

Windham Raymond
RSU 14
Strategic Plan



2010-2015

Final Version – May 4, 2010

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Letter of Presentation

Dear RSU # 14 School Community:

Where do we want our students to be in 2015? How will we use our resources wisely to get there? The three areas of focus in the 2015 Plan support our overarching mission – “Success for All.” The areas of focus are:

Goal 1: Revolutionary Learning

Goal 2: Highest Quality Staff

Goal 3: Technology for Future Readiness

Educating 3,400 students is not easy. Educating them well is even harder. But we believe that it is possible. Now is the time to work on the reforms that can move RSU # 14 to a new level of success.

We are committed to the improvement and reform required of us. But to succeed, we must aggressively seek the commitment of parents, students, the community and District employees. Education is a national priority, but a state and local responsibility. To succeed, education must be a priority and a responsibility for everyone.

We cannot do this alone – we need the involvement of families and the community. This involvement can take many forms, all of them vital to success: parents can help with homework, ensure children are rested and ready for school, and set high expectations for academic performance. Volunteers from the neighborhoods, houses of worship, local businesses and the community at large can give time and expertise to help children succeed in school. Students can work hard and help each other so that learning becomes a collaborative experience, not a competition.

Perhaps most important, there needs to be broad agreement in the community that “ours” trumps “mine” in the arena of public education. Our successful students and our struggling students belong to all of us. Working together, we can make sure that our students complete the journey from kindergarten through grade 12, so that they are ready for the next step. In the 21st century, a high school diploma is not a guarantee of success. But lacking one is virtually a guarantee of failure. As technology continues to advance, the number of unskilled or low-skilled jobs is dwindling, leaving those who have not finished high school clinging to the economic margins.

We want more from our schools and we must have more in order to prosper as a nation. Public education in the past has educated Nobel winners, internationally recognized innovators and entrepreneurs, as well as the unheralded solid citizens who keep America moving. Public education in the future must prepare students for a fast-moving, competitive global workplace.

So much hinges upon the success or failure of our public schools. So much depends on effective public education in Cumberland County and across America. As technology opens new horizons – and brings new demands – the future holds both opportunities and challenges. As parents, as educators, as a community, we all share the responsibility of helping our children find themselves academically and socially, so that they have the skills and tools to succeed in life.

All of us have a stake in public education. It is the key to the future we share. *Strategic Plan 2010 – 2015* is the next step toward that future for the Windham Raymond School District – RSU # 14. Accomplishing it will require a collective will and a shared commitment to succeed. We believe that RSU # 14 schools and the communities they serve have the capacity and the will to succeed.

Sincerely,

Sandy Prince

Sanford J. Prince IV
Superintendent

Introduction

In November 2008, the citizens of Raymond and Windham voted to approve the plan submitted to the Commissioner of Education for the State of Maine to reorganize their school systems into one, the Raymond/Windham System – Reorganized School Unit 14. This reorganization plan is proceeding as outlined and a 9-member Regional School Unit Board in place as of February 2009. Superintendent Sanford Prince has worked collaboratively with stakeholders to help design and assure a transition plan that will be effective in establishing the new organization.

The new Board recognized the importance and value of strategic planning in organization development. Strategic planning is:

- Proactive by looking to the future and providing the opportunity to influence it.
- Educative by providing better awareness of the organization's needs, gaps, issues and environment.
- Creative by helping define and clarify the overall vision, mission of the organization.
- Energizing by providing a sense of priorities, direction, continuity, collaboration and leadership.
- Engaging and reassuring for stakeholders as they clarify and plan for roles, accountability, programs and resources.
- Generative by including a plan for regular assessment, monitoring and revision to assure relevance and sustainability.

While the overall goal of strategic planning is to create a usable and workable plan that the RSU 14 will use as a roadmap for its future, there are additional benefits to be gained by a new organization. Strategic planning is an opportunity for stakeholders at all levels of the system to imagine their future together and create the educational community that they desire.

In the spring of 2009, the Board set into motion a five-phase, systematic and inclusive process to engage stakeholders to yield three outcomes:

1. A five-year strategic plan for the period of 2010-2015.
2. Stakeholder ownership of and commitment to the plan.
3. A plan for regular monitoring of the strategic plan.

The Planning Process

Windham Raymond RSU 14 Board of Education

The Strategic Planning Process was endorsed and supported by the Windham Raymond RSU 14 School Board.

1. Brix, Kate
2. Duffy, Mike
3. Govoni, Marge
4. Keane, Jeraldine
5. Loukas, Kane
6. Mack, Michael
7. Pennels, Toby
8. Sangster, Catriona
9. Shriver, Alizah

Future Search Task Force

The Future Search Team met in the spring, summer, and early fall of 2009 to plan and implement a Future Search that involved 60 stakeholders. Mary Jane McCalmon, a private consultant and the team leader for the Maine Department of Education RSU Team facilitated the group's work and the Future Search meeting.

1. McBride, Kim
2. McFarland, Steve
3. Cummings, Janis
4. Gendron, Sue Ellen
5. Cole, Rebecca
6. Hutchinson, Deborah
7. Brix, Kate
8. Latham Estey, Lynne
9. Caldwell, Sandra

Strategic Planning Team

The RSU 14 Strategic Planning Team met regularly from November 2009 through April 2010 and was facilitated by private consultant and Maine Department of Education RSU Team member, Doris Ray.

Members also worked in sub groups during the school year to prepare action plans.

1. Backman, Lisa, School Psychological Service Provider
2. Caldwell, Sandra, Director of Teacher and Program Development
3. Davis, Donn, Assistant Superintendent
4. Davis, Lynn-Eve, Guidance Counselor, Jordan-Small Middle School
5. Gordan, Patti, Music Teacher, Raymond Elementary School
6. Howell, Chris, Director of Curriculum, Instruction & Assessment

7. Makin, Pender, Director The REAL School
8. Ouellette, Kellie, Grade 7/8 Science/Math Teacher, Jordan-Small Middle School
9. Pappalardo, Jaime, Grade 4/5 Teacher, Manchester Elementary School
10. Small, Peter, Teacher, Windham High School
11. Powell, Linda, Director of Student Services (Special & Alternative Education, Guidance, Health Services)
12. Prince, Sanford, Superintendent
13. Taiani, Terry, Grade 5/6 Teacher, Jordan-Small Middle School
14. Young, Julie, Standards-Based Instructor

Planning Phases

Phase 1: Pre-Planning (Jun-Sep 2009)

- A Future Search Task Force was created to plan, implement and assess a large-group Future Search, involving stakeholders that would create a set of future directions for planning (led by Mary Jane McCalmon).
- Leaders and consultants agreed upon strategic planning process and timeline.
- Leaders identified members of the Strategic Planning Team.

Phase 2: Gathering Community Voices (Oct 2009)

- The Future Search Task Force planned and implemented the Future Search that resulted in a set of future directions gathered from a large-group meeting October 15-16, 2009.
- The Future Search resulted in a database of themes and directions that were used as the basis for the planning process.

Phase 3: Teamwork: Creating the Plan (Nov 2009 – Feb 2010)

- The Strategic Planning Team was convened on November 5-6, 2009 for its organizational meeting. At this meeting, the team
 - Established the Strategic Planning Team's purpose, role and responsibilities.
 - Outlined the planning roadmap, timeline and process.
 - Reviewed and analyzed the Future Search data.
 - Agreed on a set of draft goals.
- The Strategic Planning Team continued its work and created a strategic plan with the following elements:
 - Vision
 - Mission
 - Goals
 - Objectives
 - Action Plan
 - Monitoring Plan
- A plan for sharing the strategic plan with stakeholders.

Phase 4: Sharing the Plan (Apr - May 2010)

- Identified stakeholders are aware of and have information about the strategic plan.
- Raymond/Windham Board of Education approves the plan.
- Assessment of the planning process.

Phase 5: Implementing the Plan (2010-2015)

- Strategic plan is implemented, assessed and modified as appropriate.
- Monitoring plan is implemented.

Windham Raymond RSU 14 Strategic Plan 2010-2015

Vision

Every student in our Windham Raymond schools is actively engaged in authentic, individualized, and personally relevant learning, designed and supported by highly effective, qualified, and passionate staff, in a safe learning environment. Students explain why their learning is important, and they are competent in articulating their own progress as they reach ambitious individual goals. Students learn in technology-rich environments, no longer defined by traditional boundaries, engaging with the local and global communities. They are effective stewards of natural and human resources. Every student leaves our schools as a responsible and involved citizen; a collaborative and quality worker; a clear and effective communicator; a creative and practical problem solver; an integrative and informed thinker; and a self-directed and lifelong learner.

Mission

The mission of the Windham Raymond School District is to ensure *success for all* learners.

Goals

Goal 1: Revolutionary Learning

Actively engage all students in high quality, authentic and personally relevant learning that results in responsible and involved citizens; collaborative quality workers; clear and effective communicators; creative and practical problem solvers; integrative and informed thinkers; and self-directed and lifelong learners.

Goal 2: Highest Quality Staff

Attract, hire, and retain the very highest quality staff members in support of our core vision and mission.

Goal 3: Technology for Future Readiness

Implement a technology-rich environment that fosters creativity, critical thinking, problem solving and the use of resources to ensure that all students and staff can participate in a competitive, global marketplace.

Goal 1 – Revolutionary Learning Action Plan

Actively engage all students in high quality, authentic and personally relevant learning that results in responsible and involved citizens; collaborative quality workers; clear and effective communicators; creative and practical problem solvers; integrative and informed thinkers; and self-directed and lifelong learners.

Objective	1.1 Define Future Readiness of RSU 14 students grades PK-12.		
Action Step	Responsible	Performance Measures	Target Completion Date
1.1.1 Develop a differentiated Future Readiness Protocol ¹ for a variety of audiences.	Goal 1 sub-committee and a representative from each grade span	Protocol document and directions	June 30, 2010
1.1.2 Pilot Future Readiness Protocol with A-Team.	Goal 1 sub-committee and a representative from each grade span	Protocol results Revisions	August, 2010
1.1.3 Implement Future Readiness Protocol with entire RSU 14 staff.	Administrative Team	Protocol results	Opening Day
1.1.4 Implement Future Readiness Protocol with RSU 14 students.	Teachers	Protocol results	September 30, 2010
1.1.5 Implement Future Readiness Protocol with parents and community members.	Administrators and teacher leaders	Protocol results	October 31, 2010
1.1.6 Analyze Future Readiness Protocol results.	Administrators and teacher leaders	Summary and key themes of results from all audiences	January 31, 2011
1.1.7 Communicate the Future Readiness Protocol results to the staff, students, and community.	Administrators and teacher leaders	Communication documents (email, letter in Link, Independent, etc.)	January 31, 2011

¹ Future Readiness Protocol is a process for engaging stakeholders in determining the knowledge, skills, attitudes and dispositions that students will need for the future.

Objective	1.2 Establish an “innovative and visionary community of practice” team to identify and develop a set of innovative practices.		
Action Step	Responsible	Performance Measures	Target Completion Date
1.2.1 Identify the criteria for membership and the purpose of the “innovative and visionary community of practice” team and its members.	Goal 1 sub-committee and a building administrator from each school	Description of the purpose, role, and criteria of the team	August 15, 2010
1.2.2 Invite all staff to an informational meeting about the Strategic Plan and Goal 1: Revolutionary Learning, and the opportunity and criteria for participation in the team.	Goal 1 sub-committee	List of team members	September 30, 2010
1.2.3 Invite staff members who will participate in the work of piloting innovative practices in their buildings.	Goal 1 sub-committee	Team and members are in place	October 31, 2010
1.2.4 Conduct an orientation meeting for the team to: <ul style="list-style-type: none"> • Understand the Strategic Plan. • Become clear on purpose, roles, and responsibilities. 	Goal 1 sub-committee	Meeting documentation	November Professional Development Days
1.2.5 Create a plan for implementing this objective and scaling it up to include the whole district.	Team and Director of Program and Teacher Development	Completed Plan	June 30, 2011

Objective	1.3 Create and refine a prototype blueprint for Personal Learning Plans (PLP) that includes a system for evidencing and monitoring student achievement and learning.		
Action Step	Responsible	Performance Measures	Target Completion Date
1.3.1 Pilot and refine the PLP tool prototype.	Response to Intervention (RTI) Team	PLP Tool	September 1, 2010
1.3.2 Conduct training for the “innovative and visionary community of practice” team in using the PLP tool.	RTI Consultants	Training completed	December 31, 2010
1.3.3 Pilot the use of the PLP tool more broadly with students.	“Innovative and visionary community of practice” team	Sample Student PLPs	June 2011
1.3.4 Conduct a PLP Spring Summit to: <ul style="list-style-type: none"> • Review and assess the work to date and "lessons learned." • Plan professional development next steps. 	RTI Team “Innovative and visionary community of practice” team	Summit Documentation	Spring 2011
1.3.5 Develop a plan for including student evidence and documentation for the next iteration of the PLP tool.	“Innovative and visionary community of practice” team Tech Team	Plan and the refined tool	September 1, 2011

Objective	1.4 Implement programs and practices that ensure the safety and well-being of all.			
	Action Step	Responsible	Performance Measures	Target Completion Date
	1.4.1 Create a Safety Team that will be responsible for addressing this safety objective.	Administrative Team	List of team members	August 31, 2010
	1.4.2 Research “best practices” for developing a culture of physical, emotional, intellectual safety and well-being.	Safety Team	List of Best Practices	January 31, 2011
	1.4.3 Inventory all RSU 14 current programs related to safety (behavior, bullying prevention, diversity, tolerance etc.)	Safety Team	Inventory	June 30, 2011
	1.4.4 Identify gaps and redundancies in programming K-12 between existing programs and “best practices.”	Safety Team	Report of Findings	June 30, 2011
	1.4.5 Develop and implement a district-wide safe schools programming plan based on findings that includes on-going revision and monitoring of plan in coordination with RTI, Positive Behavior Intervention System (PBIS) and Professional Development.	Safety Team	Completed Plan	January 31, 2012

Goal 2: Highest Quality Staff Action Plan

Attract, hire, and retain the very highest quality staff members in support of our core vision and mission.

Objective	2.1 Create an RSU 14 protocol for recruiting and hiring the highest quality staff possible.		
Action Step	Responsible	Performance Measures	Target Completion Date
2.1.1 Establish a Recruitment/Retention Committee to review and constructively critique current recruitment and hiring practices.	Assistant Superintendent and the Goal 2 Sub-committee	Published list of participants	September 30, 2010
2.1.2 Review the methods and processes currently utilized to attract and hire staff.	Recruitment/Retention Committee and Assistant Superintendent	Meeting Notes	June 30, 2011
2.1.3 Create a draft protocol for recruiting and hiring the highest quality staff members, and present it to the broader educational community for feedback.	Recruitment/Retention Committee and Assistant Superintendent	Document of comments received	March 31, 2011
2.1.4 Present final draft of the protocol to the superintendent.	Recruitment/Retention Committee and Assistant Superintendent	Revised draft of the protocol incorporating comments	April 30, 2011
2.1.5 Communicate with stakeholders and conduct initial implementation of protocol.	Members of Recruitment/Retention Committee and Administrative Team	Documentation of method communication	May 15, 2011

Objective	2.2 Establish a comprehensive professional development model that utilizes staff strengths, experiences, and skills resulting in effective instructional practices in a safe learning environment.		
Action Step	Responsible	Performance Measures	Target Completion Date
2.2.1 Establish a Professional Development Planning Committee to develop a systematic comprehensive professional development plan.	Director of CIA and Director of Teacher and Program Development	Published list of participants	June 30, 2010
2.2.2 Conduct a study of RSU 14 professional development structure and systems, current staff resources, staff perceptions, and future needs in relation to the Strategic Plan, educational standards, culture and trends.	Professional Development Planning Committee	Meeting notes	January 31, 2011
2.2.3 Conduct a study of the RSU 14 safety training (physical, emotional and intellectual) to include diversity, affirmative action, safety procedures (building safety and crisis plans), bullying, and technology safety.	Professional Development Planning Committee Safety Team	Meeting notes	January 31, 2011
2.2.4 Develop a comprehensive professional development plan (based on the above findings) that allows for staff access to a high quality induction component, broad-based activities, and individualized opportunities.	Professional Development Planning Committee	Comprehensive Professional Development Document	April 30, 2011
2.2.5 Present the final professional development plan to the Superintendent and Administrative Team	Stakeholder group	Comprehensive Professional Development Document	May 31, 2011
2.2.6 Implement the professional development plan.	Superintendent and Administrative Team	Final Document	June 30, 2011

Objective	2.3 Explore the effectiveness of performance-based compensation or advancement scales and develop a pilot based on legislative action and mutually accepted labor agreements.		
Action Step	Responsible	Performance Measures	Target Completion Date
2.3.1 Establish a Performance-Based Compensation Committee to track legislative activity, to engage in proactive involvement, and to keep lines of communication open regarding research, benefits and future outcomes for the RSU.	School Board and Union Leadership	Published list of participants	June 30, 2010
2.3.2 Present findings to the Negotiating Team with recommendations.	Performance-Based Compensation Committee	Committee findings	June 30, 2011

Objective	2.4 Develop a system of Supervision and Evaluation to ensure RSU #14 will retain passionate, professional staff that demonstrates effective teaching practices.		
Action Step	Responsible	Performance Measures	Target Completion Date
2.4.1 Establish a broad Supervision and Evaluation Committee to develop an effective supervision and evaluation model.	Assistant Superintendent	Published list of participants	September 30, 2010
2.4.2 Conduct a study of current district Supervision and Evaluation documents, national standards, state criteria, Race to the Top, and other relevant resources.	Supervision and Evaluation Committee	Meeting notes	FY 2010-2011
2.4.3 Develop and implement evidence-based Supervision & Evaluation tools that align professional staff goals with effective instructional practices for the purpose positive student outcomes.	Supervision and Evaluation Committee	Draft supervision and evaluation document	May 1, 2011
2.4.4 Present RSU #14 Supervision and Evaluation draft document to broader educational community for feedback.	Supervision and Evaluation Committee and Assistant Superintendent	Document of comments received	April 1, 2011
2.4.5 Present final draft of the Supervision and Evaluation system document to the superintendent.	Assistant Superintendent	Revised draft supervision and evaluation document	April 15, 2011
2.4.6 Present the Supervision and Evaluation document to the school board for approval.	Superintendent	Final Board approved document	May 1, 2011
2.4.7 Communicate Supervision and Evaluation system to all stakeholders.	Supervision and Evaluation Stakeholder Committee and Administrative Team	Documentation of method communication	June 30, 2011
2.4.8 Implement, monitor, and refine Supervision and Evaluation system.	Supervision and Evaluation Stakeholder Committee and Administrative Team	Documentation of method communication	September 30, 2011

Goal 3: Technology for Future Readiness Action Plan

Implement a technology-rich environment that fosters creativity, critical thinking, problem solving and the use of resources to ensure that all students and staff can participate in a competitive, global marketplace.

Objective	3.1 Adopt and understand the National Standards for Technology – International Society for Technology in Education (ISTE-NETS National Educational Technology Standards).		
Action Step	Responsible	Performance Measures	Target Completion Date
3.1.1 Create a Technology Standards team to complete this objective.	Administrators	List of Team members/Stakeholders	September 2010
3.1.2 Create indicators for students and teachers based on NETS standards.	Technology Standards team and District Technology Committee	Indicators	January 30, 2011
3.1.3 Conduct building level reviews of proposed indicators.	Administrators and Staff members	Indicators	April 30, 2011
3.1.4 Implement the indicators.	Staff Members		Ongoing

Objective	3.2 Identify staff needs related to national standards			
	Action Step	Responsible	Performance Measures	Target Completion Date
	3.2.1 Create a NETS Standards Assessment team to complete objective.	Building Administrators	List of Building Team members	July 2, 2010
	3.2.1 Develop a non-evaluative needs assessment to determine staff needs.	Standards Assessment team	Inventory/needs assessment	September 1, 2010
	3.2.3 Conduct needs assessment.	Staff Members	Inventory/needs assessment	September 30, 2010
	3.2.4 Review the needs of the staff at both building and RSU levels.	Building Administrators and team	Plan of Action	October 15, 2010
	3.2.5 Report summary of results to the staff and district Professional Development Committee.	Building Administrators and team	Summary	November 1, 2010
	3.2.6 Revise and conduct the non-evaluative needs assessment related to/aligned with indicators.	Administrators and team	Assessment	February 1, 2011

Objective	3.3 Create Professional Development plans for technology.			
	Action Step	Responsible	Performance Measures	Target Completion Date
	3.3.1 Create professional development plans in order to meet the technology needs of the staff members.	Building Team members	Plans in place	November 2010
	3.3.2 Communicate the professional development plans to district stakeholders.	Building Administrators and Team	Plans Documentation of communication	November 30, 2010
	3.3.3 Implement the professional development plans.	Building Administrators and Team	Documentation of implementation	September 2011- May 2012
	3.3.4 Assess and review the professional development plans.	Building Administrators and Team	Summary of review	June 1, 2012

Objective	3.4 Develop a process of assessing and evaluating the use of standard indicators in the classroom.		
Action Step	Responsible	Performance Measures	Target Completion Date
3.4.1 Create an assessment and evaluation process for the indicators.	Building Team	Assessment/Evaluation process document	November 1, 2011
3.4.2 Communicate the assessment/evaluation process.	Building Administrators and Team	Assessment/Evaluation process document and related materials.	December 2011
3.4.3 Conduct and complete the assessment/evaluation process.	Staff members	Assessments and Evaluations	2012
3.4.4 Review and analyze the completed assessments and evaluations.	Building Administrators and Team	Assessments and Evaluations	2012

Implementation, Monitoring and Assessment

PURPOSE		
<i>The RSU 14 Strategic Plan Monitoring Committee works on behalf of the system to assess the progress of the goals to insure the success of the strategic plan.</i>		
ROLE	RESPONSIBILITIES	GOVERNANCE
<ul style="list-style-type: none"> • Oversee the progress of the strategic plan. • Convey institutional memory. • Report out to Administrative Team. 	<ul style="list-style-type: none"> • Monitor and assess performance measures in the plan. • Check-in and interact with ongoing goal groups and individuals. • Create an efficient method of reporting. • Communicate progress through a visualization (similar to GPS) such as a dashboard posted on RSU 14 website. 	<p><i>Who is on the committee?</i></p> <p>Teacher leader from each school site Central Office Team member</p> <p><i>Who is the team leader? Facilitator?</i></p> <p>Superintendent</p> <p><i>When and how often does it meet?</i></p> <p>Quarterly</p> <p><i>How do we communicate with and/or report to others in the organization?</i></p> <p>Reports to Administrative Team</p>

Sharing the Strategic Plan

Communication/Dissemination Plan			
Stakeholder Group/Audience	Format	Responsible Person(s)	Target Date
Administrative Team	Handout: What does it mean for me? Unpack plan.	Central Office Team	May 4 th 2010
	Future Readiness Protocol (To be developed)	Pender, Julie, Sandra (Sub-Committee)	
Future Search Participants Windham & Raymond RSU 14 Staff Community Future Search Student Participants	Invitation (e-mail, list-serve) to May 12 th Board workshop Advertisement & Web-Site notice Personalized invitation	Central Office Team	May 7 th 2010
Board of Directors	PowerPoint Presentation & Document	Strategic Planning Committee	May 12 th 2010
All Windham & Raymond RSU 14 Staff	Opening Day of School – Fall 2010 Presentation	Superintendent	Opening Day, fall 2010
	Future Readiness Protocol (To be developed)	Building Administrators	
Windham & Raymond Community	LINK Newsletter – Fall Issue	Superintendent	September 30 th 2010
Students	Agendas Report Cards	Administrative Team	September 30 th 2010
	Future Readiness Protocol (To be developed)	Classroom Teachers	
Parents	Open House Report Cards	Administrative Team	
	Brochure (To be Developed)	Central Office Staff	
	Future Readiness Protocol (To be developed)	Pender, Julie, Sandra (Sub- Committee)	

Glossary

Future Search

A Future Search is a large-scale meeting of diverse stakeholders that is focused on a particular task or question. RSU 14 conducted a Future Search in October 2009 with approximately 60 participants in attendance from across the Windham and Raymond communities. The meeting generated much enthusiasm and a set of key themes that were used as foundation for the Strategic Plan.

National Educational Standards for Technology (NETS)

The International Society for Technology in Education (ISTE) is the premier membership association for educators and education leaders engaged in improving teaching and learning by advancing the effective use of technology in PK-12 and teacher education. This organization develops and publishes National Educational Standards for Technology (NETS) for students, teachers and administrators. These standards are broadly accepted as the guiding professional standards for this area. The ISTE website - <http://www.iste.org/AM/Template.cfm?Section=NETS> - contains complete copies of these standards.

Positive Behavioral Interventions and Supports (PBIS)

This well-known system of practices to support appropriate behavior is based on the idea that we can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior.

Performance-Based Compensation

Research suggests that some teachers are significantly more effective than others in raising student achievement. Today, there is much interest in learning how compensation systems might be created and implemented that reward teachers for improvements in student performance. There are numerous efforts across the country to develop and pilot such systems.

Personal Learning Plans (PLPs)

Personal Learning Plans are the result of structured processes that involve students, teachers and parents. These plans help students to identify their personal strengths and challenges, set goals for their future, and learn to communicate their needs to the families, teachers, or other support people.

Response to Intervention (RTI)

It is now an expectation that schools develop and implement Response to Intervention (RTI) plans and capacities. RTI is a system where by schools consistently identify students who are at risk for poor learning and/or behavioral outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.