maintains an educational support team to engage in collaborative problem solving to determine whether additional supports are needed for a student to make appropriate progress, and to monitor that progress (16 V.S.A. § 2902. Tiered system of supports and educational support team);

then Vermont's SU/SDs will enhance the effectiveness, availability, and equity of services provided to all students who require additional support.

The strategic planning process of 2022 included a review and discussion of the elements of a multi-tiered system of support. As part of the strategic planning process, board members and administrators together considered:

- Will the block grant hurt OCSU students, especially special ed? Is there enough money in the grants? Is this equity?
- Who is providing support to students (and teachers) in each tier?
- How are parents informed of the system and how do they know what their options are?
- How does this accommodate special needs students?
- What kinds of supervision and support are given to teachers?
- Will there be a mechanism that will work toward fairness in the treatment of students?

- What about high-needs students and variability in cohorts (when considering achievement data)?
- How much additional resources will be regional for local management of block grant funds?
- What supports would be helpful from the board? What role should the board play to ensure a robust tiered system of support?

An Ideal Future

The strategic planning team described a future for all of the schools and communities of OCSU, LRUEMS, and LRUHS. The committee described an ideal future where:

- The curriculum is aligned, PK-12 and is supported by full implementation of middle-level best practices; vibrant, dynamic offerings related to the trades, pre-tech programs, apprenticeships; and expanded PK programs.
- Class sizes, access to technology, and access to learning opportunities are available equitably no matter which school a student attends.
- Families and other community members are engaged, feel welcome, connected to the school board, and student-teacher-parent partnerships are fully developed.
- Grading and feedback systems are clear, fully understood, and support student learning.
- All individuals are celebrated and welcome in our schools. This is evident in few to no reports of bullying and a culture of care and community where students support each other socially, emotionally, and academically.
- Students achieve at high levels and express confidence in their abilities and potential.
- OCSU, LRUEMS, and LRUHS are seen as an employer of choice and attract and retain great employees. There are few to no vacancies.
- Teachers have the support they need to be laser-focused on education, and all schools have adequate support for students' comprehensive well-being, from nursing to mental health, to parent and family support, and more.
- The school boards operate efficiently and effectively and are regarded as high-performing and respected.
- Facilities and technology support state-of-the-art learning opportunities for all students and *may* include a centralized learning environment for all students on a single campus. Basic school needs and best practices, such as an auditorium, school safety and security, and a dedicated middle-level program are in place.
- Budgets reflect cost-effective practices, prudence, and stability and are supported by the community.
- The unique identities of each town are celebrated and embraced in schools and in the system as a whole.

The Six Pillars

The strategic planning process identified six key themes or pillars, that frame the focus for the work of the 5-year period through the 2027-2028 school year:

- Excellence in Academic Achievement
- Outstanding Educators and Staff & Employer of Choice
- Positive School Climate
- High-Performing School Boards
- Engaged Families and Communities
- State-of-the-Art Facilities

Focus Areas and Goals

Excellence in Academic Achievement

- Ensure 100% graduation rate, without compromising standards.
- All students graduate from high school college and/or career ready as evident in the attainment of one or more of the following:
 - College Course Completion Grade of “C” or better in accredited college course
 - SAT R/W: 480; Math: 530
 - ACT Composite 21 Advanced Placement Test Score of 3 or higher
 - CLEP Assessments Score of 50 or higher
 - ASVAB (military) Score of 31 or higher
 - Industry Recognized Credential (IRC)
 - Others, as specified by the Vermont Agency of Education, a student's individual plan, or LRUHS's program of studies and graduation requirements
- Students demonstrate strong critical thinking skills and an understanding of democracy and citizenship.
- A systemic, PK-12 literacy curriculum and program is delivered with fidelity across all schools.
- Eighty-five percent (85%) or more third-grade students meet or exceed grade-level benchmarks for literacy.
- Eighty-five percent (85%) or more eighth-grade students meet or exceed grade-level benchmarks for literacy and mathematics.
- Class sizes and learning opportunities are available equitably, regardless of school of attendance. Instructional supports are available in all schools and allocated based on student need.
- Grading and feedback systems support improved student learning and are clear and understood by all.
- Access to preK was expanded for all students and ensures MTSS* supports are available for preK.
- Students express confidence in their ability to achieve their goals.
- Ensure an aligned preK-12 curriculum.
- Ensure MTSS* resources are available across schools and allocated based on student needs.

Positive School Climate

- Everyone feels welcome in our schools and all individuals are celebrated.
- Adequate mental health and social-emotional resources and supports are available in every school.
- Student engagement is high and students have developmentally appropriate levels of voice in school decision-making in every school.
- Restorative justice practices are in place in all schools and all schools utilize a strengths-based, positive approach to student behavior.
- Options are available for students who cannot be in school for safety reasons.
- The student culture is characterized by a commitment to care for one another and all support each other socially, emotionally, and academically.
- All schools align their vision, mission values, and goals to OCSU/LRUEMS/LRUHS's.
- Ensure MTSS* resources are available across schools and allocated based on student needs.

Engaged Families and Communities

- All families and communities are engaged with schools and feel welcome.
- Student-teacher-parent partnerships are fully developed and support learning and student well-being.
- Grading and feedback systems support improved student learning and are clear and understood by all.
- All towns are celebrated, yet it feels like one whole system.
- Ideas and concerns are being exchanged respectfully.
- Develop and implement a community relations/ communications plan:
 - Improve communication from the district and boards to communities and families.
 - Increase community engagement and voice through things like surveys, performances, events, and community meetings.
- Maintain pathways for parents and community members to contribute, and ensure safety for things like volunteering.
- Support family access to supports such as mental health, and placements with more intensive social-emotional supports.

Outstanding Educators and Staff & Employer of Choice

- Attract and retain outstanding educators and staff.
- Ensure compensation and benefits meet employee needs and are competitive.
- Because teachers are at the heart of all we do, ensure adequate support so they can focus on teaching and learning and need resources that are available in other areas. This includes adequate resources to support all students including an MTSS coordinator and mental health support.
- Ensure the MTSS* resources are available across schools and allocated based on student needs.
- Demonstrate respect and value for educators' expertise, and express appreciation for educators publicly and frequently.
- Ensure employees have access to support for mental health and wellbeing.

- Support needs-based professional development and offer training for teachers on how to support mental health needs.
- Ensure strong supervision and evaluation system and that principals have the supports they need.
- Strengthen emergency response protocols in partnership with other agencies so that everyone feels safe.

High-Performing School Boards

- Review the strategic plan at least annually.
- Develop and implement a policy development and review process.
- Develop and provide an orientation for new board members.
- Educate the community regarding board roles and responsibilities and what to expect.
- Ensure that boards operate consistent with policy, open meeting law, and best practices.
- Engage with continuous improvement planning:
 - Identify indicators of progress
 - Establish a board review schedule
 - Review with budget development and ensure needs are addressed
- Monitor and support implementation of Act 173 to respond to funding changes and expand and strengthen best practice supports for students who struggle.
- Partner with VSBA and other organizations for advocacy on school safety, availability of mental health services, and in support of other strategic plan pillars.
- Review board meeting schedules and structures and work together whenever it makes sense.
- Review budget presentation format. Ensure the budget is presented in a way that meets community needs.

State-of-the-Art Facilities

- Provide for basic needs for a 21st-century education.
- Address education needs strategically while being respectful of budget considerations.
- Provide equitable access to tools, technology, and learning opportunities.
- School facilities are safe and welcoming.

*MTSS is a school-wide, data-driven, proactive framework for improving both learning and behavioral outcomes for all students. A school's MTSS framework utilizes evidence-based practices and effective systems to improve core instruction and intervention to provide support to students who need extra help as early as possible in any areas that are required.

Strategic Plan

OCSU/LRUHS/LRUEMS Board Approved September 19, 2022

2022-2023 to 2027-2028

“Moving Forward”

**Orleans Central Supervisory Union (OCSU)
Lake Region Union Elementary-Middle School District (LRUEMSD)
Lake Region Union High School District (LRUHSD)**

Our Vision:

All of our students will have choices for success throughout their lives.

Our Mission:

It is the mission of OCSU, LRUEMSD, & LRUHSD to provide an environment that celebrates diversity and creativity, promotes inclusion and integrity, and partners with parents and community members to give students access to a 21st-century education.

Core Beliefs:

- 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.
- We believe that the foundation for student success relies upon a highly qualified and dedicated faculty and staff.

The Six Pillars

- | | |
|---|--|
| <ul style="list-style-type: none">● Excellence in Academic Achievement● Positive School Climate● Engaged Families and Communities | <ul style="list-style-type: none">● Outstanding Educators and Staff & Employer of Choice● High-Performing School Boards● State-of-the-Art Facilities |
|---|--|

Excellence in Academic Achievement

- Ensure 100% graduation rate, without compromising standards and ensuring that all students graduate from high school college and/or career ready, able to demonstrate strong critical thinking skills, and have an understanding of democracy and citizenship.
- OCSU has an aligned PK-12 curriculum.
- A systemic, PK-12 literacy curriculum and program is delivered with fidelity across all schools.
- Students at elementary, middle, and high school levels meet achievement targets.
- Class sizes and learning opportunities are equitable, regardless of school of attendance.
- Instructional supports are available in all schools and allocated based on student need.
- Grading and feedback systems support improved student learning and are clear and understood by all.
- All students have access to PreK with a system of support.
- Students express confidence in their ability to achieve their goals.

Positive School Climate

- Everyone feels welcome in our schools and individuals are celebrated.
- Adequate mental health, social-emotional, and other resources and supports are available in every school and allocated based on student needs.
- Student engagement is high and students have developmentally appropriate levels of voice in school decision-making in every school.
- Restorative justice practices are in place in all schools, all schools utilize a strengths-based, positive approach to student behavior.
- The student culture is characterized by a commitment to care for one another and support each other socially, emotionally, and academically.
- All schools align their vision, mission values, and goals to OCSU/LRUEMS/LRUHS's.

Engaged Families and Communities

- All families and communities are engaged with schools and feel welcome and there are strong student-teacher-parent partnerships.
- Grading and feedback systems support improved student learning and are clear and understood by all.
- All towns are celebrated, yet it feels like one whole system.
- Ideas and concerns are exchanged respectfully.
- A community relations & communications plan is in place to improve communication from the district and boards to communities and families and increase community engagement and voice.
- Pathways for parents and community members to contribute are maintained.
- Families have access to supports such as mental health, and placements with more intensive social-emotional supports.

Outstanding Educators and Staff & Employer of Choice

- Attract and retain outstanding educators and staff by ensuring compensation and benefits meet employee needs and are competitive, and employees have access to support for mental health and wellbeing.
- Ensure adequate support for teachers to focus on teaching and learning; provide adequate resources to support all students including an MTSS* coordinator and mental health support. Ensure the MTSS* resources are available across schools and allocated based on student needs.
- Demonstrate respect and value for educators' expertise, and express appreciation for educators publicly and frequently.
- Support needs-based professional development and offer training for teachers on how to support mental health needs.
- Ensure a strong supervision and evaluation system and that principals have the supports they need.
- Strengthen emergency response protocols in partnership with other agencies so that everyone feels safe.

High-Performing School Boards

- Review the strategic plan at least annually.
- Develop and implement a policy development and review process.
- Develop and provide an orientation for new board members and ensure that boards operate consistent with policy, open meeting law, and best practices.
- Educate the community regarding board roles and responsibilities and what to expect.
- For continuous improvement planning: identify indicators of progress, establish a board review schedule, and review with budget development to address needs.
- Monitor and support implementation of Act 173 to respond to funding changes and expand and strengthen best practice supports for students who struggle.
- Partner with VSBA and other organizations for advocacy on school safety, availability of mental health services, and in support of other strategic plan pillars.
- Review board meeting schedules and structures and work together whenever it makes sense.
- Review budget presentation format. Ensure the budget is presented in a way that meets community needs.

State-of-the-Art Facilities

- Provide for basic needs for a 21st-century education while being respectful of budget considerations.
- Provide equitable access to tools, technology, and learning opportunities.
- Ensure school facilities are safe and welcoming.

*MTSS is a school-wide, data-driven, proactive framework for improving both learning and behavioral outcomes for all students. A school's MTSS framework utilizes evidence-based practices and effective systems to improve core instruction and intervention to provide support to students who need extra help as early as possible in any areas that are required.