

SAU #41
LEADERSHIP TEAM
FIVE-YEAR PLAN

Adopted: 11-12-09
Updated: December 2010

Goal I: Data

By June 2014, to inform instruction and measure growth, SAU 41 will have a common, systemic plan to collect, analyze, and utilize data on all students.

Activity Description	Lead Responsibility Assisting Roles	Time Frame	Resources Needed	Measures of Success
Research products for a data management system	Network Administrator – Lead Leadership Team – Assisting	2009 - 2010 school year	Time to review products Budgeting and/or grant funding for future purchase	Analysis of each system with ✓ pros/cons ✓ criteria ✓ costs Selection of system [Done]
All schools and SAU submit current data collection practices ✓ location of data ✓ frequency and form of collection ✓ how it is being used to inform instruction	Director of Curriculum [Year One] – Lead Building Administrators – Assisting	January 2010	Time to meet with faculty Common template to collect input	List of data points to be collected Overview of current PreK-12 system of data collection and storage
Building level - PLC teams review current data uses ✓ what is working ✓ what needs strengthening SAU level – Assessment Review Team reviews current systems and brainstorm PreK-12 needs	Leadership Team/Associate Superintendent – Lead Assessment Review Team and/or Administrators – Assisting	End of April 2011	Professional development time (e.g. early release SAU-wide)	PreK-12 data system analysis that leads to a plan ✓ for the use of data to inform instruction at each level and from level to level ✓ a plan to collect data at each level and from level to level ✓ a plan to address gaps in the system ✓ a plan for long-term data management ✓ a plan for professional development
SAU 41 districts purchase a common data management system Provide ongoing budgetary	Superintendent – Lead Leadership Team – Assisting	Summer 2010	Outcome of research Race to the Top funds, if available, to purchase in FY11 budgets	Data management system [Done]

support for usage fees			Annual usage and other fees supported in budgets in 2011-14	
Plan for training staff in new data collection system <ul style="list-style-type: none"> ✓ Data input ✓ Leadership Team 	Associate Superintendent/Leadership Team – Lead Network Administrator and tech support – Assisting	2010-2011	Time and computer lab Funding for training Consultant	Process for training key personnel <ul style="list-style-type: none"> ✓ Data input personnel ✓ Leadership Team
PreK-12 data input into system	Network Administrator – Lead	2010 - 2011	Designated data input personnel	Data in the system
Plan for annual training in data management system	Network Administrator and Associate Superintendent – Lead Leadership Team – Assisting	2010 - 2014	Time and budget for staff training Professional development plan that supports training new staff	Process for data management training <ul style="list-style-type: none"> ✓ Key personnel ✓ Staff needing additional training ✓ Newly hired staff
Plan for professional development in data usage	Associate Superintendent – Lead Leadership Team – Assisting	Fall 2010 – Spring 2011	Budget to support professional development for staff Identification of effective resources for data training, including regional consortiums	Annual analysis of professional development activities Survey or other measures to track staff data usage
Track growth of expertise and effectiveness of staff data analysis and usage at <ul style="list-style-type: none"> ✓ SAU level ✓ District level ✓ School level 	Superintendent/Associate Superintendent – Lead Network Administrator/Leadership Team – Assisting	2010 - 2014	Time to use system to access and analyze data Measures to show growth in expertise, effectiveness	Reports Modified instructional practices Student growth

Goal II: Curricular Alignment

By June 2014, SAU 41 will have created, introduced, and implemented a system of curricular alignment in core content areas PreK-12. The system will contain established vertical and horizontal benchmarks and assessments for all students at all levels.

Activity Description	Lead Responsibility Assisting Roles	Time Frame	Resources Needed	Measures of Success
Review a variety of current tools used to collect lesson plan data (e.g. content, skills, & assessments) Adopt a tool	Director of Curriculum [Year One] – Lead Building Administrators – Assisting	January 2010	Meeting time Sample templates Criteria for adoption	Schematic of model's performance on criteria Template chosen [Done]
Utilize a common template (PreK-8) for collecting curricular data Content area A – horizontal alignment of benchmarks and assessments <ul style="list-style-type: none"> ✓ Elem – Math PreK-6 ✓ Coop – Departments Review, analyze CCSS; meld into curriculum maps	Leadership Team/Associate Superintendent –Lead Building Principals, Assistant Principals & Department Heads – Assisting	2010-2011 2011-2013	Curriculum meeting time for grade level teams and department heads Professional development in curriculum mapping <ul style="list-style-type: none"> ✓ Middle school trainer ✓ High school teachers meet with middle school teachers to share maps facilitated by HBMS Principal & HBHS Asst. Principal DOE – Deb Wiswall Electronic diary map template	Systems approach that includes <ul style="list-style-type: none"> ✓ Content & skills ✓ Benchmark/Data timeline ✓ Coordinated curriculum maps Curriculum maps reflective of Common Core State Standards
Content area A – vertical alignment of benchmarks and assessments <ul style="list-style-type: none"> ✓ Elem – Math PreK-6 ✓ Coop – Departments 	Leadership Team/Associate Superintendent – Lead Building Principals, Assistant Principals & Department	2011-2013	Curriculum meeting time for cross level; departmental teams Professional development	Revised curriculum maps including content, skills, and assessments

	Heads – Assisting		<ul style="list-style-type: none"> ✓ Assessment ✓ Curriculum Mapping <p>Electronic curriculum mapping template</p>	
<p>Research electronic curriculum mapping systems</p> <p>Adopt a tool</p>	<p>Leadership Team/Associate Superintendent– Lead</p> <p>Network Administrator - Assisting</p>	2010-2011	<p>Meeting time</p> <p>Sample mapping systems</p> <p>Criteria for adoption</p> <p>Funds to purchase in FY11 budget</p> <p>Annual usage and other fees supported in future budgets</p>	<p>Schematic of model’s performance on criteria</p> <p>System chosen [Done 2010]</p>
<p>Content area B –horizontal alignment of benchmarks and assessments</p> <ul style="list-style-type: none"> ✓ Elem – Language Arts PreK-6 ✓ Coop – Departments 	<p>Leadership Team/Associate Superintendent – Lead</p> <p>Building Principals, Assistant Principals & Department Heads – Assisting</p>	2011 - 2012	<p>Curriculum meeting time for grade level; departmental teams</p> <p>Professional development</p> <ul style="list-style-type: none"> ✓ Assessment ✓ Curriculum Mapping <p>Electronic curriculum mapping tool</p>	<p>Systems approach that includes</p> <ul style="list-style-type: none"> ✓ Assessments ✓ Benchmark/Data timeline ✓ Coordinated curriculum maps
<p>Content area B – vertical alignment of benchmarks and assessments</p> <ul style="list-style-type: none"> ✓ Elem – Language Arts PreK-6 ✓ Coop – Departments 	<p>Associate Superintendent – Lead</p> <p>Building Principals, Assistant Principals & Department Heads – Assisting</p>	2012 - 2013	<p>Curriculum meeting time for cross level; departmental teams</p> <p>Professional development</p> <ul style="list-style-type: none"> ✓ Assessment ✓ Curriculum Mapping 	<p>Revised curriculum maps including content, skills, and assessments</p>

			Electronic curriculum mapping tool	
<p>Content area C – horizontal alignment of benchmarks and assessments</p> <ul style="list-style-type: none"> ✓ Elem – Science/Soc. Studies PreK-6 ✓ Coop – Departments 	<p>Leadership Team/Associate Superintendent – Lead</p> <p>Building Principals, Assistant Principals & Department Heads – Assisting</p>	2013 - 2014	<p>Curriculum meeting time for grade level; departmental teams</p> <p>Professional development</p> <ul style="list-style-type: none"> ✓ Assessment ✓ Curriculum Mapping <p>Electronic curriculum mapping tool</p>	<p>Systems approach that includes</p> <ul style="list-style-type: none"> ✓ Assessments ✓ Benchmark/Data timeline ✓ Coordinated curriculum maps
<p>Content area C – vertical alignment of benchmarks and assessments</p> <ul style="list-style-type: none"> ✓ Elem – Science/Soc. Studies PreK-6 ✓ Coop – Departments 	<p>Associate Superintendent - Lead</p> <p>Cross Level/Departmental Teams – Assisting</p>	2014	<p>Curriculum meeting time</p> <p>Professional development</p> <ul style="list-style-type: none"> ✓ Assessment ✓ Curriculum Mapping <p>Electronic curriculum mapping tool</p>	Revised curriculum maps and assessments

Goal III: Student Growth

By June 2014, SAU 41 will have a common PreK-12 system that supports and accounts for student growth both academically and behaviorally.

Activity Description	Lead Responsibility Assisting Roles	Time Frame	Resources Needed	Measures of Success
Review and evaluate existing measures for <ul style="list-style-type: none"> ✓ Effectiveness ✓ Appropriateness for common, PreK-12 system ✓ Validity ✓ Reliability 	Leadership Team/Associate Superintendent – Lead Building Administrators & SAU Data Team – Assisting	November 2011	Collection of current measures RTI Consultant Rating system to determine Time Student achievement data	PreK-12 template of recommended measures
Based on established academic/social/emotional benchmarks and assessments <ul style="list-style-type: none"> ✓ Modify current methods ✓ Develop additional methods ✓ Ensure consistency in usage ✓ Enhance accountability measures Report results to Boards Consistent across districts	Leadership Team/Associate Superintendent – Lead Building Administrators – Assisting	2010-2014	Revised collection of current measures Time to introduce and train staff in use of common assessments Reporting format that fosters consistency across districts Curricular maps Data management system	Draft of comprehensive PreK-12 system to account for student growth <ul style="list-style-type: none"> ✓ Supports spiraled curriculum ✓ Multiple measure ✓ Differentiated for levels and learners ✓ Differentiated to meet different uses of the data
Train staff in <ul style="list-style-type: none"> ✓ Formative assessment ✓ Summative assessment ✓ Assessment administration ✓ Scoring techniques 	Leadership Team/Associate Superintendent – Lead Building Administrators, Designated Personnel – Assisting	April 2011 – June 2014	Professional development plan Consultant(s), coaches Workshops, conferences	Measures of staff assessment literacy Analysis of student work samples
Adopt assessment system and develop implementation	Leadership Team – Lead	Sept 2012 - June 2013	Assessment system	High quality data from assessment system

plan Review and make modifications	Building Administrators – Assisting		Time Designated personnel	Staff feedback, evaluation Adopted assessment system ✓ Boards ✓ School staffs ✓ SAU
Review standards-based reporting systems	Leadership Team – Lead Building-based Teams – Assisting	September 2012-June 2013	Sample standards-based reporting systems Time Teams for buildings or levels Reading/research on standards-based reporting	Report with recommendations
Develop support systems for student growth ✓ RTI	Leadership Team – Lead Building Administrators – Assisting	August 2010 - August 2014	Personnel Time Parent Information Sessions Assessment System Data management system	RTI Handbook Data collection

Goal IV: Capacity Building

Goal: By June 2014, SAU 41 will develop and utilize a comprehensive staff development plan to build organizational and individual capacity to improve student achievement.

Activity Description	Lead Responsibility Assisting Roles	Time Frame	Resources Needed	Measures of Success
Create an SAU-wide vision, mission, and beliefs that will guide the work of SAU 41	Superintendent/Strategic Plan Team – Lead Leadership Team – Assisting	Fall 2010-February 2011	Facilitator Focus groups representing all stakeholders	Written and approved vision and beliefs statement Mission Statement guides decisions
Each district and school will align its mission statement with the SAU 41 vision statement	SAU Senior Leadership and Boards – Lead School administrators and school staff – Assisting	January 2011-January 2012	SAU Vision Statement District Mission Statements Focus groups of all stakeholders	Aligned mission statements available to all
Develop and administer staff development survey to determine current capacity and areas for professional development growth	Associate Superintendent – Lead Leadership Team – Assisting	May 2011 May 2012 May 2013	Sample surveys Tech support Potential grants Title IIA grants, if available District budget support FY13	Surveys completed and information collated Summary Report of SAU Professional Development needs
Develop a Pre-K-12 staff development plan with prioritized SAU and building level needs in the areas of data, curriculum alignment, and student growth	Superintendent/Associate Superintendent – Lead Task Force appointed by Leadership Team – Assisting Building Administrators – Assisting	August 2010 Spring annual review	Summary Report from survey Goal statements Leadership Team’s 5-Year Plan Budget information Initiatives and focal areas at school and district levels	Framework of final plan Comprehensive plan completed for 2012 Collaboration between districts on grant funding Professional Development workshop summary
Develop Title IIA Grant Applications with a	Associate Superintendent – Lead	Annually, 2011-2014	Data from prior year’s activities	Completed Applications

<p>minimum of 50% of funds focused on SAU Goals</p> <p>Grant applications written, submitted to DOE</p>	<p>Leadership Team – Assisting</p>		<p>Building level PD budget dollars allocated</p> <p>Planning time at Leadership meetings</p> <p>Info on grant funding availability</p>	
<p>Implement professional development plan by school</p>	<p>Building Administrators/Leadership Team – Lead</p> <p>SAU Administrators – Assisting</p>	<p>Annually, 2010-2014</p>	<p>Compare plan</p> <p>Calendar resources</p> <p>Budget</p> <p>Reflection from attendees</p>	<p>Feedback</p> <p>Reflection forms/feedback/exit surveys</p> <p>Work products/evidence of embedded practice in observations</p>
<p>Monitor and evaluate plan bi-annually</p>	<p>Superintendent/Associate Superintendent – Lead</p> <p>Leadership – Assisting</p>	<p>Revise and Update Plan 2012</p> <p>Revise and Update Plan 2014</p>	<p>Completed plan</p> <p>Data and feedback from activities and initiatives</p> <p>Title IIA applications and Summary Reports</p>	<p>Library of resources</p> <p>Evaluations/work products from activities</p> <p>Documentation of culture of collaboration horizontally and vertically</p>
<p>Continue implementation, utilization, monitoring, evaluation, and update the professional growth model</p>	<p>Associate Superintendent & Professional Growth Committee – Lead</p> <p>Building Administrators – Assisting</p>	<p>Annual Review, 2009-2014</p>	<p>Professional Growth Model</p> <p>Data and feedback</p> <p>Presentation to staff</p>	<p>Utilization of processes</p> <p>Student achievement data</p>
<p>Administrator evaluation model implementation, review, revisions as needed</p>	<p>Superintendent and Leadership Team Evaluation Task Force – Lead</p>	<p>Implementation 2010</p> <p>End of Cycle Reviews, 2012 and 2014</p>	<p>Educational Leadership Evaluation Model</p> <p>Data and feedback</p>	<p>Evaluation tools</p> <p>Student achievement data</p> <p>Administrator retention</p>

Implement Learning Team Sessions for Administrative Team	Superintendent – Lead Leadership Team – Assisting	Implementation March 2010 End of Cycle Reviews, 2012 and 2014	List of Learning Teams Dedication of time for teams to meet Copy of adopted administrative model	Feedback on professional collaboration, dialogue Professional growth reflection and feedback
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