



Somerset Berkley Regional School District 2017-2020 District Strategy



It is my pleasure to present the 2017-2020 District Strategy for the Somerset Berkley Regional School District. The purpose of this document is to build upon the strong foundation that exists at SBRHS in order to best prepare all students for successful futures.

Developing this strategic plan was a collaborative and purposeful process, beginning with student, staff, and family surveys in the spring and fall of 2015 and followed by Future Search, a two-day event in February, 2016 involving over 100 members of the Somerset and Berkley communities. The comments, discussions, and information gathered at Future Search, as represented in the Future Search Executive Summary, were instrumental in the development of this plan. The key ideas from Future Search were shared with the community and more feedback was solicited to further develop and enhance the district strategy. Additionally, several meetings with groups of students helped solidify key ideas and objectives, as they provided insightful suggestions based on their daily experiences and future plans.

Parents commented on the need for more two-way communication with the school and raised concerns over the rising costs of higher education and ways to offer students early college experiences, and improvements to the college search process for students and families.

Teachers called for targeted, meaningful professional development to integrate instructional technology and effective teaching and learning strategies, more instructional supports for students, and a program of studies that provides students with more real-world experiences.

Students prioritized more passionate teaching and instruction that applies learning to real world challenges and experiences, more personalized learning through technology, emphasis on becoming environmental stewards, and more proactive guidance and counseling services for college and careers.

Community members cited as priorities preparing students for life after high school through internships and mentoring opportunities, creating greater connections with the business and higher education communities, and developing a fiscal plan that best prepares all students for their futures while being cognizant of the financial challenges in both Somerset and Berkley.

This district strategy's mission, vision, theory of action, strategic objectives, and strategic priorities are the response to that collective input from multiple stakeholders. We are deeply committed to preparing all students for excellence in and out of the classroom, to preparing them for life after high school, and providing them with truly inspirational teaching and learning experiences each and every day.

With a rapidly changing world and future, successful students today must be able to inquire, innovate, adapt, and persevere. They must be given multiple opportunities daily to acquire and demonstrate the skills that will best prepare them for successful college and career experiences. Namely, engaging in innovative problem solving, developing effective communication skills, using technology responsibly and purposefully, and becoming positive contributors to society will help them achieve the vision and mission of the Somerset Berkley Regional School District.

We strive for Somerset Berkley Regional High School to be the very best in Southeastern Massachusetts, serving as a beacon for other schools and districts. We are committed to fostering strong, productive relationships with the communities of Somerset and Berkley and our families for the continued success of our incredible students and talented, dedicated staff.

Sincerely,

Jeff Schoonover
Superintendent

Components of our District Strategy

Why? Our Mission:

Our mission explains our **fundamental purpose** as a school district.

The SBRHS community inspires and guides everyone to inquire, adapt, persevere, and innovate.

What? Our Vision:

Our vision describes **the future we seek** for our students.

All key stakeholders are challenged to establish individual goals; engage in innovative problem solving, develop effective communication skills; use technology responsibly, and become positive contributors to society, thus achieving their full potential in a rigorous, relevant, and safe learning environment.

How? Our Theory of Action:

Our theory of action describes **the specific methods** we will use to achieve our vision.

IF we provide a safe yet challenging learning environment focused on all students acquiring and authentically demonstrating the essential skills for future success while having the necessary supports, and IF we maximize professional collaboration and learning opportunities for educators that focus on meeting the individual learning needs of students in 21st century classrooms, and IF we engage families and the communities to support this work THEN all students will be prepared to experience success and achieve excellence in their rapidly changing worlds.

Promote 21st century skills and cultivate partnerships that extend and support teaching and learning to prepare students for success in college, careers, and life in a rapidly changing and challenging global society.

Priorities

- 1. Develop and recommend a comprehensive counseling services model that addresses all students' needs**
- 2. Implement, review, and improve the advisory program**
- 3. Develop and implement a system for students to demonstrate their mastery of 21st century skills through authentic assessments, including a capstone project**
- 4. Increase students' opportunities for early college and/or career experiences through partnerships with the higher education and business communities**
- 5. Enhance student learning by creating a personalized, student-centered learning environment in which every student has a school-issued device to use in school and at home**
- 6. Develop and implement a multi-tiered system of supports to address academic and social-emotional needs of students to ensure that the district accelerates achievement and growth for all students**

Promote 21st century skills and cultivate partnerships that extend and support teaching and learning to prepare students for success in college, careers, and life in a rapidly changing and challenging global society.

Metrics

- Graduation rates (Increase 4 year graduation rate from 96.0% in 2015 to 98.0% in 2020.)
- Increase the student attendance rate to 94.0 % by 2020 (92.4% in 2015)
- Decrease the % of students who are absent 10 or more days each year to 30% by 2020 (50% in 2015)
- Decrease the chronically absent student rate to 15% by 2020 (25% in 2015)
- Students on target for graduation (each grade level)
 - ⇒ In 2016-2017, percent of 9th graders, 10th graders, and 11th graders with 36, 72, and 108 credits were ... (TBD)
 - ⇒ Determine 2020 values (TBD)
- 10th graders meeting or exceeding state standards in ELA, Math, STE (all and high needs)
- PSAT and SAT scores:
 - ⇒ 10th grade overall mean in 2016 was 958; achieve 1000 by 2020
 - ⇒ 11th grade overall mean in 2016 was 1024, achieve 1050 by 2020
 - ⇒ 2020 SAT scores in ERW and Math will increase by 25 points from 2017 scores (from 561 to 586 in ERW and from 567 to 592 in Math)
- Overall increase of 10% in students earning proficient or advanced ratings using school-wide rubrics
- Reduced by one-half the percentage of students who report being not at all excited or a little bit excited about going to class (65% in 2015)

College and Career Readiness

- % of students attending college will reach 88% by 2020 (83.3 % for Class of 2014)
- % of students graduating from college in 4 years/5 years
- Increase in the percentage of juniors and seniors enrolled in Advanced Placement courses or early enrollment college courses to 50% by 2020 (36% in 2016)
- 20% of seniors will complete a capstone project by 2020

Create a collaborative learning culture that fosters creativity, inquiry, collaboration, reflection, and data-use to address individual student needs in order to improve learning for all students.

Priorities

- 1. Provide targeted, research-based professional development and meaningful collaborative planning time for all staff**
- 2. Ensure a rigorous learning environment in all classrooms using research-based teaching and learning strategies**
- 3. Review, develop, and implement a modern curriculum that addresses future needs**
- 4. Develop and implement a peer observation model to showcase effective instructional strategies through collaboration**
- 5. Effectively use data to inform practice, provide targeted interventions, and to make data-driven decisions**

Metrics

- 100% of teachers will routinely use technology as an instructional tool in the classroom**
- ___% of teachers will report satisfaction with the professional development activities offered by the district (TBD)**
- ___% of new and beginning teachers will report satisfaction with the mentoring and induction program offered by the district (TBD)**

3 Community Engagement

Increase parent and community engagement and build community support for vision, mission, and ongoing success of Somerset Berkley Regional High School.

Priorities

- 1. Use multiple communication strategies with SBRHS families and the community to promote positive events and successes of the school**
- 2. Expand opportunities for parent and community engagement**
- 3. Create a marketing plan for future students and families**
- 4. Increase family and student awareness of the important roles they have in achieving the strategic plan's student learning objective and priorities**

Metrics

- Increase in percentage of parents who express that SBRHS is preparing students for the next academic year quite well or extremely well from 55% to 65%.**
- Increase in percentage of parents who believe classroom lessons are quite or extremely motivating from 32% to 50%.**
- Increase in the percentage of parents who visit the school at least monthly from 26% to 40%.**
- 75% of parents will report satisfaction with parent-staff communications about the progress of their child(ren)**
- 75% of parents will report satisfaction with parent-school communications**
- Increase in the percentage of students who feel like they belong (quite a bit or completely belong) at SBRHS, from 53% to 75%.**
- Decrease in the percentage of students who feel disconnected (not at all connected or slightly connected) with the adults at SBRHS from 40% to 20%**

Support the goals of the district by improving efficiencies, developing key performance indicators (KPIs) and constructing a model of sustainable funding.

Priorities

- 1. Pursue new revenue sources to fund the district's needs and the objectives of the strategic plan**
- 2. Create a facilities plan**
- 3. Maintain or improve community perceptions of the value of district services**
- 4. Use data to identify efficiencies, cost reductions and new sources of revenue**

Metrics

- TBD**