

OCSU

**Orleans Central Supervisory Union
Strategic Plan
2016 – 2021**

“Proceeding with Purpose!”

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Introduction and Overview

The Executive Committee of the Orleans Central Supervisory Union 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 has demonstrated a strong record of achievement through financial and academic support of its member schools a strategic plan will significantly enhance the work of the organization by providing areas of focus the Committee felt will provide the greatest opportunity for systems growth.

The Orleans Central Supervisory Union is composed of the following schools, programs and districts:

Albany Community School
Barton Academy and Graded School
Brownington Central School
Glover Community School
Irasburg Village School
Lake Region Union High School
Orleans Central Early Childhood Program
Orleans Elementary School
Westmore School District

The Executive Committee contracted with Harry Frank of the Vermont School Boards Association. M. Frank assisted in organizing and carrying out a plan for developing the Strategic Plan. Mr. Frank attended a number of regularly scheduled Executive Committee meetings beginning in January 2015, with the purpose of helping the Committee members 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 final strategic plan report was delayed due to the signing into law of Act 46 by Governor Peter Shumlin. The individual school boards within the OCSU chose to focus its primary work to the goals of Act 46 and delay the strategic plan until spring 2016.

The following Executive Committee members and administration provided significant input into the development of the plan:

Amy Leroux, OCSU & Irasburg Chair
Kathy White, Barton Chair
Teresa Diette, OCSU Vice Chair & Barton
Richard Epinette, Glover
Leah Rogers, Glover Chair
Tammy Lalime, Orleans Chair
Adam Trevits, Albany Chair
Jami Blair, Westmore Chair
Dave Blodgett, Lake Region Union High School Chair
Donald Van Nostrand, Superintendent
Heather Wright, Business Manager
Bev Davis, Director of Instruction
Kathy Poginy, Director of Special Services
Julie Lavine, Pre-kindergarten Lead Teacher

This document begins with the values and beliefs of the supervisory union board. The plan builds on that foundation to give the reader an understanding of the connections between values and beliefs, and goals, initiatives and indicators – the work of the organization. The plan also serves as an easily accessible resource for the leadership team to use as their map in helping the supervisory union continue to evolve into a strong system supporting the education of all children across the schools. The sections are divided as follows:

Section 1: Purpose and Character, Student Outcomes, and Organization Outcomes

Section 2: Core Values and Belief Statements

Section 3: Mission and Vision Statements

Section 4: Focus Areas

Section 1: Purpose and Character, Student Outcomes, and Organizational Outcomes

The Orleans Central Supervisory Union Board is committed to providing an education system focused on developing lifelong learning skills for every student. In order to guide this commitment, the Executive Committee members identified the purpose of a school system, outcomes that all students should have access to, and how the organization should continue to learn and grow.

Purpose and Character

- ❖ Strengthen the focus on the purpose of schools: to educate all children
 - Equity of educational experiences
- ❖ Identify a common vision and common goals
 - Align expected outcomes with community values
- ❖ Be flexible to respond to changing needs and demands
- ❖ Align educational programs across the supervisory union
- ❖ Evaluate progress towards goals
- ❖ Provide a framework for this and future OCSU boards

Student Learning Outcomes

- ❖ Critical Thinking
- ❖ Innovation
- ❖ Confidence
- ❖ Creativity
- ❖ Cooperation
- ❖ Problem Solving

Organization Learning Outcomes

- ❖ Give students an opportunity to reach beyond who they think they are
 - To see more, do more, be more
- ❖ Foster excitement for learning throughout their school careers
- ❖ Experience failure is an important part of the learning process
- ❖ Provide students with a wide array of experiences that help to build their confidence
- ❖ Provide opportunities and empower students to make choices about their learning

Section 2: Core Values and Beliefs Statement

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 adapted for the Orleans Central Supervisory Union as follows:

The **Orleans Central Supervisory Union Board of Directors** is 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 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

Section 3: Mission and Vision Statements

As they did with the Core Values and Belief Statements above, the members of the Executive Committee's took advantage of the hard work previously completed by the Orleans Central Early Childhood Program, and the members adapted their Mission and Vision Statements from this work.

Mission Statement

It is the mission of the Orleans Central Supervisory Union to ensure all students have a right to an environment that fosters learning and development, celebrates diversity, and promotes inclusion, in a system where schools, parents and community partnerships strengthen opportunities for students and families through developmentally-based programs focused on individual needs in classroom where activities address the strengths, interests and differing abilities of each student.

Vision Statement

The Orleans Central Supervisory Union believes that education should foster students' curiosity and encourage them to pursue their interests. Education should support students in problem solving, both with materials and with people. We all know that students have varying learning styles, abilities, and interests, and that they learn in their own way and in their own time. Positive educational experiences provide a firm foundation for children to become life-long learners and productive community members.

Section 4: Focus Areas

Focus Area #1: Ensure High Expectations for Every Student in Every School
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Rationale: Every student who attends a school within the Orleans Central Supervisory Union has a right to access curriculum and programs at a level appropriate to the individual student in a manner that supports each student to excel.

Key Initiatives:

A. Support schools in order to prepare all students to thrive at the next level

- ❖ Demonstrate progressive and systemic improvement in academic performance by moving students toward proficiency in curriculum standards.
 - Schools and administrators to produce monthly reports that illustrate performance and trends including explanations of progress and initiatives.
 - Board to learn about student learning outcomes and system progress toward achieving those student learning outcomes
 - Presentation and reports of progress on student learning outcomes

Indicator: A clear upward trend on a monthly basis with demonstrated improvement over the course of each school year.

B. Provide systems designed to encourage students to reach further without hesitation

- ❖ Provide evidence of key elements of individual school's culture of excellence in which students demonstrate a desire to improve and build character
 - Board to learn of initiatives which support students in reaching further without fear and system progress toward that goal
 - Implement and analyze culture and climate surveys
 - Using common data among schools and staff create systems to support students in building and achieving goals

Indicator: Increase scores on culture and climate survey in key areas over the previous year with demonstrable evidence in the form of presentations or other methods.

C. Support schools, programs, and administration plans, by increasing understanding and coordination of all plans in development and implementation.

- ❖ Make adjustments to ensure plans align and contribute to success
 - Board to learn about School, Program and Administration Plans, and system progress toward coordination and fulfillment of Plans
 - Use data to review the overall strategic plan at the Supervisory Union level in light of school plans and programs
 - Changes made to all plans to address weaknesses demonstrated by data

Indicator: A record of yearly reviews and an electronic library of revisions that show a record of change tied to results.

Focus Area #2: Provide a Caring and Supportive Environment for Learning
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Rationale: In order for students to have an opportunity to excel in the schools of the Orleans Central Supervisory Union, a safe and supportive learning environment must be created to allow students to take risks without fear of ridicule and where academic excellence is valued.

Key Initiatives:

A. Support schools in developing initiatives aimed to reduce the amount of harassment, bullying, and other significant behavioral incidences.

- ❖ Implement and support research-based, tiered, behavior intervention program
 - Board to learn about school programs such as Positive Behavior Interventions and Supports (PBIS) and Responsive Classroom
 - Board to analyze discipline-related data

Indicator: Monthly reports to the Board on the number and nature of incidences and progress toward reducing behavioral incidences by 15% per year.

B. Support establishment of flexible pathways to graduation for all students

- ❖ Build programs around flexible pathways for students
 - Board to learn about programming to establish flexible pathways, and system progress toward those ends
 - Keep records of flexible pathways programs

Indicator: Monthly reports demonstrating programs including program summaries and student examples.

C. Develop a system of supports to improve student attendance

- ❖ Focus on improved attendance rates and reduced drop-out rates
 - Build attendance monitoring program designed to identify issues early
 - Create and implement efforts to correct attendance issues
 - Maintain accurate records
 - Identify students at high risk of dropping out of school
 - Create and implement interventions to support students

Indicator: Monthly report to Board of data showing attendance records and demonstrable efforts at correcting behaviors, and showing annual increases in attendance rates by 5% per year and no decreased dropout rate.

D. Ensure the creation and sustainability of healthy youth and adult relationships

- ❖ Ensure each student has a strong connection with at least one school staff
 - Match students with appropriate school staff as advisors or community mentors
 - Implement and analyze culture and climate surveys
 - Ensure staff longevity by reducing turnover

Indicator: Increase scores on culture and climate survey in key areas over the previous year with demonstrable evidence in the form of presentations or other methods.

<p style="text-align: center;">Focus Area #3: Provide for a culture promoting trusting relationships between community and school</p>
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Rationale: Trust is a critical component of any organization and it is beneficial to all stakeholders when trust is at high levels. The Orleans Central Supervisory Union Board of Directors believe that students have the greatest opportunities to excel when placed in a trusting environment.

Key Initiatives:

A. Board will ensure a culture of continuous improvement in student academic achievement

- ❖ Monitor and analyze State assessment results
- ❖ Monitor and analyze local common assessments
- ❖ Identify and develop supports for students struggling to improve
- ❖ Become knowledgeable of curriculum standards
- ❖ Data focused on student behavior

Indicator: Quarterly report to the Board showing local common and State assessment results.

B. Demonstrate a balance between fiscal responsibility and equitable programming across schools

- ❖ Monitor programming and access to curriculum
- ❖ Become knowledgeable of the Education Quality Standards
- ❖ Develop systems and strategies to involve community voice in budgeting process
- ❖ Develop social media presence (i.e. Facebook) with ability to post

Indicator: Positive community support in approving an appropriate school budget annually.

C. Ensure positive, timely, and consistent communication between school teachers and families

- ❖ Increase families' value for education and schools
 - Identify hurdles to communication
 - Identify structures for continuous communication
 - Expand use of digital portfolios

Indicator: Increase scores on culture and climate survey in key areas over the previous year with demonstrable evidence in the form of presentations or other methods.

**OCSU STRATEGIC PLAN
DRAFT WORK PLAN**

<i>Focus Area #1</i>	<i>Focus Area #2</i>	<i>Focus Area #3</i>
Ensure High Expectations for Every Student in Every School	Provide a Caring and Supportive Environment for Learning	Provide for a culture promoting trusting relationships between community and school
Summer 2016		
July: Present Strategic Plan to OCSU Board for Approval		
July: Present SBAC results to OCSU Board		
Fall 2016		
November: OCSU Board to review the OCSU local common assessment plan	September: OCSU Board to learn about school programs such as Positive Behavior Interventions and Supports (PBIS) and Responsive Classroom	September: OCSU Board to increase knowledge of curriculum standards (K-5 math)
	December: EC to review attendance policy and procedures and absentee report data	September: EC to develop systems and strategies to involve community voice in budgeting process
		November: OCSU Board to increase knowledge of curriculum standards (6-8 math)
December: EC to review Strategic Plan and revise work plan as needed		
Spring 2017		
	January: EC to receive information on the hazing, harassment and bullying policy and data	February: EC to create survey on climate and culture

	January: Board to learn about programming to establish flexible pathways, and system progress toward those ends	
January: OCSU Board to review the OCSU local common assessment data	May: OCSU Board to review discipline-related data	
March: OCSU Board to learn about School, Program and Administration Plans, and system progress toward coordination and fulfillment of Plans		May: OCSU Board to receive annual report on equity in programming and access to curriculum to demonstrate balance between fiscal responsibility and equitable programming across schools
June: EC to review Strategic Plan and revise work plan as needed		
2017 – 2021		
July: OCSU Board to review updates to Strategic Plan and work plan		
Board to learn of initiatives which support students in reaching further without hesitation and system progress toward that goal		EC to receive report on survey on climate and culture
Board to learn about student learning outcomes and system progress toward achieving those student learning outcomes		EC to review communication protocols and practices for communication between teachers and families
OCSU Board to review the OCSU local common assessment data		
EC and OCSU Board to review coordination of all plans in development and implementation		