

# KITTERY SCHOOL DEPARTMENT

## **Strategic Vision**

**Kittery, Maine**

September 3, 2002

*Our Mission Statement:*



***EDUCATING FOR LIFE***



*KITTERY'S BELIEF STATEMENTS  
FOR LEARNING, TEACHING, AND COMMU-  
NITY*

***Concerning students and learning...***

1. *We believe* each student can and wants to learn.
2. *We believe* each student learns differently.
3. *We believe* students thrive when learning experiences are relevant and connected.

***Concerning teachers and teaching...***

1. *We believe* effective teaching requires enthusiasm and competency.
2. *We believe* teachers model purposeful learning and the desire to learn.
3. *We believe* teachers accept opportunities for empowerment and increasing effectiveness.

***Concerning the community...***

1. *We believe* the community plays an important role in educating Kittery's students.
2. *We believe* the community provides a safe, respectful, supportive environment for all learners.
3. *We believe* the community finds needed resources for optimum learning.



## *OUR CORE VALUES*

*In carrying out our mission and vision, we adhere to these Core Values:*

- HONESTY** An honest person behaves with truthfulness and sincerity.
- INTEGRITY** A person with integrity does the right thing even when no one is looking.
- FAIRNESS** A fair person pursues justice, commits themselves to the equitable treatment of individuals, and displays tolerance and acceptance of diversity.
- CARING** A caring person shows concern for the well-being of self, others, and the environment. He or she acts with compassion, generosity, kindness, and a commitment to service.
- RESPECT** A respectful person abides by his or her own beliefs and values while also acknowledging, understanding, and supporting the rights of others to express and live by their beliefs.
- CITIZENSHIP** A responsible citizen contributes to the community in active, positive, and creative ways and encourages the participation of others.
- COURAGE** A courageous person possesses the strength and willingness to act on core values and their beliefs.



## *KITTERY'S VISION*

### ***The CURRICULUM for Kittery Students:***

- Aligns with local and state Learning Results.
- Includes experiences and resources in and out of school.
- Ensures relevance and meaning for students.
- Provides and encourages student understanding and control of learning.
- Encourages free expression, appropriate risks, original thinking, and imagination.
- Challenges and questions current knowledge and situations.
- Supports life-long learning.
- Integrates subjects, disciplines, and student input.
- Includes all students by incorporating individual strengths.
- Focuses on meaning in the present and needs in the future.
- Provides clear expectations and flexibility on how to meet them.
- Takes place in every classroom.

### ***The ASSESSMENT for Kittery Students:***

- Effectively communicates learning to parents and community.
- Implements assessment and evaluation based on current research.
- Provides students with high quality, detailed feedback that informs further learning.
- Provides feedback from multiple people inside and outside of school.
- Offers multiple times and multiple ways to demonstrate learning.
- Matches different types of skills and knowledge with appropriate assessment methods.
- Informs instruction from multiple sources of learning feedback.
- Involves students in continuous self-assessment.
- Develops and articulates specific criteria that are known to everyone, especially students.
- Identifies and encourages authentic audiences for student knowledge and skills.



## *KITTERY'S VISION*

### ***The INSTRUCTION for Kittery Students:***

- Provides integrated support for all students to meet all standards.
- Takes place in the context of integrated themes.
- Takes place in and out of the classroom, in the community, and in real-life settings.
- Recognizes and accommodates individual strengths, challenges and learning styles.
- Encourages students as teachers as well as learners.
- Actively involves students.
- Integrates significant student choice.
- Models exemplary behavior, knowledge, and skills.
- Incorporates partnerships with the community.
- Provides multiple opportunities to solve real-life problems in various contexts and settings.
- Incorporates flexible, short-term grouping for various purposes.
- Teaches basic skills and knowledge to develop high-level thinking.
- Integrates technology as a tool for gathering, analyzing, synthesizing, and communicating information.
- Adopts best practices based on current research.
- Encourages appropriate risks and opportunities to grow from mistakes.
- Reflects on purposes, outcomes, and improvement.
- Appropriately challenges individuals and supports them in meeting the challenges.

### ***The TECHNOLOGY PROGRAM for Kittery Students:***

- Purchases equipment with student learner results in mind.
- Meets or exceeds national technological student standards.
- Provides convenient access for staff and students.
- Ensures student literacy and application skills for computer and other technology.
- Makes learning available at all times through technology.
- Incorporates current technological advances in learning and management systems.
- Pursues grants, corporate sponsorships, and other strategic alliances.



## *KITTERY'S VISION*

### ***The STAKEHOLDERS in the Kittery Schools:***

- Include all who live and work in Kittery.
- Form a strategic partnership with schools.
- Commit to participation in and promotion of education for all learners.
- View themselves as learners and teachers.
- Build consensus in support of its mission.
- Provide feedback on the effectiveness of education.
- Provide resources for optimal learning.
- Seek current information about educational research and issues.
- Open educational opportunities to all stakeholders.
- Articulate, defend, and assure implementation of the strategic design.

### ***The PERSONNEL in the Kittery Schools:***

- Welcome, promote, and facilitate meaningful changes that improve the educational process.
- Support the mission, vision, and core values.
- Adapt to non-traditional structures.
- Recognize, solicit, and facilitate team and stakeholder involvement.
- Model enthusiasm and inspiration for young people.
- Demonstrate respect for all students.
- Enjoy their work.
- Effectively relate, interact, and communicate with all students.
- Personify the core values.
- Love working with children.

The Kittery School Department seeks to attract, hire and retain the best staff.



## *KITTERY'S VISION*

### ***The LEADERS in the Kittery Schools:***

- Understand and act on the belief that true power comes from empowering others.
- Commit to, and follow through, on a course of action.
- Emphasize high quality for all student and staff work.
- Display knowledge, courage, and passion.
- Take and encourage appropriate risks.
- Reflect critically on leadership and its results and impact.
- Understand, evaluate, prioritize, influence, and facilitate educational change.
- Focus on the future.
- Provide an environment in which others can succeed.
- Create and use effective community partnerships and relationships.



## *LEARNING OUTCOMES* for the Personal Domain

***Future conditions that will impact the personal domain include...***

- *Geographical separation of family*
- *Rapid change*
- *Emphasis on individuality and diversity*
- *Shift toward individual responsibility*
- *Anytime, anywhere workplace*
- *High-stress society*
- *Search for balance*
- *Leadership with a global vision*

***Therefore, a Kittery graduate needs to be a competent, healthy individual who...***

1. Identifies and adopts a lifestyle that is physically, mentally, emotionally and spiritually healthy.
2. Demonstrates competent decision-making and problem-solving skills.
3. Articulates, defends, and acts according to personal values and beliefs.
4. Uses effective life-management skills.
5. Respects individuality and diversity.
6. Accommodates and welcomes progressive change in a flexible manner.
7. Demonstrates the ability to set, plan for, and accomplish realistic, challenging goals.
8. Contributes to the community.
9. Accepts responsibility for choices and behavior.
10. Receives and contributes constructive feedback in a positive, productive way.



## *LEARNING OUTCOMES* for the Learning Domain

***Future conditions that will impact the learning domain include...***

- *Opportunity to learn anywhere and anytime*
- *Constant change*
- *Necessity of high quality learning and products*
- *Unknown future*
- *Market that demands competitive job skills and highly specialized services and products*
- *Pressure to reform the educational system*
- *New and continuously evolving technology*
- *Global interdisciplinary perspective*
- *Global personal connections*
- *Graying and diversification of the population*

***Therefore, A Kittery graduate needs to be a self-directed, lifelong learner who...***

1. Remains open to and excited by new learning.
2. Experiments with new ideas.
3. Accesses, evaluates, organizes, and synthesizes information from a variety of sources.
4. Critically analyzes information to solve problems.
5. Communicates new knowledge effectively in a variety of ways.
6. Uses new technology effectively.
7. Reflects on experiences and learning.
8. Understands and articulates the need and value of continued learning.



## *LEARNING OUTCOMES* for the Relationship Domain

***Future conditions that will impact the relationship domain include...***

- *Interaction with increasingly diverse people*
- *Removed barriers of distance and time*
- *Virtual workplace*
- *Increasing cooperative, small group work*
- *Necessity of technological literacy*
- *Choosing associations to best support goals and growth*
- *Focus on congenial professional relationships*
- *Leadership focused on empowerment*
- *Possibility of technology limiting or altering relationships*
- *Changing parent-student relationships*
- *Shift from top-down relationships to interactive partnerships*

***Therefore, a Kittery graduate needs to be a collaborative, caring individual who...***

1. Communicates effectively in many venues.
2. Develops and sustains healthy relationships.
3. Applies effective interpersonal communication skills.
4. Accesses experts to assist in solving problems.
5. Works effectively and cooperatively as part of a team.
6. Develops diverse relationships
7. Empowers others to participate.



## *LEARNING OUTCOMES* for the Cultural Domain

***Future conditions that will impact the cultural domain include...***

- *Overlapping of global cultures*
- *Opening of the world economy*
- *Influence of technology on culture*
- *Decline of personal privacy*
- *Changing role of families*
- *Changing characteristics of cultures*
- *Preserving values in the face of rapid change*
- *Balancing new technology with respect to past and present culture*

***Therefore, a Kittery graduate needs to be a culturally aware individual who...***

1. Learns from study of the arts.
2. Learns about other cultures.
3. Demonstrates understanding of his or her own culture, traditions, and heritage.
4. Demonstrates awareness of subcultures and diversity in society.
5. Identifies and challenges beliefs, biases, and stereotypes of other groups and cultures.
6. Actively participates in the creation of a variety of art forms.
7. Recognizes and incorporates contributions from other cultures.
8. Models acceptance of differences in groups and individuals.



## *LEARNING OUTCOMES* for the Economic Domain

***Future conditions that will impact the economic domain include...***

- *Demands for quality products and services*
- *Success based on ability to adapt to change*
- *Need for continuing professional development*
- *Availability of financial and political information and interaction*
- *Importance of relationships through all avenues of communication (personal and technological)*
- *Responsibility for global environment and social conditions*
- *Evolution of the global economy*
- *Responsive training*

***Therefore, a Kittery graduate needs to be a responsible consumer and producer who...***

1. Creates quality products and services.
2. Understands diversity and interdependence of world economy.
3. Successfully adapts to change.
4. Uses a variety of resources to make financial decisions.
5. Balances economic success with environmental and social responsibilities.



## *LEARNING OUTCOMES* for the Civic Domain

***Future conditions that will impact the civic domain include...***

- *Well-informed and involved citizens*
- *Increased need for voluntary community involvement and local interdependence*
- *Change as the only constant*
- *Necessity to adapt to evolution of local, state, national and global communities*
- *Readily available information*
- *Diverse economic and political systems worldwide*

***Therefore, a Kittery graduate need to be a participating United States citizen who...***

1. Understands and actively participates in the democratic process at all levels.
2. Votes in local, state, and national elections.
3. Engages in community service by volunteering time and talent.
4. Inspires others to become involved.
5. Employs individual skills and strengths to lead others.
6. Critically analyzes and suggest solutions to problems at the local, state, and national levels.
7. Creates and sustains community through participation.
8. Creates systems for sharing information.
9. Compares and analyzes worldwide political and economic systems.
10. Applies historical knowledge to understand current issues.



## *LEARNING OUTCOMES* for the Global Domain

***Future conditions that will impact the global domain include...***

- *Increased market competition with new emerging markets*
- *Opportunity for instant communication*
- *Multicultural diversity and interactions*
- *Economic, political, and environmental interdependence*
- *Disparity of economic and educational opportunities*
- *Overabundance of information*
- *Necessity for environmental stewardship due to changing resources*
- *Changing strategic alliances between groups and countries*
- *Population explosion concentrated in underdeveloped countries*

***Therefore, a Kittery graduate needs to be a global citizen who...***

1. Describes and compares the characteristics, perspectives, and values of civilizations, cultures, and religions.
2. Analyzes the interaction of United States and worldwide environmental, economic, and political policy and actions.
3. Identifies necessary resources and creates possible solutions for their conservation.
4. Understands causes and effects of global economic disparity and creates possible solutions for greater equity.
5. Executes personal economic and environmental decisions that support long-term global viability.



*To be “Educated for Life”...a Kittery graduate needs to be:*

*A COMPETENT, HEALTHY INDIVIDUAL*

*A SELF-DIRECTED, LIFE-LONG LEARNER*

*A COLLABORATIVE, CARING INDIVIDUAL*

*A CULTURALLY AWARE INDIVIDUAL*

*A KNOWLEDGEABLE CONSUMER*

*AN INVOLVED CITIZEN*

