



# OUR STRATEGIC DIRECTION

Shaker Regional School District

New Hampshire

**2017-2022**

Adopted by the Shaker Regional School Board

*June 27, 2017*



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## BELIEFS/GUIDING PRINCIPLES

The Process of setting a Strategic Direction for the Shaker Regional School District began with the identification of our strongest beliefs regarding learning, teaching, and community. These beliefs will serve to inspire, inform, and guide our decisions.

About Students and Learning, we believe/understand that:

1. All students like to learn, can learn, and will learn.
2. Students learn in different ways.
3. Students learn in difference timeframes.
4. Mistakes are inherent in learning.
5. Students learn when they feel safe – physically, emotionally, socially.
6. Success breeds success and influences attitude, esteem and motivation.
7. Students' interests and aspirations effect engagement in their learning.
8. Real world contexts, challenging applications and social interactions enhance learning.
9. Personalized goals and effective feedback enhance learning.
10. Prior knowledge impacts the learning of new knowledge.

About TEACHERS AND TEACHING, we believe/understand that:

1. Teachers are uncompromisingly learner-centered.
2. Teachers inspire, motivate and empower learners.
3. Teachers are models of continuous improvement.
4. Teachers reflect on, monitor and adjust their practices.
5. Teaching reflects the current research on learning and cognition.
6. Teachers are authentically passionate about teaching.
7. Teachers relate to and connect with all students.
8. Teachers set the conditions for a safe and productive learning environment.
9. Teachers collaborate with colleagues to meet the individual need of learners.
10. Teachers engage in professional learning with colleagues.



About LEARNING COMMUNITIES, we believe/understand that:

1. All stakeholders in the community are partners in educating the students in the Learning Community (LC).
2. The Learning Community has a clear, shared mission and vision.
3. The Learning Community is inclusive and embraces diversity of roles, needs and ideas.
4. Communication in the LC is honest, transparent, and interactive.
5. All members of the LC are involved in and committed to achieving the mission/vision.
6. The Learning Community encourages and supports risk taking and innovation.
7. The Learning Community expects and monitors results.
8. The LC aligns policies, procedures, and resources to support the mission/vision.

#### MISSION STATEMENT

Our mission powerfully and concisely states the purpose of the Shaker Regional School District. In broad terms, it states the reason our school district exists. It is the starting point for all decisions regarding curriculum, instruction, policies, practices, and all matters of importance.

#### OUR MISSION:

*Engaging All Learners to Succeed in Their Ever-Changing World*



## CORE VALUES

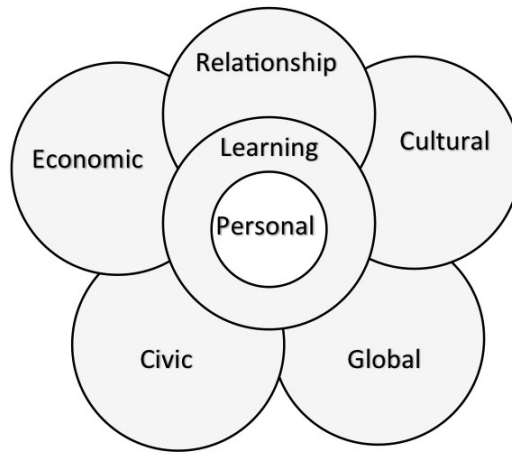
How we will work together  
as we carry out the mission and vision.

INTEGRITY	Encompassing honesty, fairness, trustworthiness, honor, and consistent adherence to high-level moral principles
EXCELLENCE	Taking pride in one's work; giving one's best effort; reflecting on one's work; and applying this new learning to subsequent tasks
ACCEPTANCE	Being open to and respecting the experiences, ideas and cultures of others
TEAMWORK	Working collaboratively and cooperatively toward achieving a common recognized end
ACCOUNTABILITY	Taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes
COURAGE	Being willing to risk oneself despite challenging consequences or fear
CITIZENSHIP	Contributing to the local/global community in active, positive and creative ways and encouraging the participation of others
GROWTH MINDSET	Believing in the efficacy of oneself and others, in the possibility and potential for improvement/growth in everyone



## SPHERES OF LIVING

In identifying the Exit Learner Outcomes for our graduates, the Strategic Direction Committee worked from the significant Spheres of Living in which people spend their lives.



The committee first identified the Future Conditions that our graduates will face as they live their lives in each of the Spheres of Living. The committee then identified the Exit Learner Outcomes – what our graduates will need to know, be able to do, and be like as they face the Future Conditions for each of the Spheres of Learning.





## PERSONAL SPHERE OF LIVING

The FUTURE CONDITIONS our graduates will face  
for the PERSONAL SPHERE of LIVING

- The speed of change, particularly in communication and technology, is rapid, continuous and impactful.
- Life's choices create time poverty and stress.
- We live in a 24\7 world where most commerce can take place at any time.
- Expectations are that products and services will be customized for the individual.
- Our rapidly changing world creates great opportunity for creative and motivated individuals.
- Awareness of personal responsibility for a healthy physical and mental lifestyle has increased.

The EXIT OUTCOMES for the PERSONAL SPHERE of LIVING

The Shaker Regional Graduate is  
**An Ethical, Self-Actualizing Person**  
who . . .

1. Sets and pursues personal goals
2. Reflects on and adjusts personal decisions
3. Is resilient and adaptive
4. Is a problem solver and critical thinker
5. Balances personal and professional life/responsibilities



## LEARNING SPHERE OF LIVING

The FUTURE CONDITIONS our graduates will face  
for the LEARNING SPHERE of LIVING

- The changing world requires lifelong learning for both personal and professional success.
- Upgrading one's skills and knowledge is the responsibility of both the individual and the employer.
- Technology and the Internet provide powerful tools for finding information and for customized learning.
- Learning opportunities are personalized and customized.
- Lifelong learning requires core competencies of complex reasoning and habits of continuous improvement.
- Analyzing the accuracy of information from the media and the Internet is a core competency.
- Technological innovations enhance problem solving.

The EXIT OUTCOMES for the LEARNING SPHERE of LIVING

The Shaker Regional Graduate is  
**An Invested, Lifelong Learner**  
who . . .

1. Updates skills and knowledge in the ever-changing world
2. Customizes learning experiences to meet his/her needs and interests
3. Evaluates information from the Internet and all media for accuracy and value
4. Monitors progress on his/her learning goals
5. Demonstrates core competencies of critical and creative thinking
6. Perseveres in difficult situations
7. Engages in tasks even when answers or solutions are not immediately apparent
8. Views situations outside the boundaries of standard conventions



## RELATIONAL SPHERE OF LIVING

The FUTURE CONDITIONS our graduates will face  
for the RELATIONAL SPHERE of LIVING

- Time poverty and stress tend to have a negative impact on relationships, especially family relationships.
- The definition of “family” has changed to accommodate new family structures.
- Much of today’s work in organizations is done in work teams through collaboration.
- The ability to communicate digitally and face to face is breaking down distance barriers in relationships.
- Most social media users believe technology has changed their relationships.
- Rapid change, in personal and work lives, causes some relationships to shorten in duration.
- Interpersonal communication and relationship building are keys to success in all aspects of life.
- The aging population creates opportunities and challenges for families and relationships.
- With globalization and acceptance of diversity, relationships are increasingly biracial and multi-cultural.
- More exposure to global events increases the need for understanding, empathy, and respect of other people.

The EXIT OUTCOMES for the RELATIONAL SPHERE of LIVING

The Shaker Regional Graduate is  
**An Effective Relationship Builder**  
who . . .

1. Prioritizes time for nurturing relationships
2. Embraces and adapts to the dynamic nature of relationships
3. Collaborates with a variety of people
4. Collaborates using a variety of tools
5. Is adept at interpersonal communication skills
6. Understands and respects diversity among people and cultures



## CULTURAL SPHERE OF LIVING

The FUTURE CONDITIONS our graduates will face

for the CULTURAL SPHERE of LIVING

- Cultural diversity is everywhere and nearly impossible to avoid or escape...we are all in this small world together.
- America is unique in its diversity – viewed as a problem by some and as a strength by others.
- The US, once referred to a “melting pot” of nationalities and cultures, is now characterized as a “tossed salad”.
- Time, poverty and stress have put a squeeze on the time available for cultural activities.
- Virtual cultural experiences are now available to everyone at anytime.
- Virtual cultural experiences lessen the demand for live performances.
- Difficult economic times put cultural activities at risk.
- Technology dramatically affects people’s awareness and knowledge of our world, and allows cultures to see, share, and learn from one another.
- The contemporary culture of the US clashes with the values and beliefs of many cultures and religions of the world.
- Globalization and the acceptance of diversity have caused more of our relationships to be biracial and multi-cultural.

The EXIT OUTCOMES for the CULTURAL SPHERE of LIVING

The Shaker Regional Graduate is  
**An Informed Contributor**  
who . . .

1. Seeks personal enrichment through the arts
2. Celebrates and participates in his/her personal heritage
3. Respects the traditions and heritage of other cultures
4. Creates synergy and harmony in culturally diverse settings and with culturally diverse people
5. Recognizes and rejects cultural stereotyping, prejudice, and bias
6. Understands the impact of culture on history, economies, and forms of government
7. Seeks information about other cultures



## CIVIC SPHERE OF LIVING

The FUTURE CONDITIONS our graduates will face  
for the CIVIC SPHERE of LIVING

- With less time for civic responsibilities, technology allows for participation in governmental decisions from home.
- Political decision-making requires logic, a rationale, and a future focus.
- Diversification in the population creates both strength and conflict. The “far right” and the “far left” take hard stands leaving little ground for compromise.
- Media bias and the lack of quality reporting leads to an ill-informed public.
- The federal government along with many city and state governments are dangerously in debt as citizens demand increased services.
- As a world power, the US must continually redefine its responsibilities.
- Fear and terrorism are being used to gain political power. Our society struggles to balance personal liberty with the need for security.
- Complexity of our government inhibits participation and can promote apathy.

The EXIT OUTCOMES for the CIVIC SPHERE of LIVING

The Shaker Regional Graduate is  
**An Informed and Engaged Civic Participant**  
who . . .

1. Identifies and analyzes view points of various local, national, and global issues
2. Serves and participates in the community to effect positive change
3. Collaborates on creative solutions for complex challenges
4. Obeys the laws and, when necessary, works constructively for change
5. Celebrates our American heritage
6. Is literate regarding the complex structures of our government
7. Communicates opinions with conviction and civility



## ECONOMIC SPHERE OF LIVING

The FUTURE CONDITIONS our graduates will face

for the ECONOMIC SPHERE of LIVING

- Consumers have high expectations for customized, high quality products and services.
- With today's technology, a large percentage of business is transacted from anyplace at anytime – doors are open 24/7.
- Today's high wage, competitive jobs go to self-directed, critical thinkers.
- Much "knowledge work" can be done from any location, and reliable workers are given a great deal of flexibility in their work location and their hours.
- Work teams rather than individuals are usually required to solve today's complex problems.
- There is less long-term commitment; workers must keep their skills sharp and current.
- Cultural diversity exists in today's workplace.
- Confident people are productive and are a competitive requirement in today's economy.
- With pension plans a thing of the past, the responsibility for long-term financial security is now with the individual.
- For many seniors, traditional retirement has been replaced by continued meaningful work.
- Today's economy is highly competitive and global.
- Jobs go to where the costs are lowest and the quality is satisfactory.

The EXIT OUTCOMES for the ECONOMIC SPHERE of LIVING

The Shaker Regional Graduate is  
**A Quality Producer**  
who . . .

1. Sets, applies and measures quality standards for work
2. Adapts to rapidly changing work environments
3. Manages resources (i.e. locates and evaluates resources)
4. Has a reliable and effective work ethic
5. Is a knowledgeable consumer
6. Improve economics through innovation and creativity
7. Plans for the future



## GLOBAL SPHERE OF LIVING

The FUTURE CONDITIONS our graduates will face  
for the GLOBAL SPHERE of LIVING

- Globalization makes the world smaller...and everyone neighbors.
- The gap between the “haves” and the “have-nots” is increasing.
- Technology has “flattened” the world allowing individuals and groups to complete globally 24/7 from anywhere.
- Terrorism has given power to previously powerless political movements and has disrupted international relationships.
- There do not seem to be any “universal values” in today’s world.
- Genetic engineering (human and food) grows in sophistication and raises safety, moral, and ethical questions.
- World population is rapidly growing in undeveloped and poor countries, while Western Europe has trouble maintaining population.
- The Chinese and Indian economies are growing rapidly, as are their pollution problems.
- The deteriorating world environment is a significant issue everywhere.
- “English” is the world’s common language...“Mandarin Chinese” is rapidly gaining ground.
- Jobs go to where the costs are lowest and the quality is satisfactory.

The EXIT OUTCOMES for the GLOBAL SPHERE of LIVING

The Shaker Regional Graduate is  
**A Responsible and Compassionate, Global Citizen**  
who . . .

1. Analyzes global environmental issues and acts locally on those issues
2. Interprets the role of democracy in protecting human rights worldwide
3. Understands how personal economic and environmental decisions affect long term global viability
4. Communicates with others to understand differing points of view regarding issues, policies, and positions
5. Embraces technology and change
6. Uses high level critical and creative thinking to solve complex problems



## ABOUT VISION STATEMENTS

- Vision statements describe the preferred future...What we want to look like, feel like, be like when we are operating at our ideal best.
- To be powerful, visions must be bold...and, to be powerful, visions must run well ahead of our capacity to do them now.
- Visions are also more powerful when stated in the present tense...stated as though we are already there.
- Visions then become the blueprint, the plan, the focus for all school improvement projects...the job description of every individual in the system is to make the vision a reality.

The Strategic Direction planning group addressed eight key areas for specific vision statements. Together these vision statements describe the vision that Shaker Regional School District holds for itself, expects to accomplish, and works toward each day.

STAKEHOLDERS	<i>How we involve all members of the community</i>
LEADERSHIP	<i>How we provide support at all levels</i>
PERSONNEL	<i>Who our teachers, leaders and support staff are</i>
CURRICULUM	<i>What we expect students to learn</i>
ASSESSMENT	<i>How we measure success and hold learners and</i>
INSTRUCTION	<i>How we help students to learn</i>
TECHNOLOGY	<i>How we use technology to customize and</i>
LEARNING	<i>From the student's perspective</i>

These eight key areas are prioritized based on their influences on each other. "Stakeholders" being the most influential and "Learning" being the most influenced.





## OUR STAKEHOLDER VISION

How we involve all members of the community...

- Shaker Regional parents are supportive of teachers and the school system. Parents team with the school to ensure that their children receive the best education possible.
- The mission, vision, and values of the Shaker Regional School District are a direct reflection of the community. The Shaker Regional community helped to set the Strategic Direction for their school so there is natural support for the vision and values.
- All stakeholders can articulate and enthusiastically support the Shaker Regional School District Mission and Vision.
- The Shaker Regional community provides the resources necessary for the effective operation of its schools. At the same time, the community expects excellent learning opportunities, graduates who are “Engaged Learners who Succeed in Their Ever- Changing World”.
- Shaker Regional facilities are first-rate. All learning environments are clean, inviting, and suited for learning.
- The Shaker Regional community serves as a “learning laboratory” for its students and schools. Because the learning outcomes for the Shaker Regional schools are “life-based,” it is natural that the community serves as a learning laboratory for the school. Adults mentor children, businesses open their facilities for student learning, and business/school partnerships allow students to experience the real world.

### **Action Strategies for:**

- **Shaker Regional parents are supportive of teachers and the school system. Parents team with the school to ensure that their children receive the best education possible.**
- **The mission, vision, and values of the Shaker Regional School District are a direct reflection of the community. The Shaker Regional community helped to set the Strategic Direction for their school so there is natural support for the vision and values.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Establish and maintain strong structures for parent organizations (e.g. PTO) at all building levels	November 2017	Building Administrators, Committee of Students, Parents	– Meeting minutes
– Expand the base of involved parents at educational/informational sessions (e.g. coffee with Principal, Competency-Based Education seminars) – Involve students in presentations to engage parents – Involve students in communications efforts (e.g. Student Councils, face-to-face in addition to media outreach)	October 2018	Superintendent, Building Administrators	– Is it included in the budget (funds for presentations, student involvement in communications efforts) – Added number of meetings, and number of attendees
– Schools establish effective and easily accessible modes of communication to engage and inform parents	January 2018	Superintendent, Administrators, Teachers, School Board	– Web-based newsletter communications – Quantitative and anecdotal evidence
– Parents/community members frequently access school and district communications – Count visits to websites and count e-newsletters opened in email	September 2018	Technology Personnel	– Quantitative and anecdotal evidence



<ul style="list-style-type: none"> <li>– Establish a regular timeline of review to ensure that our mission directly reflects the vision and values</li> </ul>	Twice a year and ongoing	Superintendent with committee of stakeholders, including students	<ul style="list-style-type: none"> <li>– All stakeholders are represented when reviewing the mission</li> <li>– Minutes with feedback on progress are shared with the community</li> </ul>
<ul style="list-style-type: none"> <li>– Allow for multiple venues for all stakeholders to offer input toward mission</li> <li>– Face-to-face in addition to media outreach (e.g. student-led information nights, performances, student forums, student voice)</li> </ul>	Quarterly check-ins, and ongoing		<ul style="list-style-type: none"> <li>– Survey results (Marzano survey in high reliability schools)</li> <li>– Anecdotal evidence</li> <li>– Meeting participation in various buildings</li> </ul>

**Action Strategies for:**

- **All stakeholders can articulate and enthusiastically support the Shaker Regional School District Mission and Vision.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– All stakeholders understand our mission</li> </ul>	Fall 2017	All stakeholders	<ul style="list-style-type: none"> <li>– Drives our decision making</li> <li>– Stakeholders embody the spirit of the mission</li> </ul>
<ul style="list-style-type: none"> <li>– Create clear and concise tag lines/elevator/ branding version of the mission</li> </ul>	Fall 2017	District-wide contest	<ul style="list-style-type: none"> <li>– When we hear it and see it in word, it creates action throughout the community</li> </ul>

**Action Strategies for:**

- **The Shaker Regional community provides the resources necessary for the effective operation of its schools. At the same time, the community expects excellent learning opportunities, graduates who are “Engaged Learners who Succeed in Their Ever-Changing World”.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Present a responsible budget to the community</li> </ul>	October 2018 and ongoing	Superintendent, Building Principals	<ul style="list-style-type: none"> <li>– Budgets are prepared by building administrators</li> <li>– Presented to School Board and supported by stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>– Encourage advocacy for state funding (e.g. invite state elected officials to School Board meetings, letter writing)</li> </ul>	Annually in September	Shaker Regional Educators Association (SREA), School Board, other professional associations	<ul style="list-style-type: none"> <li>– Evidence of increased communication with elected officials as reported in School Board minutes and media</li> </ul>
<ul style="list-style-type: none"> <li>– Design and implement accessible communication tools to educate the community about the budget process (e.g. district newsletters, collaborate with town administrators in Belmont and Canterbury to share information on school budget)</li> </ul>	January 2018	Building level committees/ personnel committed to promoting information access	<ul style="list-style-type: none"> <li>– Increased attendance at School Board meetings and Deliberative Sessions</li> </ul>



**Action Strategies for:**

- **Shaker Regional facilities are first-rate. All learning environments are clean, inviting, and suited for learning.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Establish a process to ensure facilities are clean	Survey annually, walkabout twice per year (Spring and Fall) and ongoing	Director of Building and Grounds, custodial staff, school community, and those who utilize facility	– Feedback from survey, administrator reports/checklists, walkabout results, anecdotal evidence
– Develop a process/protocol by which custodial staff is hired, trained, and supervised	December 2017	Director of Building and Grounds, head custodians, Principal	– Written protocol and evidence protocol is being followed
– Ensure the components of an inviting facility are present in each building in an equitable manner	Initial reports to Director of Building and Grounds by October 2017	A committee of stakeholders for each building reporting to Director of Building and Grounds	– Ongoing implementation of recommended improvements
– Equip teachers and students with environment and equipment suited for learning	Survey annually, walkabout twice per year (Spring and Fall) and ongoing	Director of Building and Grounds, Building Administrators, Teachers	– Survey results – Walkabout
– Ensure culture and climate of school is inviting and conducive to learning	Annual survey, ongoing	Teachers, Superintendent, Principals, school counselors, students, parents	– Survey results, anecdotal evidence – Staff meetings – Student forum – Parent discussion



**Action Strategies for:**

- **The Shaker Regional community serves as a “learning laboratory” for its students and schools. Because the learning outcomes for the Shaker Regional schools are “life-based,” it is natural that the community serves as a learning laboratory for the school. Adults mentor children, businesses open their facilities for student learning, and business/school partnerships allow students to experience the real world.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Develop ongoing community and business partnerships at all grade levels (e.g. student internships, One Room Schoolhouse)	Annual check-in regarding progress, and ongoing	Enrichment Teachers, School Counselors, Teachers	– Formal programs developed at each school that develop and utilize business and community partnerships



## OUR LEADERSHIP VISION

How we provide support at all levels...

- Shaker Regional leaders are future-focused visionaries, with the courage to take risks to improve learning for students.
- Shaker Regional leaders clearly and succinctly articulate and communicate the Shaker Regional Vision to all groups, and can inform anyone how that vision impacts each staff member within the system. They are effective agents of change who involve everyone in the change process.
- Shaker Regional School District leaders are authentic people with high levels of integrity. They are trustworthy and model ethical and moral behaviors.
- Shaker Regional leaders are strong advocates for the district's vision, they speak about it whenever making important decisions, and they signal everyone that the Shaker Regional Vision is to be consistently and creatively used as a decision screen.
- Decisions by the School Board and the Leadership Team are always based upon the district's Strategic Direction and the short-term and long-term needs of students. Cooperation and support are the norm, and politics do not enter into the decisions of the Board or the Leadership Team.
- Teachers are leaders too, and are recognized as such. Shaker Regional teachers are involved in the critical decisions that impact their lives and the lives of students.
- Shaker Regional leaders have created an organizational culture that values and rewards student success, cooperation, innovation, and quality.
- Shaker Regional leaders promote a safe, secure, and trusting learning community which encourages and supports creativity and innovation.
- Leaders at Shaker Regional consciously and intentionally prepare others for future leadership opportunities.

### Action Strategies for:

- **Shaker Regional leaders are future-focused visionaries, with the courage to take risks to improve learning for students.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Provide ongoing professional development opportunities specific to leadership	June 2018 and ongoing	Superintendent, School Board, School, and District Level Leaders	<ul style="list-style-type: none"> <li>– All leaders attend leadership focused professional development annually at minimum</li> <li>– All stakeholders can articulate vision</li> <li>– Leaders receive positive and/or improved performance evaluation in leadership</li> <li>– Leaders regularly share professional learning and vision with faculty, staff and students</li> </ul>
– Provide opportunities for leaders to travel to local, regional, and national conferences and schools	June 2018 and ongoing	Superintendent, School Board	
– Focus hiring practices on individuals who can articulate a clear vision and have demonstrated the ability to take risks to improve learning for students	June 2018 and ongoing	Superintendent, School Board	
– Make funding for professional development a priority for school leaders	June 2018 and ongoing	Superintendent, School Board	– Increase in funding professional development
– Encourage and support risk taking in all leaders	June 2018 and ongoing	Superintendent, School Board	<ul style="list-style-type: none"> <li>– Leaders report that they feel safe to take risks in their practice</li> <li>– Leaders assess the risk taken and adjust accordingly</li> </ul>



**Action Strategies for:**

- **Shaker Regional leaders clearly and succinctly articulate and communicate the Shaker Regional Vision to all groups, and can inform anyone how that vision impacts each staff member within the system. They are effective agents of change who involve everyone in the change process.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– School leaders actively engage all stakeholders in a variety of ways including but not limited to dialogue, informal gatherings, public presentations, and various forms of media.	June 2018, Annually	All School Leaders	– School leaders provide opportunities to inform and engage all stakeholders several times a year – All stakeholders can clearly articulate vision
– Leaders develop and use common terminology when communicating the district vision	June 2018	All School Leaders	– Common terminology is developed, distributed and used throughout district
– School leaders regularly refer to the district vision when making decisions	Ongoing	All School Faculty, staff	– All school decisions support and reflect the district vision and staff can readily provide data or information to support their decision

**Action Strategies for:**

- **Shaker Regional School District leaders are authentic people with high levels of integrity. They are trustworthy and model ethical and moral behaviors.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– District Leaders apply all rules/policies consistently and fairly	Ongoing	All District Leaders	– Leaders openly provide rationale for all decisions – Leaders are true to their word
– District Leaders take responsibility for the performance of their departments / buildings	Ongoing	All District Leaders	– Leaders admit and learn from mistakes
– Create an easy to use school and district culture survey to be administered biannually	2020	All District Leaders	– By 2020, School and district culture surveys show improvement

**Action Strategies for:**

- **Shaker Regional leaders are strong advocates for the district’s vision, they speak about it whenever making important decisions, and they signal everyone that the Shaker Regional Vision is to be consistently and creatively used as a decision screen.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– School leaders regularly refer to the district vision when making decisions	Ongoing	All School Faculty, staff	– All school decisions support and reflect the district vision and staff can readily provide data or information to support their decision



**Action Strategies for:**

- **Decisions by the School Board and the Leadership Team are always based upon the district’s Strategic Direction and the short-term and long-term needs of students. Cooperation and support are the norm, and politics do not enter into the decisions of the Board or the Leadership Team.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– District decisions are formally reviewed with district leadership team biannually in order to ensure alignment with the strategic plan	June 2018	All Stakeholders	– All district decisions can be aligned with at least one element of the strategic plan
– School-based decisions are formally reviewed with building leadership teams quarterly in order to ensure alignment with strategic plan	June 2018	All Stakeholders	– All school-based decisions can be aligned with at least one element of the strategic plan

**Action Strategies for:**

- **Teachers are leaders too, and are recognized as such. Shaker Regional teachers are involved in the critical decisions that impact their lives and the lives of students.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Establish building leadership teams in which teachers have a meaningful role in school decisions	June 2018	Principals	– Leadership Teams established and meet regularly in all buildings
– Publish a formal process for appointment to the District Support Team (DST)	June 2018	Superintendent, Building Administrators	– District Support Team provides documents to faculty/staff
– Building leaders regularly provide information and seek input from all faculty and staff regarding important school decisions – Building Leadership Team (BLT) meetings – Staff meetings	Ongoing	Principals	– Agendas for Building Leadership Team (BLT) and staff meetings will be provided to all building faculty/staff a minimum of 24 hours prior to meeting – Minutes of BLT and staff meetings will be distributed to all building staff
– Develop an evaluation tool for annual evaluation of District Support Team	June 2018	Principals/District Leadership	– Results of evaluation are shared with district leadership and staff
– Evaluate the current structure of student leadership councils in terms of student voice and decision making, roles and responsibilities	June 2018	Building Administrator, Co-curricular Advisor	– Summary of finding/suggested changes is developed
– Establish updated roles and responsibilities of student leadership groups to fit with the District Shared Leadership model in which students have an equal voice in important school and district-wide decisions	June 2019	Building Administrator, Co-curricular Advisor	– New roles and responsibilities will be established and presented to district leadership team



**Action Strategies for:**

- **Shaker Regional leaders have created an organizational culture that values and rewards student success, cooperation, innovation, and quality.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Students are proactively rewarded for positive behaviors in school	June 2018 and ongoing	Building Administrator, staff	– Students are recognized through various methods for a variety of success (not just academic)
– Students regularly showcase work at school board meetings, public exhibitions, school assemblies and other public events	June 2018 and ongoing	Building Administrator, staff	– Each School provides opportunity for student work to be displayed and recognized
– Provide students with opportunities to have a meaningful voice in all school decisions	June 2019 and ongoing	Administrator, staff	– Revised roles of student leadership committees; increased participation in district sponsored events

**Action Strategies for:**

- **Shaker Regional leaders promote a safe, secure, and trusting learning community which encourages and supports creativity and innovation.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Leaders establish a school culture in which students have meaningful voice and choice	June 2018 and ongoing	Building Administrator	– Decrease in discipline referrals
– All students have time in their day to meet in small groups with a trusted adult who knows them well	2019 and ongoing	Building Administrator/staff	– Establishment/continuation of homerooms, advisory, morning meeting practices
– Conduct annual student aspiration surveys	2018	Building Administrator/staff	– Survey is created and results are compiled and shared with district staff and updated on an annual basis for longitudinal data collection
– Students are proactively rewarded for positive behaviors in school	Ongoing	Building Administrator/staff	– Decrease in disciplinary referrals; increase in academic achievement

**Action Strategies for:**

- **Leaders at Shaker Regional consciously and intentionally prepare others for future leadership opportunities.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Staff are provided the opportunity to engage in leadership focused professional development	June 2018 and ongoing	District Administration	– Involvement in District Support Team – Participation in district sponsored professional development and leadership opportunities
– Teacher leaders regularly present to staff and share professional learning	Ongoing	All staff	– Staff shares information from professional development at staff meetings or personal learning community (PLC) and positive implementation through observation





## OUR PERSONNEL VISION

Who our teachers, leaders, and support staff are...

- All Shaker Regional staff, and especially teachers, are hired, empowered, and retained because of their passion for educating children and young adults.
- Staff selection, evaluation, and advancement at Shaker Regional are based on, and directly aligned, with the district's beliefs, its mission, and its values.
- Shaker Regional staff members are true professionals who reflect deeply upon their work – as individuals and as team members – and continually advance their knowledge and skills within their profession.
- The reputation of the Shaker Regional School District for excellence, innovation, and working climate makes it an attractive choice for talented people.
- Teachers and administrators know that students learn in different ways and, sometimes, on different days. They are firm in what learning students must ultimately demonstrate, but they are flexible regarding learning styles, learning rates, and manner of teaching.
- There is a positive and collaborative relationship between the School Board, the Leadership Team, teachers, the support staff, and the community. Conflicts do arise, but they are managed in a civil and professional manner with the good of students at the core of all discussions and decisions.
- Teachers, administrators, and the support staff take their role as models for youth seriously and behave accordingly.
- Shaker Regional staff members are caring, kind, consistent, respectful and just in their interactions with students. At the same time, staff members have high expectations and hold high standards for students. This powerful combination of caring and high expectations leads to high student performance.

### Action Strategies for:

- **All Shaker Regional staff, and especially teachers, are hired, empowered, and retained because of their passion for educating children and young adults.**
- **Staff selection, evaluation, and advancement at Shaker Regional are based on, and directly aligned, with the district's beliefs, its mission, and its values.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Evaluate current hiring practices and procedures	September 1, 2017	Administration	– Data is collected
– Develop best practices that align to the district vision – Interview questions – Follow-up practices (reference checks and track number of applicants per position)	October 1, 2017	Administration	– Template
– Train around best practices developed	December 15, 2017	Administration	– Evidence of training
– Attend job fairs, events, recruitment opportunities	Annually	Administration	– Report of events attended
– Partner with Post-Secondary Institutes for Student Teachers	August 1, 2017	Director of Curriculum and Instruction, Superintendent	– Report to Administrators and School Board
– Update job descriptions	June 2019	Business Administrator with input by	– Job descriptions that align with the district mission



		Administration, BLT & staff	
– Update/rewrite job postings	October 2017	Administrator with input from BLT, staff	– Updated job postings
– Review and update Mentor Program including funding, available resources (including technology)	January 2018	Superintendent, Administrators	– Updated program
– Develop and follow a consistent exit interview process	January 2018	Superintendent, Administrators, with Teacher input develop questions	– Written exit questions
– Continued implementation and development of leadership model	Ongoing	Administrators, Superintendent	
– Provide opportunities for teachers to become teacher-leaders, teach other staff, and impact district initiatives	September 2018	Director of Curriculum and Instruction, Administrator, Superintendent	– Workshops led by teachers
– Develop a stay interview to be given every 3 years	Ongoing	SAU Office	– Compiled report of results

**Action Strategies for:**

- **Shaker Regional staff members are true professionals who reflect deeply upon their work – as individuals and as team members – and continually advance their knowledge and skills within their profession.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Increase professional development opportunities for faculty and support staff (ties back to empowerment)	June 2019	Director of Curriculum and Instruction	– More professional development money
– Explore cohort learning opportunities and relationships (ties back to empowerment)	June 2019	Director of Curriculum and Instruction	– Use of cohort learning opportunities
– Provide book-read opportunities/groups	September 2019	Director of Curriculum and Instruction, Administrators, Superintendent	– Book-read groups organized
– Develop collaborative opportunities within the district, and with other districts in the region and state (includes working toward shared professional development days)	January 2020	Director of Curriculum and Instruction	– Collaborated groups being developed
– Recognize online workshop/trainings as valid professional development opportunities	June 2019	Director of Curriculum and Instruction	– Identified online workshops



**Action Strategies for:**

- **The reputation of the Shaker Regional School District for excellence, innovation, and working climate makes it an attractive choice for talented people.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– District maintains a balanced approach to education	Ongoing	All staff	
– Establish a district wide Public Relations committee/building Public Relations liaison	October 2017	Administrators	– Increased articles in area papers
– Explore and utilize social media opportunities	January 2017	Administrators	– Evidence of social media opportunities being used
– Establish and hire a Public Relations position	July 2018	Superintendent	– Hired or stipend position
– Reinstate quarterly newsletter	August 2017	SAU	– Newsletter

**Action Strategies for:**

- **Teachers and administrators know that students learn in different ways and, sometimes, on different days. They are firm in what learning students must ultimately demonstrate, but they are flexible regarding learning styles, learning rates, and manner of teaching.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Increase school to work opportunities	Ongoing	School-to-Work Coordinator	
– Focus hiring practices to reflect district’s vision	April 2018	Administrators, Personnel	– Questions being asked during interview process
– Increase training for staff in this area	September 2017	Superintendent	– Additional workshops and/or professional development
– Increase staff in credit recovery opportunities for students	June 2018	Superintendent	– Additional staff hired
– Increase teachers to accommodate students in their learning rates	June 2018	Superintendent	– Additional staff hired

**Action Strategies for:**

- **There is a positive and collaborative relationship between the School Board, the Leadership Team, teachers, the support staff, and the community. Conflicts do arise, but they are managed in a civil and professional manner with the good of students at the core of all discussions and decisions.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Continued usage and evaluation of the School Leadership Model	Annual	Superintendent, Administrators	
– Increasing teacher presentations at School Board meetings	Ongoing	Superintendent with Administration	– Teacher presentations being conducted
– Meet, establish and complete an annual survey of staff regarding the collaborative climate of building/district goals	June 2018	Administration, Building Leadership Team (BLT)	– Survey completed



**Action Strategies for:**

- **Teachers, administrators, and the support staff take their role as models for youth seriously and behave accordingly.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Review of appropriate policies	Annual at minimum and ongoing, if necessary	Administration	
– Incorporate posters through the school regarding character development for staff and students	January 2018	Administration	– Posters being utilized

**Action Strategies for:**

- **Shaker Regional staff members are caring, kind, consistent, respectful and just in their interactions with students. At the same time, staff members have high expectations and hold high standards for students. This powerful combination of caring and high expectations leads to high student performance.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Continue annual behavior reports, including behavior programs used, to present to the School Board	Annual	Administration	– Behavior reports indicating improvement in this area
– Develop process to clarify how students see staff regarding caring, kind, consistent, respectful and just	Annual	Administration	– Summary of feedback



## OUR CURRICULUM VISION

What we expect our students to learn...

- Shaker Regional teachers and leaders are all future-focused trend trackers. Their study of the future allows them to update curriculum content when new and relevant content emerges. The same basic skills are then learned utilizing material that has meaning for everyone.
- The Shaker Regional staff has networking opportunities for curriculum development, reflection of teaching practices, and for continuously improving the learning process.
- All curriculum is written in a “learner outcome” format and is directly aligned with Shaker Regional’s exit learner outcomes.
- The curriculum for each level of learning and each department is also written in a student learner outcomes format that makes it clear what students must do/demonstrate to show mastery.
- Although Shaker Regional does have curriculum that all graduates should know, in most cases learner outcomes can be mastered while accommodating the learning style and the interests of individual learners.
- The learner outcomes for Shaker Regional focus on the whole child/learner; they ensure that each child/learner is prepared academically, socially, and emotionally. We are concerned with what our learners know, what they are able to do, and what kind of person they are becoming.
- At all times, Shaker Regional learners know how, that which they are being asked/required to learn, will impact their success after they leave school. All learning is related to life. The learner sees the relevancy in all learning.
- The Shaker Regional Strategic Direction process identified the exit learning outcomes for all students. When students graduate from our system, they are able to demonstrate all exit learner outcomes . . . which means that they have been “empowered to succeed in their world.”
- Second languages are valued and expected of all Shaker Regional graduates.

### Action Strategies for:

- **Shaker Regional teachers and leaders are all future-focused trend trackers. Their study of the future allows them to update curriculum content when new and relevant content emerges. The same basic skills are then learned utilizing material that has meaning for everyone.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Evaluate current practices to ensure that they reflect new and relevant content</li> <li>– Establish protocols to review relevant content</li> </ul>	Ongoing	Director of Curriculum and Instruction, Classroom Teachers	<ul style="list-style-type: none"> <li>– Curriculum committee, which meets regularly</li> <li>– Protocols and procedures for regular curricular updates developed by curriculum committee</li> </ul>
<ul style="list-style-type: none"> <li>– Establish a framework for continuous review and assessment of curriculum design to reflect current trends</li> </ul>	August 2017	Superintendent, Director of Curriculum and Instruction	<ul style="list-style-type: none"> <li>– Curriculum regularly updated in consideration of new and relevant content</li> <li>– Updates to curriculum have meaningful impact on classroom instruction/assessment practices</li> </ul>



**Action Strategies for:**

- **The Shaker Regional staff has networking opportunities for curriculum development, reflection of teaching practices, and for continuously improving the learning process.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Evaluate existing opportunities for curriculum development</li> <li>– Within Shaker Regional School District (SRSD)</li> <li>– Outside of Shaker Regional School District (SRSD)</li> </ul>	Ongoing	Superintendent, Director of Curriculum and Instruction, Building Administrator	<ul style="list-style-type: none"> <li>– Survey stakeholders regarding current professional development opportunities around curriculum development</li> <li>– Established professional learning opportunities within school day/calendar related to professional development</li> <li>– Stakeholders have access to relevant professional learning opportunities outside of the school district</li> <li>– Curricular goals are aligned K-12 through My Learning Plan (MLP)</li> </ul>
<ul style="list-style-type: none"> <li>– Maximize opportunities for professional development and collaboration</li> </ul>	Ongoing	Superintendent, Director of Curriculum and Instruction	
<ul style="list-style-type: none"> <li>– Examine placement/purpose of professional learning:</li> <li>– Professional Days</li> <li>– Personal Learning Community (PLC)</li> <li>– Online management system</li> </ul>	August 2017 and ongoing	Superintendent, Director of Curriculum and Instruction, Building Administrator	

**Action Strategies for:**

- **All curriculum is written in a “learner outcome” format and is directly aligned with Shaker Regional’s exit learner outcomes.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Review existing curriculum documents to ensure common language</li> </ul>	June 2018	Curriculum Committee	<ul style="list-style-type: none"> <li>– Communication of learning objectives</li> <li>– Proficiency scales written in “learner outcome” format</li> <li>– Curriculum documents revised with common language K-12</li> <li>– Results of evaluative tool</li> </ul>
<ul style="list-style-type: none"> <li>– Communicate common glossary using student facing language</li> </ul>	Ongoing	Teachers	
<ul style="list-style-type: none"> <li>– Create an evaluative tool to assess student understanding of district curricular glossary</li> </ul>	June 2018	Curriculum Committee	

**Action Strategies for:**

- **The curriculum for each level of learning and each department is also written in a student learner outcomes format that makes it clear what students must do/demonstrate to show mastery.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Review curriculum documents to ensure clear expectations for mastery</li> </ul>	June 2018	Teachers, Building Administrator	<ul style="list-style-type: none"> <li>– Comprehensive proficiency scales which describe each standard</li> <li>– Teachers use proficiency scales as part of the evaluative process</li> <li>– Results of the evaluative tool</li> </ul>
<ul style="list-style-type: none"> <li>– Ensure student friendly format for the delivery of expectations for mastery</li> </ul>	Ongoing	Teachers, Building Administrator, Director of Curriculum and Instruction	
<ul style="list-style-type: none"> <li>– Create an evaluative tool to assess clarity of expectations for mastery</li> </ul>	August 2018	Director of Curriculum and Instruction	



**Action Strategies for:**

- Although Shaker Regional does have curriculum that all graduates should know, in most cases learner outcomes can be mastered while accommodating the learning style and the interests of individual learners.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Identify student interests: – Student Survey	Ongoing	Classroom Teacher	– Survey/Interview results – Creation of the curriculum to reflect student interests and learning styles – Results of evaluative tool – Student performance data (pass/fail rate)
– Create a curriculum that can be accessed by all students	June 2018	Superintendent, Director of Curriculum and Instruction, Committee, Building Administrator, Classroom teachers	
– Create an evaluative tool to ensure that curriculum is accessible across learning styles	Ongoing	Director of Curriculum and Instruction, Classroom teacher	

**Action Strategies for:**

- The learner outcomes for Shaker Regional focus on the whole child/learner; they ensure that each child/learner is prepared academically, socially, and emotionally. We are concerned with what our learners know, what they are able to do, and what kind of person they are becoming.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Identify academic standards which communicate exactly what we want our students to know and be able to do to become effective lifelong learners	June 2018	Director of Curriculum and Instruction, Administrators, Teachers	– Detailed proficiency scales which describe what we want students to know and be able to do for each standard – Habits of work and learning are measured, reported, and impact instruction/assessment – Clearly communicate 21st Century Skills – Student performance (percent proficient)
– Identify specific habits of work and learning which communicate social and emotional skills that allow students to become effective lifelong learners	June 2019	Director of Curriculum and Instruction, Administrators, School Counselors, Teachers	
– Evaluative tool to measure effectiveness of holistic approach to curriculum development	Annually and ongoing	School Counselors, Curriculum committee	

**Action Strategies for:**

- At all times, Shaker Regional learners know how, that which they are being asked/required to learn, will impact their success after they leave school. All learning is related to life. The learner sees the relevancy in all learning.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Connect academic standards to real world tasks	Ongoing	Director of Curriculum and Instruction, Building Administrator, Classroom Teacher	– Curriculum allows for valid performance based assessments which connect classroom learning to real world tasks – Student performance data (pass/fail) – Results of evaluative tool
– Create an evaluative tool to ensure students understand connection of academic standards to real world tasks	June 2018	Director of Curriculum and Instruction	



**Action Strategies for:**

- The Shaker Regional Strategic Direction process identified the exit learning outcomes for all students. When students graduate from our system, they are able to demonstrate all exit learner outcomes . . . which means that they have been “empowered to succeed in their world.”

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Review current exit learner outcomes to ensure they “empower students to succeed in their ever-changing world”	August 2017	School Counselors	<ul style="list-style-type: none"> <li>– Graduate survey</li> <li>– K-12 curriculum is vertically aligned</li> <li>– Results of evaluation</li> <li>– Continued update of exit learner outcomes</li> </ul>
– Develop a process for continual review/update of exit learner outcomes	2017-2018	Superintendent, Curriculum committee, School Counselors	
– Evaluate outgoing students to ensure exit learner outcomes are being met	Annually and ongoing	School Counselors	

**Action Strategies for:**

- Second languages are valued and expected of all Shaker Regional graduates.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Review and evaluate existing opportunities for students to access a second language	2017-2018	Curriculum committee, Building Administrator	<ul style="list-style-type: none"> <li>– Number of students enrolled in World Language programs</li> <li>– Student performance in World Language classes</li> <li>– Survey results</li> </ul>
– Invest time/resources into the continued development of World Language programs	Ongoing	Superintendent, Building Administrator	
– Exit survey to determine impact of World Language program on student 21st century skills	Annually and ongoing	Building Administrator, School Counselors	





## OUR ASSESSMENT VISION

How we measure success and hold learners and the system accountable...

- Student assessment is directly aligned with Shaker Regional learning outcomes and curriculum. We identify what we want students to know, be able to do, and to aspire to; we teach to those learner outcomes, and we assess student progress based upon those learning outcomes.
- Shaker Regional graduates/alumni are surveyed, and a significant sample is interviewed in-depth to determine the graduates' perceptions and evaluation regarding their educational experiences at Shaker Regional. Findings from this assessment process are used to continuously improve instruction and learning.
- Student assessment data is consistently and effectively used to inform students and parents regarding student progress, to provide a feedback loop to teachers regarding teaching strategies, and to help Shaker Regional teachers and leaders to continuously improve student learning results.
- Meeting individual student learning needs allows Shaker Regional to have high expectations for student achievement. Our curriculum, instruction, and assessment practices are rigorous, ensuring that our students will be successful in colleges and universities or whatever life they pursue after leaving Shaker Regional.
- Students are allowed and encouraged to demonstrate their learning in authentic ways. Written tests are not the dominant manner for assessing student learning.
- Each Shaker Regional student creates a multi-media electronic portfolio that documents successful learning. Parents have access to that portfolio in real time.
- Although Shaker Regional educators do not "teach for the test," Shaker Regional students perform well when compared to other New Hampshire schools and when compared nationally.

### Action Strategies for:

- **Student assessment is directly aligned with Shaker Regional learning outcomes and curriculum. We identify what we want students to know, be able to do, and to aspire to; we teach to those learner outcomes, and we assess student progress based upon those learning outcomes.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Develop philosophy for assessment and common assessment practices for Shaker Regional School District (SRSD):</li> <li>– Multiple points of data (formative/summative)</li> <li>– Assess increasing levels of rigor</li> <li>– Various types</li> <li>– Student-driven</li> <li>– NEASC reports</li> <li>– Use of proficiency scale</li> <li>– Balance pace with depth of knowledge</li> <li>– Authentic/performance-based</li> </ul>	2017-18	District Support Team (DST)	<ul style="list-style-type: none"> <li>– Documented philosophy and assessment practices</li> <li>– Timeline for initial work completion</li> <li>– Documented training materials; staff completion of training</li> <li>– Documented GAP analysis</li> <li>– Assessments that meet criteria established in philosophy and assessment practices</li> </ul>
<ul style="list-style-type: none"> <li>– Develop timeline for initial implementation of assessments.</li> </ul>	2017-18	Director of Curriculum and Instruction	
<ul style="list-style-type: none"> <li>– Provide professional development for teachers:</li> <li>– Creating assessments that are aligned with standards, and therefore curriculum and instruction</li> </ul>	TBD by Director of Curriculum and Instruction (By end of 2017-18)	Director of Curriculum and Instruction	



– Conduct a GAP analysis evaluating current assessments relative to SRSD philosophy and common practices.	TBD (2018-19)	Teachers	
– Create and/or adopt assessments that are aligned with standards and meet Shaker Regional SRSD philosophy and common practices.	Ongoing	Teachers	

**Action Strategies for:**

- **Shaker Regional graduates/alumni are surveyed, and a significant sample is interviewed in-depth to determine the graduates’ perceptions and evaluation regarding their educational experiences at Shaker Regional. Findings from this assessment process are used to continuously improve instruction and learning.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Develop a data-gathering tool for post-graduate outcomes.	2017-18	High School Director of Guidance	<ul style="list-style-type: none"> <li>– Tools designed and/or purchased</li> <li>– Documentation of process for data gathering</li> <li>– Documentation of protocols for data analysis, interpretation, and use</li> <li>– Data gathered from initial survey</li> <li>– Documentation of data interpretation, plan for improvement, and changes implemented</li> </ul>
– Develop a process for gathering the data: – Post-graduate students – Colleges and Universities – Local business community	2017-18	High School Director of Guidance	
– Develop a protocol for data analysis, interpretation, and use.	2017-18	High School Director of Guidance	
– Implement new tool and protocols for data gathering.	By end of 2017-18	High School Director of Guidance	
– Implement new tools and protocols for data analysis, interpretation, and use: – Include continuous improvement process	2018-19	High School Director of Guidance	

**Action Strategies for:**

- **Student assessment data is consistently and effectively used to inform students and parents regarding student progress, to provide a feedback loop to teachers regarding teaching strategies, and to help Shaker Regional teachers and leaders to continuously improve student learning results.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Develop a Shaker Regional School District (SRSD) philosophy and guiding principles for the effective use of data: – Infusion of data analysis in practice	2017-18	District Support Team (DST)	<ul style="list-style-type: none"> <li>– Documented philosophy and guiding principles</li> <li>– Documented training materials; staff completion of training</li> <li>– Documented GAP analysis</li> <li>– Documentation of plan for data gathering, interpretation, and use; changes implemented</li> </ul>
– Provide professional development (PD) for all staff; effective use of data in practice: – Reporting to students and parents – Improving instruction – Improving student learning	Beginning Summer 2018 - 19	District and Building Administrators	
– Conduct a GAP analysis evaluating current data practices relative to SRSD philosophy and common practices.	2018-19	District and Building Administrators, staff	



– Create and/or adopt data practices that are aligned with SRSD philosophy and guiding principles.	2018-19	District and Building Administrators, staff	
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**Action Strategies for:**

- **Meeting individual student learning needs allows Shaker Regional to have high expectations for student achievement. Our curriculum, instruction, and assessment practices are rigorous, ensuring that our students will be successful in colleges and universities or whatever life they pursue after leaving Shaker Regional.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Referring to philosophy and common assessment practices, develop and provide professional development (PD) for staff: – Designing assessments that effectively measure all levels of rigor	2017-18	Director of Curriculum and Instruction, District Administrators	– Documented training materials; staff completion of training – Documented GAP analysis – Assessments that meet criteria established in philosophy and assessment practices
– Conduct a GAP analysis evaluating current assessments relative to Shaker Regional School District (SRSD) philosophy and common practices.	2018-19	District and Building Administrators, staff	
– Create and/or adopt assessments that are aligned with SRSD philosophy and common practices.	2019-20	District and Building Administrators, staff	

**Action Strategies for:**

- **Students are allowed and encouraged to demonstrate their learning in authentic ways. Written tests are not the dominant manner for assessing student learning.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Referring to philosophy and common assessment practices, develop and provide professional development (PD) for staff on rationale and models of student choice: – Consider needs of different levels (Elementary, Middle, High)	2018-19	Director of Curriculum and Instruction, Building Administrators	– Documented training materials; staff completion of training – Toolbox of options for teacher and student access – Documented meeting minutes – Use of a variety of methods by students to demonstrate proficiency – Documented guiding principles for student-developed evidence of proficiency – Student surveys, student work (evidence of proficiency)
– Generate and share options for students to show evidence of proficiency.	2019-20	Director of Curriculum and Instruction, Director of Information Technology, staff	
– Communicate expectations to staff to utilize options for students to demonstrate proficiency.	2019-20	Director of Curriculum and Instruction, Building Administrators	
– Establish protocols for students to develop their own evidence of proficiency.	2019-20	District Support Team (DST)	
– Measure students' use of choice in determining how they demonstrate proficiency.	2020-21	Staff	



**Action Strategies for:**

- **Each Shaker Regional student creates a multi-media electronic portfolio that documents successful learning. Parents have access to that portfolio in real time.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Develop standards and protocol for electronic portfolio (needs assessment).	2018-19	District Support Team (DST)	<ul style="list-style-type: none"> <li>– Documented standards and protocol for e-portfolios</li> <li>– Documented GAP analysis</li> <li>– Documented training materials, staff, student, and parent completion of training</li> </ul>
– Conduct a GAP analysis to determine if current systems will support desired state.	2018-19	District Support Team (DST)/Building Leadership Team (BLT), Director of Information Technology	
<ul style="list-style-type: none"> <li>– Provide PD for staff, students, and parents:</li> <li>– How to access the tool (Empower)</li> <li>– Standards and protocols for use of e-portfolio</li> </ul>	2019-20	Director of Curriculum and Instruction, Director of Information Technology, Staff	

**Action Strategies for:**

- **Although Shaker Regional educators do not “teach for the test,” Shaker Regional students perform well when compared to other New Hampshire schools and when compared nationally.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Determine which standardized assessments will be used to measure and compare student performance:</li> <li>– Aligned with standards, curriculum, and instruction</li> </ul>	2017-18	District Administrators, District Support Team (DST)	<ul style="list-style-type: none"> <li>– Documented list of standardized assessments that are aligned with standards, curriculum, and instruction</li> <li>– Documented protocols</li> </ul>
– Develop a protocol for data analysis, interpretation, and use.	2018-19	Director of Curriculum and Instruction, Building Administrators	



## OUR INSTRUCTION VISION

How we help our students to learn...

- Shaker Regional teachers are true professionals who continuously study their craft, reflect on their experiences, and apply the latest and best research.
- Shaker Regional offers a safe and secure environment for learning . . . physically, psychologically, and emotionally safe.
- Shaker Regional makes maximum use of technology for learning. As learners advance in our system, more and more student master learning outcomes using computers to access challenging and exciting on-line learning. It is expected that high school students will learn up to 50% of their outcomes with technology, leaving teachers time to teach those most important learning outcomes that require a master teacher working with a group of learners on complex learning.
- Because all curriculum is on-line, access to learning is 24/7 for Shaker learners.
- Shaker Regional teachers connect personally with students helping to ensure that students find joy in their learning.
- Learning opportunities often do not follow a single traditional field of study. Most frequently, learners will be learning math, science, language arts, and social science while analyzing and solving real-life problems in today's world.
- Most learning takes place in a real-life/authentic learning context where students are able to learn to deal with real-life situations. The community is truly the classroom. Learning and demonstrating learning through student projects is the norm at Shaker Regional.
- Instruction and learning at the Shaker Regional School District are designed to meet the developmental level, the learning style strength, and the interest area of each student. Students are motivated to learn at their individual maximum pace.
- Because Shaker Regional customizes learning to the individual student, the question is no longer "is Robert ready for the fifth grade" but is "what learning outcome is Robert now ready for."

### Action Strategies for:

- **Shaker Regional teachers are true professionals who continuously study their craft, reflect on their experiences, and apply the latest and best research.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Define professionalism and develop the criteria for accountability:</li> <li>– Includes growth mindset</li> <li>– Life-long learner</li> </ul>	December 2017	Committee of building representatives	<ul style="list-style-type: none"> <li>– Definition of professionalism</li> <li>– Criteria checklist</li> <li>– Included in the evaluation tool</li> </ul>
<ul style="list-style-type: none"> <li>– Build a structured block of time into the school calendar for reflection.</li> <li>– Opportunities include:</li> <li>– Self</li> <li>– Peer</li> <li>– Administrator</li> <li>– Professional Learning Community (PLC)</li> <li>– Whole school community</li> <li>– District</li> </ul>	December 2017	Administrators with input from Shaker Regional Educational Association (SREA)	<ul style="list-style-type: none"> <li>– School calendar</li> <li>– Workshops/conferences</li> <li>– Daily flex/release times</li> <li>– Meeting agenda/notes</li> </ul>
<ul style="list-style-type: none"> <li>– Designate adequate support (includes but not limited to: financial, personnel, time, etc.) for professional development opportunities:</li> </ul>	December 2017	Administrators, SREA, SAU	<ul style="list-style-type: none"> <li>– Survey the schools asking for specific needs</li> <li>– The survey completed at the end of each school year</li> </ul>



<ul style="list-style-type: none"> <li>– Equitable access between buildings and personnel</li> <li>– Researched-based best practices that support the district’s vision and goals</li> </ul>			<ul style="list-style-type: none"> <li>– Data is evaluated to fit the needs as individuals, buildings, and the district as a whole</li> <li>– Adequate funding is included in the budget</li> </ul>
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**Action Strategies for:**

- **Shaker Regional offers a safe and secure environment for learning . . . physically, psychologically, and emotionally safe.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Identify needs to provide a safe and secure environment for all learners.</li> <li>– Develop a survey to meet the needs of learners unique to the communities of the schools. It must include:               <ul style="list-style-type: none"> <li>– Physically</li> <li>– Psychologically</li> <li>– Emotionally</li> </ul> </li> <li>– Survey administered based on the needs of the school.</li> </ul>	June 2018	Committee consisting of: Classroom Teachers, Guidance Counselor, and Specialists	<ul style="list-style-type: none"> <li>– Student survey:</li> <li>– Class lists and profile sheets completed in a timely manner prior to receiving new learners</li> <li>– Profile sheets available through either the LMS or SIS</li> <li>– Teacher-to-teacher conference at the end of the school year/semester to discuss student needs</li> <li>– Checklist of needs completed during the teacher-to-teacher conference</li> <li>– Generate districtwide checklist template</li> </ul>

**Action Strategies for:**

- **Shaker Regional makes maximum use of technology for learning. As learners advance in our system, more and more student master learning outcomes using computers to access challenging and exciting on-line learning. It is expected that high school students will learn up to 50% of their outcomes with technology, leaving teachers time to teach those most important learning outcomes that require a master teacher working with a group of learners on complex learning.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Provide technology appropriate to the needs of the grade levels.</li> </ul>	June 2017	Director of Information Technology, Technology committee	<ul style="list-style-type: none"> <li>– Survey schools, staff, and students</li> <li>– Survey students, teachers, and administrators to prioritize needs</li> <li>– Collected data through helpdesk</li> <li>– Use interest surveys to maximize opportunities for learning</li> </ul>
<ul style="list-style-type: none"> <li>– Provide professional training using all digital platforms for the needs for all learners including students, teachers, and administrators.</li> </ul>	Ongoing	Instructional Design and STEM Coach, Technology Integrators	



**Action Strategies for:**

- Because all curriculum is on-line, access to learning is 24/7 for Shaker learners.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Provide access to instruction through Empower 24/7.	2020-2021 school year	Teachers	<ul style="list-style-type: none"> <li>– Due dates to complete playlists in Empower by content area</li> <li>– Tracking student learning/usage through Empower</li> </ul>

**Action Strategies for:**

- Shaker Regional teachers connect personally with students helping to ensure that students find joy in their learning.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Continued implementation of classroom community activities such as:</li> <li>– Responsive Classroom</li> <li>– Advisory/Homeroom</li> <li>– Habits of Mind</li> <li>– Targeted Learning Time</li> <li>– Faculty advisors/club activities</li> </ul>	Ongoing	Teachers, Guidance	– Schedule to support implementation of activities
– Conduct an Interest Survey to facilitate the focus of learning communities/groups.	Annually beginning 2017-2018	Teachers	– Data collection from survey

**Action Strategies for:**

- Learning opportunities often do not follow a single traditional field of study. Most frequently, learners will be learning math, science, language arts, and social science while analyzing and solving real-life problems in today's world.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Develop and provide multiple and varied pathways for students based on real-life problems in today's world.	2021-2022 School year	Teachers	<ul style="list-style-type: none"> <li>– Increasing % of students using multiple pathways</li> <li>– Staff and student interest survey results</li> </ul>

**Action Strategies for:**

- Most learning takes place in a real-life/authentic learning context where students are able to learn to deal with real-life situations. The community is truly the classroom. Learning and demonstrating learning through student projects is the norm at Shaker Regional.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Provide extended learning opportunities to ensure that learners apply learning to real-world experiences</li> <li>– Learning activities are aligned with standards/competencies in the Shaker Regional School District curriculum</li> </ul>	2021-2022 School year	Director of Curriculum and Instruction, Teachers, Instructional Design and STEM Coach	<ul style="list-style-type: none"> <li>– Student evidence/portfolios and feedback sessions</li> <li>– Evidence of learning housed in Empower</li> <li>– Course credit</li> </ul>





**Action Strategies for:**

- Instruction and learning at the Shaker Regional School District are designed to meet the developmental level, the learning style strength, and the interest area of each student. Students are motivated to learn at their individual maximum pace.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Develop and implement multiple and varied strategies to engage students at their developmental level and appropriate pace which include:</li> <li>– Learning style strengths</li> <li>– Interest area</li> <li>– Habits of work/habits of mind</li> </ul>	2021-2022 school year	Teachers, Instructional Design and STEM Coach	<ul style="list-style-type: none"> <li>– Increasing % of students engaging in feedback opportunities includes:</li> <li>– Student evidence/portfolios and feedback sessions</li> <li>– Observations of success in:</li> <li>– Level of independence group work</li> </ul>

**Action Strategies for:**

- Because Shaker Regional customizes learning to the individual student, the question is no longer “is Robert ready for the fifth grade” but is “what learning outcome is Robert now ready for.”

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Provide multiple, varied learning opportunities that allows for students to learn anytime, anywhere.	2021-2022 School Year	Director of Curriculum and Instruction, Instructional Design and STEM Coach, Teachers	<ul style="list-style-type: none"> <li>– Classroom observations</li> <li>– Parent/student conferences</li> <li>– Annual survey results (of students and parents)</li> <li>– All learning is scored in Empower by 2019-2020 school year</li> <li>– Increasing percentage of students and parents accessing Empower</li> </ul>
– Provide transparency of the progressions of learning.	Beginning 2021 School Year	Teachers, Instructional Design and STEM Coach	
– Monitor student progress on competencies within the progressions of learning.	Beginning 2019-2020 School Year, and ongoing	Teachers, Administrators	
– Using the progressions of learning data to place students based on needs.	Beginning 2019-2020 School Year, and ongoing	Teachers	– Student scheduling is based on student needs rather than age or teacher needs





## OUR TECHNOLOGY VISION

How we use technology to customize and increase learning...

- All technology purchases . . . hardware and software . . . are made based upon the positive impact the technology will have on children.
- Every student has access to a computer and the Internet at school and at home.
- Shaker Regional teachers put as much of their instruction on-line as possible. When students are learning on-line, teachers are available to teach those concepts and skills that require group interaction and a professional facilitator.
- Instruction, available on-line 24/7, allows individual students and their parents to determine the learner's rate of learning. Anyone can learn anything from anywhere at anytime. Most students advance far beyond the typical curriculum of traditional schools.
- All Shaker Regional curriculum can be accessed online 24/7, and students have two or three learning style choices and two or three learning interest choices for most on-line instruction.
- Shaker Regional Information Technology allows for easy and effective communication between teachers and parents. Parents, at any time, can access their child's learning records/portfolios, can get tips on how to help their children with their present learning challenges, and can view the entire Shaker Regional set of student learning outcomes.
- Shaker Regional Information Technology makes it possible for each learner throughout the system to have a self-generated Individual Educational Plan (IEP). Learners, with the help of their teacher/coach and parents, schedule their school activities, their learning seminars, their on-line learner instruction, and their community learning experiences.
- This same Information Technology makes it possible for school leaders to track the activities and location of individual students throughout the day, and provides a system of accountability for students and parents.

### Action Strategies for:

- **All technology purchases . . . hardware and software . . . are made based upon the positive impact the technology will have on children.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Develop and implement process for determining priority, potential effectiveness and benefits of technological purchases.	June 2018	District Support Team (DST)	– Completed evaluation tool
– Develop an evaluation tool/process to assess effective use of technology purchases: – Student Assessment – Staff Assessment	June 2018	Technology committee	– Completed evaluation tool
– Implement use of Evaluation Tool: – Complete assessments	Annually	Students, Staff, Technology Committee	– Data Collection
– Gather and Analyze data: – Share data with stakeholders	Annually	Technology Committee	– School Board Presentation
– Develop, implement and assess effective research based professional development for staff related to technological purchases.	Ongoing	Building Administrators, Professional Development Committee	– Professional Development Evaluations



**Action Strategies for:**

- **Every student has access to a computer and the Internet at school and at home.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Develop an evaluation tool to identify:</li> <li>– Access to a computer at home</li> <li>– Access to internet at home</li> </ul>	June 2018	District Support Team (DST), Technology Committee	– Completed Tool
<ul style="list-style-type: none"> <li>– Conduct survey.</li> </ul>	Annual	Building Administrator	– Complete Survey
<ul style="list-style-type: none"> <li>– Investigate family options to acquire 24/7 internet access at home.</li> </ul>	Ongoing	Technology Committee	<ul style="list-style-type: none"> <li>– Resources List</li> <li>– Community Partnerships</li> </ul>
<ul style="list-style-type: none"> <li>– Develop district philosophy on age appropriate acquisition of technology for home use.</li> </ul>	June 2018	District Support Team (DST)	– Revised user agreement with philosophy

**Action Strategies for:**

- **Shaker Regional teachers put as much of their instruction on-line as possible. When students are learning on-line, teachers are available to teach those concepts and skills that require group interaction and a professional facilitator.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Utilize standardized platforms/programs to allow teachers to provide online instruction to students.</li> </ul>	September 2020	Classroom Teachers, Specialists	– Empower Utilization for grading and reporting K-12
<ul style="list-style-type: none"> <li>– Provide Professional Development:</li> <li>– Use of LMS/Empower</li> <li>– Creating Playlists LMS/Empower</li> <li>– Use of “grading” in LMS/Empower</li> </ul>	Ongoing	Technology Integrators, Technical Services	<ul style="list-style-type: none"> <li>– PD Evaluations</li> <li>– Reduction of Support Requests</li> </ul>

**Action Strategies for:**

- **Instruction, available on-line 24/7, allows individual students and their parents to determine the learner’s rate of learning. Anyone can learn anything from anywhere at anytime. Most students advance far beyond the typical curriculum of traditional schools.**

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Develop playlists based on the curriculum in the Learning Management System/Empower.</li> </ul>	Sept 2020	Teachers	– All classes/courses have playlists in LMS/Empower
<ul style="list-style-type: none"> <li>– Train students to utilize on-line instruction (Learning Management System/Empower).</li> </ul>	June 2020 and ongoing	Classroom Teachers, Technology Integrator and Instructional Design and STEM Coach	– LMS/Empower Utilization Reports
<ul style="list-style-type: none"> <li>– Train families on accessing and monitoring of student on-line instruction (Learning Management System/Empower).</li> </ul>	June 2020 and ongoing	Building Administrator, Technical Services	<ul style="list-style-type: none"> <li>– Parent Night</li> <li>– Video Unit (accessed through district website)</li> </ul>



**Action Strategies for:**

- All Shaker Regional curriculum can be accessed online 24/7, and students have two or three learning style choices and two or three learning interest choices for most on-line instruction.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Provide Professional Development and training on different learning styles.	June 2019 and ongoing	Director of Curriculum and Instruction, Building Administrator, Instructional Design and STEM Coach, Technology Services	– Professional Development Calendar – Student Learning Style Assessment
– Create bank of resources relative to learning style choice for teachers.	June 2019 and ongoing	Director of Curriculum and Instruction, Building Administrator, Instructional Design, Technology Services	– Resource Sandbox in LMS/Empower – Resources Bank posted on District Website/Drive
– Provide multiple learning style choices within playlists of LMS/Empower.	June 2019 and ongoing	Teachers	– LMS/Empower

**Action Strategies for:**

- Shaker Regional Information Technology allows for easy and effective communication between teachers and parents. Parents, at any time, can access their child’s learning records/portfolios, can get tips on how to help their children with their present learning challenges, and can view the entire Shaker Regional set of student learning outcomes.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
– Provide Parent/Guardian access to LMS/Empower: – Competencies, Standards, Learning Targets – Proficiency Scales – Target Browser – Playlists – Reports	June 2020	Technology Services, School Integrator	– LMS/Empower Utilization Reports.
– Provide parent/guardian Resources Sandbox in LMS/Empower: – Playlists for parents based on competency, standards	January 2020	Director of Curriculum and Instruction, Instructional Design and STEM Coach, School Integrator	– LMS/Empower Sandbox



**Action Strategies for:**

- Shaker Regional Information Technology makes it possible for each learner throughout the system to have a self-generated Individual Educational Plan (IEP). Learners, with the help of their teacher/coach and parents, schedule their school activities, their learning seminars, their on-line learner instruction, and their community learning experiences.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Implement/activate Learning Management System/Empower:</li> <li>– Playlists/Student Portfolio</li> <li>– Learning Targets</li> <li>– Grades</li> <li>– Parent Portal</li> </ul>	September 2020	Technical Services	– LMS/Empower Live
<ul style="list-style-type: none"> <li>– Maintain/update LMS storage</li> <li>– District provides adequate resources for LMS/Empower</li> </ul>	September 2020	Technical Services	<ul style="list-style-type: none"> <li>– Online Storage</li> <li>– Network Storage</li> </ul>

**Action Strategies for:**

- This same Information Technology makes it possible for school leaders to track the activities and location of individual students throughout the day, and provides a system of accountability for students and parents.

Action Strategies	Completion Date	Who is Responsible?	Progress Indicators
<ul style="list-style-type: none"> <li>– Create committee to assess/evaluate Student Information System (SIS)</li> </ul>	September 2017	Technical services	<ul style="list-style-type: none"> <li>– Committee List</li> <li>– Committee Meeting Schedule</li> </ul>
<ul style="list-style-type: none"> <li>– Committee develops and conducts an assessment/evaluation related to SIS (Web2School)</li> </ul>	December 2017	Technical services	<ul style="list-style-type: none"> <li>– Assessment/Evaluation Tool Created</li> <li>– Assessment/Evaluation distributed, completed, collected, and analyzed</li> <li>– Results presented to School Board</li> </ul>



## OUR LEARNING VISION

What learning is like from the student's perspective...

- Shaker Regional Students will be very involved in the planning of my learning experiences. My teacher/coach from school and my parents get involved in helping me set my direction; but as I progress, I am becoming more responsible for my own learning program.
- Every day, Shaker Regional students will come to school and be met at their developmental learning level. Each student will be challenged, will be very successful, and will leave school wanting to return tomorrow.
- All Shaker Regional students are naturally highly motivated to learn because the learning experiences of each student are matched to their developmental learning level, their learning styles and strengths, and their interests.
- Students learn in many ways – through online learning, through seminars with other learners, group lectures, reading, from community mentors, and in traditional ways.
- Shaker Regional students believe that today's world requires lifelong learners, and teachers design learning activities to ensure that graduates leave the school system as self-directed, future-focused, lifelong learners. As students advance through their program, they become increasingly accountable for their own learning.
- Shaker Regional students will have an electronic learner outcome portfolio that shows a complete record of my learning accomplishments. Parents, my teacher and learning coach, and teachers have access to my portfolio.
- Our world is becoming increasingly global and diverse, and Shaker Regional learners continuously learn to embrace diversity . . . diversity of cultures, religions, ethnicity, and ways of viewing the world.
- All Shaker Regional students leave our school system with the opportunity to choose any future they desire . . . graduates are ready for college, for employment, and/or for creatively designing their own future.
- Shaker Regional has become recognized as the place to visit to watch students and adults study, analyze, and debate cultural, religious, economic, and global issues.

Our learning vision is directly influenced by all other vision areas and does not influence the others. For this reason, there are no action strategies to accompany this vision area.