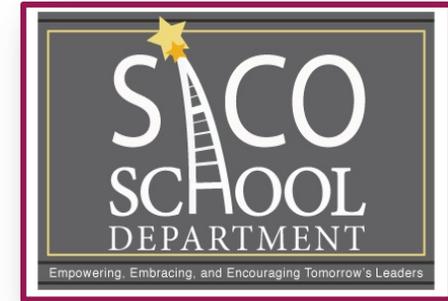


VISION
Embrace, Engage, and Empower
MISSION
All students must have access to high quality teaching and rigorous learning opportunities. To prepare for a global society, our students' skill sets must include effective communication, critical thinking, creativity, and resilience.
BELIEF STATEMENTS
<ul style="list-style-type: none"> Our Students Must Have A Quality Education <p>We believe all students are capable of success. We must close the achievement gap at the bottom, enhance ambition and depth at the top, and advance the middle with engagement and unending support.</p> <ul style="list-style-type: none"> Our Community and Schools <p>We provide effective communication. We collaborate with our parents, students, community, local businesses, colleges and schools to support all students in a global society.</p> <ul style="list-style-type: none"> Our Staff <p>We commit to attract, retain, support, and build the capacity of our staff. This is critical to provide a highly effective education for our students.</p> <ul style="list-style-type: none"> Our Transparency and Accountability <p>We commit to the responsible use of resources and unwavering transparency regarding finances, policies, and student performance.</p>

Accountability Cycle – throughout the year these are the steps we will take to monitor the implementation of our strategic plan.	
July & August	Targeted Professional Development needs for all staff Administrative Retreat to review accountability plans for schools & departments Commit to hiring the best for our students
August & September	New Staff Orientation Opening Staff Event reviews strategic planning goals and objectives Staff Goal-Setting District-level present level of performance via formative assessments
October	Report on MEA data - Curriculum Office Calibration of teaching and learning expectations for all administrators Fall Benchmark/Data Dig
November	Attendance updates - staff and students
December	Budget process begins - staff and community input State of the District from Superintendent
January	Mid-year reflections for professional growth and evaluation Winter Benchmark/ Data Dig
February & March	School Calendar/ Budget/Curriculum Decisions linked to Strategic Plan
April & May	Board/City Council Approves New Fiscal budget and commits to strategic plan goals and objectives Spring Benchmark/Data Dig
June	Administrators present site-based accountability plan Teachers finalize SLOs Summative evaluations reviewed Celebrate achievements District Report Card Exhibitions



S
tudent

A
chievement

C
reates

O
ppportunity

Saco School Department
Strategic Plan
2016 - 2019

1. All students must read at grade-level by the end of third grade and must progress toward rigorous literacy growth based on personalized learning plan.

In Partnership with all Stakeholders	<i>...embrace in</i>	<i>...engage in</i>	<i>...be empowered by</i>
<i>Students will...</i>	<ul style="list-style-type: none"> ➢ Responsive classroom ➢ Restorative practices ➢ Voice and choice 	<ul style="list-style-type: none"> ➢ High-interest topics ➢ Research-based practices ➢ Project-based opportunities ➢ Enhanced 1-to-1 technology integration 	<ul style="list-style-type: none"> ➢ Goal-setting opportunities for personal growth in literacy ➢ Instilling positive work ethic to reach full potential ➢ Purposeful actions – student-led conferences, speaking opportunities, etc.
<i>Parents will...</i>	<ul style="list-style-type: none"> ➢ Timely, consistent communication ➢ Collaboration ➢ Coordination of all district initiatives ➢ A welcoming dialogue 	<ul style="list-style-type: none"> ➢ Multiple avenues for communication ➢ Multifaceted pathways ➢ Real-time interactions with student learning, development, and growth 	<ul style="list-style-type: none"> ➢ Being provided tools and knowledge to support learning from home ➢ Being included in student goal-setting – sitting at the table WITH not APART from our school
<i>Educators will...</i>	<ul style="list-style-type: none"> ➢ Preparing for all “encounters” ➢ Investing in lifelong learning ➢ Supporting our professional learning communities by providing adequate time and resources 	<ul style="list-style-type: none"> ➢ Weekly ongoing, targeted professional development ➢ Access to research and best practices ➢ Comprehensive components of classroom literacy 	<ul style="list-style-type: none"> ➢ PLC decision making ➢ Ownership of data-driven processes ➢ Goal-setting - both individually and collectively ➢ Teacher leader facilitation
<i>Community/business will...</i>	<ul style="list-style-type: none"> ➢ Inviting ongoing conversations ➢ Informing of progress, needs, and concerns ➢ Incorporating our community and businesses as stakeholders 	<ul style="list-style-type: none"> ➢ Transparency of classroom needs ➢ Transparency of student achievement ➢ Transparency of literacy proficiency expectations 	<ul style="list-style-type: none"> ➢ Mutual partnerships ➢ Collaborative ventures ➢ Development of a Saco Educational Foundation

2. All students must attain Algebra readiness and proficiency in mathematical practices by the end of the 8th grade.

In Partnership with all Stakeholders	<i>...embrace in</i>	<i>...engage in</i>	<i>...be empowered by</i>
<i>Students will...</i>	<ul style="list-style-type: none"> ➢ Differentiated practices ➢ Multiple opportunities for success ➢ Hands-on approaches that meet students’ needs in a rigorous math experience 	<ul style="list-style-type: none"> ➢ Multi-faceted approaches ➢ Relevant use of 1-to-1 technology ➢ Project-based practices that enhance mathematical thinking and decision making 	<ul style="list-style-type: none"> ➢ Goal-setting opportunities for personal growth in numeracy ➢ Instilling positive work ethics, perseverance, effective communication, and collaboration ➢ Frequent checkpoints/benchmarks with and for students with Response to Interventions
<i>Parents will...</i>	<ul style="list-style-type: none"> ➢ Explain how Math in 2016 looks very different from math instruction even ten years ago ➢ Provide parents with access to information and to our staff - via technology, staff and/or student presentations, or through a variety of communication avenues 	<ul style="list-style-type: none"> ➢ Multiple avenues ➢ Multifaceted pathways ➢ Real-time interactions with student learning, development, and growth 	<ul style="list-style-type: none"> ➢ Providing tools and knowledge to include parents in student goal-setting ➢ Communication, activities to engage in their child’s learning
<i>Educators will...</i>	<ul style="list-style-type: none"> ➢ Access to consistent coaching ➢ Access to a variety of professional learning opportunities to strengthen math pedagogy and teaching practices 	<ul style="list-style-type: none"> ➢ Weekly ongoing, targeted professional development ➢ Access to research and best practices ➢ Support of classroom numeracy in developing consistent STEAM programming 	<ul style="list-style-type: none"> ➢ PLC decision making - both horizontally and vertically ➢ Ownership of data-driven processes ➢ Goal-setting - both individually and collectively ➢ Scope and sequence work – on-going and reflective
<i>Community/business will...</i>	<ul style="list-style-type: none"> ➢ Solicit input on the skills needed in the workplace and in citizenship ➢ Solicit input on the skills needed for mathematical thinking in a team atmosphere ➢ Sponsor partnership opportunities, career fairs, classroom visits, etc 	<ul style="list-style-type: none"> ➢ Transparency of classroom needs, achievement, and proficiency expectations in numeracy ➢ Partnerships with The Ecology School, local universities, Thornton Academy, and nonprofit agencies 	<ul style="list-style-type: none"> ➢ Mutual partnerships ➢ Collaborative ventures ➢ Development of a Saco Educational Foundation ➢ Seamless transition from Saco K-8 to Thornton Academy

3. We must attract and maintain high-performing Saco School Department employees.

In Partnership with all Stakeholders	<i>...embrace in</i>	<i>...engage in</i>	<i>...be empowered by</i>
<i>Students will...</i>	<ul style="list-style-type: none"> ➢ Attendance counts! ➢ Communicate to and with students about the importance of attendance ➢ Celebrate student achievement of habits of work, which are measured K-8 	<ul style="list-style-type: none"> ➢ Clear expectations that are agreed upon together ➢ Clear learning targets and criteria for success ➢ Self-directed goals, learning, and reflection 	<ul style="list-style-type: none"> ➢ Student decision-making ➢ Authentic feedback loops ➢ Career Pathways
<i>Parents will...</i>	<ul style="list-style-type: none"> ➢ Attendance counts! ➢ Communicate to and with parents about the importance of student attendance ➢ Seek parent voice and participation – PTO and beyond ➢ Celebrate parent involvement often 	<ul style="list-style-type: none"> ➢ Two-way feedback and communication ➢ Multiple avenues for involvement ➢ Social media presence for message ➢ Timely, clear/concise, parent-friendly access to both school-based and individual achievement data 	<ul style="list-style-type: none"> ➢ Parent voice in decision-making – surveys and administrative listening and learning tours on various topics ➢ Diverse parent participation on both school-based and district-based committees
<i>Educators will...</i>	<ul style="list-style-type: none"> ➢ Support teamwork ➢ Devote time to calibration ➢ Communicate and revisit often our shared beliefs ➢ Celebrate achievement ➢ Coach for excellence ➢ Continue commitment to professional communities 	<ul style="list-style-type: none"> ➢ Rigorous and relevant orientation process ➢ Teacher mentor programming ➢ New staff PD training and yearlong district-wide support ➢ Clear expectations and coaching participation for literacy, numeracy, and 1-to-1 technology ➢ Differentiated, high-quality PD activities ➢ Commitment to train-the-trainer mode ➢ Authentic evaluation and feedback ➢ Professional learning communities continuously valued, supported, and strengthened 	<ul style="list-style-type: none"> ➢ Advisory for Curriculum Development Council ➢ Authentic feedback loops (i.e. staff surveys, decision-making opportunities) ➢ Needs drive professional development decisions through CDT’s, vertical work, job-alikes, etc. ➢ Teachers’ Union Reform Network ➢ Adult Education programs and opportunities
<i>Community/business will...</i>	<ul style="list-style-type: none"> ➢ Participate in our classroom ➢ Create business-educator liaison experiences (i.e. Leadership Saco, Junior Achievement, project-based work) ➢ Continued support of Saco Parks and Recreation to provide educational opportunities (read-alouds, literacy, etc.) 	<ul style="list-style-type: none"> ➢ Knowledge of professional needs and expectations of teachers ➢ Voice in curriculum and collaboration needs 	<ul style="list-style-type: none"> ➢ Participate and understand budget process ➢ Participate on school-based and/or district-wide committees ➢ Monitor process of achievement, budget, and strategic planning ➢ Celebrate our students’ accomplishments