

**STERLING COMMUNITY SCHOOL  
STRATEGIC ADVANCEMENT PLAN  
2018 - 2023  
EXECUTIVE SUMMARY**



## PREAMBLE

The Strategic Plan will guide the future work of the Sterling Board of Education, administrators, educators, Elementary School and community. The Strategic Plan is a living document and as such will be continuously evaluated and updated to advance the school's vision, mission, and needs of the students. Furthermore, the personal performance goals of administrators and teachers will be aligned with the Strategic Advancement Plan. The intentionality of alignment drives the focus and progress of the district to best serve Sterling students.

## EXECUTIVE SUMMARY

This report is designed to tell the story of Sterling's Strategic Planning process. The Strategic Planning Committee, made up of educators, parents, administration, and Town officials, has convened on several occasions to initiate this important work. The Strategic Planning process is designed to create a set of focused goals that identify the critical, coherent strategic changes that need to be made, and will address databased challenges over the next three to five years. A major component of any successful organization is unity of purpose. With stakeholder input, important value has been added to the strategic planning process.

The Committee has been reflecting on current and past performance, considering the current changes in education, and identifying the district's core values, vision and mission. We have articulated several core areas of focus:

- Student Engagement, Personalization, Relevancy of instruction and Hands on Learning
- 21<sup>st</sup> Century Skills (Critical Thinking and Problem Solving, Communication and Collaboration)
- Building teacher capacity to learn within a dynamic, collaborative professional learning environment
- A progressive digital environment
- Cultivating positive, caring and supportive relationships with students, families and community stakeholders
- Providing a safe, healthy and supportive environment for learning

The Strategic Planning process provides the foundation for a viable planning document that explicitly identifies the actions necessary to propel the students of Sterling toward their fullest potential. This multi-year effort will reframe the Sterling School Students' experience so that the Sterling mission **“to foster a safe and engaging learning community of critical thinkers, effective communicators and collaborators, creative problem solvers and imaginative innovators that will persevere to become self-motivated learners who are responsible, compassionate, contributing citizens in our ever-changing technological society”** can be realized.

Our world has changed. Living in a digital age with global connections at our fingertips, the definition of what it means for our students to be prepared for life learning and work beyond their school years has transformed. No longer is it enough to be skilled in reading, writing and mathematics. A growing pool of research and evidence from the field has identified a set of 21<sup>st</sup> Century skills needed for our students to embody in order for them to successfully navigate their life choices. The Strategic Planning process was designed to identify and ensure Sterling Community School Students develop these skills (critical and creative thinking, problem solving, effective communication and collaboration) and content knowledge needed for success. The actions identified in the plan guide what needs to occur to realize the Sterling vision of a graduate.

Focused on work that supports student success in an ever-changing world, the following inquiry questions drive learning through the implementation of the Strategic Planning process:

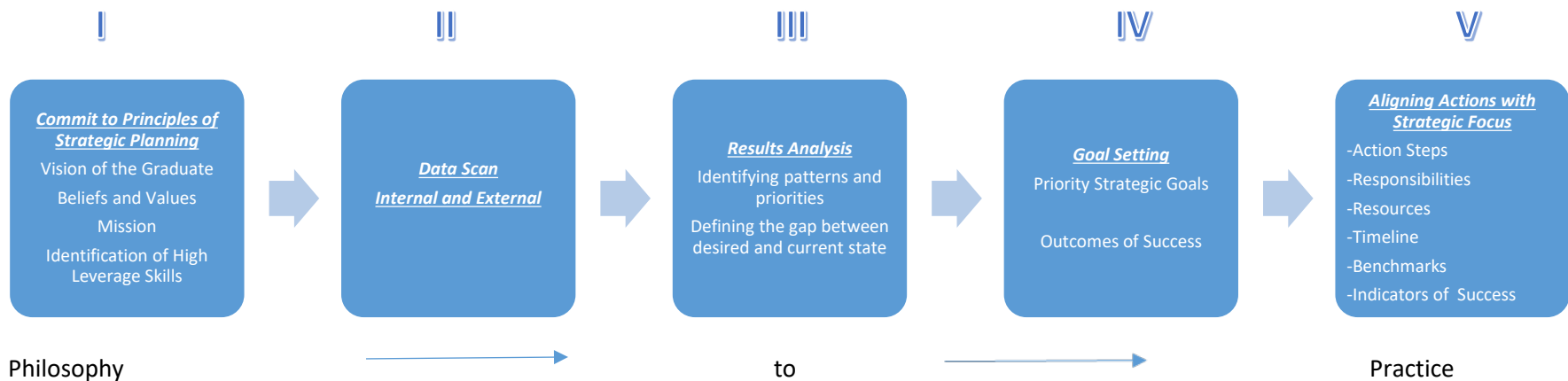
1. How are teaching and classroom experiences facilitating student practice and in-depth application of critical/creative thinking, problem solving, communication and collaboration?
2. How are we measuring our success and using data to create and drive continuous improvement and a growth mindset?
3. How do we budget, plan, and align resources to ensure that our work is designed to increase the number of children who leave Sterling Community School ready to execute these skills to their highest level?

Focusing on these questions and building upon the great work in place at Sterling Community School, the Strategic Planning team has identified the necessary goals and actions to guide the work of ensuring all students are ready to succeed in a global community, over the next three to five years.

### **Planning Context**

Situated in the Northeast corner of Connecticut, Sterling is a rural community comprised of one Prek-8 Elementary School with 424 students. Students leave SCE to attend one of three High Schools: Killingly High School, Plainfield High School, or Ellis Technical High School.

Sterling Community School serves as a source of history and tradition within the community with generational roots. Many students' parents and grandparents attended SCS resulting in a deep value and connection to the school. Under the current leadership of an Acting Superintendent, the district seeks to bring focus and coherence to a plan that best serves Sterling students. To facilitate the process the Board engaged EASTCONN facilitators Diane Dugas, Director for the Center of Educational Leadership and Scott Nierendorf, Director of Teaching and Learning to lead a Strategic Planning process. The Strategic Planning process employs a backward design allowing participants to start the advancement process by identifying what student success looks like (skills and attributes) and then focusing on research-based practices that match the district values and ensures a coherent system to support student success. An overview of the Strategic Planning process is presented below.



The Sterling Board of Education endorsed this process in January 2018, convening a Strategic Planning Steering Committee consisting of key stakeholders to guide and oversee the entire Strategic Planning process. The Steering Committee includes Board of Education members, administration, staff, parents and community members. A subgroup, the Strategic Planning Team, comprised of several Steering Committee members and additional stakeholders was convened to engage in the five step Strategic Planning process shown above. The members of each group and their affiliation are as follows:

Sterling Strategic Planning Steering Committee	Sterling Strategic Planning Team
<ul style="list-style-type: none"> <li>❖ Gail Lanza, Superintendent</li> <li>❖ Shari Ternowchek, Principal</li> <li>❖ Laura Smith, Clinical Supervisor</li> <li>❖ Traci Jamieson, Special Educator</li> <li>❖ Alex Wiegel, Technology</li> <li>❖ Ginger Coleman, Prek-2 Teacher</li> <li>❖ Heather Nickerson, 3-4 Teacher</li> <li>❖ Jill Shamback, Support Specialist</li> </ul>	<ul style="list-style-type: none"> <li>❖ Jackie Angelone, 5-6 Teacher</li> <li>❖ Andrea McKenzie 7-8 Teacher</li> <li>❖ Derek Anforth, Parent School/Governance</li> <li>❖ Elizabeth Soars, Parent/PTO</li> <li>❖ Courtney Langlois, Parent</li> <li>❖ Christine San Souci, Prek-K Parent</li> <li>❖ Rebecca Gervais, K-4 Parent</li> <li>❖ Diane Talbot, K-4 Parent</li> <li>❖ Jacqui McDonald 5-8 Parent</li> <li>❖ Nancy Chenette 5-8 Parent</li> <li>❖ Lincoln Cooper, Second Selectman</li> <li>❖ Kim Gunn, Community member</li> <li>❖ Danielle Hart, Future Parent</li> <li>❖ Elena Hermonot, Community Member</li> <li>❖ Emily Wertheim, 8<sup>th</sup> Grade Student</li> <li>❖ Hannah McDonald, 8<sup>th</sup> Grade Student</li> </ul>

The Strategic Planning team began their work with a series of four evening sessions held on February 21, 22, 26, and 27 from 5:30 p.m. to 8:30 p.m. The first session was designed to:

1. Familiarize the group to the five phase strategic planning process.
2. Establish working norms for the groups success
3. Explore the demands of learning in the 21<sup>st</sup> Century
4. Synthesize data from stakeholders to identify Sterling Core Values
5. Articulate the Vision of the Sterling Graduate “A district can only ensure student success in a digital age by articulating a clear vision of what that student success looks like and then thoughtfully connect that vision to specific goals for learning, aligned measures of learning, and associated effective teaching practices” (Foundational Instructional System – Jonathan Costa, 2016)
6. Rewrite the Sterling School Mission Statement



The past several years have demonstrated a variety of external and legislative mandates and internal distractions. Compliance with multiple initiatives is not goal attainment. Time and energy are not endless resources. Decreasing fragmentation and increasing coherence that focuses the emphasis on meaningful teaching and learning to prepare our students for 21<sup>st</sup> Century success was the lens through which the Strategic Planning team engaged in the following work.

*Commit to Principles of Strategic Planning*  
 Vision of the Graduate  
 Beliefs and Values  
 Mission  
 Identification of High Leverage Skills

**Phase 1: Commitment to Principles of Strategic Planning**

With a commitment to coherence, the Strategic Planning Team utilized input from all stakeholders including: community focus groups; community, teacher and student surveys; coupled with knowledge gleaned from research and practice, to identify the *Vision of a Sterling Graduate*, a revised *Mission* for Sterling Elementary School and a set of foundational *Values and Beliefs*. Each links to the critical skills and attributes necessary for student success in a global society.

## Mission of Sterling Community School

*The Mission of Sterling Community School is to foster a safe and engaging learning community of critical thinkers, effective communicators and collaborators, creative problem solvers and imaginative innovators that will persevere to become self-motivated learners who are responsible, compassionate, contributing citizens in our ever-changing technological society*

## Core Values of Sterling Community School

In order to achieve our mission Sterling School holds as its core values and beliefs that the following knowledge, skills, habits of mind, partnerships and opportunities are foundational building blocks for a Sterling Graduate:

<p><b>Hands on Learning</b></p> 	<p><b>Growth Mindset</b></p> 	<p><b>Engage the Desire to Learn by Personalization and Choice</b></p> 	<p><b>Learning is Celebrated</b></p> 
<p><b>Research</b></p> 	<p><b>Practice</b></p> <p>PRACTICE makes PROGRESS. <b>NOT</b> PERFECT.</p>	<p><b>Positive Relationships and Strong Interpersonal Skills</b></p> 	<p><b>Family Involvement in Learning</b></p> 
<p><b>Authentic/Real World Experiences</b></p> 	<p><b>Perseverance</b></p> 	<p><b>Safe, Secure, Respectful, Environment Where Empathy and Compassion are Fostered</b></p> 	<p><b>Students are Goal Driven and Possess the Skills to Self-Direct/Self-Advocate</b></p> 

## Vision of a Sterling Graduate

### 1. Critical Thinker:

Students engage in analysis, evaluation, reasoning and reflection to build understanding, solve problems, and identify alternative solutions. Sterling students:

- Ask meaningful questions
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate and synthesize information from multiple points of view
- Draw conclusions based on best analysis
- Reflect critically on their learning experiences and processes

### 2. Effective Collaborator:

Students engage in collaborative work with others to set and achieve common goals. Sterling students:

- Work effectively and respectfully with diverse teams
- Participate in thoughtful discussions
- Exercise flexibility and compromise to achieve a common goal
- Assume shared responsibility
- Respect and value diverse perspectives

### 3. Effective Communicator:

Students articulate clear thoughts and ideas effectively using oral, written and nonverbal communication. Sterling students:

- Use communication for a range of purposes
- Engage in active listening and respectful discourse
- Use multiple media and technologies for effective communication
- Use communication to inform, influence, motivate and/or entertain

### 4. Creative Problem Solver:

Students transfer problem solving from familiar to unfamiliar situations. Sterling students:

- Critically analyze and assess the problem
- Ask questions that clarify different points of view
- Understand there are multiple solutions to a problem
- Research and innovate to lead to better solutions.





5. Imaginative Innovator:

Students use their imagination to think creatively and engage in productive struggle to persevere towards an intended goal. Sterling students:

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts
- Work creatively with others
- Implement innovation



6. Technology Literate:

Students use technology to advance learning. Sterling Students:

- Efficiently access and evaluate information
- Understand the ethical use of technology
- Know how to critically analyze all forms of media
- Use technology as a tool to research, organize, evaluate and communicate



7. Habits of Mind:

Students reflect on their own learning, understanding learning is a life-long process that requires a growth mindset. Sterling Students:

- Learn from trial and error
- Self-reflect upon goals and continually set new learning targets
- Persevere, never giving up
- Self-Directed
- Take Responsibility for their learning and behavior



8. Citizenship:

Students are caring, compassionate contributors to their school, community and world. Sterling Students:

- Respect differences
- Work effectively with people from all backgrounds
- Understand the value of giving back to others



**Phase II: Data Scan**

Once the Sterling Community School Core Values, Mission and Vision of a Graduate were identified, the Strategic Planning team began to review data. The data review process is designed to look at internal and external data to determine the gap between the current state of practice and the desired outcome. This process provides an opportunity to analyze strengths, look at challenges and identify where opportunity lies to actualize the vision.

The Strategic Planning team used the CT Leadership Framework to provide a structure for reviewing internal and external data and for organizing the analysis and presenting the results. The CT Leadership Framework provides a set of standards and attributes for the evaluation of CT school administrators providing a systemic approach to view the knowledge, skills and conditions necessary for district success.

**CT Leadership Framework:**

<ul style="list-style-type: none"> <li>• Domain 1: Instructional Leadership             <ul style="list-style-type: none"> <li>○ Indicator 1.1 Shared Vision, Mission and Goals</li> <li>○ Indicator 1.2 Curriculum, Instruction and Assessment</li> <li>○ Indicator 1.3 Continuous Improvement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Domain 3: Organizational Systems             <ul style="list-style-type: none"> <li>○ Indicator 3.1 Operational Management</li> <li>○ Indicator 3.2 Resource Management</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Domain 2: Talent Management             <ul style="list-style-type: none"> <li>○ Indicator 2.1 Recruitment, Selection and Retention</li> <li>○ Indicator 2.2 Professional Learning</li> <li>○ Indicator 2.3 Observation and Performance Evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Domain 4: Culture and Climate             <ul style="list-style-type: none"> <li>○ Indicator 4.1 Family, Community and Stakeholder Engagement</li> <li>○ Indicator 4.2 School Culture and Climate</li> <li>○ Indicator 4.3 Equitable and Ethical Practice</li> </ul> </li> </ul>

**Internal Data Analysis**

The Strategic Planning Team reviewed multiple internal data sources (listed below) and analyzed the data to determine strengths and areas for improvement for Sterling Community School. The results were organized linking strengths and challenges to the 4 Domains of the CT Leadership Framework.

**Internal Data Sources:**

- Strategic School Profiles
- Student enrollment and staffing trends
- Community Survey responses
- Student Focus group responses
- Preliminary School Climate Survey responses
- Focus Group responses
- Town
- Facilities
- Special Education
- Budget
- Student Accountability – Assessment and Achievement results
- Other – Extra Curricular Activities

**Internal Data Summary**

<b>Instructional Leadership</b>	
<b>Strengths</b>	<b>Data Source</b>
<ul style="list-style-type: none"> <li>• Student/teacher ratio</li> <li>• Retention in general</li> <li>• Safe learning environment</li> <li>• Caring, dedicated teachers</li> <li>• Teachers dedicated beyond the classroom</li> <li>• Teachers best part of learning</li> <li>• Preparing students for High School (89 out of 103 responses)</li> <li>• Friends/students</li> <li>• Academics</li> <li>• Respect</li> <li>• 100% of classes taught by highly qualified teachers</li> <li>• 65.8% of students with disabilities spend 79.1% -100% of time with non-disabled peers (LRE slightly below state)</li> <li>• Regular EC Placement 100% (target is 77.25%)</li> <li>• Small class size</li> <li>• Low per pupil expenditure – do more with less</li> </ul>	<ul style="list-style-type: none"> <li>• School Profile</li> <li>• School Profile</li> <li>• School Climate Survey</li> <li>• Community Focus Group</li> <li>• Community Focus Group</li> <li>• Student Survey</li> <li>• Community Survey</li> <li>• Student Survey</li> <li>• SBAC Results</li> <li>• Surveys and Community Conversations</li> <li>• School Profile</li>   <li>• School Profile</li> <li>• School Profile, Surveys, Community Conversation</li> <li>• Budget</li> </ul>

Instructional Leadership	
Weakness	Data Source
<ul style="list-style-type: none"> <li>• Low per pupil expenditures 14/17</li> <li>• \$17,700 on tech yet need 21<sup>st</sup> Century</li> <li>• 26 Students placed outside of district               <ul style="list-style-type: none"> <li>• 33.3% SCS</li> <li>• 6.3% State</li> </ul> </li> <li>• \$796,309 Cost of students tuition out</li> <li>• 31.9% Eligible free and reduced lunch</li> <li>• Decrease separate class placement did not meet</li> <li>• Supervision</li> <li>• Social Needs</li> <li>• Communication</li> <li>• Support</li> <li>• Budget constraints</li> <li>• Cuts in wrong areas</li> <li>• Not prepared for HS, lack of funding</li> <li>• High School Options/students struggle with life skills</li> <li>• Inability to staff faculty appropriately</li> <li>• Staff retention/paras/subs</li> <li>• Funding resources to accommodate students</li> <li>• Cuts to technology</li> <li>• Science/it is all packets and not hands on</li> <li>• Need more hands on instruction</li> <li>• Class noise level</li> <li>• Parent involvement</li> <li>• Drop Out Rate 2014-2015 14%</li> <li>• Increase Graduation Rate 70.3%</li> </ul>	<ul style="list-style-type: none"> <li>• District Profile</li> </ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> <li>• TWNDP</li> </ul> <ul style="list-style-type: none"> <li>• Community Survey</li> </ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> <li>• Student Survey</li> </ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> <li>• Focus Group</li> </ul> <ul style="list-style-type: none"> <li>• School Profile</li> </ul>

Talent Management	
Strength	Data Source
<ul style="list-style-type: none"> <li>Professional Learning</li> <li>PDEC Committee supports teacher growth</li> <li>Teacher student ratio</li> <li>IT</li> <li>Intervention staff</li> <li>Staff and Coaches</li> <li>Our capacity</li> <li>Budget allocations for professional learning \$13,150</li> <li>Collaboration with EASTCONN</li> </ul>	<ul style="list-style-type: none"> <li>Budget</li> <li>Strategic School Profile</li> <li>Strategic School Profile</li> <li>Strategic School Profile</li> <li>Strategic School Profile</li> <li>Budget</li> <li>Budget</li> <li>Budget</li> </ul>

Talent Management	
Weakness	Data Source
<ul style="list-style-type: none"> <li>Diversity of staff, ethnicity and gender</li> <li>Professional learning funding</li> <li>Unable to retain science teacher</li> <li>Salary scale makes it difficult to attract teachers</li> </ul>	<ul style="list-style-type: none"> <li>School Profile</li> <li>Budget</li> <li>Student Survey</li> <li>SSP</li> </ul>

Organizational Systems	
Strength	Data Source
<ul style="list-style-type: none"> <li>Facilities/ Beautiful School (new)</li> <li>Large building capacity 536/ to date we have 431 students Prek-12, 82,300 square feet – 2013 enrollment 429.</li> <li>Town 2011-2015 3,794 people will grow to 4,428 by 2020</li> <li>Capacity 536/enrollment 479</li> <li>Technology/infrastructure equipment good in school</li> <li>Small class size</li> <li>Behavior Response Systems/SRBI</li> <li>Organizational chart</li> <li>Town Owned bus company – cost savings, no vandalism)</li> </ul>	<ul style="list-style-type: none"> <li>Public School Facilitates</li> <li>CERC Town Profile 2017</li> <li>Condition of Public School Facilities</li> <li>SSP</li> <li>Aims web benchmarking</li> </ul>

Organizational Systems	
Weakness	Data Source
<ul style="list-style-type: none"> <li>Declining Enrollment</li> <li>Minimal to no budget increases</li> <li>Per pupil expenditure one of the lowest in the state 164 out of 169. State average \$15,178 Sterling Average \$12,632</li> <li>Labor Force – unemployment rate Town 7.4% County 6.3% State 5.7%</li> <li>Size of school capacity 536/ enrollment 431 Prek-12 Growth rate of .35% to .07%</li> <li>Scheduling opportunities for Prk-8</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment data</li> <li>Per pupil cost comparison, budget info</li> <li>Data from 2014 Ct School Finance Project</li> <li>Labor Force</li> <li>Ct. School Facilities</li> </ul>

Culture and Climate	
Strength	Data Source
<ul style="list-style-type: none"> <li>The school clearly communicates how parent volunteers can help</li> <li>Parent volunteers are made to feel appreciated</li> <li>Students stop other students from insulting or making fun of other students</li> <li>There is a culture for preparing students for the future</li> <li>Friendly and caring staff relationship with BOE</li> <li>Excellence with kindness</li> <li>Foster and support ongoing program development to expand and improve student achievement</li> <li>Communication with family</li> <li>Increasing parent/community engagement</li> <li>Community takes care of its own</li> <li>Whole child/whole family focus</li> </ul>	<ul style="list-style-type: none"> <li>Student climate report</li> <li>Student survey</li> <li>Community Survey</li> <li>Focus Group</li> </ul>

<ul style="list-style-type: none"> <li>• Small class size</li> <li>• Positive relationships: Teacher to student Student to student</li> <li>• National Junior honor society</li> <li>• Positive learning environment</li> <li>• Environment of respect</li> </ul>	
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Culture and Climate	
Weakness	Data Source
<ul style="list-style-type: none"> <li>• Lack of community events</li> <li>• Increased perception of discipline issues</li> <li>• Identified need for greater home/school collaboration</li> <li>• Student lack of engagement</li> <li>• Lack of parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Community Survey</li> <li>• Student Survey</li> <li>• Student Survey/Focus Group</li> <li>• School Climate Report</li> </ul>



### **External Data Analysis: Environmental Scan**

The Strategic Planning Team also reviewed multiple external factors that affect education at Sterling Community School. Over the past five years, major changes have been introduced in the field of education and in Connecticut. While many initiatives are well intentioned, we must constantly ask ourselves how each helps to prepare students for the 21<sup>st</sup> Century. Using the four Domains of the CT Leadership Framework as an organizer, the Team reviewed the major changes introduced in Connecticut and the critical issues facing Sterling Community School. They then identified opportunities and challenges created by these critical issues.

#### **Environmental Scan Categories:**

- Education – local, state, national, issues, mandates
  - Compliance issues related to ESSA ( Every Student Succeeds Act) passed by Congress in August 2016
  - New Testing and Educator Evaluation
  - New student Assessments - SBAC –Testing of 21<sup>st</sup> Century Skills and Content
  - Implementation of Common Core State Standards – Increased learning expectations in Language arts, Math, Social Studies and Science
  - Student-Centered Learning – Personalization, Choice and Mastery
  - New models of professional learning for Adult-Centered Learning
  - Digital Impact on Learning
- Economics – local, state, national and global economic outlook
  - Federal Budget
  - Connecticut State Department of Education funding levels
  - Federal Title funding
  - Health of local economy
- Demographics – population shifts, changes in social/emotional needs of families and youth
  - District Population changes
  - Sterling Enrollment
  - The changing social/emotional needs of our students with increasingly diverse backgrounds and circumstances
- Technology/Information – technology changes and impact on education
  - Social Media
  - Blended/online learning
  - Technology access
- Political – local, state, national and global political climate
  - Political support for education
  - CCJEF ruling (CT Coalition for Justice in Education Funding)

**External Data Summary**

Area	Issues	Impact in the next 1-3 years	Implications	
<p><b>I. Education</b>  <i>(local, state, national issues/mandates)</i>                      ESSA ( Every Student Succeeds Act)                      Evaluation                      SBAC                      Common Core                      Student-Centered Learning</p>	<ul style="list-style-type: none"> <li>• Inconsistency of standards being taught</li> <li>• Lack of parent support for SBAC and Common Core</li> <li>• Staff and student attendance</li> <li>• Lack of social/emotional support</li> <li>• Feeling safe</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps in learning</li> <li>• Professional collaboration time</li> <li>• Limited knowledge of progress</li> <li>• Inconsistency in programming</li> <li>• Disrupts learning/behavioral issues</li> <li>• Students cannot focus on learning.</li> </ul>	Instructional Leadership  x	Talent Management
			Organizational Systems	Culture and Climate  x
<p><b>II. Economics</b> <i>(local state national economic outlook)</i>                      Federal Budget                      CSDE funding levels                      Federal Title funding                      Health of local economy</p>	<ul style="list-style-type: none"> <li>• 164/169 per pupil expenditure</li> <li>• 14/17 in our DRG for pupil expenditure</li> <li>• State Department Cuts</li> <li>• Increase in unfunded state mandates</li> <li>• Uncertain state funding</li> <li>• Decreased Federal Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to compete with our other towns</li> <li>• Having to do more with less funds</li> <li>• Decreased professional learning</li> <li>• Decrease in enrichment opportunities</li> <li>• Impacts cultural environment</li> <li>• Limits available programs/ opportunities for students</li> </ul>	Instructional Leadership  x	Talent Management  x
			Organizational Systems  x	Culture and Climate  x

Area	Issues	Impact in the next 1-3 years	Implications	
<b>III. Demographics</b> ( <i>shifting demographics, changes in social, emotional needs of families and youth.</i> )  Population changes Enrollment changes	<ul style="list-style-type: none"> <li>• Declining enrollment</li> <li>• Increased need for social/emotional support</li> <li>• Homogeneous community group</li> <li>• Lack of culture and diversity</li> <li>• Sterling has a socioeconomic divide</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing/Budget</li> <li>• Staffing/budget for programs/intervention</li> <li>• Need for cultural experiences</li> <li>• Lack of background knowledge effects teaching and learning climate</li> <li>• Stagnates growth</li> <li>• Varying view points</li> </ul>	Instructional Leadership  x	Talent Management  x
			Organizational Systems	Culture and Climate x
<b>IV. Technology / Information</b> ( <i>changes in our world and impact on education</i> ) Social Media Blended/online learning Technology access Smartphones	<ul style="list-style-type: none"> <li>• Social Media-</li> <li>• Blended on line learning/Flipped classrooms</li> <li>• Increased use of tech/Tech access/use of smartphones</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying/ need to teach social use, creates lack of communication skills, addictive, need alternate forms of communication</li> <li>• New teaching strategies for teachers/ resources/tools</li> <li>• Access, Cost, quickness of how obsolete tech is, need a replacement plan</li> <li>• Less reliance on teaching</li> <li>• Balance – incorporate speaking and listening skills.</li> <li>• Need to engage learners differently</li> <li>• There is a cost to keep up with infrastructure</li> </ul>	Instructional Leadership  Teaching them how to use it x	Talent Management  Knowledge of adults x
			Organizational Systems  Cost x	Culture and Climate  Bullying Instant Gratification x

		<ul style="list-style-type: none"> <li>• Need to train teachers on how to effectively incorporate technology for critical thinking, collaboration and different communication skills</li> <li>• Training cost</li> <li>• Technology enables greater global connections</li> </ul>		
Area	Issues	Impact in the next 1-3 years	Implications	
<b>V. Political</b> ( <i>local, state, national political climate</i> )  November elections Political support for education CCJEF ruling (CT Coalition for Justice in Education Funding)	<ul style="list-style-type: none"> <li>• Timing of State vs. local budgets</li> <li>• Unfunded mandates</li> <li>• Lack of financial accountability</li> <li>• Gun Control Debate</li> <li>• Gender Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Town/School Budget must be set before, not enough budgeted if state decreases funding</li> <li>• IE: TEAM takes funds from other initiatives</li> <li>• Teacher retirement and recruitment</li> <li>• Communication</li> <li>• Budget for Security</li> <li>• Budget for security guards</li> <li>• Policy changes needed</li> </ul>	Instructional Leadership	Talent Management
			x	Organizational Systems
			x	x

Implementation of many of these mandates requires a change in thinking and practice. While well intentioned to advance schools ability to ensure **all** students are college, career and life ready for an ever-changing global society, increased expectations in curriculum, instruction and assessment occurred during a time of district leadership transition in Sterling. Recognizing the importance of sustaining a plan in the midst of the Sterling BOE, Strategic Planning Steering Committee and Strategic Planning Team all recognize the importance of creating a comprehensive plan that capitalizes on future opportunities and serves as a coherent road map to guide district advancement in the best interest of Sterling students.

From the synthesis of the internal and external data analysis, the Strategic Planning Team began to identify the most crucial issues and impacts on Sterling Community School. Using a protocol that provides a statement starter of “Unless we”, followed by the insertion of the challenge, the Team worked to turn the challenge into an opportunity by completing the statement starter “If only we can” followed by an opportunity that if implemented would advance Sterling Community School in actualizing their vision of the graduate. A summary of the process follows.

<b>Critical Issues: Threats/Challenges and Opportunities</b>	
<b>THREATS/CHALLENGES</b>	<b>OPPORTUNITIES</b>
<b>Unless we ...</b> ❖ have more hands-on teaching and learning we will have disengaged students	<b>If only we can ...</b> ❖ can have more hands-on learning we can have more student engagement
<b>Unless we ...</b> ❖ have a science teacher our students will not be prepared for high school	<b>If only we can ...</b> ❖ hire an actual science teacher we can better prepare our students for high school
<b>Unless we ...</b> ❖ have a more consistent application of our disciplinary policy we will continuously have destructive behaviors in the classroom and less classroom participation	<b>If only we can ...</b> ❖ implement an adjusted disciplinary policy equally among children we will have a better classroom experience and more class participation
<b>Unless we ...</b> ❖ change the teachers’ contract to accommodate flexibility with planning time our schedule will continue to prohibit best practice for all students across grade levels	<b>If only we can ...</b> ❖ change teachers’ contract to accommodate flexibility with planning time students will be afforded best practice across grade levels and content
<b>Unless we ...</b> ❖ decrease attendance issues for staff and students we will continue to have inconsistency with teaching and learning	<b>If only we can ...</b> ❖ increase staff and student attendance we will be more consistent with our teaching and learning as well as build positive relationships

<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ implement a rigorous curriculum, we will not close our gap in learning, or improve test scores</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ implement rigorous curriculum, we will close our gap in learning and improve test scores</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ increase parent involvement children won't succeed</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ foster family involvement by providing purposeful reasons to get parents in school to support their children</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ prepare students for high school they won't be successful</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ engage the desire to learn by personalized learning and choice</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ address the social emotional needs our students their success in school will be impacted</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ develop positive relationships and interpersonal skills then our students will succeed.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ address the need to teach social media etiquette student will be bullied</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ teach them to understand the ethical use of technology students may misuse it</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ increase funding to school we won't have everything we need to educate our students for 21<sup>st</sup> century</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ creatively use the funds available to improve teaching</li> <li>❖ have time to write grants</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ improve social and emotional health we will have students who have behavior problems</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ provide increased opportunities for social-emotional learning (community conversation)</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ increase our diversity of staff and students our students will remain culturally sheltered</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ bring diversity to the students through creative arts, school-wide activities, cultural fairs, technology</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ increase enrollment we risk losing staff</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ use our mission statement to advertise our school</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ Properly staff our school system we will not have the adequate capacity to prepare our students</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ Staff our programs so that all students' needs are met – science, library, para-support</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ Increase creative opportunities our students will not reach our vision</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ increase creative arts opportunities students will be exposed to diversity, critical thinking, and creative problem solving</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ Educate our town on the importance of the school budget their won't be a shared understanding and value</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ show the town what we have</li> </ul>

<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ increase our per student spending we will not achieve our vision of the graduate</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ increase per student spending we will achieve the vision of our graduates.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ use research to guide our practices we may not be able to achieve this mission</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ train our staff in free research-based practices to reach our mission.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ improve the connection between school and parents students will not improve test scores</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ reach out to parents to educate on the process and purpose of testing and common core we will improve test scores.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ can show the parents we truly care we'll never reach them</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ develop strong, caring, genuine relationships with parents through engaging community events.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ address social-emotional pieces of students the climate will not improve</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ address the social-emotional pieces of students, the climate will improve.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ problem solve our budget issues, we won't be able to support our needs</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ increase our revenue stream.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ increase student engagement with hands-on opportunities we will have disengaged students who could have discipline issues</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ increase engagement.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ increase parent, family and community involvement for our children's success we won't have strong partnerships</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ increase family and community involvement.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ address our social emotional learning for students, our discipline issues will increase</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ increase mental health support.</li> </ul>
<p><b>Unless we ...</b></p> <ul style="list-style-type: none"> <li>❖ Support our students with ethical and safe tech use our students will struggle with communication and information gathering</li> </ul>	<p><b>If only we can ...</b></p> <ul style="list-style-type: none"> <li>❖ utilize our current tech effectively and train staff.</li> </ul>

**Results Analysis**  
 Identifying patterns and priorities  
 Defining the gap between desired and current state

**Phase 3: Results Analysis**

Once the data had been reviewed and organized, the Strategic Planning Team prioritized the results to determine the opportunities that would have the greatest impact in realizing the Vision of the Sterling Graduate. This summary served as the springboard to create the Strategic goals to advance Sterling Community School. The results of that analysis follows:

**Summary of Opportunities**

Opportunities	
<ul style="list-style-type: none"> <li>❖ Increase Students' engagement               <ul style="list-style-type: none"> <li>❖ Incorporate 21<sup>st</sup> century skills</li> <li>❖ Incorporate personalization, specifically voice and choice</li> <li>❖ Increase hands-on learning experiences</li> <li>❖ Provide rigorous and relevant curriculum and instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Teach students the technology skills needed for 21<sup>st</sup> century success               <ul style="list-style-type: none"> <li>❖ Train teachers to use technology effectively to enhance learning</li> <li>❖ Ensure progressive technology is available and up to date</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>❖ Address Family involvement               <ul style="list-style-type: none"> <li>❖ Develop effective communication to all families</li> <li>❖ Openly inform and engage families/community in the learning process</li> <li>❖ Develop positive relationships with students, families, and community</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Create caring environments to address growing social-emotional needs</li> </ul>
<ul style="list-style-type: none"> <li>❖ Train staff in best practices for engagement, technology and strategies to incorporate social-emotional learning and academics</li> </ul>	





#### **Phase 4: Goal Setting**

Using the prioritized opportunities the Strategic Planning Team then formulated and prioritized strategic goals that, if achieved, would move Sterling Community School toward realizing the Vision of the Sterling Graduate. The Team used the following essential questions as criteria for prioritizing their strategic goals:

- ❖ Have we considered immediate versus long term?
- ❖ Is it measureable and obtainable?
- ❖ Does it relate to our Vision, Mission and Core Values?
- ❖ Is it a high leverage goal that helps us reach our Vision?
- ❖ Is it a goal that we can come to consensus on?

The Strategic Planning Team identified the following six Strategic Goals for Sterling Community School:

1. Sterling Stakeholders will embrace and bring to life a shared mission, core values, vision of a Sterling Graduate and goals.
2. Sterling students will be engaged and challenged to achieve by actively participating in curriculum, instruction and assessment that is personally relevant and challenging, and embeds critical thinking, communication, collaboration, and problem solving through a student centered focus.
3. Sterling Community School will build the capacity and maintain a highly effective, well trained staff of lead learners, who think critically, collaborate, and problem solve as demonstrated by their creation of a dynamic, collaborative, respectful, professional learning environment.
4. Sterling Community School enhances student, parent and staff centered learning with a progressive digital learning environment.
5. Sterling will cultivate positive, caring and supportive relationships reaching students, family, and community stakeholders.
6. Sterling will provide a safe, healthy and supportive environment for learning where students build resilience (by reaching and developing philosophies of common language, expectations, practices and understanding)

*Aligning Actions with  
Strategic Focus*

- Action Steps
- Responsibilities
- Resources
- Timeline
- Benchmarks
- Indicators of Success

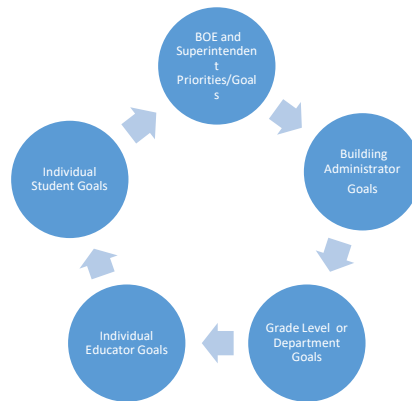
**Phase 5: Strategic Action Planning**

Once strategic goals were set and agreed upon sub-groups of stakeholders were identified to complete the action plans for each goal. The process began on the fourth evening of strategic planning and continued in additionally scheduled sessions. Those available members of the subgroups met after school and in the evenings during sessions held in April to complete the action plans.

Goal 1	Goal 2	Goals 3	Goal 4	Goal 5 and 6
<ul style="list-style-type: none"> <li>❖ Gail Lanza, Superintendent</li> <li>❖ Anders Bachman, Teacher</li> <li>❖ Laura Smith, Teacher</li> <li>❖ Courtney Langlois, Parent</li> </ul>	<ul style="list-style-type: none"> <li>❖ Jill Shamback, Teacher</li> <li>❖ Shari Ternowchek, Principal</li> <li>❖ Rebecca Gervais, Parent</li> <li>❖ Nancy Chenette, Parent</li> <li>❖ Jacqui McDonald, Parent</li> <li>❖ Elaina Hermonont, Community</li> <li>❖ Hanna MacDonald, Student</li> </ul>	<ul style="list-style-type: none"> <li>❖ Traci Jamieson, Teacher</li> <li>❖ Andrea McKenzie, Teacher</li> <li>❖ Ginger Coleman, Teacher</li> <li>❖ Jackie Angelone, Teacher</li> </ul>	<ul style="list-style-type: none"> <li>❖ Alex Wiegel, Technology</li> <li>❖ Heather Nickerson, Teacher</li> <li>❖ Kim Gunn, Community</li> <li>❖ Derek Anforth, Parent</li> </ul>	<ul style="list-style-type: none"> <li>❖ Danielle Hart, Parent</li> <li>❖ Diane Talbot, Parent</li> <li>❖ Christine San Souci, Parent</li> </ul>

For each of the six goals’ achievable actions steps, those responsible for carrying out the action steps and potential resources to achieve the action steps were identified and listed. An estimated timeline for each goal is given with accompanying benchmarks toward progress. It is important to note that while competing mandates and initiatives come up through the year, if they do not support the work of the strategic plan, the district has to question their value. Staying focused towards the desired outcomes within a reasonable timeframe is the goal of coherence.

A Strategic Plan is a living, breathing document. It is important to schedule intentional time throughout the year at all levels of the organization to monitor implementation, review progress, modify, and adjust as necessary. Creating a through line to Board, administrator, teacher and student goal setting provides opportunity for ongoing reflection, dialogue and feedback toward the shared focus for advancement. An intentional and planned timeline for review follows.



**Minimal Review of Progress toward Goals/Reflection/ Adjustments**

Board of Education	Mid-year and end of year
Superintendent	Mid-year and end of year
Administration	Mid – year and end of year
Professional Teams	Quarterly
Teachers	Mid-year and end of year
Students	Quarterly

In meetings held in late April and Early May with the Strategic Planning team, we finalized the following Strategic Advancement Plan. The document serves as tool for direction, decision making, communication, budget planning, coherence and advancement for all. Following the strategic plan is a communication plan to begin the roll out of the Sterling Vision, Mission, Core Values and Strategic Plan to stakeholders.

### Sterling Community School Advancement Plan

<b>Goal # 1</b> Sterling Stakeholders will embrace and bring to life a shared mission, core values, vision of a Sterling Graduate and goals. (Stakeholders is defined as Students, staff, faculty, BOE and Administrators, town officials, community, families)					
Activities (What might we do?)	Persons Responsible	Timeline	Benchmark/ Status	Resources Required <ul style="list-style-type: none"> <li>• Resources available</li> <li>• Resources needed</li> </ul>	Communication Strategies
Create and execute a communication plan to share the newly created vision, mission and core values	Superintendent/BOE/ Administration/ Others identified	Create -Spring 2018 Execute – Spring 2018- Fall 2018	Created Communication plan	Calendars of various stakeholder meetings/event	Presentations at various community stakeholder meetings
Establish a way to highlight a core value per month to provide exposure, modeling and recognition of the characteristic.	Principal/Teachers/ PBIS	2018-2019	Schedule Activities	Copy of core values Time to schedule focus/activities/process	Highlighted in newsletters, web, school communications
Establish a contest for students/families to create a school logo of the vision	Principal/teachers/ Parents	Fall-Winter 2018	Created Logo	Vision. Mission, Core Values	Logo used on communications
Utilize the vision, mission and core values as a part of all communications (Letterhead, newsletters, web, BOE agendas, staff communication, etc.)	BOE/Superintendent/ Principal/Parent groups/Technology Integration Specialist/Admin. Assistants	Summer 2018 Fall 2018  2018-2019 Ongoing	Documents with V, M, CV	Vision, Mission, Core Values	All written communications

Create a visual representation of the vision, mission and core values by collecting photographs of the vision, mission and core values in action and identifying where and how to display	Administrators/ Teachers/ Technology Integration Specialist and Tech Committee	2018-2019	Photos representing to Core Values	Access to photos	Use on all communications, website
Research website displays and revise website to incorporate the vision, mission and core values	Technology Integration Specialist Tech Committee	2019-2020	Revised website	School websites	Website
Create a visual of the vision, mission at the entrance of the school	Principal/Art Teachers/Parent Groups	Summer 2019	V, M CV visual upon entering school Brochure	Artistic ability Supplies	Visual message upon entering school
Create a brochure of Sterling Community School serving as a tool for marketing “who we are” and communication representing the vision, mission and core values.	Superintendent/ Principal/			Marketing/graphic design assistance	Available to new families, realtors
Research and explore how other districts use the vision, mission and core values to identify additional strategies, share and potentially implement	Superintendent/ Principal/Technology Integration Specialist/Parent Groups	2019-2020	Additional action steps	Research time	Leadership meetings, technology committee, appropriate groups as identified

Evidence of Success/Results

Outcomes:

- Stakeholders will learn and understand Sterling School mission and core values and how they will affect our future Sterling Graduates.
- Stakeholders will know and utilize a common language around our core values and beliefs
- All stakeholders will demonstrate ownership and investment in Sterling School’s core values and beliefs.

Sterling Community School Advancement Plan

**Goal # 2:** Sterling students will be engaged and challenged to achieve by actively participating in curriculum, instruction and assessment that is personally relevant and challenging, and embeds critical thinking, communication, collaboration, and problem solving through a student centered focus.

Activities (What might we do?)	Persons Responsible	Timeline	Benchmark/ Status	Resources Required <ul style="list-style-type: none"> <li>• Resources available</li> <li>• Resources needed</li> </ul>	Communication Strategies
Establish common teacher collaboration time for common planning of curriculum, instruction and assessment	Principal/teachers	Spring 2018	Schedule	Personnel	Team time
Engage educators in common book study – suggested books <ul style="list-style-type: none"> <li>• <u>Leaders of Their Own Learning</u> – Ron Berger</li> <li>• <u>Learning That Lasts</u> – Ron Berger</li> </ul>	Principal/PDEC/ Teachers	Fall/Winter 2018	Reflections on learning	Books, on-line tools for discussion, time for discussion and processing information, collaboration with PDEC	Professional learning time
Explore and identify effective engagement strategies that address <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Communication</li> <li>• Collaboration</li> <li>• Problem Solving</li> </ul>	Teachers/Principal	2018-2019	Identification of effective strategies for each	Books, videos, visitations, workshops Peer collaboration time	Professional learning time Team time
Pilot strategies across grade levels	Teachers	2019-2020	Feedback loop	Peer observation/ collaboration time	Professional learning time

Identify and come to consensus on school-wide engagement strategies to be implemented K-8 (including voice/choice)	Teachers	Fall 2020	Implementation Fidelity Feedback	Professional learning opportunities: books, on-line resources, peer collaboration, time, research on effective strategies, articles, workshops	Professional learning time
Unpack and prioritize Common Core State Standards in ELA/Math/Science/SS by grade	Teachers	ELA 2018-2019 (yr. 1) Science/SS 2019-2020 (yr. 2) Math 2021-2022 (yr.4)	Identified priority standards by grade and content	Instructional coaching support/Consultant Time Standards	Grade level/content documentation
Research and identify best practices in ELA across the grades	Teachers/Principal	2020-2021	Set of K-8 literacy expectations	Research, Access to experts in the field of literacy, literacy guidance	Professional learning time
Identify and map out curriculum units of study for ELA/Math and Science/SS by grade, connecting standards to units	Teachers	ELA 2018-2019 (yr. 1) Science/SS 2019-2020 (yr. 2) Math 2021-2022 (yr.4)	Mapped units by grade and content	Instructional coaching support/Consultant Curriculum resources	Documented units Google drive
Create 1 integrated hands-on relevant/authentic/project based unit per year with learning targets, rubrics for self-assessment and feedback	Teachers	2020 – 2021 (yr. 3), then annually	Completed Integrated units	Instructional coaching support/Consultant Time	Documented units Google drive

Identify Learning Targets from standards for daily instruction	Teachers	2019-2020	Daily learning targets posted with demonstrated student knowledge	Collaborative time Instructional Coaching support/Consultant	Google drive
Engage teachers in professional learning to know how to effectively use learning targets to guide instruction and goal set with students	Principal/PDEC	2019-2020	Teachers postings of learning targets and ability to unpack with students	Professional learning opportunities Instructional coaching Feedback	Professional learning time
Establish a process for student self-reflection and goal setting of learning targets for assessment	Principal/Teachers	2020-2021	Teachers differentiating for student goals	Time	Goal setting conferences
Research, establish, implement a phase-in for student-led conferences K-8 where students provide mastery of outcomes <ul style="list-style-type: none"> <li>• Site Visits to district implementing</li> </ul>	Principal/Teachers/ PDEC	2020-2021	Written process Phase in schedule	Visitation time Model processes	Parent conferences
Create report card committee, research, revise, report card and review	Principal/Teachers/ committee	2021-2022	Committee, agendas/minute and revised report card	Model report cards Committee members	Report card committee agendas and minutes Parent group meeting Open House Parent conferences




## Evidence of Success/Results

### Outcomes:

- Students will successfully achieve their individual learning goals and continually build upon their strengths
- Students will retain and apply their learning across disciplines and beyond the classroom
- Students will be intrinsically motivated
- Students will be prepared for high school and beyond

Sterling Community School Advancement Plan

**Goal # 3:** Sterling Community School will build the capacity and maintain a highly effective, well trained staff of lead learners, who think critically, collaborate, and problem solve as demonstrated by their creation of a dynamic, collaborative, respectful, professional learning environment.

Activities (What might we do?)	Persons Responsible	Timeline	Benchmark/Status	Resources Required <ul style="list-style-type: none"> <li>• Resources available</li> <li>• Resources needed</li> </ul>	Communication Strategies
Maintain an active PDEC committee	PDEC Committee	Ongoing	# of volunteers for committee	PDEC Handbook/expectations	PDEC meeting agendas and minutes
Evaluate and Analyze Staff Learning needs in relation to the strategic plan goals through surveys and professional learning feedback	PDEC Committee	Fall 2018 Annually thereafter	Data from surveys, needs assessments, professional learning feedback forms	Survey data and other forms of professional learning feedback Access to online tools	
Use data to identify, plan and provide support for differentiated needs for addressing educators at the varying stages of the change process.	PDEC Committee	2018-2019 Annual process	Increased responses to Professional learning feedback forms	Survey data and other forms of professional learning feedback Access to online tools	
Identify and make public in house experts related to the strategic plan goals to facilitate collegial learning	PDEC Committee/Teachers	Winter 2018-2019	List of human resources	Data on staff expertise	
Establish a process for educators to lead learning.	PDEC Committee/Teachers	Spring 2019 Ongoing	Request process for teachers to lead PL	Process for staff to identify what, when, how and the outcomes for learning	

Research and apply adult learning designs in opportunities to meet varying learner needs	PDEC Committee	Spring 2018		Learning Forward Resources	PDEC meeting agendas and minutes
Research and support establishment of collaborative professional learning (PLC's) with protocols for group efficiency	Principal/PDEC Committee/Teachers	2019-2020	PLC process/protocols	Articles, Webinars, workshops, visitations	PLC team minutes
Create a structure for professional learning environment through annual mapping and implementation of PL	PDEC Committee	Spring 2018 Annually thereafter	Annual map of Professional Learning	PDEC Committee time	PDEC agendas and minutes
Research, create and implement a feedback process to monitor the progress of professional learning impact on advancing teacher practice	PDEC Committee/Principal/Teachers	2019-2020 Research and pilot 2020-2021 Implement	Action plan and timeline	Readings, visitations, consultant support PDEC Committee time	PDEC agendas and minutes
Create and Document effective practice in PDEC handbook.	PDEC Committee	Spring 2018/Fall 2018	PDEC Handbook	PDEC Committee time	PDEC agendas and minutes
Design and implement annual new teacher induction to include identified effective practice that becomes "the Sterling Way".	Principal/PDEC Committee	August 2018 August annually thereafter	New Teacher Induction Outline/Activities	PDEC Committee time Funding for orientation	PDEC agendas and minutes
Identify and Create opportunities for recognizing and celebrating adult learning.	PDEC Committee/Principal/Teachers	Spring 2019 Annually	Activities/Shared Learning	TBD	PDEC agendas and minutes

## Evidence of Success/Results

### Outcomes:

- Establishment of a culture where staff are being recognized for being a productive member of the community
- Structure for peer collaboration
- Provide opportunities for all stakeholders to become leaders
- Cultivate positive professional relationships of mutual caring and respect

Sterling Community School Advancement Plan

Goal # 4: Sterling Community School enhances student, parent and staff centered learning with a progressive digital learning environment.					
Activities (What might we do?)	Persons Responsible	Timeline	Benchmark/ Status	Resources Required <ul style="list-style-type: none"> <li>• Resources available</li> <li>• Resources needed</li> </ul>	Communication Strategies
Establish a technology committee	Technology Specialist/Principal	Fall 2018	Committee	Time Volunteers	Committee meeting agendas and minutes
Identify and implement an annual technology needs assessment to staff	Technology Specialist/Tech Committee	Fall 2018	Needs Assessment	Time Tech Experts	Results shared between Technology committee and PDEC
Collaborate with PDEC committee to review needs assessment and plan professional learning for staff	Technology Specialist/PDEC Chair	Spring 2019	Planned PD	Collaboration time	
Identify and document the priority technology skills and knowledge from standards to be mastered by each grade level	Tech. Specialist /Tech Committee	2019-2020	Skills per grade	Release time Standards Consultant support	Grade level skills to be shared out with teachers
Communicate above and support integration into instruction	Tech. Specialist	2020-2021	Coaching schedules	Job embedded instructional coaching	
Research, identify, pilot and implement an assessment tool to measure student digital literacy.	Tech. Specialist /Tech Committee	Research and identify 2020-2021 Pilot 2021-2022 Implement 2022-2023	Tools Pilot outcomes	Time Networking time with other professionals	Technology committee agendas and minutes

Integrate digital tools into annual project based unit for enhancement of student learning of 21 <sup>st</sup> century skills (critical thinking, communication, collaboration and problem solving)	Teachers	2020-2021	Units with integrated technology and digital literacy	Collaboration, release time Instructional coaching	Curriculum units of instruction
Train and create in house experts in the collaboration tools of google docs	Teachers	2019-2020	List of experts	Trained Facilitator Professional Learning time Workshops	Technology committee and PDEC committee meeting minutes
Support teachers with the Integration and use of Chromebook	Tech Specialist	2018-2019 2019-2020	Coaching schedule	Instructional Coaching “	
Research and identify App to push out communication	Tech Specialist/Tech Committee/Parent Groups	2018-2019	Identified App	Budget	Website, school newsletter, open house
Design and implement an annual technology showcase for parents and community	Tech Specialist/Tech Committee/Teachers /Students	2019-2020	Date	Technology/space/ integration projects	Website, press release, social media
Annually review and update technology inventory, resources, tools	Tech Specialist/Principal	2018-2019 Annually thereafter	Annual update	Budget	Reports to administration
Create a replacement cycle Research, define, explore a project management plan for Sterling Technology equipment and use	Tech Specialist/Principal/ Superintendent	Research and define 2019-2020 Explore PMP 2020-2021	PMP	Budget	Reports to administration
Explore, identify, pilot, implement technology walks as a means to gather data and measure effective use of technology	Tech Specialist and Tech Committee	2022-2023	Walk Schedule	Visitations Protocols Time	Data to staff, PDEC and Technology committee

## Evidence of Success/Results

### Outcomes:

- Students will demonstrate learning using digital tools (i.e. Presentations, website, data)
- Parent participation in learning will increase
- Teachers/Staff will gain new knowledge and skills through individual/small group informal learning opportunities

Sterling Community School Advancement Plan

Goal # 5: Sterling will cultivate positive, caring and supportive relationships reaching students, family, and community stakeholders.					
Activities (What might we do?)	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed	Communication Strategies
<b>Faculty and Students</b>					
Research, identify, pilot and implement routine community building activities K-8	Principal/Teachers	Research/ Identify/Pilot 2018-2019 Implement 2019-2020	Identified activities	Time Visitations Readings, Research Instructional Coaching	Teacher collaboration time
Create a process for each student to be connected to a caring adult with routine check-in's and period faculty review	Principal/Teachers/ PBIS	Winter 2018/19	Student/ Adult matches	Student and staff lists Process to connect/monitor	PBIS committee meeting minutes
Research developmental guidance program/advisory models	Social Worker/Principal	2018-2019	Identified Models	Time Research Visitations	Collaborative meetings with administration
Read, research and identify best practices in developing positive school culture	Principal/Teachers PBIS	Fall/Winter 2018	Identified best practices	Time Research	Professional learning time together
Read, research and identify best practices in developing social- emotional learning skills.	Principal/Teachers PBIS	Winter/ Spring 2019	Identified best practices	Time Research Visitations Consultation	PBIS committee minutes and professional learning time
Build consensus on K-8 social-emotional practices to be implemented and monitored for fidelity	Principal/Teachers	Spring 2019	Identified practices with timeline to implement	Collaboration time Instructional coaching	Professional learning time



Identify and implement student interest inventories to guide personalization K-8	Social Worker/School Psychologist/Teachers	2020-2021	Sample inventories to share	Samples	Collaborative professional learning time
<b>Faculty and Families</b>					
Explore research on parent involvement such as Joyce Epstein's 6 areas of parent involvement.	Principal/Parent groups	2018-2019	Shared understanding	Research Readings Workshops	Parent group minutes
Conduct a parent needs assessment	Principal/Parent Groups	Fall 2019-2020	Completed needs assessment	Sample assessments Small work group Collaboration with parent groups	Website, newsletter
Create parent learning events based on needs assessment data	Principal/Parent Groups/Teachers	Spring 2020	Schedule of events	Volunteers Presenters Food Budget	Website, newsletters, social media Website, open house, brochures
Explore, identify, pilot real time parent communication tools to showcase learning linked to Strategic Plan goals	Superintendent/ Principal/Ed Tech Specialist	2018-2019	Identified tool		
Create a Sterling School social media presence. Identify schedule and content for posting, address policy for use	Superintendent/ Principal/Ed Tech Specialist/BOE	2019-2020	Social media use	Training Budget Usage data	Tool itself
<b>School and Community</b>					
Regularly update webpages including biographies and pictures of teachers (Who we are at Sterling School )	Superintendent/ Principal/Ed Tech Specialist/Teachers	2018-2019 Annually	Updated web pages	Time Photos Content	Website

Implement administrator coffees with parents/community members	Superintendent/ Principal	2018-2019 2-4x annually	Schedule Attendance	Budget, Food	Social media, newsletters, website
Conduct a welcoming school audit to collect data and plan	Principal/Parents	2019-2020	Audit results	Consultant	Parent groups, staff meeting
Research and create a calendar of events that build relationships between school/home and community	Principal/Teachers/ Parent Groups	2018-2019 annually	Calendar of events	Collaboration time	Website, social media

Evidence of Success/Results

Outcomes:

- Improved attendance
- Improved behavior
- Improved morale
- Increased parental involvement

Sterling Community School Advancement Plan

Goal #6 Sterling will provide a safe, healthy and supportive environment for learning where students build resilience (by reaching and developing philosophies of common language, expectations, practices and understanding)					
Activities (What might we do?)	Persons Responsible	Timeline	Benchmark/ Status	Resources Required <ul style="list-style-type: none"> <li>• Resources available</li> <li>• Resources needed</li> </ul>	Communication Strategies
Research Best Practices in addressing Trauma/toxic stress	Superintendent/ Principal/School Psychologist/Staff	2018-2019	List of best practice	Research, articles, online, visitations, Regional Education Center Resources	Meeting minutes, google docs
Conduct a self-evaluation of current PBIS/social-emotional/Restorative Justice best practices, identify gap analysis	Principal/Staff/PBIS	2019-2020	Self-evaluation Schedule	Workshops Time	Professional learning time, faculty meetings, share data report
Create action plan from gap analysis	Principal/PDEC/PBIS	2019-2020	Schedule to meet	Regional Education Center Resources	PDEC and PBIS committee meeting agendas and minutes
Create and implement a communication plan to educate parent and community regarding what it means to be trauma informed	Superintendent/ Principal/PDEC/PBIS	2018-2020	Created plan		PDEC and PBIS committee meeting agendas and minutes
Create Classroom Constitutions incorporating student voice, ownership	Principal/Teachers/ Students	Fall 2018/January 2019	Posted and adhered to constitution in each class	A Process Time	Classroom sharing
Conduct annual Climate Survey, use data to identify school focus	Principal/PDEC	TBD	Survey Results	Survey Technology tool	PDEC committee, Principal/Teacher meetings Collaborative team time

Show documentary "Resilience" to staff with panel and/or café conversation to follow	Principal/Social Worker/School Psychologist	TBD	Scheduled event	Resilience DVD from EASTCONN	Conversation feedback
Show documentary "Resilience" to community with panel discussion /or café conversation	Principal/Social Worker/School Psychologist	TBD	Scheduled event	Resilience DVD from EASTCONN	Conversation feedback

Evidence of Success/Results

Outcomes:

- Increase stakeholders' understanding of the impact of trauma on student learning
- Increased understanding of research based best practices
- Apply differentiated responses to student needs
- A physically, mentally and emotionally safe environment for learning
- Increased communication avenues for sharing expectations

**Sterling Community School Communication Plan for Rolling out The Strategic Plan, Vision, Mission and Core Values**

Communication Message- What is the message you want to deliver?	Stakeholder group message is going to (Community, parents, staff, students, etc.)	Format (Email, Facebook, newsletter, twitter, etc.)	Frequency – How often will the message be delivered?	Duration or Timeline	360 Degree Communication	Other
Share Mission, Vision and Core Values for feedback. How do we connect to this V, M, CV?	Teachers	Faculty Meetings	1x	1 hour – March 2018  April 2018	Revision made based on feedback by Steering Committee and M, V, CV returned	
BOE roll out of V, M, CV, Goals as a part of strategic plan	BOE	BOE Meeting	Annually reviewed	May 2018	Strategic Planning Committee subgroup	
What is a strategic plan and how is it used? What is the Sterling strategic plan including the Vision, Mission and Core Values? Why was it created?	PTO and School Governance  Community Elected Officials  Parents/Caregivers	Meetings  Town Meeting  Initial School Meeting Website, Newsletter	Annually  Annually  Annually Ongoing	June 2018  June 2018  Fall 2018 Family Day Family Welcome Back Picnic Summer/Fall 2018	Superintendent /Principal and representatives from the Steering Committee Feedback will drive continued communication	
What is the Sterling V, M and Core Values and what does it mean to your role?	Bus Drivers  Students	Annual Back to School Meeting/Newsletter  Morning Meetings	Annually  Monthly	August/September of each school year  Teachers		

**Glossary of terms used in this Plan**

<b>Abbreviation</b>	<b>Name</b>	<b>Description / function</b>
CCSS	Common Core State Standards	New standards for ELA/Literacy and Math adopted by the CT State Department of Education. More information: <a href="http://ctcorestandards.org">http://ctcorestandards.org</a>
ELA	English Language Arts	Educational content for reading, writing, listening, speaking and communicating skills
NGSS	Next Generation Science Standards	New science standards adopted by the CT State Department of Education in 2015
PBIS	Positive Behavior Intervention & Supports	An approach to student behavior management that encourages positive behavior
PD	Professional Development	Also called Staff Development, includes a variety of professional learning opportunities for teachers, administrators and para-professionals
PDEC	Professional Development & Evaluation Committee	A team of school/district staff that works to coordinate professional learning, and make connections to evaluation
PMP	Project Management Plan	A written plan to help with overall project implementation
SS	Social Studies	Educational content that includes history, geography, humanities
V, M, CV	Vision, Mission & Core Values	Essential components of the strategic plan