

PENTUCKET REGIONAL SCHOOL DISTRICT

District Strategic Plan
School Years 07-08, 08-09, 09-10

RESPECT

MISSION

The Pentucket Regional School District collaborates for the continuous improvement of student learning based on kindness and hard work.

INTEGRITY

OPPORTUNITY

ACCOUNTABILITY

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I. BELIEFS

-Mastery of content is critical but cannot be devoid of skills development in the area of communication, collaboration, presentation.

-Quality education is worth the investment and requires sound fiscal management

-All schools must be a safe and healthy learning environment where every student and adult is valued and respected.

-All students have abilities and talents worthy of recognition.

-All students can learn at their optimum level given adequate time and good instruction..

-Education is the shared responsibility of the schools, students, families, and the community.

-Leadership articulates the vision and the moves the organization forward with accountability.

- Every child is important and unique and should be given the necessary tools to succeed.

-Students learn best in an environment that is nurturing, structured and supportive, yet at the same time stimulating and sufficiently challenging where learning is fun.

II. DISTRICT VALUES & MISSION STATEMENT:

VALUES: The Pentucket Regional School District values RESPECT, INTEGRITY, ACCOUNTABILITY, & OPPORTUNITY.

MISSION: The Pentucket Regional School District collaborates for the continuous improvement of student learning based on kindness and hard work.

III. STRATEGIC PLANNING GOALS:

Curriculum

Implement a PreK-12 curriculum that insures all students build the capacity to use their minds well by balancing powerful content, appropriate academic skills and universal habits of mind in a participatory student-centered environment that differentiates to guarantee all students learn at high levels.

Staff

Recruit and retain effective school personnel who continually improve their practice through professional development which is aligned to district, school and individual needs, in an environment that supports best practice, collegiality, and collaboration.

Assessment

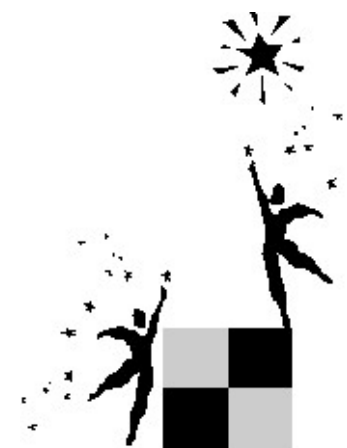
Develop Professional Learning Communities in each district school that support standards based curriculum, instruction and assessment through a data driven research cycle that identifies academic content, teaching strategies and formative/summative assessment that leads to high academic achievement for all students

Finances

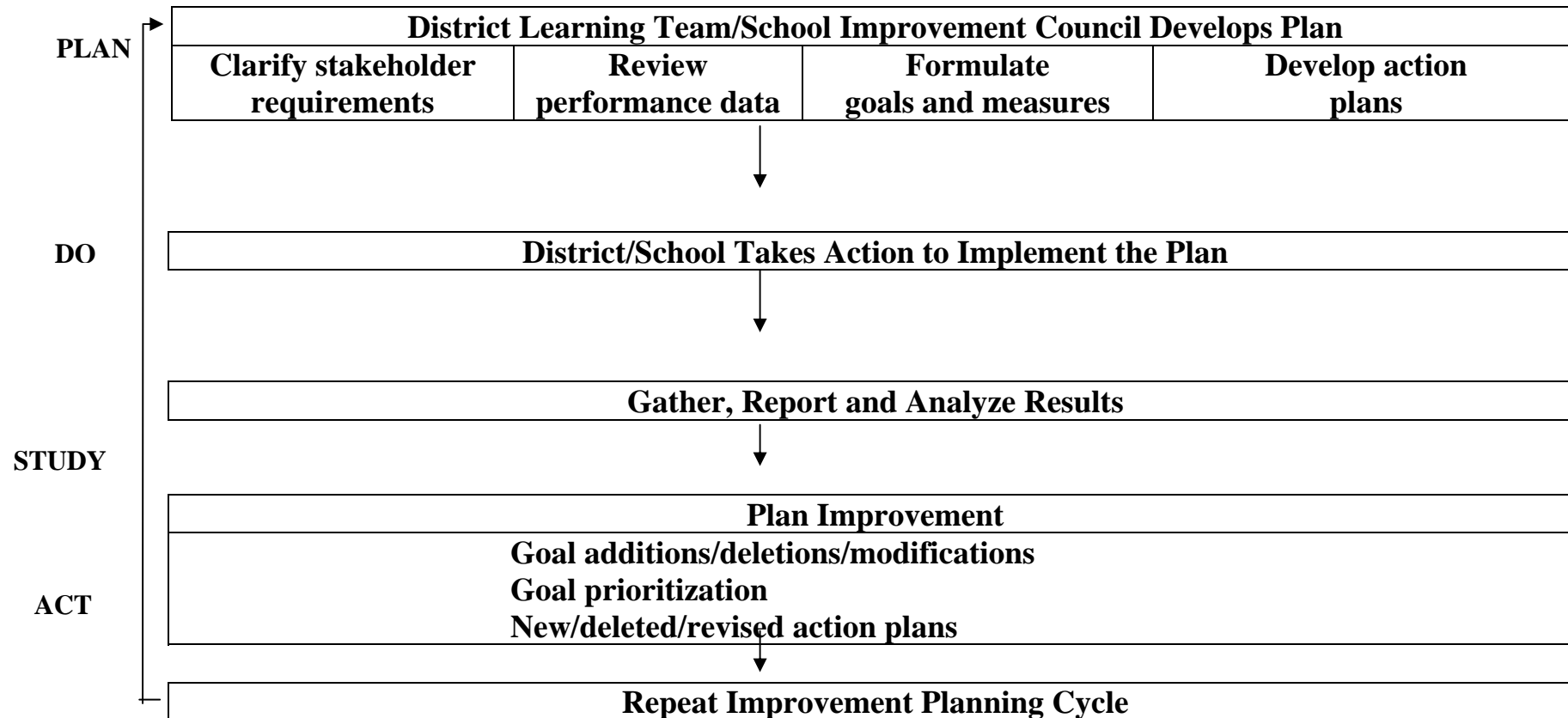
The Pentucket Regional School District shall maintain transparent accounting of all appropriated, grant, and revolving fund revenues and expenses, never again to have unknown deficits in any areas, budgets which are easily understood by the public and presented at the level of detail necessary to make well informed decisions for our schools and subject to commendable results by local, state, federal, and private auditing processes.

Community/Communication

Build community support for the schools through effective communication and community participation that will develop trust and lead to a common understanding of the educational needs of the district.

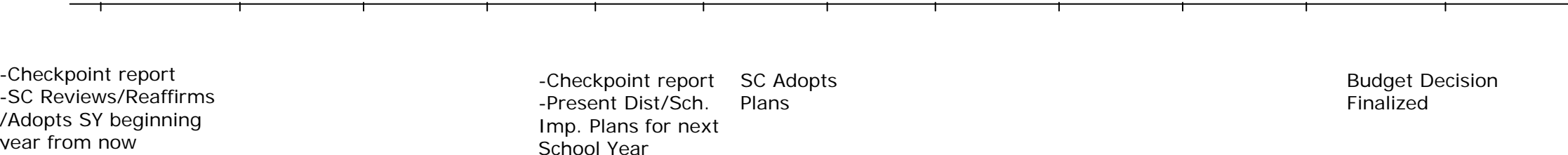


PENTUCKET IMPROVEMENT PLANNING PROCESS

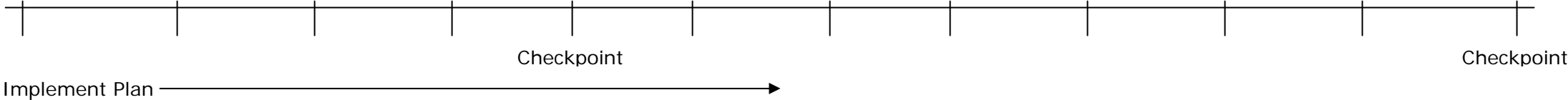


DISTRICT/SCHOOL IMPROVEMENT PLAN TIMELINE

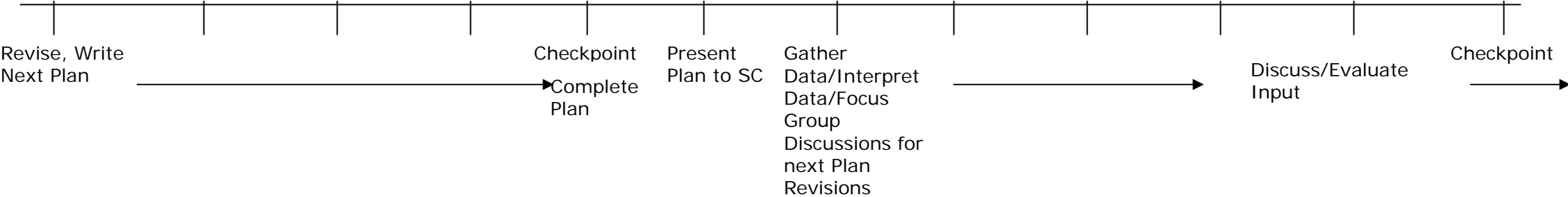
I. School Committee



II. Administrative/Staff



III. School Councils



Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – I. Curriculum/Instruction

I. DISTRICT GOAL: Implement a PreK-12 curriculum that ensures all students build the capacity to use their minds well by balancing powerful content, appropriate academic skills and universal habits of mind in a participatory student –centered environment that differentiates to guarantee all students learn at high levels.

MEASURABLE DISTRICT GOAL: Students will be successful and excel in all core academic areas of the curriculum measured by;

- MCAS Proficiency Indices in English, Math, Science and Social Studies in aggregate and subgroups as compared to benchmark districts
- Increased percentage of students in “Advanced” category in all MCAS exams
- Adequate Yearly Progress (AYP) achieved as measured by NCLB
- Improved graduation rate
- Improved SAT and PSAT performance
- Percentage of students taking and passing (3 or better) AP exams, and
- Percentage of students accepted at their first choice college and at Tier 1 and 2 colleges
- Decreased drop-out rate

BACKGROUND DATA (Justification for this goal as a district priority):

The towns that comprise the Pentucket Regional School System are top socio-economic communities in the state and should be highly competitive in all academic measures. Expectations must be raised and reflected in instruction that is content rich, skills based and student-centered supported by a culture that develops lifelong habits of mind. Instruction and assessment must focus on clearly defined learning outcomes, not merely delivery of content, to ensure that students master curriculum standards. Clear learning outcomes must be articulated and measured in common assessments across our schools and within each grade. The educational environment described will ensure that Pentucket students have all the appropriate knowledge, skills and habits to be highly competitive in the 21st century workplace and become passionate about continuing to grow and learn.

Interpretation (What data indicate a pattern? What data indicate an area on which to focus? What do the data suggest?)

Elementary students continue to struggle scoring Proficient and above on Math state standardized test score. In 2006 only 20% of 3rd grade students were proficient or Advanced on the MCAS math exam, only 26% of 4th grade students were proficient or Advanced in 2006 and other grades scored similarly in the Math MCAS Exam. Pentucket Middle Schools students also struggle reaching the Proficient threshold in Math. Pentucket is well below comparative school systems in the percentage of students who graduate in four years. Pentucket graduates less than 93% of students in four years when high performing school systems graduate over 97% of their students in four years. Finally, the number of students throughout the district scoring in Advance on the state MCAS Exam in math and ELA is significantly lower than would be expected in a high performing district. These examples reflect the critical need to build professional capacity to systemically address challenging educational issues.

The Pentucket Regional School District collaborates for the continuous improvement of student learning based on kindness and hard work.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – I. Curriculum/Instruction**

Interpretation - continued (What data indicate a pattern? What data indicate an area on which to focus? What do the data suggest?)
Special needs students in the Pentucket Public Schools are not performing as well as Special Education students in benchmark top ten districts in 2006. Thus, the achievement gap between the regular education and special education sub groups in Pentucket is greater than the gap in the benchmark districts. Pentucket regional School District teachers must collaborate on differentiating a standards-based curriculum to ensure access to and achievement in a strong academic environment.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – I. Curriculum/Instruction**

DISTRICT GOAL	Implement a challenging and comprehensive PreK-12 curriculum that is consistent across grade levels and meets the varying needs of all students through ongoing review, planning, and revision with continuous focus on differentiated instruction
MEASURABLE DISTRICT GOAL	Students will be successful and excel in all areas of the curriculum as measured by; MCAS Composite Performance Indices in English, Math, Science and Social Studies* Reduction of the achievement gap between Special Education regular education students Percentage of students taking and passing SAT, PSAT, AP (3 or better) exams, compared to the state average Percentage of students accepted at their first choice college HS Drop Out Rate No Child Left Behind Adequate Yearly Progress Status
SUCCESS INDICATORS (Measures, assessment tools)	A. MCAS Performance Indices in English, Math, Science and Social Studies for all students. B. MCAS Performance Indices for Special Education sub group compared to regular education subgroup. C. Percentage of students taking and passing (3 or better) AP exams. D. National SAT/PSAT Data E. NCLB AYP Status F. HS Drop Out Rate as reported by MA Dept. of Education G. Percentage of students accepted at accredited colleges or universities per our HS Guidance Dept. statistics H. Percentage accepted at their first choice college per our HS Guidance Dept. statistics

The Pentucket Regional School District collaborates for the continuous improvement of student learning based on kindness and hard work.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – I. Curriculum/Instruction**

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the district goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the district goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/ Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired?
1. Improvement of K -12 curriculum	-Develop a curriculum template that includes curriculum, instruction and assessment best practices - Develop/revise formative and benchmark assessments in all content areas as needed. (on-going) - Develop differentiated lessons, assessments and instructional strategies to meet the needs of our general and special education students	All	SY07-08 On-going On-going	Asst. Supt. Department Heads Team leaders	Provide graduate courses, workshops, study groups and release day training for staff on standards based curriculum development, effective assessment and differentiated instruction for regular and special education students	Curriculum Development Time, PD and materials
2. Implement curriculum review cycle	Examine and evaluate curricula in core areas through a cyclical evaluation process: Science 07-08 Math 08-09 ELA 08-09 Soc. St. 08-09 Fine arts/Health/PE	All	SY07-08 SY08-09 SY009-10	Supt./School Committee/Community		Curriculum Development Time, PD and materials

3. Data driven Decision making	<ul style="list-style-type: none"> - Use district team to continue data assessment process. - Continue to engage teachers in MCAS and other data analysis - Improve and streamline data analysis process for teacher teams 	All	<p>On-going SY07-08</p> <p>On-going SY07-08</p>	<p>Asst. Supt. Principals PLC Teacher Coaches Department Heads Team leaders</p>	<p>Training for the Admin. Team, Team Leaders and teachers in Assessment and Data Analysis</p>	<p>PD: Using Data to Make Great Decisions – \$ 4,000</p> <p>Time</p>
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**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – I. Curriculum/Instruction**

Strategy In what general ways can you move key elements of the problem in order to achieve the district goal?	Activities (Action Plan) What will occur in order to accomplish the strategy and reach the district goal?	Success Indicator(s) What measure(s) will be used to determine the success of this strategy?	Timeline Start/End Date What is the time frame for implementation of the key action?	Person Responsible Who is primarily responsible for coordinating the key action?	Professional Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	Cost/ Resources What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
4. Expand curricula to meet needs of students and prepare them for 21 st century.	<ul style="list-style-type: none"> - Ensure curriculum addresses powerful content, skills and habits of mind equally - Use focused curriculum teams to evaluate, modify and/or develop curriculum - Implement professional development that builds teacher knowledge and skills on critical thinking scaffolding techniques 	All	SY 07-08	Asst. Supt., Admin. Team, PLC Teacher Coaches, Department Heads, Team Leaders	Develop teacher skill in creating "Thinking Classrooms" using PLC's and in-house workshops	Curriculum Development Time, PD and materials
5. Increased teacher expertise in content areas, in using assessment to improve instruction.	Scheduled professional development days and PLC Team Time will be used to build teacher knowledge and skill in content areas, assessment practice and reflective professional practice to create student-centered classrooms that differentiate instruction to reach all students	All	Begin SY 07-08 and on-going	Admin. Team, PLC Teacher Coaches, Department Heads and Team Leaders	Training for all in instructional collaborative practice	\$45,000 Math Specialist Salary \$ 45, 000 ELA Specialist Salary
6. Additional monies and resources are available	- Continue to seek external funding and partnerships (on-going)	All	On-going	Supt./Asst. Supt./School Committee/Community	Marketing skills and grant writing	Time

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – II. Assessment**

II. DISTRICT GOAL: Develop Professional Learning Communities in each district school that support standards based curriculum, instruction and assessment through a data driven research cycle that identifies academic content, teaching strategies and formative/summative assessment that leads to high academic achievement for all students.

- **MEASURABLE DISTRICT GOAL:**
- Each Pentucket school makes Adequate Yearly Progress in all subgroups as determined by AYP and MCAS exams in math and ELA
- Every Pentucket professional actively participates in a professionally collaborative team (PLC)
- Each PLC uses data to determine successful practice and identify areas for improvement
- Each PLC uses formative and summative assessment to measure student progress toward established standards.
- Each Pentucket professional staff member participates in and benefits from sharing their practice and participating in peer observations
- a greater % of on-going, job-embedded, collaborative professional development

BACKGROUND DATA (Justification for this goal as a district priority):

Highly effective teams can have a profound impact on the organization in which those teams operate. Unfortunately, highly effective teams are a rare occurrence in schools and other institutions. Research informs us that teachers collaborating in a structured format focused on students learning can have a significant impact on student achievement. Professional Learning Communities support teachers in setting high academic standards, evaluating student progress toward standards, researching best practice and sharing student work and teaching methods. Research indicates that the most common type of teacher evaluation (observations by the principals) rarely leads professional growth or improvement in teaching or learning. Professional Learning Communities encourages teacher reflection, goal-setting and professional inquiry, study and growth. Increasing teacher inquiry, reflection, individual goal setting and individual professional growth plans is essential. We must find ways to institutionalize these practices.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – II. Assessment**

Interpretation (What data indicate a pattern? What data indicate an area on which to focus? What do the data suggest?)

The challenges associated with improving the Pentucket Regional School System are varied and complex. It is essential to have educators collaborate on solution strategies to our district wide challenges. Elementary students continue to struggle scoring Proficient and above on state standardized test score. In 2006 only 20% of 3rd grade students were proficient or Advanced on the MCAS math exam, only 26% of 4th grade students were proficient or Advanced in 2006 and other grades scored similarly in the Math MCAS Exam. Pentucket Middle Schools students also struggle reaching the Proficient threshold in Math. Pentucket is well below comparative school systems in the percentage of students who graduate in four years. Pentucket graduates less than 93% of students in four years when high performing school systems graduate over 97% of their students in four years. Finally, the number of students throughout the district scoring in Advance on the state MCAS Exam in math and ELA is significantly lower than would be expected in a high performing district. These examples reflect the critical need to build professional capacity to systemically address challenging educational issues.

DISTRICT GOAL	Develop Professional Learning Communities in each district school that support standards based curriculum, instruction and assessment through a data driven research cycle that identifies academic content, teaching strategies and formative/summative assessment that leads to high academic achievement for all students.
MEASURABLE DISTRICT GOAL	All Students will achieve at high academic levels as indicated by increased standardized test scores, local assessments and student graduation rates.
SUCCESS INDICATORS	<ul style="list-style-type: none"> A. Increased MCAS test scores in the aggregate and all subgroups B. Increased graduation rate C. Comprehensive Professional Development Plan emphasizes job-embedded teacher collaboration, continuous improvement through action research, and increasing student engagement and achievement through differentiation of instruction and assessment. D. Partnerships with higher education and other organizations encourage professional growth. Teachers learn collaboratively and use data effectively in high functioning teams that effectively use common planning, team time and release day time to improve teaching practice. E. Teachers report satisfaction with PD opportunities on survey. F. Collaboratively developed common assessments across courses and grades

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – II. Assessment**

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the district goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the district goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/ Resources</u> What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
1. Expand and improve district wide comprehensive new teacher mentoring and induction program.	<ul style="list-style-type: none"> - Training of program coordinators. - Expand training for mentors. - Provide targeted site activities. - Expand and refine program based on survey feedback: <ol style="list-style-type: none"> 1. Match mentors w/ proteges asap after hiring 2. Provide more resources earlier: curriculum documents, handbooks, policies/procedures, etc. 3. Require and support peer observations 4. Develop a team approach to mentoring 5. Provide time for collaboration during or after school day - Develop an exit interview process for staff who leave the district 	Retain 100% of highly qualified staff with 100% expressing satisfaction with the mentoring program.	On-going	Asst. Supt. Program Coordinators/ Site Coordinators	<p>All Coordinators trained in elements of successful mentor programs.</p> <p>Mentors and protégés trained in peer observation and coaching.</p>	<p>Time for coordination and planning.</p> <p>Mentors' stipends included in operational budget.</p> <p>Coordinators stipends included in entitlement grants.</p>

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the district goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the district goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/ Resources</u> What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
2. Encourage more teachers to engage in reflection, professional growth and a focus on student achievement as measured by common assessments	<ul style="list-style-type: none"> - Administrative team coordinates support for professionally collaborative teams in all district schools - PLC Teacher Coaches work directly with teams to develop effective collaboration practices - Department heads and Team leaders work directly with departments/teams to develop effective collaboration practices. 	Teachers use PLC teams to build/support reflection, professional growth and a focus on regular and special education student achievement.	On-going	Asst. Supt. Principals, PLC teacher coaches, department heads, team leaders	All PRSD professional educators must collaborate effectively on educational strategies that support regular and special education student learning	Time and funds for effective collaboration training
3. Further develop a Prof. Dev. Plan with emphasis on job-embedded collaboration and increasing student engagement and achievement.	<ul style="list-style-type: none"> - Further develop and expand Professional Development Plan - Focus on using data assessments to improve learning, writing across the curriculum, and differentiation of instruction - Assess impact on student achievement - Survey staff on impact 	Comprehensive Professional Development Plan expanded with emphasis on job-embedded collaboration and increasing student engagement and achievement.		Admin. Team, principals, PLC Teacher Coaches, Department heads, Team Leaders	<p>Training in Understanding by Design, Effective Assessment, and Differentiation of Instruction.</p> <p>Graduate courses offered that focus on standards-based curriculum, assessment and differentiation of instruction.</p>	Funding for curriculum work. Time for expansion of Comprehensive PD Plan.

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the district goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the district goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/ End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/ Resources</u> What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
4. Strengthen partnerships with higher education and other organizations	<ul style="list-style-type: none"> - Strengthen current partnerships - Pursue additional partnerships and grants 	Partnerships with Higher Education and community organizations encourage professional growth.	On-going	Admin. Team	Research available opportunities. Community service learning training and curricula development time.	Time for research and development of initiatives and community service learning and curricula.
5. Increase time for collaborative Prof. Dev. opportunities for teachers in both horizontal and vertical teams	<ul style="list-style-type: none"> - Train staff in collaborative teaming and provide clear expectations for goals/products. - All teachers trained in Professional Learning Communities and data process. - Implementation and improvement plan developed for Prof. Learning Comm. to improve student achievement - Streamlined data analysis process. 	<ul style="list-style-type: none"> - Ensure faculty meeting time, team time, common planning time & release day time is reasonable and equitable across the district. - MCAS data - Teachers surveyed on satisfaction with process. 	SY07-08 On-going	Supt./Asst. Supt. and Teachers' Association Reps.	Training in collaborative teaming, data analysis process.	Time for increased collaboration and teaming. PLC Coaching Time – \$ 20,000
6. Teachers report satisfaction with PD opportunities.	<ul style="list-style-type: none"> - Conduct satisfaction survey. 	Percentage of teachers reporting satisfaction increases.	SY07-08	Supt./ asst. Supt.	Survey assistance.	Time to complete. Survey fee.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – II Staff**

III. DISTRICT GOAL: Recruit and retain effective school personnel who continually improve their practice through professional development which is aligned to district, school and individual needs, in an environment that supports best practice, collegiality, and collaboration.

MEASURABLE DISTRICT GOAL: Teachers will show satisfaction of Professional Development programs and support from the PRSD as shown by:

- number of association grievances
- staff attendance
- number of professional resignations
- increase professional collaborations with educational organizations

BACKGROUND DATA (Justification for this goal as a district priority):

The Staff of Pentucket has been negatively impacted by the difficulties at the Central Service level over the past several years. Starting from the public acknowledgement of the hazing incident and then leading into the constant changes of leadership, there has been limited leadership and culture building throughout the district. Contracts remained unsettled for 18 months which further caused morale concerns. Major financial unknowns causing the district to be placed under a State Finance Control Board caused even greater concerns. It is paramount that we work to attract and maintain a high quality teaching force to properly serve our students.

Interpretation (What data indicate a pattern? What data indicate an area on which to focus? What do the data suggest?)

Specific data such as attendance and satisfaction levels of staff has not been maintained in the past. However, grievance data indicate that not only with the number of grievances but also the number that rose to higher levels of concern were increasing throughout this period of time. These issues that were unresolved over time have a negative effect on the quality of instruction for our students. We have set in place on our District Accountability Report Card appropriate measures to monitor the growth and development of our staff.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – III. Staff**

DISTRICT GOAL	Recruit and retain effective school personnel who continually improve their practice through professional development which is aligned to district, school and individual needs, in an environment that supports best practice, collegiality, and collaboration.
MEASURABLE DISTRICT GOAL	Teachers will show satisfaction of Professional Development programs and support from the PRSD as shown by: <ul style="list-style-type: none"> - number of association grievances - staff attendance - number of professional resignation - increase professional collaborations with educational organizations
SUCCESS INDICATORS (Measures, assessment tools)	<ul style="list-style-type: none"> A. No association grievances B. Continuously improving staff attendance C. Limited number of staff resignations to lateral positions D. Increased Professional Collaborations with Educational Institutions

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – II. Staff**

<p><u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the school goal?</p>	<p><u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the school goal?</p>	<p><u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?</p>	<p><u>Timeline Start/End Date</u> What is the time frame for implementation of the key action?</p>	<p><u>Person Responsible</u> Who is primarily responsible for coordinating the key action?</p>	<p><u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?</p>	<p><u>Cost/Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired?</p>
<p>1. Maintain a high quality professional development program for staff</p>	<p>- Continuously improved: -Orientation Program - Team Leader/ DH Training - Instructional Techniques - Embedded PD during meeting times to include faculty, department, and team meetings. - Standards based learning - Research for Better Teaching UT! - Understanding by Design - Project Zero – Thinking Classroom - Data driven decision making</p>	<p>All</p>	<p>On-going</p>	<p>Supt./Asst. Supt.</p>	<p>Standards based instructional techniques inclusive of assessments and diff. instructional approaches</p>	<p>Release Time, After School, and Summer Curr. Development</p>
<p>2. Recruit well-trained and well-matched staff for our building programs and cultures.</p>	<p>- Attend recruitment fairs - Work with teacher preparation institutions - Get the message out – word of mouth, cable, presentations at local, state, and national educational forums - Enhance professional collaborations</p>	<p>All</p>	<p>On-Going</p>	<p>Supt./Asst. Supt./Administrative Staff</p>		

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the school goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the school goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/Resources</u> What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
3. Implement a Professional Learning Community Model	<ul style="list-style-type: none"> - Build collective knowledge within professional staff - National "Dufour" Conference - Team/leadership Training - CS/Building/Department/Team coaching, support, training, and collaboration - Implement SMART goal process for each team 	All	On-Going	Supt./Asst. Supt./Administrative Staff/Department and Team Leaders		Release Time
4 Honor and Celebrate educational successes and steps to the district mission of continuous improvement of student learning	<ul style="list-style-type: none"> - Celebratory and Motivational theme to Opening day - Release time for professionals to collaborate, share, and celebrate success of SMART goals - Encourage parental support of staff 	All	Supt./Asst. Supt./Administrative Staff/Department and Team Leaders	Release time		

Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – IV. Community/Communication

IV. DISTRICT GOAL: Build community support for the schools through effective communication and community participation that will develop trust and lead to a common understanding of the educational needs of the district.

MEASURABLE DISTRICT GOAL: Elected and appointed town officials, parents, and community members at large will indicate that they understand and trust the educational needs of the district as measured by:

- A. Comprehensive and data driven school improvement plans developed with parental input and disseminated to the community
- B. Increase in the number of formal partnerships with individuals and organizations
- C. Increase in the number of volunteers
- D. Increase in the number of hours of student community service
- E. Town agencies and boards support budget, regional agreement, and elementary leases
- F. Increase community/parent participation in customer satisfaction surveys.

BACKGROUND DATA (Justification for this goal as a district priority):

Since FY02, the Pentucket Regional School District has faced a budget dilemma as a result of declining revenue sources used to balance the operating budget. At the same time, the Central Service administration was constantly changing, and the community boards questioned the reporting of the school budget. These tensions caused many questions about the overall accountability of the school district in regard to reporting of school spending. Since then, local and state revenue declines, largely due to increasing costs of health care and special education, have caused the school district to institute fees to maintain programs. The community passed an override for FY06 which demands ongoing effective communication about program needs and outcomes.

Interpretation (What data indicate a pattern? What data indicate an area on which to focus? What do the data suggest?)

Any transitional process creates tension for many people. When you have a funding dilemma on top of that, it is not unusual to have questions arise and trust to be diminished. This situation then moves into intense scrutiny and accountability measures being put in place. Under the direction of the school committee, we have implemented comprehensive district and school strategic plans and greater measures of accountability as seen through this improvement planning process as well as revised procedures for budgeting which are fiscally responsible. The community needs to be assured that the passage of the FY06 override dollars and the future planning efforts for the schools will be well managed for the benefit of our students and community.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – IV. Community/Communication**

DISTRICT GOAL	Build community support for the schools through effective communication and community participation that will develop trust and lead to a common understanding of the educational needs of the district.
MEASURABLE DISTRICT GOAL	<p>Elected and appointed town officials, parents, and community members at large will indicate that they understand and trust the educational needs of the district as measured by:</p> <ul style="list-style-type: none"> A. Comprehensive and data driven school improvement plans disseminated to the community B. Number of formal partnerships with individuals and organizations C. Number of volunteers D. Number of hours of high school student community service E. Town agencies and boards support for budget, regional agreement, and elementary leases F. Increase community/parent participation in customer satisfaction surveys
SUCCESS INDICATORS (Measures, assessment tools)	<ul style="list-style-type: none"> A. Dissemination of comprehensive school report to community. B. Increase in the number of partnerships with individuals and organizations. C. Increase in the number of volunteers. D. Increase in the number of hours of high school students in community service learning programs. E. Support of school committee voted budget, regional agreement, and elementary leases by town boards and agencies – Board of Selectmen/Finance Committee/Town Meeting. F. Increase in number of community participants in customer satisfaction surveys.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – IV. Community/Communication**

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the school goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the school goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/ Resources</u> What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
1. Build support for the schools through effective two-way communication and parent/community participation that will develop trust and lead to a common understanding of the educational needs of the district.	<ul style="list-style-type: none"> - Maintain useful website - Maintain parent/community e-mail communication - Publicize volunteer program. - Establish regular cable TV informational and recreational broadcasts. - Continue School Committee "Listening Sessions" - Continue regular meetings with FINCOM/BOS/Building Comm. - Establish regular meetings with Board chairs and Dept. Heads - Disseminate budget information and school and district improvement plans 	All	SY07 - 10	Superintendent School Committee	Using and Presenting Data to Make Great Decisions	\$1,000 for mailings and production \$3,500 for Training Facilitator
2. Build an organized corp. of volunteers to work in the schools.	<ul style="list-style-type: none"> - Actively recruit volunteers from community, parent, local organizations, and business. - Actively work with Council of Churches, Youth Organizations, and other town wide organizations. 	All	SY07 - 10	Supt./Principals/PTSA Volunteer Coordinators	Community relationships and communication skills.	

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – IV. Community/Communication**

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the school goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the school goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/ End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/ Resources</u> What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
3. Develop ways for the schools and community to share their resources and expertise to serve the community.	<ul style="list-style-type: none"> - Joint Board Meetings - Increase number of community service learning opportunities - Expand senior projects. - Establish community service opportunities in Grades 7-12. - Develop business partnerships - Attend meetings of Town Organizations - 	All	SY07 - 10	Supt./Asst. Supt./ School Committee/ Principals		\$15,000 Resource: Community Service Learning Grant if available from DOE
4. Develop ways to improve communication and trust between the schools and other town agencies.	<ul style="list-style-type: none"> - Ask for Survey comments - Utilize Newspapers - Submit news articles to press. - Invite Town Employees to school meetings and events - Utilize Cable TV to publicize school events and outcomes of our curriculum. 	All	SY07 - 10	Supt./Asst. Supt./ School Committee/ Principals		
5. Determine the effectiveness of current forms of communication-written (newsletters, newspapers), oral (forums), TV, cable, and computer (website & e-mail), and make recommendations for revisions as indicated.	-Continue District and School Satisfaction Survey Process	All	SY07 - 10	Supt./Asst. Supt./ School Committee/ Principals		Survey Fee

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – V. Finances**

V. DISTRICT GOAL: The Pentucket Regional School District shall maintain transparent accounting of all appropriated, grant, and revolving fund revenues and expenses, never again to have unknown deficits in any areas, budgets which are easily understood by the public and presented at the level of detail necessary to make well informed decisions for our schools and subject to commendable results by local, state, federal, and private auditing processes.

MEASURABLE DISTRICT GOAL: Stakeholders will report trust in the district finances through the following indicators:

- A. Not Exceeding Fiscal Year Budgets
- B. Maintaining 10% of Revolving Account Planned Revenue
- C. Timely Monthly Transfers
- D. Bid procurements Completed 90 Days prior to Contract Expiration
- E. Bills paid within 45 Days as Recorded Monthly

BACKGROUND DATA (Justification for this goal as a district priority):

The Pentucket Regional School District was placed under the direction of a State Appointed Finance Control Board in the Spring of 2006 comprised of representatives from the MA Department of Revenue and the Department of Education due to lack of financial oversight for several years. The financial accountability of the district must remain accurate, transparent, and easily reportable to all interested parties.

Interpretation (What data indicate a pattern? What data indicate an area on which to focus? What do the data suggest?)

The Pentucket Regional School District had an operating budget deficit in FY05 and FY06. To prevent further reductions to programs during the 2005 – 2006 School Year, an additional appropriation was required from the towns of the district. To balance the FY07 budget, an override was needed in all three towns to fund the requested appropriation of the School Committee. This unknown, “yo-yo” effect of budget needs must be brought under control in a planned and thoughtful way with known contingency strategies for eliminating any additional requests for funding at the last minute. The three communities of the district and the regional school district must jointly work on a financial plan aligned to each organization’s strategic plan for each of the towns and the district to respond to the needs of the community members to meet their requests for town and school services.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – V. Finances**

DISTRICT GOAL	The Pentucket Regional School District shall maintain transparent accounting of all appropriated, grant, and revolving fund revenues and expenses, never again to have unknown deficits in any areas, budgets which are easily understood by the public and presented at the level of detail necessary to make well informed decisions for our schools and subject to commendable results by local, state, federal, and private auditing processes.
MEASURABLE DISTRICT GOAL	Stakeholders will report trust in the district finances through the following indicators: <ul style="list-style-type: none"> A. Not Exceeding Fiscal Year Budgets B. Maintaining 10% of Revolving Account Planned Revenue C. Timely Monthly Transfers D. Bid procurements Completed 90 Days prior to Contract Expiration E. Bills paid within 45 Days as Recorded Monthly
SUCCESS INDICATORS (Measures, assessment tools)	<ul style="list-style-type: none"> A. Positive balance at the accounting closing of each fiscal year for the annual appropriation B. Minimum 10% balance at the accounting closing of each fiscal year for the revolving accounts C. Positive account balances on the monthly accounting reports D. Award of Bids prior to the 90 day expiration of contracts E. Accounting reports indicate a maximum 45 day payment cycle form bill received to bill paid.

**Pentucket Regional School District
STRATEGIC PLAN – 2007 - 2010
District Implementation Plan – V. Finances**

Strategy In what general ways can you move key elements of the problem in order to achieve the school goal?	Activities (Action Plan) What will occur in order to accomplish the strategy and reach the school goal?	Success Indicator(s) What measure(s) will be used to determine the success of this strategy?	Timeline Start/End Date What is the time frame for implementation of the key action?	Person Responsible Who is primarily responsible for coordinating the key action?	Professional Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	Cost/ Resources What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
1. Fully Staff Business Office as budgeted with skilled people	- Advertise/Interview/Hire - Training on systems and procedures - Regular business staff meetings	All	SY07-10	Supt./Business Manager/Other CS Staff as needed	Software – Budget Sense Training	Budget
2. Business Manager and Accountant Training	- Attend State Sponsored Financial workshops. - Attend MASBO Events -Courses through MA Municipal Training agency	All	SY07-10	Business Manager and Accountant		\$3,000
3. Implementation of EPIMS for Payroll/Human Resource	-MA DOE Training -MTRS Training	All	SY07-10	Business Manager/Human Resource asst./ Supt./Payroll/Technology Director		
4. Monitor Budget Monthly	- Internal Finance Meetings weekly - Report to SC 2 nd meeting of month - Improve Fund Balance/Grant Accounting with revenue tracking	All	SY07-10	Business Manager and Accountant		

DISTRICT/ SCHOOL ADDRESSES AND CONTACTS

Office of the School Committee

Pentucket Regional School District
22 Main Street
West Newbury, MA 01985

Term

Kathy Kastrinelis (appt.) - Chairperson	2008
Doreen Blades	2008
Maureen Moran	2008
Todd Treado (appointed)	2008
Heather Conner	2008
Val Corradino, Secretary	2008
Jill Albert	2009
Thomas Atwood, Vice Chairman	2010
Joseph D'Amore	2010

Office of the Superintendent

Pentucket Regional School District
22 Main Street
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978-363-2280
978-363-1165 (fax)

Dr. Paul A. Livingston, Superintendent of Schools
plivingston@prsd.org

Dr. William I. Hart, Assistant Superintendent
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Kathy McWilliams, Business Manager
kmcwilliams@prsd.org

Lauren Fain, Director of Special Education
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Offices of Building Principals

Principal, Renzo Binaghi
Pentucket Regional High School (Grades 9-12)
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Principal, Robin Wilson
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20 Main St.
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Merrimac, MA 01860
rwilson@prsd.org

Offices of Building Principals

Principal, Pattie Messina
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Principal, Robert Harrison
Helen R. Donaghue School (Grades 3-6)
2 Union St. Extension
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Principal, Lizabeth Perry
Dr. John C. Page School (Grades PreK-6)
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Principal, Elaine Champion
Dr. Elmer S. Bagnall School (Grades PreK-6)
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978-372-8856 978-521-8956 (fax)
echampion@prsd.org