

## Strategic Planning Chart - 2015-2020

**CURRICULUM & INSTRUCTION****Date of Update: June 1, 2015**

***Guiding Belief:*** *The Learning Community will provide the personal and academic challenges and learning necessary to prepare students to perform their personal best in the real world in the future*

**Goal # 1:** Students will master foundational skills and knowledge at every level of their education

**Objective:** Increase achievement for all students through a standards-driven, rigorous curriculum with supports and differentiation for diverse learners

Actions (found in strategic plan)	Updates (steps taken since last update)	Proposed Changes or Next Steps
<b>CURRICULUM</b> Examine, review and revise district homework policy including purpose and consistency of use to deliver the curriculum	Not yet started; will begin in Fall of 2015	Revised timeline in strategic plan
<b>CURRICULUM</b> Develop revised curricular scope and sequence and curricular units aligned to Common Core Standards using UbD model for LA and Mathematics K-12	Accomplished; ELA and Mathematics Curriculum Units of Study are ongoing for review and revisions; Units of Study in place through Grade 10; Grade 11 and 12 slated for development and implementation 2015-2016	Outline specific grades and units of study in review, revision and development in alignment with District CT Core Standards roll out
<b>CURRICULUM</b> Develop revised curricular scope and sequence and distinct curricular units an "Understanding by Design" (UbD) model for World Language	Implemented In Grades 3-5 Fall of 2015 Development for Grade 1-2 schedule for 2015-2015 with Fall 2016 implementation Year 1 upper elementary implemented Fall 2013 Year 2 upper elementary implemented Fall 2014 Year 3 upper elementary curriculum will be written during 2015-2016 SY	Revised Strategic Plan to indicate the work to be done in 2015-2016
<b>CURRICULUM</b> Develop revised curricular scope and sequence and curricular units aligned to C3 National Social Studies Framework, CT State Social Studies Frameworks and Next Gen Science Standards using UbD model for Social Studies and Science	Not yet started due to waiting for formal adoption Next Gen Science Standards; projected start date Fall of 2015  Secondary Social Studies started 3C Social Studies National Frameworks standards and CT State Social Studies Standards adopted and being integrated into curriculum units of study	Adjust timeline to reflect accurate start dates and implementation dates in Strategic Plan

<b>CURRICULUM</b> Implement a yearly curriculum review revision model for all subject and courses	Encore (ART) classes started at Middle School Transition roll out plan in place; will continue to implement the roll out plan with staggered implementation between 2015-2020	N/A
<b>INSTRUCTION</b> Create a plan for Professional Development in the use of instructional best practices to teach diverse learners through district professional development days, building days and self-directed opportunities	Accomplished through both the district Professional Development and Professional Development & Evaluation Committee; revisited annually to adjust to calendar and professional development needs Instructional Literacy coaches scheduled for 2015-2016	Keep as an action step as it is ongoing each year in alignment with district calendar of Professional Development
<b>INSTRUCTION</b> Develop innovative plan for district instructional coaches using permanent subs paired with teacher coaches	Accomplished with 2 math coaches in place for 3-5 during 2014-2015; pending budget approval plan in place to increase instructional coaches to a total of 4 for 2015-2016	Adjust action steps to reflect the following: <ul style="list-style-type: none"> <li>• 3 coaches 2016-2017 (mathematics)</li> <li>• 2 coaches 2017-2018 (literacy)</li> </ul>
<b>INTERVENTION</b> Review and revise Tier 2 & 3 intervention protocols in literacy and numeracy for use in regular education prior to referral for special education	Ongoing - established an intervention management team in 2014-2015 with drafted revisions; will continue to review and establish protocols each year	Adjust action steps and due dates
<b>INSTRUCTION</b> Develop a yearly personalized teacher/parental support plan providing resources to address individual student needs	Parent Curriculum Guides drafted under the guidance of Competency Work group and Great Schools Partnership Summer of 2015 will provide resources electronically for parents and families in the area of math and literacy	Continue and refine to create unique resources for unique pathways of learners
<b>CURRICULUM</b> Develop/Revise year long curriculum that provides personalization for all students in all content areas	Begun and ongoing Team of 8th and 9th grade teachers working collaboratively to develop an ELA personalized learning unit with 3 other towns facilitated by Great Schools Partnership	Continue to develop in Fall 2015 and review and revisit in alignment with curriculum revision cycle

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**CURRICULUM & INSTRUCTION**

**Date of Update: June 1, 2015**

**Goal # 2: Students will be excellent communicators**

**Objective: Students will demonstrate excellence in 21<sup>st</sup> century skills**

<b>Actions (found in strategic plan)</b>	<b>Updates (steps taken since last update)</b>	<b>Proposed Changes or Next Steps</b>
<b>WRITING/DISOURSE</b> Create a comprehensive writing curriculum aligned with the National Common Core Standards with yearlong pacing	Not yet started	Continue action step to meet the due date
Create an Action Team to develop a comprehensive and robust K-12 philosophy, approach and vertical articulation to Writing and Discourse	Not yet started	Continue action step to meet the due date
Create opportunities for students to write for authentic purposes across the curriculum and to showcase their work locally and beyond	Not yet started	Continue action step to meet the due date
<b>WORLD LANGUAGE</b> Develop a state of the art content-based World Language Model elementary, middle and high school students	Preliminary professional development has occurred Spring 2015 with a focus on assessment models that can drive curriculum development and state of the art content	Continue to build upon the assessment professional development provided in 2015
<b>FINE and UNIFIED ARTS</b> Develop a state of the art model for Arts Education	Work started during 2014-2015; state consultant working with team and curriculum coordinator to ensure start of the art model in development will be ongoing	Continued work with Humanities Curriculum Resource Teacher and the State Consultant

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**CURRICULUM & INSTRUCTION**

**Date of Update: June 1, 2015**

**Goal #3:** Students will learn and develop their competencies for working independently and with others

**Objective:** Establish a Model of Student Work Habits that promote success

<b>Actions (found in strategic plan)</b>	<b>Updates (steps taken since last update)</b>	<b>Proposed Changes or Next Steps</b>
<b>WORK HABITS For SUCCESS</b> Development of a District Rubric for work habits	Work started (NEASC work at Lyman Hall and Sheehan) and put on hold until Summer/Fall 2015 aligned with the work of the competency work group and the District Leadership Team Alignment of High School NEASC work will need to mesh with the K-12 model	Continued action needed with alignment to revised competency based reporting
<b>WORK HABITS For SUCCESS</b> Develop a continuum of student reinforcements and recognition for work habits	Positive Behavior Supports and Resources and Responsive Classroom in place; will be ongoing work High School Year 2 implementation of PBIS Middle School - not yet started Elementary - variety of staff trained and implementation at all buildings in place	Continued work and ongoing professional development to meet June 2016 due date

**Wallingford Public Schools Strategic Planning Chart - 2010 – 2015**

**CURRICULUM & INSTRUCTION**

**Date of Update: June 1, 2015**

**Goal # 4:** Students will be highly prepared for their next challenge in school and in life

**Objective:** Develop a culture that promotes excellence, innovation, and continuous improvement

<b>Actions (found in strategic plan)</b>	<b>Updates (steps taken since last update)</b>	<b>Proposed Changes or Next Steps</b>
<b>MODELS OF EXCELLENCE</b> Explore and select school models that promote excellence e.g. <ul style="list-style-type: none"> <li>● Graduation Requirements - shifting to competency based diploma</li> <li>● Assessment &amp; Grading aligned to competency based diploma with multiple assessment pathways</li> <li>● <u>Anytime Anyplace Learning for Credit/Competency attainment</u></li> </ul>	Draft Graduation Standards developed and feedback loops provided; June 1, 2015 presentation of Graduation Standards to Board of Education for consent; Summer and Fall work will be to develop and embed performance indicators aligned to the Graduation Standards	Continue to review and adopt graduation standards; begin work on performance indicators by content area K-12
<b>MODELS OF EXCELLENCE</b> Increase District Early Childhood Center/PreK Programming & Implement Full Day Kindergarten based on recommendations from Early Childhood Exploratory Committee	Report provided to Board of Education in December 2014 Full Day Kindergarten funded and to be implemented Fall 2015 PreK programming provided at all 4 K-2 schools in Fall 2015 Smart Start Grant awarded for full day PreK program in Fall 2015 at MYB and CH	Review and update on progress; make revisions to programming as needed
<b>MODELS OF EXCELLENCE</b> Investigate use of maker spaces to promote personalized learning in a mastery based-learning environment	Ongoing; discussed and explored with Career Technical Education staff	Continue action step
<b>MODELS OF EXCELLENCE</b> Identify critical technology skills needed by students at the elementary, middle and high school levels and create a scope and sequence of skills explicitly taught and practiced	Information Technology Curriculum reviewed and revised; pending Board approval in Fall 2015	Review and revise after implementation
<b>MODELS OF EXCELLENCE</b> Develop Endorsements and certification areas for students (i.e. expand medical, hospitality, audio/visual/technology media)	Funding provided and implementation in Fall 2015 to expand Certified Nursing Assistant program Prioritize other areas to reflect district needs and prepare for budgeting	Review, revise and expand after extended implementation occurs in Fall 2015

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**Goal # 5:** Students will explore and understand their own strengths, challenges, and interests and make connections between them and the real world of learning, work, and life

**Objective:** Develop state of the art support services and curriculum for self-awareness, problem solving, decision-making, and planning

<b>Actions (found in strategic plan)</b>	<b>Updates (steps taken since last update)</b>	<b>Proposed Changes or Next Steps</b>
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Develop Individual Success Plans for all students in grade 6 and Grade 9	Student Success Plans started and will be ongoing into Fall 2015	Continue with action step and staff professional development
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Create CAPSTONE project guidelines aligned with graduation requirements for academic, civic, and social expectations	Pilot successfully implemented in 2014-2015; expanding to large # of students in 2015-2016 and ongoing; addressed in graduation policy changes as well	Continue to increase # of students in Capstone each year
Create a "Mini-Capstone" menu for Grade 8 students.	Not yet started; request for funding of a MS innovation team to do part of this work during 2015-2016	Remain as an action step
Create specialized college or career transition plans for ELL Students who have arrived in U.S. during High Schools <ul style="list-style-type: none"> <li>o Provide supports for navigating institutional processes and work expectations in U.S.</li> <li>o Adult Education connections</li> </ul>	ELL Audit completed and results shared during 2014-2015 Recommendations of Audit to be put into actionable steps in 2015 and beyond	Embed actionable recommendations from audit into Strategic Plan
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Research state of the art guidance model and perform a gap analysis between existing guidance and PPS services and those of a state of the art guidance model	Ongoing and additional work and time needed; plans in place to fund a Guidance Director for 2015-2016	Continue with action and recommendations from audit
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Select a state of the art Guidance and Counseling Model for all students in Grades 6-12	Not yet in place	More time and planning needed

<p><b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Continue PreK-5 development of best practices to promote social/emotional development of students through the use of Responsive Classroom approach</p>	<p>Accomplished Responsive Classroom training provided to all K-2 and 3-5 buildings during 2014-2015 Devereux Emotional Student Success Assessment (DESSA) administered and reviewed at all schools</p>	<p>Revise action to include consistency across schools/levels with particular behaviors and consequences</p>
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