

CAPE ELIZABETH SCHOOL DEPARTMENT STRATEGIC PLAN 2013-2018

GOAL 1: Ensure opportunities for the success of all students by providing a high-quality and comprehensive instructional program.

Obj. 1A: Narrow the achievement gap for vulnerable cohort groups and support all students in achieving academic growth.

Obj. 1B: Ensure a well-articulated and coordinated K-12 curriculum which embeds 21st century skills and knowledge and meets learning standards established by the State of Maine.

Initiative 1: Develop a standards-based assessment and reporting system profiling the educational skills, passions, and needs of all Cape Elizabeth students.

	2013-2014	2014-2015
DISTRICT	By June 2014 district and school administrators will have attended regional and state symposiums and national training for evaluating and developing management systems for standards based grading and reporting. Director of Instruction works with the Maine DOE as a facilitator in the development of an assessment repository for the Proficiency-Based Diploma initiative at the state level.	By June of 2015, development and first implementation of secondary standards based reporting system has been completed. Director of Instruction continues work with Maine DOE in development of assessment repository and in facilitating regional professional development around proficiency-based assessment.
PCES	By June 2014, teachers will implement the use of rubrics aligned to CCSS for writing grades k-4.	Establish baseline for K-4 writing outcomes as measured by CCSS
CEMS	By June 2014 teachers in grades 5-8 will receive release time/PD time for to do cross-walk of standards in foundation for Proficiency-Based Diplomas.	Examine grading and reporting practices/documents

<p>CEHS</p>	<p>reporting and proficiency-based diploma system beginning with Class of 2018: By June 2014 teachers will receive release time/PD time to do cross-walk of standards for Proficiency-Based Diplomas grades 9-12. By Summer 2014, release/PD time to do validation by teams of all first semester summative proficiency assessments for grade 9 in preparation for PBD. Grading Committee convened at the high school to examine grading and reporting options under standards-based systems. Begin communication with parents of incoming members of the class of 2018 Work with committee to make recommendations to faculty regarding standards-based grading system that reports separately on behavior components</p>	<p>Implement system for reporting that will include separate report on academic behavior component. Report to Board at end of first year of standards-based reporting system on successes, challenges, and solutions Survey students and parents regarding the standards-based reporting system</p>
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Initiative 2. Align RTI - Student Support Team/ Intervention Team processes and practices K-12.

	<p>2013-2014</p>	<p>2014-2015</p>
<p>DISTRICT</p>	<p>K-12 RTI teams participate in district professional development seminars on RTI practices and processes. District provides resource materials to each RTI team. Pilot universal screeners in grades 1-12. Review school-based recommendations and select universal screening tool for purchase in 2014-2015. Each school RTI (SST/Intervention) team will refine process of using student data to drive Intervention Plans.</p>	<p>Provide training for use of universal screeners RTI Team (SST) refine process of using student data to drive Intervention Plans. RTI teams will review data from universal screeners. RTI teams clearly articulates benchmarking of student growth as a result of implementation of the interventions. Implement targeted instructional practices to meet student needs.</p>

<p>PCES</p>	<p>Transfer reading data collected through Powerschool into a useable format. Review assessment tools used in Reading instruction. Analyze and review data collected through NECAP assessments Review mid-year student data and realign interventions based upon K-4 student needs.</p>	<p>Review assessment tools in core curriculum areas to ensure data collection is efficient, informative and reflects students actual levels of achievement Analyze and review data collected through Smarter Balance assessments for grades 3/4 Review baseline and mid-year student data and realign interventions based upon K-4 student needs Identify explicit, systematic approach for providing student interventions and enrichment.</p>
<p>CEMS</p>	<p>Establish and define SST process Refine and improve principles and practices of inclusion Strengthen understanding of components of an effective RTI model through PD Use growth model measures to assess academic progress of all students Examine NECAP performance and growth data and other data sources</p>	<p>Launch new SST team Assess and refine transition practices 4-5 and 8-9 Increase student growth percentiles by established percentage goal</p>
<p>CEHS</p>	<p>Budget for diagnostic assessment tools (Accuplacer) Utilize achievement period to provide targeted assistance to students as needed</p>	<p>Administer universal screener to targeted students and monitor growth in targeted skills Administer diagnostic Accuplacer for students to determine more specific learning needs Optimize use of achievement period and achievement center to meet needs of students in need of more time and support</p>

Initiative 3: Implement differentiated instructional practices to meet the diverse learning needs of all students.

	2013-2014	2014-2015
DISTRICT	Provide multi-day training to 60 educators/administrators (Cohort 1) on Differentiating Instruction	<p>Provide multi-day training to 60 educators/administrators (Cohort 2) and provide additional days of support to Cohort 1 on Differentiating Instruction</p> <p>By September 2014 a cohort of special educators and general educators will have attended the Summer Institute on Academic Diversity at the University of Virginia, and will have developed differentiated lessons to begin the school year.</p> <p>As a result of the UVA seminar, the cohort will implement lessons developed and strategies of differentiation learned throughout the school year</p> <p>Participants in the UVA cohort will be supported by individual and quarterly district seminar work with an instructional coach to refine and implement strategies and practices of differentiation</p> <p>Cohort 1 will be responsible for development and implementation of at least 2 differentiated units</p>
PCES		First Shackleford cohort will be expected to integrate differentiated instructional practices such as Understanding by Design and other differentiation models into their instruction.
CEMS		Design/refine lessons and units through UbD Process aligned to standards: teachers create 2 units.
CEHS		Cohort 1 will be responsible for development and implementation of at least 2 differentiated units

Initiative 4: Improve access to education to reduce the risk of school failure.

	2013-2014	2014-2015
DISTRICT	Explore options for school breakfast program	<p>Invite local preschool programs to participate in district-offered trainings and professional development.</p> <p>Explore options for providing financial assistance to qualifying families to enable 4-year olds to attend accredited preschool programs.</p>

PCES	Pilot full-day kindergarten	Fully implement full day kindergarten for all eligible students Initiate school breakfast program
CEMS		Move breakfast program to before the start of the school day for all students
CEHS		CEHS continues to offer breakfast at the beginning of the day.

Initiative 5: Align existing and developing curricula to Maine Learning Results standards (including Common Core State Standards and the Next Generation Science Standards).

	2013-2014	2014-2015
DISTRICT	<p>Begin work on review and alignment at all levels, differentiating for needs by building and/or department/level.</p> <p>Director of Instruction to meet with all teachers throughout the year to develop a plan that meets the needs of the district's teachers.</p>	<p>Continue work with curriculum implementation as identified in Initiative 6.</p>
PCES	<p>Send nine staff to TCRWP weeklong Summer Institute</p> <p>Work with consultant supporting implementation of the Units of Study writing program</p> <p>Survey K-4 teachers to review program implementation and reflect on professional development needs</p> <p>Provide opportunities for reciprocal classroom observations during Writing Workshop</p> <p>Release time provided to collaborate on Units and discuss pacing/planning</p> <p>Administer and double-score pre and post unit writing assessments</p> <p>Review and analyze K-4 student writing data</p> <p>Establish analyses of pre- and post- writing unit assessments to build common understandings of student writing expectations</p>	<p>Review and analyze staff survey data to inform professional development planning and programmatic needs</p> <p>Review and analyze quarterly and year-to-year student writing data</p> <p>Survey K-4 teachers for mid-and end-of-year reflections</p> <p>Embed K-4 reciprocal classroom observations for ongoing improvement of instructional practices and student outcomes</p> <p>Establish baseline for K-4 writing outcomes as measured by CCSS</p> <p>Continue analyses of pre- and post- writing assessments to align expectations, measure student growth and instructional integrity</p>

CEMS	Develop a master schedule to include increased core instructional time and a daily intervention block Curriculum committee convened to outline the release time with Director of Instruction Release time provided to all disciplines for review of curricula and mapping alignment.	Assess curriculum alignment with the Common Core
CEHS	English Department meets for curriculum alignment and assessment analysis (2 days) Professional Mondays and staff meetings used to identify and fill gaps in assessments as aligned with standards, with required assessments to be developed no later than end of summer	Continue work with curriculum implementation as identified in Initiative 6 .
Initiative 6: Implement a curriculum cycle for the review and development of district curricula.		
	2013-2014	2014-2015
District	ELA	Science
PCES	Writing (with reading/listening embedded)	ELA and Science
CEMS	Review of all areas--ELA focus	Writing and Science
CEHS	ELA with some Science focus Review of all areas for PBD	Science

GOAL 2: Expand learning opportunities for all students by cultivating an inclusive and supportive district culture.

Objective 2A. Support the development of the traits of personal integrity, empathy, responsibility, respect for self and others, perseverance, independence, and collaboration

Objective 2B. Expand students' understanding of global cultures and issues.

Initiative 1: Expand world language/culture offerings.

	2013-2014	2014-2015
DISTRICT	Support middle school teacher to participate in Mandarin Chinese certification program	Support middle school teacher to participate in Mandarin Chinese certification program
PCES	Provide world language to 2nd graders twice per week for 30 minutes in FLES model	Introduce world language/culture to 1st graders
CEMS	Through USM Confucius/ Institute, offer exploratory Mandarin Chinese program after school	Through USM Confucius/ Institute, offer exploratory Mandarin Chinese program after school
CEHS		

Initiative 2: Increase the focus on the social-emotional development and well-being of students

	2013-2014	2014-2015
DISTRICT	Provide district/school survey for baseline and ongoing measurement of district climate and culture.	Continue to provide survey and monitor district climate and culture.

PCES	<p>Establish a consistent school-wide behavior response system that builds upon social thinking skills</p> <p>Bi-weekly guidance lessons to support student learning</p> <p>Identify and purchase children's literature on common childhood themes that review and reinforce appropriate behaviors and social expectations</p> <p>Work with consultant (Stan Davis) as faculty and to provide multiple (3) parent presentations</p> <p>Survey students in grades 2-4 on connectedness to peers, adults, and school community</p> <p>Review and analyze student behavioral data</p> <p>Survey staff for mid-year reflection</p> <p>Collect and analyze data from students, staff, and parents</p>	<p>Review and refine practices and tools based on data collected from students, staff, and parents</p> <p>Survey students in grades 2-4 and analyze year-to-year survey results</p> <p>Continue bi-weekly guidance lessons</p> <p>Survey staff for mid- and end-of-year reflections</p> <p>Embed additional structures and practices that promote an inclusive environment and build school community</p> <p>Provide kindergarten students as well as new students in grades 1-4 with welcoming, inclusive, and supportive structures</p> <p>Review children's literature on common childhood themes that review and reinforce appropriate behaviors and social expectations and make revisions and additions to this collection as needed</p>
CEMS	<p>Develop a master schedule to include daily advisory</p> <p>Mobilize Student Council to lead school-wide events (new student orientation, Veteran's Day assembly, opening day assembly)</p> <p>Middle school student council members present at School Board meetings</p> <p>Students make the morning school announcements</p> <p>Implement Peer Helpers program</p> <p>Mini Model UN program with high school students</p>	<p>Implement master schedule</p> <p>Develop advisory curriculum based on work (with Steve Wessler) and implement daily program in grades 7/8</p> <p>Provide ongoing guidance and support re. advisory facilitation</p> <p>Establish regular meetings with student council officers and administration</p> <p>Create programming for regular school meetings and assemblies led by students</p> <p>Encourage growth and investment in school governance through advisory relationships</p>
CEHS	<p>Plan work stemming from Steve Wessler project on school climate</p>	<p>Implement plan to improve school climate</p> <p>Steve Wessler training with students and teachers</p>

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GOAL 3: Increase student engagement in learning and teacher engagement in instruction.

Obj. 3A: Provide a variety of options for students to become college and career ready.

Obj. 3B: Provide a variety of options for teachers to grow professionally that are connected to individual and district goals.

Initiative 1: Increase the district's flexibility to transform the educational experience for students by becoming an Innovative School District

	2013-2014	2014-2015
DISTRICT	Develop and submit an Innovative Schools plan to the ME DOE	Implement Innovative Schools plan if approved

Initiative 2: Strengthen community connections by developing and sustaining partnerships with local individuals, businesses, and organizations to reinforce the learning of 21st century skills in and outside of the classroom.

	2013-2014	2014-2015
DISTRICT	Superintendent continues to work with the Chamber of Commerce Continue collaboration with local groups including CEEF, school parent associations, HOPE, CELT, Thomas Memorial Library, etc. K-12 Robotics Coordinator builds relationships with local engineering firms and works with classroom teachers to integrate STEM skills in the classroom	Develop technology skills checklist for students K-8 aligned with ISTE standards to ensure all students meet proficiency by the end of grade 8. Increase access to instructional opportunities beyond the district and/or school day for students (online, USM, UNE, SMCC, etc),
PCES	Continue partnership with CELT on local ecology and sustainability education through seasonal field trips to Robinson Woods, Great Pond Winter Walks and Chewonki Outreach Programs	
CEMS	Coordination of efforts in outdoor science education with Cape Elizabeth Land Trust	

CEHS	<p>Create a mission statement that reflects prioritized cross-cutting skills drawn from the Guiding Principles</p> <p>Summer working group organized to plan first phase of cross-disciplinary portfolio based on prioritized skill areas in mission</p>	<p>Pilot first phase of digital portfolio of interdisciplinary work tied to Guiding Principles and mission statement</p> <p>Implement one portion of portfolio for students in grade 9 using portfolio tool including preparation and sharing of reflection on growth as a learner and setting goals for subsequent year</p> <p>NEASC self-study year</p> <p>Explore job shadow/internship possibilities and develop plans for pilot year</p>
<p>Initiative 3: Provide staff with relevant and engaging professional development (pd) aligned with district goals to improve student educational experiences.</p>		
	2013-2014	2014-2015
DISTRICT	<p>Building-level and district surveys taken on pd needs.</p> <p>Use data from staff surveys to inform professional development offerings.</p> <p>Develop a district-wide professional development calendar and cycle based on staff input via surveys and requests</p>	<p>Explore collaborative offerings of pd with other districts regionally to leverage expanded opportunity for teachers.</p> <p>Make available information about national, regional, local, and online pd for teachers and staff.</p> <p>Develop induction program--in addition to mentoring program--for new teachers.</p>
PCES	<p>Provide opportunities for reciprocal classroom peer observations to expand collaboration and professional growth</p> <p>Staff attend technology conferences (i.e., ACTEM and Leveraging Learning iPad Conference)</p> <p>Establish monthly expectation for teams to analyze data and discuss student needs to enhance peer collaboration</p> <p>Plan ahead for fall professional book groups through staff recommendations and professional book previews</p> <p>Gather baseline information on K-4 technology use through staff survey</p> <p>Provide peer-to-peer professional development opportunities on the instructional use of i-Pads</p>	<p>Establish expectation of a system of peer observations to promote colleagial discussions and enhance professional practice</p> <p>Further develop practice of teams analyzing data to inform instruction and strategic interventions</p> <p>Schedule ongoing professional book groups</p> <p>Additional staff attend technology conferences (i.e. ACTEM and Leveraging Learning i-Pad conference, etc.)</p> <p>Continue providing ongoing professional development in educational technology to align with CCSS</p>

CEMS	i-Pad and STEM training opportunities provided Provide professional development for implementation of RTI Grade 5 teachers work with consultant in preparation for Units of Study Establish professional norms of collaboration Build teaching teams to maximize collaboration and PLC work Develop a master schedule to include adequate team/PLC meeting time Assess current uses and practices during common planning/PLC time	Revisit and recommit to Norms of Collaboration Sustain teaching teams to develop high levels of collaborative practice Establish commitment to regularly scheduled meetings with administrative guidance Professional development on qualities of highly effective teams Examine coaching role and resources to improve instructional practice (modeling) Assess opportunities for modeling best practice
CEHS	PLC work on standards-based grading and proficiency-based diplomas	Continued PLC work on standards-based grading and proficiency-based diplomas
Initiative 4: Develop and implement a new district-wide plan for teacher and administrator evaluation providing for timely feedback.		
	2013-2014	2014-2015
DISTRICT	Committee meets to develop pilot plan for admin and teachers; School board approval; state approval by June 2014, District-wide evaluation system identified with emphasis on instructional improvement.	Pilot evaluation plan. Educators will target instructional practice through modeling and peer observation
Initiative 5: Provide the technological tools and training for our students to be responsible and productive digital citizens.		
	2013-2014	2014-2015

DISTRICT	<p>The LITS staff and Technology Integrator will work with the Director of Instruction to better align technology curricula and integration opportunities across the district.</p> <p>For 2013-2014, a 2 FTE teacher will provide access to the district's co-curricular robotics curriculum through the regular elementary curriculum on a pilot basis and continue to build support for the program within the local community.</p> <p>By August of 2014, inventories of all instructional technologies will be completed with gaps and needs noted.</p> <p>By June 2014, upgrade the helpdesk protocols for the Tech department -decrease response time and increase access as measured by number of open tickets and time in queue.</p> <p>Gather data on K-12 technology use through staff survey for professional development planning and E-rate compliance.</p>	<p>Support instructional staff and LITS with professional development opportunities including Cape Academy in summer 2014</p>
PCES	<p>For 2013-14 and forward, a technology teacher/integrator will serve at Pond Cove providing technology assistance and instructional integration.</p> <p>Increase number of IOS devices and computers across K-4 classrooms</p> <p>Leverage technology to support student learning</p> <p>Introduce educational media opportunities</p> <p>Provide parent information presentation on use of educational technology and safe, responsible digital citizenship at Pond Cove.</p> <p>Provide information and instruction to K-4 students about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>	<p>Increase number of IOS devices for K-4</p> <p>Increase technology integration across the curriculum to support student learning</p> <p>Provide parent information presentation on Pond Cove's evolving use of educational technology and continued safe, responsible digital citizenship</p>
CEMS	<p>For 2013-14 and forward, Library Instructional Technology Support (LITS) positions will provide technology assistance and instructional integration at the middle and high school levels.</p> <p>Deploy iPads for grades 7-8 at CEMS</p> <p>Support teachers in the deployment with professional development offerings through ACTEM and MLTI, as well as in-house support from the LITS staff.</p> <p>Provide information and instruction to 5-8 students about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>	<p>Continue to provide information and instruction to students in grades 5-8 about responsible digital citizenship and the elements of an appropriate and safe digital footprint.</p>
CEHS	<p>For 2013-14 and forward, Library Instructional Technology Support (LITS) positions will provide technology assistance and instructional integration at the middle and high school levels.</p>	<p>Replace i-pads for students in grades 9 and 10 and implement e-backpack for improved device management</p>