

Gateway Regional School District

STRATEGIC VISION SUMMARY

VISION STATEMENT

The Gateway Regional School District will provide an exemplary education that challenges all students in an instructional setting appropriate to their needs.

CORE VALUES

THEORY OF ACTION

GUIDING PRINCIPLES

DISTRICT EXPECTATIONS

The Gateway Regional School District will focus on teaching and assessing those skills our students need to thrive as 21st century learners, workers and citizens. All GRSD students will be: Academically proficient; Effective communicators and collaborators; Globally aware, independent, responsible learners and citizens; and Critical and creative thinkers, innovators and problem solvers.

The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of school. In order to meet this focus, staff will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and technologies that will motivate students to be self-directed and inquisitive life-long learners. Learning should have its roots in: Meaning, not just memory; Engagement, not simply transmission; Inquiry, not only compliance; Exploration, not just acquisition; Personalization, not simply uniformity; Collaboration, not only competition; Trust, not doubt. To support this the school committee in conjunction with school staff shall create budgets that are predictable, reflect educational expectations, are supportive of student performance, and meet student needs

Strategic Priorities

5 - 10 YEARS	3-5 YEARS	1 YEAR	ONGOING
Review sustainability issues and ways to become more creative and efficient over the next 10 years while supporting a budget amount that is sufficient to meet student needs and school/district priorities.	Develop project based learning around 21st Century Skills and Whole Child Theory that supports state curriculum frameworks.	Create opportunities for parents and community members to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.	Model and foster a positive and supportive working and learning environment for all school community members.

Key Performance Indicator's (from approved School Committee Goals)

MILESTONES/OBJECTIVES

KPI	GOAL	PRIORITY DESCRIPTION	DEADLINE
Measure student achievement	Various measures currently being included in teacher DDM's	Provide report to school committee on DDM assessments	October (each year)
	The use of 21st Century Skills	Develop, gain approval, implement, and assess skills	June 2017 Approval, FY'18 Assessment
	Whole Child Education	Track student participation	June (each year)
Implement project based learning	Student focused learning		
	Cross-grade, integrated disciplinary approach to inquiry based instruction		
	Use online instruction, dual enrollment, internships, and blended learning opportunities		
	Leverage existing technology to allow students a wide access to information and in working collaboratively with others		
	Develop staff members as teacher leaders		

	Allow staff to develop a more flexible schedule deciding on the best use of time within the day, week, semester (using thematic approaches to develop and teach curriculum standards)		
	Increase use of outside experts as volunteers (including online use of information, lessons, etc.)		
Provide increased time for collaboration and professional development	Increase shared specialists (reading, math, sped, behavior, music, art, health, technology) by integrating them into a multi-grade, cross-disciplinary, inquiry/problem solving approach to education making instruction relevant and integrating 21st Century Skills		
	Increase engagement with parents and community members to support student engagement and achievement		
	Increase leadership from all students towards citizenship		
Increase district sustainability through operational efficiencies and using emerging technologies.	Hire a consulting firm to review district operations and use this information to develop opportunities for cost effective district sustainability.		
	Increase collaborative efforts with other districts, the towns, and regional collaboratives.		
Develop, support, and approve operating budgets that account for state and federal requirements, allow schools and the district to meet student needs, and support the overall mission of the district.	Provide information on district activities through a multi-modal communications strategy		
	Support the activities of the "Communication Council"		
	Get a budget approved each year in the first round of annual town meetings.	Develop a budget using collaborative methods, disseminate budget and budget information, gain budget approval	July 1 (Each Year)
Develop, support, and approve evaluation and supervision protocols that account for local, state and federal requirements.	The School Committee will be well informed, reflective, and supportive in making decisions based upon student, school, and district needs.	School Committee members attend required member training, develop incoming SC member packets, identify professional development for SC, and complete a self-reflective assessment/analysis of SC performance.	June 30 (Each Year)
	Use teacher supervision and evaluation plan in a consistent, collaborative, and positive manner.	Teachers use best instructional practices when delivering instruction that also directly address learning expectations for what students will know and be able to do as stated in GRSD curricula documents.	June 30 (Each Year)
	Use staff and administrative supervision and evaluation plans in a consistent, collaborative, and positive manner.	All staff are evaluated using approved evaluation processes whereby each staff member understands what is expected, two-way communication exists, and a 'no surprises' model is actively used.	June 1 (Each Year)

RESOURCES			
FACILITIES/EQUIPMENT	TECHNOLOGY	STAFFING	FINANCING
Current facilities (in good condition), central location, space for expansion, adequate grounds, new well, equipment on replacement schedule	Technology moving to 5-year replacement plan, Google Suite for sharing and classroom management, auto-dialer, social media accounts, Student Information System, broadband access in schools with ubiquitous WiFi Access	Teacher ratios vary between school and grade level, minimal administrative staffing, support staff available (secretaries, custodians, maintenance, food service), paraprofessionals as required by IEP, student support personal available as needed.	State sources not keeping pace with costs, local sources having difficulty making up difference (due to changes in % of students), revolving funds being used consistently and slowly being drawn down.
SITUATIONAL ANALYSIS (SCOPE - Situation, Core Competencies, Obstacles, Prospects, Expectations)			
CURRENT/HISTORICAL FACTORS			
SITUATION: Rear-view – pertaining conditions that have a relevant and material impact on planning decisions with regards to internal or external environmental factors.		CORE COMPETENCIES: Unique abilities or assets of the business that provide the basis for the provision and realisation of value to customers, and are critical to the creation of competitive advantage.	
Declining student enrollment, aging of towns' populations, need to have parity with salaries/benefits, decreased economic activities in towns, home schooled, school choice, and charter schools garnering students.		Locally located, updated facilities, great staff/student ratio, students get to participate in athletics and other activities if they choose, students known by staff, business functions rated highly, cost efficiencies high, highly rated in school safety,	
FUTURE FACTORS			
OBSTACLES: Potential issues or threats that could jeopardize the realisation of the Core Competencies and thereby impinge on future Prospects.		PROSPECTS: Opportunities that exist internally or externally to the business which can enhance sales and / or profits, created through leveraging its Core Competencies and overcoming Obstacles.	
Decline in student enrollments, decline in financing (state and local), increasing costs for operations (per student and overall), lack of understanding of issues in greater community, online schools, new charters and private schools, Mennonite population with own 'home-school' system, lack of broadband access throughout much of district, lack of industry and industrial tax base in communities		Given low class sizes, 1to1 technology and infrastructure, great facilities and staff can we increase school choice in, entice home-school students back, and create a mixed delivery system of in-school and online to increase student numbers	
EXPECTATIONS: Future-view – predictions of future internal and external conditions that are likely to materially influence, positively or negatively, the delivery of plans to meet the identified Prospects.			
Potential for towns to regionalize their own services thus decreasing costs, potential for revenue growth with town compact funding, potential for increased funding through Rural School Initiative, potential to share educational services with other school districts.			